

Candidate Information Pack

Operational SEND Lead

Required: September 2026

Closing Date: 1st September 2026 at 9am

Interview Date: W/C 7th September 2026



Welcome to Burton Borough School a proud member of the Learning Community Trust

Dear candidate,

We are committed to providing a high-quality education that prepares our students for a happy, successful life and enables them to make a positive contribution to society. Our school is built on the values of ambitious, proud, and caring. We believe that these values are essential in shaping the character of our students and preparing them for the future.

At BBS, we understand that education is not just about academic excellence, but also about fostering strong relationships with families and the community. We believe that working in partnership with families and the community is crucial in providing a holistic education for our students. We encourage parents and guardians to be actively involved in their child's education and to work with us in creating a supportive and enriching learning environment.

Our dedicated team of teachers and staff are committed to providing the best possible education for our students. We believe that every child has the potential to succeed and we strive to create an environment that nurtures and supports this potential. We offer a wide range of programs and activities that cater to the diverse interests and needs of our students.

At BBS, we place a strong emphasis on learning and getting a good education. We believe that education is the key to unlocking a world of opportunities and possibilities for our students. Our curriculum is designed to challenge and inspire our students, and our teachers are dedicated to helping each student reach their full potential.

Thank you for considering BBS for your child's education. We look forward to working with you and your family in providing the best possible education for your child.

Yours sincerely,

Mrs C Bedford

Principal
Burton Borough School

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About the School

It is an exciting time to be joining BBS. In April Ofsted noted in its inspection that "leaders are driven and determined" and that the school is "taking effective action to improve the quality of education".

This year we have converted to a horizontal pastoral structure to ensure we can give bespoke support at each year group level. We have also embedded a whole team devoted to our Year 7 cohort as we recognise the need to nurture following lost learning at such a young age. We take pastoral care incredibly seriously at BBS and have a superb team of staff who always put the interests of the community first.

The school is implementing a new and innovative Teaching and Learning strategy which has been created by the staff team, matching the needs of our school and its community. Staff who have a passion within this area will find that there are numerous opportunities to share good practice and get involved in developing pedagogy throughout the school and across our Primary Cluster.

As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things.



Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their ECT or working with staff who aspire to leadership.

We extend this CPD throughout our staffing structure. Both the SEND and Pastoral teams have weekly CPD enabling them to develop professionally and ensure that we have highly trained and knowledgeable staff who can understand the needs and requirements of all of our students.



Learning Community Trust Job Description					
Support Staff					
Job Title:	Operational SEND Lead	Salary:	SO1	Work Schedule:	37 hours per week. TT + 3 weeks
Location of Role:	Burton Borough School				
Trust Mission and Vision					
Mission Statement: Providing a formidable education, within the classroom and beyond, to inspire the next generation of global citizens					
Vision: Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.					
Role Specific Information					
Role Purpose	At Burton Borough School within the Learning Community Trust, our mission is to deliver an inclusive, compelling and transformative education that empowers young people in the classroom and beyond. We are seeking a committed, organised and ambitious Operational SEND Lead to help ensure pupils are known early, taught well, supported precisely and included fully in the life of the school. This is an excellent opportunity for someone with experience of supporting pupils with SEND who is ready to take on greater responsibility within a strong inclusion team and contribute to a trust-wide model where inclusion is part of school improvement, not separate from it.				
About the Role	Working as part of the Inclusion Team, the Operational SEND Lead will help keep the school's inclusion systems live, accurate and impactful. The role supports the identification of barriers to learning, belonging, attendance and participation; coordinates APDR processes; maintains Individual Support Plans, pupil passports and provision mapping; and helps ensure pupils receive precise, time-bound support that is reviewed for impact. The successful candidate will work closely with teachers, support staff, families and external professionals so that provision strengthens classroom access, curriculum entitlement, wider participation and pupils' sense of belonging.				
Key Responsibilities	The postholder will: Strategic Leadership and Development - Support the SENDCo and senior leaders in the strategic development, implementation and evaluation of the school's inclusion strategy, ensuring alignment with the School Improvement Plan and Trust priorities. - Support the ongoing development and evaluation of inclusive systems, processes and practice across the school, using evidence and outcomes to identify priorities and drive improvement. - Contribute to the development, implementation and review of SEND and inclusion policies, procedures and guidance. - Support the effective deployment and evaluation of SEND and inclusion resources, ensuring provision is targeted, impactful and provides value for money. Identification, Assessment and Provision - Maintain accurate and up-to-date SEND and inclusion records, including the SEND Register, pupil passports, provision maps, APDR records and review documentation. - Oversee and coordinate processes for the early identification of pupils experiencing barriers to learning, attendance, participation, belonging or wellbeing, using a range of attainment, attendance, behaviour, safeguarding and contextual information. - Support and quality assure the graduated approach through effective Assess, Plan, Do, Review (APDR) cycles, ensuring provision is precise, time-bound and focused on impact. - Coordinate annual reviews, EHCP processes, referrals and multi-agency involvement, ensuring statutory requirements are met and documentation is accurate, timely and compliant.				

	• Ensure Wave 2 and targeted interventions are appropriately matched to identified needs, have clear success criteria and are routinely reviewed for effectiveness. • Monitor intervention impact and provision effectiveness, using baseline and review information to evaluate improvements in learning, attendance, behaviour, participation and curriculum access. Leadership of Staff • Provide day-to-day leadership and line management for designated inclusion, SEND and intervention staff, including supervision, performance management and professional development. • Lead regular inclusion team meetings to review pupil needs, monitor provision and ensure consistency of practice. • Support the recruitment, induction, coaching and development of inclusion staff. • Provide support and guidance to teaching and support staff to ensure pupil passports, EHCP outcomes and specialist advice are translated into effective classroom practice, adaptive teaching and reasonable adjustments. Professional Development and Training • Contribute to the school's SEND and inclusion professional development programme, identifying training needs and coordinating support that strengthens inclusive practice across the school. • Deliver INSET, professional learning, briefings and coaching for teaching and support staff on SEND, inclusion, adaptive teaching, reasonable adjustments and meeting the needs of vulnerable learners. • Develop guidance, resources and practical tools that support staff in implementing evidence-informed inclusive practice. Partnership and Multi-Agency Working • Act as the school's operational lead for engagement with families and external agencies, ensuring positive relationships and coordinated support for pupils. • Represent the school at multi-agency meetings, inclusion panels, annual reviews, funding panels and professional meetings as required. • Ensure families are involved in identifying need, planning provision and reviewing outcomes. Quality Assurance and Accountability • Monitor the implementation of agreed provision, pupil passports, support plans and reasonable adjustments, ensuring consistency and impact. • Produce reports and analyses for senior leaders, governors and Trust leaders on pupil outcomes, intervention effectiveness and the quality of SEND and inclusion provision. • Promote inclusion by ensuring pupils can access the curriculum, enrichment opportunities and wider school life, and by maintaining a focus on belonging, participation and achievement for all learners.
This job description may be reviewed as part of the appraisal process and may be subject to amendment or modification after consultation with the post holder Elements of this job description and changes to it may be negotiated at the request of the principal or the Learning Community Trust or the incumbent of the post.	

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) and an online search for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process.

In line with the Statutory Guidance Keeping Children Safe in Education an online check will be undertaken for all shortlisted candidates prior to the interview.

We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.

For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy. [Child Protection and Safeguarding Policy 2025-26 v3\(1\).pdf](#)

Why Join the Learning Community Trust?

As part of the Learning Community Trust, you will join a values-led organisation committed to inclusion, collaboration and school improvement. Inclusion at LCT is not additional to school improvement; it is how we ensure every pupil is known early, taught well, supported precisely and included fully in school life.

- High-quality professional development and opportunities to grow.
- Collaboration across a family of primary, secondary and specialist schools.
- The chance to make a genuine difference to children, families and school communities.

Ideal Candidate Profile

This role would suit an experienced Teaching Assistant, Inclusion Officer, Learning Mentor, Pastoral Leader, SEND Administrator or colleague already supporting SEND systems who is ready to progress into a more operational SEND and Operational SEND Leadership role.



Person Specification

- Has significant experience of supporting children and young people with SEND or additional barriers to learning, belonging, attendance or participation.
- Has a strong understanding of inclusive practice, the SEND Code of Practice and the graduated approach.
- Understands EHCP processes, annual reviews, APDR cycles and multi-agency working.
- Can analyse information, identify emerging needs and use data to evaluate the impact of provision.
- Understands the importance of high-quality teaching, reasonable adjustments and classroom access as the first response to pupil need.
- Has excellent organisational skills and can maintain accurate systems, records and review processes.
- Is confident working with parents, carers, external agencies and multidisciplinary teams.
- Has strong written communication skills and can produce accurate records, reports and documentation.
- Is committed to ensuring every child can achieve, participate, belong and succeed.
- Demonstrates resilience, initiative, professional curiosity and a solution-focused approach.
- Can influence and support colleagues positively to improve outcomes for pupils.

CRITERIA	QUALITIES
Essential Qualifications & Experience	• Experience of working with children and young people with Special Educational Needs and Disabilities (SEND). • Experience of maintaining confidential pupil records and producing high-quality documentation. • Experience of liaison with external agencies and support services. • Experience of supporting pupils with a range of SEND needs. • Experience of monitoring interventions and evaluating their effectiveness. • Experience of working within safeguarding and child protection procedures. • Good understanding of the SEND Code of Practice and inclusive education. • Experience of supporting, coordinating or delivering interventions for pupils with additional needs. • Experience of working collaboratively with parents, carers and external agencies. • Strong administrative, organisational and record-keeping skills. • Competent in the use of data systems and able to use information to identify needs, monitor provision and evaluate impact. • GCSE English and Mathematics at Grade C/4 or above (or equivalent). • Relevant Level 3 qualification in Education, SEND, Child Development, Inclusion, Pastoral Support or related field. • Evidence of ongoing professional development relating to SEND and inclusion.

Desirable Qualifications and Experience	• Relevant qualification in SEND, inclusion, education, child development or a related field. • Experience or knowledge of supporting EHCP processes, annual reviews and multi-agency working. • Experience of coordinating SEND provision or supporting SEND leadership within a school setting. • Understanding of APDR, provision mapping, pupil passports and Individual Support Plans. • Experience of supporting inclusion panels, vulnerable pupil meetings or intervention review processes. • Knowledge of evidence-informed approaches to literacy, communication, SEMH, executive function or adaptive teaching. • Higher Level Teaching Assistant (HLTA) status or equivalent. • Level 4/5 specialist SEND qualification. • Foundation Degree or Degree in Education, Psychology, Child Development, Social Care or related field. • NASENCO qualification or other recognised SEND leadership qualification. • Specialist training in autism, SEMH, speech and language, literacy or trauma-informed practice.
Key Skills and Personal Attributes	The postholder will be: • Passionate about ensuring that no child is left behind. • Committed to improving outcomes and life chances for pupils with SEND and other vulnerabilities. • Focused on barriers, not labels, and curious about what is preventing pupils from learning, belonging and succeeding. • An excellent communicator who can build positive relationships with pupils, families, staff and external professionals. • Highly organised, with the ability to manage competing priorities and keep systems accurate and up to date. • Able to analyse information and use data to inform decision-making. • Proactive, solution-focused and able to work independently when required. • Resilient and adaptable in a fast-paced school environment. • Collaborative and willing to contribute to the wider work of the Inclusion Team. • Committed to safeguarding, equality, diversity and inclusion. • Ambitious, humble, emotionally intelligent and reflective, with a desire to continually develop professionally.

This post has been identified as a customer facing role and therefore the Learning Community Trust is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As an academy the Trust is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring level C Proficient User under the Common European Framework of Reference for Language (CEFR).

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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Type of criminal records checks required for this post	Ticked as required
None	
Standard Disclosure	
Enhanced Disclosure	x
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	



Safeguarding

BBS fully recognises its responsibility to safeguard and promote the welfare of students and young people. We are committed to ensuring that students have opportunity to thrive within a safe learning and working environment. Our school expect all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students.
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe.
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse.
4. Supporting students who have been abused in accordance with their agreed protection plan.
5. Establishing a safe environment in which students can learn and develop.



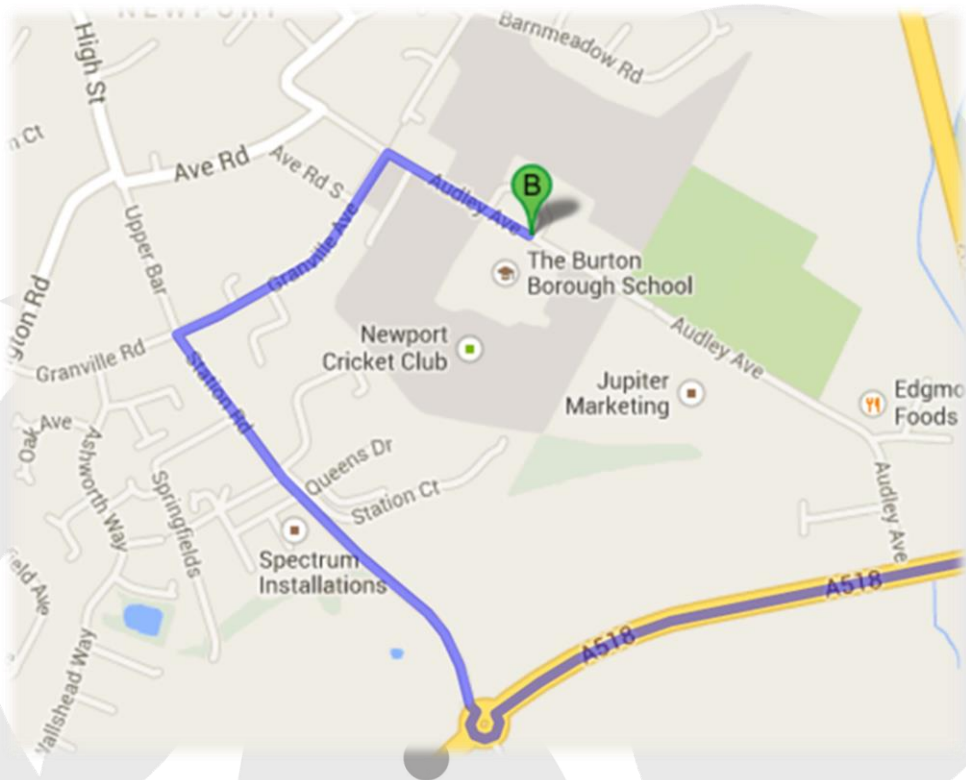
The staff at BBS are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectation in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result as risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.

Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby.



How to find us

From the North: At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport.

From the South: At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport.

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