



PENRYN COLLEGE

ACHIEVING through CHALLENGE



Candidate Pack -Assistant 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
- 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

Closing date: Thursday 11 June 9am

Interview date: w/b 15 June

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

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

“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

JOB DESCRIPTION

Job Title:	Assistant SENDCo
Grade:	I
Direct Supervisory Responsibility for:	Teaching Assistants
Reporting to:	Associate Assistant Head: SEND; SENCo
Important Functional Relationships:	Internal: SENCo, Education Support Team, Safeguarding Team, Teaching and Support Staff, Students, Head of Departments, SEND Department, Education Welfare Officer, Attendance Team, Headteacher, School Senior Leadership Team, Extended Leadership Team, Premises & IT Team, SEND Team. External: Parents, Trustees, Governors, External Agency Support Services, Cornwall Council, Other Schools, Local Authority Statutory SEND, Transition Schools/Post-16 Providers

Main Purpose of Role:

- To assist the Associate Assistant Head: SEND (KS3 and KS4) and SENCo in leading the day-to-day provision for individual SEND learners, thus ensuring that learning needs are met and barriers to learning are removed.
- To support/line manage Teaching Assistants
- To complete the Graduated Response (Assess, Plan, Do, Review) process for an allocated caseload, three times per year.
- Within the context of the school's aims and policies, to work with the Associate Assistant Head: SEND (KS3 and KS4) and SENCo to develop and implement intervention groups and support.
- To provide all those with involvement in Special Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.
- To support learning and behaviour of students as allocated by the Associate Assistant Head: SEND

Main Duties and Responsibilities

The Coordination of SEND

- Take a lead role in the reviewing and updating of information to support teaching of students – Learning Passports, Education, Health and Care Plans and the school's policy and practice, aligned with statutory requirements and the Code of Practice.
- Develop partnerships with parents and students to ensure that their views are considered and acted upon appropriately.
- 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.
- Co-ordinate effective support and timely intervention to enable all students to make accelerated progress.
- Act as key point of contact for, and proactively liaise with, external agencies in planning referrals and support programmes.
- To be meticulous in record keeping.
- To attend team and School meetings and those that are specifically in relation to the pupils that you support, such as pastoral support programmes or liaison with multi agencies.

Identification and Implementation of SEND

- 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 on the Record of Need.
- Collaborate with Heads of Year and Pastoral Leaders to support the identification and implementation of SEND Strategy and provision.
- Co-ordinate screening programmes and additional testing and assessment as relevant.
- Ensure information about students' academic, social and communication needs is understood and used effectively by Teaching and Support staff.

- Using data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils
- To manage appropriate and tailored resources for learners with SEND and ensure that they are used efficiently, effectively and safely
- To coordinate the completion of external SEND referrals
- To play an active role in early identification of SEND for students

Leading, Managing and Supporting Staff

- Identify and organise training and development needs of SEND staff, under the direction of the Associate Assistant Head: SEND
- To deputise for the Associate Assistant head: SEND and SENCo in matters relating to SEND
- To plan and deliver training for the SEN team as directed by SEND Leaders

Safeguarding

- 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.
- Take a lead role in safeguarding and support Looked After and Previously Looked After Children with SEND, contributing to PEP reviews as directed by the DT: Looked After Children.

Transition

- To lead and manage applications and transition for students at all transition points (e.g. KS2-3, or in-year admissions).
- Liaise with post 16 providers to ensure students and parents are informed about post 16 pathways and transition arrangements are planned and implemented, under the direction of the Associate Head: SEND (KS4).
- Liaise with Primary partners to lead and manage applications and transition for students, under the direction of the Associate Assistant Head: SEND (KS3).

Professional Responsibilities & Development

- Attend relevant INSET.
- Be responsible for continued professional development.
- Adhere to school policies, legislation, and procedures (e.g. safeguarding, H&S, data protection, equality).
- Any other duties as directed by SEND leadership.
- To maintain confidentiality of information acquired in the course of undertaking duties for the role.
- The post holder is responsible for their own self-development on a continuous basis.
- To undertake other duties appropriate to the grading of the post as required.

Date Prepared: 22 May 2026

Prepared by: HR Officer support

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Education and Training	Good levels of literacy and numeracy to GCSE Grade 5 (C) or above or equivalent qualification in English Language and Maths. Proven experience of successfully supporting children with SEND. Proven record in working with vulnerable students and their families. Specific SEND Training in an expert field e.g. TIS, ELSA.	Child Protection training Safeguarding training NVQ 3 in Mentoring (or equivalent, e.g. Learning Mentor training). Phonics Training A good understanding of behaviour / relationship remediation strategies. Evidence of engagement in ongoing CPD	Application form
Skills and Experience	Practical knowledge, skills and experience of working with students within a learning environment. Ability to promote high standards, both academic and pastoral. Ability to consistently deliver highly effective lessons and be able to inspire others to do the same. Excellent ICT skills. Willingness to undertake further training relevant to the role.	Experienced in leading / managing a team Experience in using augmented communication strategies. Makaton PEC AAC	Application form and Interview
Specialist Knowledge and Skills	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.	Ability to use data to set targets for progress and to review achievement against these targets. Knowledge of a range of issues relevant to education and child development. Knowledge and creativity to plan an inspiring programme based on a student's needs to make academic progress despite their social and behavioural difficulties. Knowledge of statutory frameworks relating to teaching.	Interview
Additional Factors	Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.	Level 3 Safeguarding trained. First Aid Training.	Application form and Interview
Behaviours and Values	Promote a culture of high performance. Collaborative working. Workforce resilience. High level of emotional intelligence. Trust and integrity.		Application form / Interview / Assessment
Conditions related to the post			
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

Website www.penryn-college.cornwall.sch.uk