



# PENRYN COLLEGE

ACHIEVING through CHALLENGE



**Candidate Pack - ARB Lead SENDCo**



## Message from The Headteacher

Thank you for the interest that you have shown in joining us at Penryn College. As Headteacher, I am proud to lead a school community that is committed to excellence, inclusivity, and innovation. Our motto, "*Achieving through Challenge*," reflects our belief that with the right support and encouragement, all young people can reach their full potential.

We are passionate about providing a broad and balanced curriculum that inspires curiosity, creativity, and confidence. Together we work tirelessly to create an environment where students feel valued and empowered to take ownership of their learning. Lessons are engaging and underpinned by excellent resources including technology.

We have high expectations of our staff, but in return we provide a supportive and friendly working environment where your feedback is valued and your efforts recognised and rewarded, with ample CPD opportunities and the chance to really make a difference.

Penryn College is more than just a place of learning—it is a vibrant, caring community where every moment matters.

One of the most important things I have learnt in my career is to listen to students. Finding out what our students think and experience in any capacity, whether it's with our student leadership groups, standing in the canteen queue, or sitting next to them in their lessons. These important interactions tell us what we're doing right and set our priorities. After all, it's the reason we came into this profession!

I hope this information pack will give you a good overview of the position and working at our School. There is a strong community spirit here, and all our staff, whatever their role, play an important part in our success. If you have any questions please do contact us, we are more than happy to help.

Warm regards,

Claire Croxall

# About Our School - Vision, Mission & Ethos

Penryn College is a lively, thriving school, and we pride ourselves on our local and national reputation for educational excellence. We work in partnership with national research-led teaching and learning initiatives such as the Arts Council Creativity Collaborative and we are an award-winning Cyber Award School and UNICEF Rights Respecting School. We cater for children and young people aged 11-16 who live in Penryn and the surrounding villages of Constantine, Flushing, Mabe, Mawnan Smith, Mylor, Perranwell and Ponsanooth. Students also join us from Falmouth and other outlying villages and towns.

Originally, Penryn College opened in Falmouth in 1957, and was moved to its present site in 1961. Since that time, there has been a programme of continuous improvement and updating of buildings/classrooms. Our biggest development was the opening of our £24 million College building in 2008. Our PAN for each year group is 210, but the occupational capacity is slightly different for each one. Currently, we are oversubscribed in all year groups.

We want the children of Penryn College to be the best they can be and do the very best they can, whoever they are, wherever they are from, whatever their starting point and wherever they are headed. We want them to be able to meet the challenges of the future. We want them to be flexible, to solve problems, to be resilient and to think for themselves. Most of all, we want them to achieve their dreams.

“Achievement through Challenge” is a tangible part of the life and work of the College. Children have inspiring learning opportunities because teachers open new worlds. The range of rich opportunities in a wide and exciting curriculum, using Cornwall’s natural environment to the full, gives students a thirst to know more, understand more and do more. Building upon their achievements at primary school, students develop purposeful learning habits, including being competent in reading, writing and numbers. They are able to talk openly and confidently about themselves, their progress, their aspirations and their opinions. They learn to understand, value and uphold people’s right to be treated equally. They leave us with a broad range of qualifications which give them knowledge and skills they need for their future, whatever that future might be, and as self-assured, well rounded young citizens, understanding the responsibilities, challenges and opportunities of life in modern Britain and the wider world. They value people for who they are and know that each one of us has a responsibility to give something back. They know where they are headed and how to achieve their dreams.

Penryn College's ethos centers on nurturing happy, resilient, and aspirational students through challenge, aiming for them to reach their full potential in a supportive, inclusive environment that values individuality, mutual respect, and community, underpinned by their motto "Achieving through Challenge" and a commitment to developing well-rounded individuals with strong academic and personal skills.

At Penryn College, we believe that everyone's voice matters. We listen carefully to students, families, staff, and our wider community to help shape the future of our school. This shared approach ensures we create a supportive, inclusive environment where every learner can thrive.



## 01 What parents say ...

"Both of my children are very happy at the school and we're very grateful to have a fantastic school on our doorstep. They are given many extra-curricular opportunities which enable them to grow in confidence and feel part of the school community."

## 02 What students say ...

"There's a great team spirit here. We all get on well with each other and the teachers. We feel safe, and the facilities are amazing!"  
"The changes that have been made by all of us have been listened to and have happened thanks to the school staff."



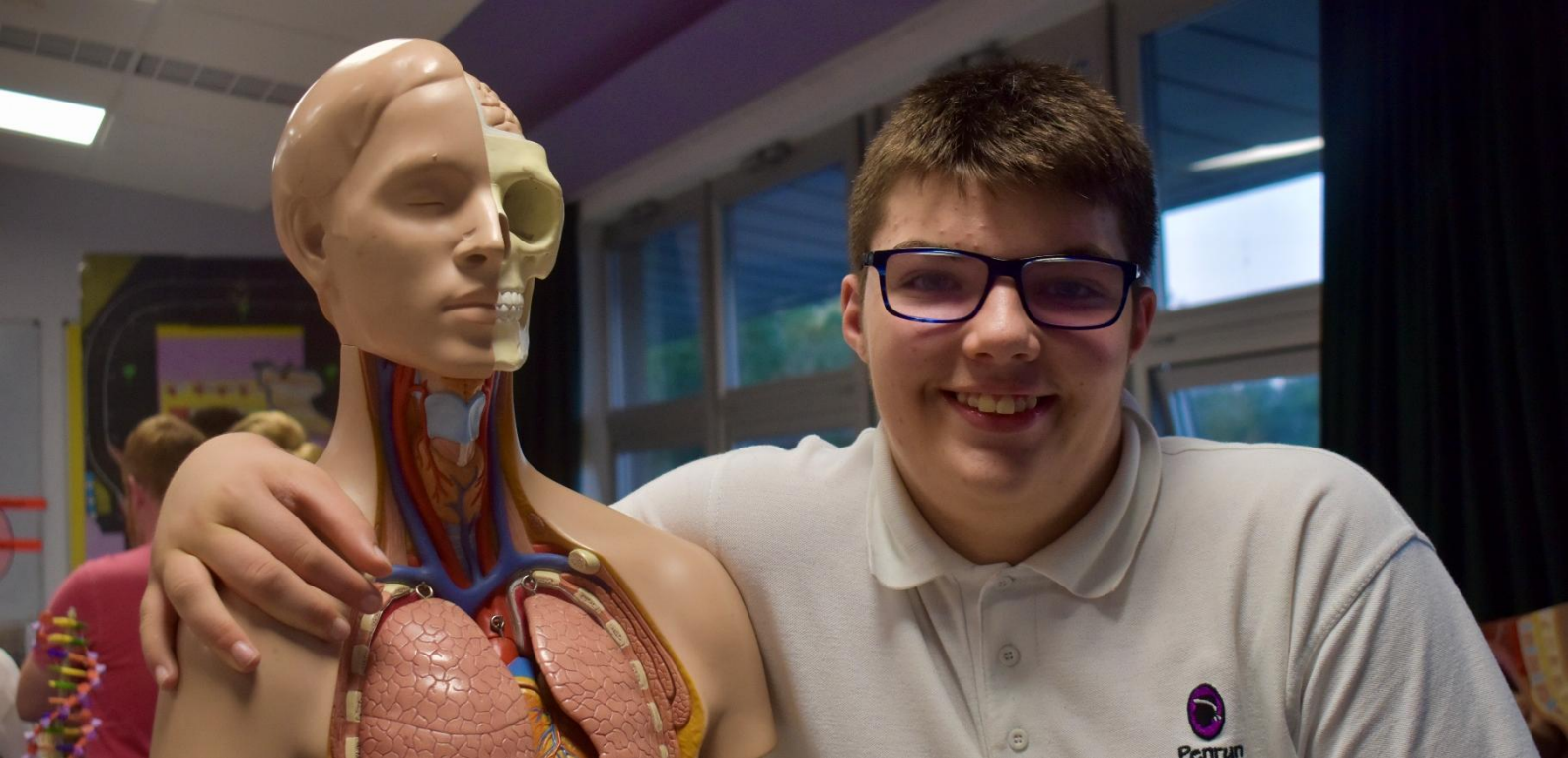
## 03 What staff say ...

"The school does a fantastic job... it enables our young people to thrive and be valued"  
"This is a great school to work in... there is a strong sense of community."



## 04 What OFSTED say ...

"Penryn College is a happy and welcoming school."  
"Pupils follow an exciting curriculum with a broad range of different opportunities. Leaders are ambitious for pupils and there is an ethos of 'having a go', without fear of failure."



## Working with Us

### THE RECRUITMENT PROCESS

- 1. Application:** To apply for a staff vacancy, please visit our website [here](#) and [complete an Application Form](#) and Personal Statement of Suitability (no longer than two sides A4). Demonstrate clearly how you meet the criteria outlined in the Person Specification, providing specific, relevant examples to support your evidence. Please email completed applications by the closing date to [vacancies@penryn-college.cornwall.sch.uk](mailto:vacancies@penryn-college.cornwall.sch.uk)
- 2. Shortlisted applicants** will be invited by email to attend an interview. References will be taken up after shortlisting unless you have indicated otherwise.
- 3. Interview Process:** The selection process will include a formal panel interview and a practical assessment designed to evaluate the knowledge, skills, and abilities outlined in the Person Specification. Full details will be provided to shortlisted candidates prior to interview.
- 4. Feedback:** Unsuccessful applicants will be provided with professional feedback
- 5. Taking up post:** The start date is subject to completion of all Safer Recruitment checks
- 6. Additional Information:** For further information, please contact Helene Zeat-Kane, HR Officer. If you require any reasonable adjustments in order to attend or participate fully in the interview process, please let us know at your earliest convenience so that appropriate arrangements can be made
- 7. Safeguarding:** Penryn College is committed to safeguarding and promoting the welfare of children and young people and expect staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.

**We reserve the right to interview early should an exceptional candidate apply**

**Application open morning on Thursday 14<sup>th</sup> May 0900-1000 – please contact Helene Zeat-Kane**

**Closing date:** Friday 18 May 9am

**Interview date:** Week beginning 18 May

**Please note that we are unable to process applications without a fully completed application form.**

Please return your completed application form and covering letter to Helene Zeat-Kane, HR Officer at

[vacancies@penryn-college.cornwall.sch.uk](mailto:vacancies@penryn-college.cornwall.sch.uk)

Thank you again for your interest in joining our team. We look forward to receiving your application.

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*“The school has a great culture - one that supports staff and the development of teams. I love being part of the team!”* Staff Survey 2025

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## JOB DESCRIPTION

Job Title:	ARB Lead SENDCo
Grade:	TLR 2B
Direct Supervisory Responsibility for:	ARB Staff
Reporting to:	Associate Assistant Headteacher (SENCo)
Important Functional Relationships:	<b>Internal:</b> Curriculum Access Team, Safeguarding Team, Teaching and Support Staff, Students, Head of Departments, SEND Department, Education Welfare Officer, Attendance Team, Headteacher, School Leadership Team, Premises Team. <b>External:</b> Parents, Trustees, External Agency Support Services, Cornwall Council, Other Schools.

### Main Purpose of Role, within the ARB provision:

- To provide a rich learning experience and effective support for students, in accordance with the school's SEND Policy and the SEND Code of Practice.
- To ensure delivery of the school's statutory SEND requirements, in line with the Code of Practice.
- To develop, implement and evaluate an engaging and relevant curriculum which enables the highest level of student progress and attainment.
- To model effective teaching, to coach and train colleagues to provide effective teaching and support.
- Through effective analysis of data, to evaluate and improve outcomes for students, closing gaps in achievement through timely and targeted interventions.
- To keep all aspects of records and policies up to date, as appropriate.
- To have responsibility for leading a team of specialist staff and Teaching Assistants and liaising with relevant staff, external agencies, parents and primary colleagues.
- Planning and ensuring the delivery of education which meets the needs of individual learners within the ARB.
- Taking a lead role in continued improvement and development of the ARB and its role within the wider school.
- Leading pastoral care and support within the ARB.

### Key Responsibilities

#### Strategic Management

- Working with the Associate Assistant Headteacher (SEND), for students in the ARB provision:
- Advise the Senior Leadership Team (SLT) and the Trustee Body on strategic development.
- Work with the Senior Leadership Team (SLT) and the Trustee Body to ensure that the school meets its' responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for students.
- Liaise with Trustees and provide reports for the Trustee Body as required.
- Work with the Exams Officer and Exams Assessor to manage testing and applications for exam access arrangements.
- Co-ordinate provision for individual students with special educational needs and oversee day-to-day provision.
- Monitor the use of resources, teaching activities, target setting and maintain a recording system for progress of students, which focuses both on individual progress and compares the gap in achievement with non-SEND students.
- To work collaboratively with the Associate Assistant Head: SEND in developing, monitoring and delivering effective strategies to ensure maximum levels of academic achievement and attendance of students attending the ARB.
- Ensure the review and update of information to support teaching of students – Learning Support Plans Passports, Education, Health and Care Plans and the school's policy and practice, aligned with statutory requirements and the Code of Practice.
- Review and update information for parents.
- Work in partnership with school leaders, Trustees, LA and School Improvement to identify strengths and priorities for improvement and to devise and implement an ARB development plan. Monitor and evaluate the delivery of this plan.
- Liaise with post 16 providers to ensure students and parents are informed about post 16 pathways and transition arrangements are planned and implemented.
- Liaise with Primary partners to lead and manage applications and transition for students.
- Support the school's inclusive ethos, playing a full role in the life of the school and be a positive role model for staff and students.

- Develop partnerships with parents and students to ensure that their views are considered and acted upon appropriately.
- Actively monitor and respond to inclusion initiatives at national, regional and local level.
- Support existing networks, liaising and collaborating with other schools as appropriate.
- Lead provision for students with EAL.
- Lead, evaluate and implement procedures for managing student medical needs.
- Advise on admission decisions for student applications, providing written reports in response to consultation as appropriate.
- Ensure that the work of the ARB supports and complements that of the wider school, and is inextricably linked to wider school systems, policies and procedures.

### **Leading and Managing Staff**

- Be responsible for the efficient and effective leadership, management and deployment of SEND personnel, including specialist staff and TA's.
- Undertake staff Professional Review, as required, according to policies.
- Provide relevant professional guidance and training to colleagues with the aim of securing high quality teaching and support for students with additional needs.
- Identify training and development needs of SEND staff and support development within the financial parameters of the school budget.
- Participate in the recruitment of SEND personnel and ensure effective induction of new SEND staff in line with school procedures.
- Participate in the school's Initial Teaching Training programme, as required.
- Collaborate with Heads of Faculty and Pastoral Leaders to ensure that all students have equality of access to learning.
- Lead all breaks and lunchtimes within the ARB, deploying staff effectively to maintain a calm, positive environment where students engage with one another appropriately; disruptions are minimised, and the atmosphere remains happy, safe, and purposeful.

### **Teaching and Learning**

- To develop, implement and evaluate an engaging, challenging and relevant curriculum which enables the highest level of student progress and attainment.
- Teach and model the delivery of challenging and engaging lessons that motivate, inspire and promote student attainment and progress.
- Co-ordinate effective support and timely intervention to enable all students to make accelerated progress.
- Co-ordinate screening programmes and additional testing and assessment as relevant.
- Evaluate the effectiveness of teaching and learning through the school's procedures e.g. learning walks and work scrutiny and use these analyses to guide future improvements.
- Contribute to the development of staff to ensure inclusive, 'Quality First' teaching.
- Ensure an effective learning environment and support other staff in the implementation of positive behaviour management.
- Act as key point of contact for, and proactively liaise with, external agencies in planning referrals and support programmes.
- Support the professional development of teachers and support staff and lead their training as appropriate, including providing training, advice and guidance to mainstream staff working with ARB students.
- Lead a rich and diverse offering of enrichment and extra-curricular opportunities that stretch and challenge and inspire students to love learning and be part of the school community.

### **Pastoral Care**

- Implement systems which ensure strong pastoral support and care for students in the ARB
- Ensure information about students' academic, social and communication needs is understood and used effectively by ARB staff to inform planning and intervention for groups and individual students.
- Take a lead role in safeguarding children: act as a role model for staff, provide advice and guidance for staff and parents and report concerns to the Safeguarding team in accordance with school policy and procedures.

- Lead systems and processes for supporting the successful transition of new students into the ARB and facilitate the successful progression of students from the ARB into their next stages of education.
- Implement systems and processes within the ARB, which support positive student behaviour and engagement, rewarding achievement and contribution and maintaining consistent high standards, in parallel with the standards across the school. Support staff to respond positively and appropriately to ARB students, and work in partnership with other school leaders to manage incidents of poor behaviour effectively.
- Implement effective systems for monitoring the progress and wellbeing of students with bespoke timetables, and those with alternative provision within the ARB, ensuring provision is adapted in response to students needs and progress.

#### **Efficient use of resources**

- Manage the SEND delegated budget efficiently and effectively for students in the ARB, in liaison with the SLT, ensuring value for money.
- Ensure Health and Safety practices, including risk assessments, are in line with school policies.
- Take responsibility for the line management and Professional Review of ARB staff in line with school policy.
- Manage the ARB resources budget and use and manage resources effectively and efficiently to support provision of high-quality care and education.
- Hold staff to account for achieving the highest quality of provision and for sustaining improvement in student outcomes.

#### **Knowledge and Skills**

- Keep up to date with national developments regarding SEND, teaching practice/methodology and leadership initiatives.
- Keep up to date with developments in the use of comparative data.

#### **Meetings**

- Meet regularly, as required, with line managers, attending relevant staff, faculty and school leader meetings.
- Chair and facilitate SEND team meetings where appropriate.
- Attend relevant pastoral, leadership and multi-agency meetings.
- Attend Trustee meetings as required.
- Attend statutory SEND meetings with parents and students, as appropriate.

#### **Other Responsibilities**

- Contribute to the ongoing culture of safeguarding across the school and in particular within the ARB.
- To fulfil criteria for a standard teaching contract, with an appropriate teaching commitment within the ARB provision.
- To comply with all school policies including, but not exhaustively, safeguarding, attendance, IT use and access, dress code.

**This job description is based on the SEN Code of Practice and must be read in conjunction with the generic job description for a classroom teacher.**

#### **Generic Responsibilities of all Staff:**

- To work consistently to uphold the school's aims.
- To work in a co-operative and polite manner with all stakeholders.
- To work with students in a courteous, positive, caring and responsible manner at all times.
- To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- To uphold all school policy and procedure towards safeguarding and promoting the welfare of children and young people.
- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To seek to improve the quality of the school's service.
- To present oneself in a professional way that is consistent with the values and expectations of the school. The appearance of all staff should at all times be supportive of school policies for the students; e.g. professional, and appropriate, appearance at all times including when out of school, e.g. trips, CPD etc.

**Additional Duties:** Any other duty deemed reasonable, as directed by the Headteacher.

**PERSON SPECIFICATION**

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>Education and Training</b>	Holds QTS Willingness to undertake SENCo qualification	Appropriate experience. SENCo qualification. Middle Leadership e.g. NPQML or equivalent Evidence of engagement in ongoing CPD	Application form
<b>Skills and Experience</b>	Employment of a variety of teaching styles. Experienced teacher of students with SEND Ability to promote high standards, both academic and pastoral. Highly effective classroom practitioner. Ability to consistently deliver highly effective lessons and be able to inspire others to do the same. Excellent ICT skills.	Experience of using a variety of appropriate assessment tools such as; Welsh Roots or B Squared.  Experience in using augmented Communication strategies. Makaton PECs.  Planning across Key Stages.	Application form and Interview
<b>Specialist Knowledge and Skills</b>	Up to date knowledge of SEN Code of Practice. Able to use data effectively to track student progress and provide effective intervention. Champion for children. Enthusiastic. Approachable. Confident communicator. Hardworking & conscientious. Excellent interpersonal skills. Clear understanding of Inclusion. Caring. Child centered. Work independently. Team player. Good sense of humour. Confident in sharing expertise. Strong leadership qualities.	Flexible approach.  Experience of leading whole school improvement.  Understanding of phonics programmes.  Experience of providing exam dispensation, appropriate testing and support.	Interview
<b>Additional Factors</b>	Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.	Level 3 Safeguarding trained. Safer Recruitment trained. First Aid Training.	Application form and Interview
<b>Behaviours and Values</b>	Motivational leadership. Promote a culture of high performance. Collaborative working. Workforce resilience. High level of emotional intelligence. Trust and integrity		Application form / Interview / Assessment
<b>Special Conditions related to the post</b>			
Able to work unsocial hours e.g. to participate in Local Board / Trustee meetings  Penryn College is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.			



**Penryn College**

## **Achieving through Challenge**

Thank you for your interest in Penryn College. We look forward to welcoming you to our school.

**Address** Penryn College, Kernick Road, Penryn, TR108PZ

**Phone** 01326 372379

**Email** [vacancies@penryn-college.cornwall.sch.uk](mailto:vacancies@penryn-college.cornwall.sch.uk)

**Website** [www.penryn-college.cornwall.sch.uk](http://www.penryn-college.cornwall.sch.uk)