

## **Job Title: Copthill School SENCO, Mental Health & Wellbeing Lead and Designated Safeguarding Lead (DSL)**

**Job Specification:** Special Educational Needs Coordinator (SENCO), Mental Health & Wellbeing Lead and Designated Safeguarding Lead (DSL). The role will include a classroom teaching commitment (potentially PSHE Education).

**Contract Type:** full-time, Permanent

**Location:** Copthill School, Uffington, Stamford PE9 3AD

**Salary:** £43,050 - 46,917

**Start Date:** September 2025

Are you a highly motivated, passionate and dedicated professional who puts children at the heart of their work to ensure that they achieve the very best that they can at all times? Would you like to work in a school that has a prestigious history, wonderful present and bright future?

### **Role Overview:**

This is a pivotal leadership role at Copthill School, combining three vital responsibilities: **Special Educational Needs Coordinator (SENCO), Mental Health & Wellbeing Lead and Designated Safeguarding Lead (DSL)**. You will provide strategic and operational leadership in these key areas while maintaining an active teaching commitment. You will champion the wellbeing and development of all children, ensuring their academic, emotional and social needs are met in a welcoming, nurturing and inclusive environment.

As SENCO, you will lead the provision for pupils with special educational needs.

As Mental Health and Wellbeing Lead, you will coordinate and enhance the school's approach to supporting mental health and wellbeing across the whole school community - children, families and staff.

As DSL, you will oversee safeguarding and child protection, promoting a culture of vigilance and safety.

In your teaching role, you will model best practice in inclusive teaching and foster a nurturing classroom environment.

### **Key Responsibilities:**

- **Leadership and Management of SEN Provision**
  - Ensure compliance with the SEND Code of Practice and any relevant statutory frameworks.
  - Oversee the identification, assessment, and support for pupils with special educational needs (SEN).
  - Develop, implement, and monitor effective Individual Learning Plans (ILPs) or equivalent documentation. (Assess, plan, do and review cycles)
  - Coordinate and lead assessments and annual reviews and meetings for pupils with Education, Health, and Care Plans (EHCPs).
  - Monitor the progress and attainment of pupils with SEN and ensure tailored interventions are effective.
  - Seek best practice opportunities that have a demonstrable impact on the teaching and learning of SEND students.
  - Provide training, guidance, and support to teachers and support staff in implementing inclusive practices.
  - Support staff with scaffolded lesson plans and adapting teaching strategies to meet diverse learner needs.

- Act as the key point of contact for external agencies, including educational psychologists, therapists, and local authorities.
- Maintain up-to-date records of all SEN pupils and report to the Headteacher and Directors as required.
- Review and update relevant school policies as directed by the Headteacher.
  
- **Mental Health Lead Responsibilities**
  - Develop and implement a whole-school strategy for promoting mental health and wellbeing, aligned with national guidelines.
  - Lead PSHE Education and RSHE.
  - Provide guidance and support to staff on identifying and responding to mental health needs in pupils.
  - Work with children, families, and external agencies to coordinate mental health support, including early interventions.
  - Deliver training and workshops for staff to raise awareness of mental health and build confidence in addressing wellbeing concerns.
  - Act as the key point of contact for external mental health professionals and services.
  - Monitor and evaluate the effectiveness of mental health and wellbeing initiatives, reporting on progress and outcomes to the Headteacher and Directors.
  - Promote a culture of openness and understanding about mental health across the school community.
  - Ensure children and staff have access to appropriate resources and support for mental health and emotional wellbeing.
  
- **Designated Safeguarding Lead Responsibilities**
  - Lead and oversee the school's safeguarding and child protection policies, ensuring compliance with statutory guidance (e.g., Keeping Children Safe in Education).
  - Act as the first point of contact for any safeguarding concerns, offering advice and support to staff, pupils, and families.
  - Manage safeguarding cases, including referrals to external agencies and maintain accurate, confidential records.
  - Deliver safeguarding training for all staff, ensuring they understand their responsibilities and are vigilant to risks.
  - Monitor and evaluate safeguarding practices across the school, identifying areas for improvement.
  - Stay up-to-date with current safeguarding legislation and best practices, and communicate changes to the wider school community.
  - Attend relevant safeguarding and child protection meetings and liaise with external agencies as necessary.
  - Attendance Champion
  - Designated Teacher for Children in Care and Children Previously in Care (Looked after children and previously looked after children)
  - Report to the Headteacher and Directors on safeguarding matters, ensuring they are informed of trends, risks, and school practices.
  
- **Day-Day Management**

- To support the Headteacher in the day-to-day management of the school by taking specific responsibility for daily supervision rotas including absence of staff and cover including PPA time.
  - **Classroom Teaching**
    - Maintain a high standard of teaching and learning within your own classroom practice.
    - Plan and deliver engaging lessons tailored to the needs of all pupils, including those with SEN.
    - Model excellent teaching and inclusive classroom practice, ensuring all children have high-quality learning opportunities.
    - Create a positive and inclusive classroom environment that supports the academic, emotional and social development of all children.
    - Embrace the School's commitment to outdoor learning.
    - Assess, monitor and report on pupils' progress.
  - **Pastoral and Family Engagement**
    - Develop strong partnerships with parents and carers, ensuring clear communication and involvement in their child's education.
    - Provide emotional support for pupils and work with families to address challenges and concerns.
    - Promote a whole-school ethos of inclusion, understanding and tolerance.
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#### **Person Specification:**

- **Essential**
  - Degree in Education or relevant field.
  - Qualified Teacher Status (QTS).
  - Proven classroom teaching experience at the primary level.
  - A strong understanding of the SEND Code of Practice and inclusive teaching strategies.
  - The National Award for SEN Coordination (NASENCO) or currently working towards NPQ for SENCOs. We would be happy to receive applications from teachers without a qualification, but there is a requirement that this qualification will be completed and achieved within the first year in the role.
- **Desirable**
  - Training or certification in mental health - Mental Health First Aid.
  - Up-to-date safeguarding training, or willingness to complete DSL training upon appointment.
  - Evidence of continuous professional development in areas relevant to SEN.
  - Additional qualifications or training in SEN (e.g. autism, dyslexia, speech and Language)

#### **Experience:**

- Proven experience of working with children with a wide range of SEN, including leading interventions or initiatives that improve outcomes for pupils with additional needs.
- Experience in promoting and supporting mental health and wellbeing in a school setting.

- Experience in managing safeguarding and child protection cases, or a strong understanding of safeguarding frameworks.
- Evidence of successful collaboration with families, external agencies, and multidisciplinary teams.
- Leadership experience is essential.

#### **Skills and Attributes:**

- **SEN Expertise:**
  - Deep understanding of child development, barriers to learning, and strategies to support SEN pupils.
  - Ability to lead and inspire colleagues to deliver high-quality support for children with SEN.
- **Mental Health Leadership:**
  - Understanding of the mental health challenges facing children, families and staff, and a commitment to fostering a positive culture of wellbeing.
  - Ability to develop and implement effective mental health strategies.
- **Safeguarding Expertise:**
  - Thorough knowledge of safeguarding policies and procedures, including statutory guidance such as *Keeping Children Safe in Education*.
  - Strong decision-making skills and the ability to act calmly and decisively under pressure.
- **General Skills:**
  - Outstanding teaching ability, with a passion for fostering an inclusive learning environment.
  - Excellent interpersonal and communication skills to work effectively with children, staff, and families.
  - Strong organizational and administrative skills, including record-keeping and reporting.
  - Resilience, empathy, and a proactive attitude towards challenges.

#### **Additional Requirements:**

- Commitment to the school's ethos and values of inclusivity, respect, and excellence.
- A proactive and solution-focused attitude.

This job specification is not meant to be exhaustive, therefore you may also be asked to fulfil any duties or role specific tasks that are not listed in conjunction with the Headteacher and Senior Team.

#### **How to Apply**

To apply, please email [paula.rayner@copthill.com](mailto:paula.rayner@copthill.com) with your application. CVs are not accepted.

The closing date for applications is 3 February 2025

**Copthill School is committed to safeguarding and promoting the welfare of our children. We expect all staff and volunteers to share this commitment.**

Our recruitment process follows the keeping children safe in education guidance. Offers of employment will be subject to the following checks (where relevant):

- childcare disqualification
- Disclosure and Barring Service (DBS)
- Medical
- online and social media
- prohibition from teaching
- right to work
- satisfactory references
- suitability to work with children

You must tell us about any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

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