




THE SUNDAY TIMES

**SCHOOLS GUIDE
2025**

**INDEPENDENT SECONDARY
SCHOOL OF THE YEAR
NORTH EAST**



SENDCO

(Part-Time, 0.6 FTE)

Required September 2026 or January 2027

Candidate Information



Welcome to Durham High School

Thank you for considering Durham High School for the next stage of your career in education. Ours is a community where ambition thrives, talents shine, and lifelong friendships are formed. As a leading independent school in the North East, we consistently achieve excellent GCSE and A Level results in County Durham.

Following on from our accolade of Sunday Times Independent Secondary School of the Year 2025, we were delighted to be named the top performing Independent School in County Durham 2026 – a reflection of the outstanding education and care we offer.

Up until several years ago, boys attended Durham High School for their Pre-Prep and Prep education before moving onto different schools. As part of our school's journey towards co-education, boys were welcomed back into our Pre-Prep and prep Department in September 2025 and will join Year 7 to Sixth Form in September 2026.

While the structure of our school evolves, our foundation remains the same. Academic excellence, personal development, and our Christian ethos continue to guide all that we do. Our aim is to nurture each pupil's potential and to foster a lifelong love of learning.

In a beautiful woodland setting with excellent facilities and a dedicated team of teachers and support staff, Durham High School is a place where pupils grow in both confidence and character.

Our latest ISI Inspection found : "Collaborative, positive relationships between pupils and staff throughout the school community support academic success and pupils' wellbeing."

Teachers were praised for helping pupils "to develop strategies to build confidence and self-esteem". Inspectors said: "Relationships between staff and pupils are positive and founded on mutual respect. Staff know pupils well and support them with kindness and understanding."

Our strategic partnership with Galaxy Global Education brings new and exciting opportunities for growth and international collaboration.

If you have the skills, experience, and passion for this role, we warmly invite you to apply. We look forward to hearing from you.



Mrs Michelle Hill
Headmistress



About Durham High School

Our location

Durham High School is ideally located in the heart of Durham City in the North East of England, with excellent transport links.

The school is just a few miles from Durham train station, providing direct rail connections to Newcastle, Edinburgh, and London. It is also easily accessible via the A1(M) motorway, connecting to major road networks across the region.

Newcastle International Airport is about 30 minutes away, offering domestic and international flights.



Our heritage

The school was founded in 1884 by the Church Schools' Company and in 1910 the school's governing body took over and formed an independent school for girls aged 3-18. From September 2025 we are proud to be a coeducational school.

During the 1960s, Durham High School moved to our current site, its first purpose-built premises on the edge of the city adjacent to the new Durham University colleges.

Our aims:

- To create a friendly, caring community based on Christian principles where every individual is valued
- To develop the potential of every pupil in all areas of their life
- To encourage academic excellence and a life-long love of learning

We are keen to widen access as much as possible, with means-tested bursaries, and academic scholarships, to enable as many pupils as possible to attend the school from a wide area.



Benefits of working at Durham High School

The successful applicant will benefit from:

- Being part of a fantastically vibrant and supportive community with the most amazing and enthusiastic pupils.
- Super facilities and small class sizes.
- Royal London defined contribution pension scheme.
- Staff Laptop.
- Lunch provided each day during term time.
- Up to 50% staff fee remission scheme for staff children from Reception to Sixth Form.
- Employee assistance programme (Education Support).
- Blue Light reward card.
- Access to in school counsellor.
- Free onsite parking.





The Position - SENDCO (Part time 0.5 FTE)

The Department

Durham High School is looking to recruit a strategic, energetic, adaptable, committed and highly organised part-time SENDCO to lead and develop our provision for pupils with Special Educational Needs and Disabilities across the school. There is flexibility over how working days are structured, which will be discussed at interview).

This is an exciting opportunity for an experienced practitioner or aspiring leader who is passionate about inclusion and ensuring that every pupil is able to thrive both academically and personally.

The successful candidate will lead a dedicated team of part-time Teaching Assistants, providing clear direction, support and professional guidance to ensure that interventions and in-class support are effective, consistent and responsive to pupils' needs.

The role will involve close collaboration with teaching staff, pastoral teams, families and external agencies to coordinate high-quality provision and remove barriers to learning.

We are proud of our inclusive ethos and believe that excellent SEND provision is central to the success of the whole school community.

The SENDCO will play a key strategic role in shaping provision, supporting staff development and promoting a culture where all pupils feel valued, supported and challenged to achieve their potential.

This is not a subject-specific teaching role. Instead, the SENDCO will take a lead in designing, coordinating and, where appropriate, delivering targeted small-group and one-to-one interventions to support pupils with a range of additional needs. The role therefore offers significant opportunity to work directly with pupils and to have a measurable impact on their progress, confidence and wellbeing.





Job Description - Part time SENDCO

Remuneration: DH1-9 Salary Scale (£31,706.17 - £45,388.40 FTE) plus Responsibility allowance R9 worth £6180.

Accountable: to the Senior Deputy Headmistress

Key Responsibilities:

Strategic Leadership of SEND

1. Lead the strategic development, implementation and evaluation of the school's SEND Policy and provision in line with the SEND Code of Practice and the school development plan, with a clear focus on raising achievement and outcomes for pupils with SEND and whole-school priorities.
2. Oversee the day-to-day operation of the SEND policy and coordinating provision across the school to ensure a consistent and effective graduated response.
3. Contribute to the school's wider inclusion strategy, working closely with senior leaders to secure equity of provision and outcomes.
4. Uphold and promote a positive, inclusive whole-school culture aligned with the school vision and values.
5. Advise senior leaders on SEND priorities, risks and improvement actions.
6. Maintain up to date knowledge of national and local initiatives that may affect the school's policy and practice.
7. Write an annual action plan and quality assurance framework for SEND that is in line with the school's improvement plan.
8. Regularly inform the Senior Leadership Team of progress on annual action plan for SEND.

9. Prepare and maintain information required for publication and reporting to the Management Board.

Identification, Provision and Outcomes

1. Lead robust systems for the early identification, assessment and review of SEND.
2. Actively teach learning interventions and support groups in order to accelerate their progress.
3. Coordinate and quality assure interventions, ensuring that provision is evidence-informed, costed, and impactful. Maintaining a clear provision map.
4. Evaluate the impact of SEND provision and interventions using quantitative and qualitative evidence.
5. Respond to diagnostic reports by writing comprehensive Individual Education Plans (IEPs). Ensure IEPs are fully up to date, distributed to colleagues, and updated on school systems.
6. Maintain an accurate SEND register and provision map and effectively communicate any changes.
7. Ensure high-quality SEND support is in place across all key stages and subjects.
8. Tracking progress of pupils with SEND, Monitor attainment, attendance and wider outcomes for students with SEND, identify any underachievement and secure timely intervention.
9. Identify, coordinate and review, alongside the exams lead, exam access arrangements and reasonable adjustments in line with JCQ regulations, ensuring that evidence is robust, up to date and reflective of pupils' normal way of working.



Job Description - Part time SENDCO

Identification, Provision and Outcomes cont.

10. Ensure Assess–Plan–Do–Review (APDR) cycles are implemented consistently and effectively for pupils with SEND, including the monitoring of impact and adaptation of provision where required.
11. Set challenging and realistic targets for raising achievement among pupils with additional learning needs and SEND.

Statutory Compliance and EHCPs

1. Ensure full compliance with the SEND Code of Practice and statutory requirements.
2. Lead the school's work on EHCPs, including needs assessments, annual reviews, implementation and funding oversight.
3. Maintain accurate, up-to-date SEND records and documentation.
4. Prepare and contribute confidently to external scrutiny, including Independent Schools Inspectorate.

Teaching, Learning and Curriculum (SEND focus)

1. Promote, model, and monitor high-quality adaptive teaching strategies to ensure all staff meet the needs of learners with SEND. Providing professional guidance to secure high-quality teaching and inclusive classroom practice.
2. Work closely with curriculum and subject leaders to ensure SEND provision supports curriculum access and ambition.
3. Promote consistent, high-quality classroom practice for students with SEND.

Staff Development and Line Management

1. Line manage SEND staff, including Teaching Assistants.
2. Oversight/timetabling of LSAs including LSA duty rota for supporting pupils with SEND.
3. Complete Performance Management of Teaching Assistants.

Staff Development and Line Management cont.

4. Provide professional guidance, challenge and support to teaching staff relating to SEND.
5. Lead SEND-focused CPD and INSET and contribute to whole-school professional development.

Working with Parents, Students and External Agencies

1. Build strong partnerships with parents, ensuring clear communication and collaborative planning.
2. Work closely with external professionals such as Educational Psychologists, Therapists, Local Authority Officers, to secure appropriate support.
3. Ensure student and parent voice is central to SEND planning and review processes to inform provision and improve practice.

Transition and Vulnerable Groups

1. Lead SEND aspects of transition, including primary to secondary transition, in-year admissions and preparation for post-16 pathways to ensure continuity of support and positive outcomes.
2. Work collaboratively with pastoral leaders to support students with SEND who are also vulnerable or at risk of disengagement.
3. Contribute to strategies to reduce school refusal and improve attendance and engagement for students with SEND.
4. Liaise with other schools to ensure continuity of support and learning when transferring students with particular needs



Job Description - Part time SENDCO

Whole-School Responsibilities

1. Support the Senior Deputy Headmistress in monitoring and evaluating SEND provision as part of self-evaluation and school improvement planning.
2. Contribute to Galaxy Global Education Group SEND networks and collaborative working where appropriate.
3. Act as a visible and credible leader for inclusion across the school.
4. Use the graduated approach to oversee the identification, assessment, support and review of all pupils.
5. Support the school in relation to SEND tribunals and legal processes, including representation where required

General and Professional Responsibilities

1. Attend transition, staff, meetings, Parents Evenings, Open Evenings and Open Mornings.
2. Participate in Appraisal in accordance with school policy.
3. Maintain strict confidentiality and comply with data protection legislation and associated school policies.
4. Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining awareness of relevant procedures and responsibilities.
5. Uphold and promote the school's policies on equality, diversity and inclusion and health and safety, ensuring safe working practices at all times.
6. Adhere to all other relevant school policies and procedures.
7. Engage in ongoing professional development, including leadership development, to effectively carry out the responsibilities of the role.

Promote the school

1. Act as an advocate for the School both in and out of school.
2. Contribute to marketing events and Open Days.

Any other reasonable task requested by the Headmistress





The Person - Part Time SENDCO

Skills Required

- Ability to work effectively both in collaboration with other professionals/teams and also on own initiative - *Essential*
- Excellent interpersonal skills, particularly the ability to relate to young people, parents, colleagues and external agencies with sensitivity, tact and diplomacy - *Essential*
- Strong organisational skills, with a methodical approach and ability to manage competing priorities - *Essential*
- High emotional intelligence, resilience, and the ability to manage difficult conversations with stakeholders - *Essential*
- Good time management, including ability to prioritise and organise own workload and to work to deadlines - *Essential*
- Able to establish good working relationships with a wide range of stakeholders, including students, colleagues, external organisations and parents/carers - *Essential*
- Ability to develop and implement effective SEND strategies and monitor impact - *Essential*
- Ability to write action plans, maintain accurate records and create reports - *Essential*
- Ability to use ICT packages such as intermediate Word, Excel, PowerPoint, One Drive, and Sharepoint - *Essential*

Experience

- Experience of teaching SEND pupils, ideally within the 3-18 age group - *Essential*
- Substantial experience in secondary teaching - *Essential*
- Experience in primary teaching - *Desirable*
- Experience of supporting pupils with Dyslexia, ADHD and Autism and DCD - *Essential*
- Experience of providing and producing data and statistical information for analysis - *Essential*
- Experience of successful intervention/support work responding to the academic and wellbeing needs of young people - *Essential*

Knowledge Base

- Having up to date knowledge of current legislation/statutory requirements and the regulatory requirements for SEND in relation to school inspections - *Essential*

Knowledge Base cont

- Expert-level knowledge of the SEND Code of Practice (0–25) and the Equality Act 2010 - *Essential*
- Knowledge of the current JCQ Regulation and Access Arrangements provision - *Essential*
- Understanding of effective teaching and learning strategies to support SEND pupils - *Essential*
- Knowledge and understanding of current and national issues in relation to pupil development, progress and raising achievement in Primary and Secondary Education - *Essential*
- Excellent subject knowledge and understanding - *Essential*
- Excellent professional knowledge and understanding - *Essential*
- Up to date with professional developments in the subject and other aspects of education - *Essential*
- Awareness of health and safety requirements relevant to the job - *Essential*
- In depth understanding of the Graduated response (Assess–Plan–Do–Review) - *Essential*
- In depth understanding of the EHCP processes and statutory timelines - *Essential*
- In depth understanding of Inclusive quality-first teaching - *Essential*

Qualifications

- Qualified teacher status - *Essential*
- Good honours degree - *Essential*
- NPQ for SENCOs (or NASENCO if completed before 2024) - *Desirable* (New appointees must complete the NPQ within 36 months of taking up the role)
- Masters Degree - *Desirable*
- A recognised qualification in Specific Learning Difficulties (Level 5 or 7) - *Desirable*
- A specialist teacher assessor with a current SpLD Assessment Practising Certificate (APC) with SASC registration - *Desirable*
- Access arrangements assessor who has successfully completed a postgraduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment - *Desirable*



The Person - Part Time SENDCO

Personal Attributes

- Ability to enthuse children and adults - *Essential*
- Self-motivated with a consistent, positive 'can do' approach to work - *Essential*
- Enjoy rising to the challenges inherent in a school environment - *Essential*
- Good Sense of Humour - *Desirable*
- Ability to consistently provide a high quality, welcoming and supportive learning experience for all pupils- *Essential*

- Able to self manage and work to pre-agreed deadlines - *Essential*
- Focused, determined and action oriented - *Essential*
- Methodical and precise with excellent attention to detail - *Essential*
- Honesty and integrity - *Essential*
- Professional and approachable attitude - *Essential*
- Willingness to learn new skills - *Essential*

Please note that this role is not suitable for an ECT.





How to Apply

Please complete the application form, available on the School's website, and submit as a pdf document, with a covering letter of no more than two sides of A4 (pdf), outlining your reasons for applying and why you will be a good fit for our school community.

Your application should be addressed for the attention of the Headmistress and sent by email to: headmistress@durhamhighschool.com

Closing date for applications:

Monday 15 June, 9.00am

Interviews will be held w/c Monday 15 June 2026

Salary: Teaching will be paid on Teachers salary DHS 1-9 plus R9 responsibility point worth £6,180.

Safeguarding and Safer recruitment

Durham High School is committed to safeguarding and promoting the welfare of children. The successful applicant will be subject to an enhanced DBS disclosure check.

In addition, as part of the shortlisting process, Durham High School will carry out an online search on the shortlisted candidates as part of its due diligence, as per the governments 'Keeping Children Safe in Education ' document (September 2025)

Equal Opportunities

The School is committed to the principles of equal opportunity, diversity and inclusion. We are committed to attracting and retaining the very best staff and ensuring that our staff body reflects the diversity of our students and local community.



Durham Education Limited is part of The Galaxy Global Education Group and is registered in England, Company No. 15934079

Contact Information

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