



SENCO Candidate Information Pack



Sibford
Shape your story

WELCOME TO SIBFORD

A co-educational day and boarding school for pupils aged 3 - 18. Empowering young people with the skills, self-belief, and spirit to take their place in the world

Sibford is a place where we aim to nurture ambitious learners who shape their worlds with their creative, compassionate and questioning minds, where your career journey can flourish alongside the growth of our exceptional students.

In our commitment to individuality, we recognise that employees, much like our students, are diverse in their approaches and strengths. At Sibford, you're encouraged to be adventurous, curious, creative, confident, and above all—be yourself.

Rooted in Quaker values, our approach to teaching is grounded in truth, integrity, equality, community, peace, simplicity, and sustainability. These values are not just words on paper but living principles that underpin the distinctive characteristics of Sibfordians.

In the nurturing, safe, and supportive environment we cultivate, you'll find a space where your potential has no limits. Here, there's no ceiling on your ability to inspire and shape young minds, both academically and personally. Tolerance and consideration towards each other are not just encouraged; they are integral to our community ethos.

Our curriculum is as diverse as the talents it aims to nurture. We pride ourselves on traditional academics, creative arts, technology, and horticulture, in small, dedicated classes, inspiring and stretching each individual, guiding them to discover their own talents and embrace their authenticity.

Sibford is more than just a school; it's a place where employees are partners in the growth and development of future leaders and citizens. If you're seeking an environment that values creativity, agility, resilience, positivity and empathy, we warmly invite you to consider joining us at Sibford.

A candidate pack can only convey so much. Come and meet us in person—experience the genuine warmth and vibrancy that defines our educational community.

Looking forward to the prospect of welcoming you to the Sibford family.

Rebecca Evans, Head



Our Vision and Ethos

Our mission

To nurture ambitious learners who shape their worlds with their compassionate, creative and questioning minds.

Our vision

To empower future generations who live adventurously in the world and take responsibility to improve it.

Our ethos

Endeavour

- I take responsibility for my learning journey, striving to give my best in all lessons and activities.
- I have the resilience to take accountability for my mistakes and recognise they help me learn and develop.
- I take pride in my work and approach all my lessons ready to learn by being punctual, organised and prepared.

Respect

- I respect myself, my surroundings and those around me.
- I show integrity by being truthful, reflecting on my decisions and making wise choices.
- I actively listen, value the perspectives of others and seek stillness even amid the activities of daily life.



Community

- I actively help others and the community.
- I am responsible for an environment where equality is valued and I treat everyone how I want to be treated.
- I understand my responsibility to display stewardship and make the world a better place.

Kindness

- I advocate for inclusivity and try to include everyone in my lessons and activities.
- I actively try to consider and understand how someone else may be feeling and respond with kindness.
- I look for peaceful resolutions to disagreements, never using words or actions to deliberately hurt others.

Our Approach

We believe that academic success is driven by outstanding pastoral care and a vibrant and well-rounded education.

A focus on the individual needs of each child is central to our approach. Small class sizes with dedicated teachers nurture, inspire and stretch students, giving them a chance to unearth their talents and truly know themselves. Our open and calm environment gives them the space, confidence and mindset to work to their full potential.

We have a dedicated SEN department with a fantastic reputation for their pioneering work. Neurodiversity is part of the rich and eclectic world we live and all the better for it. We believe that embracing and adapting to this diversity should just be an integral part of any school's approach.

We celebrate and champion the diversity of humans, aiming to offer our students a rich and varied curriculum and opportunities to experience and explore diverse skills and interests. As an independent school, we welcome the opportunity to enrich our curriculum, encouraging students to follow their own path, whether it's a traditional academic one, creative arts, technology or horticulture. Placing huge value on co-curricular activities, we actively develop a rich timetable of activities that above and beyond offering new skills and knowledge, inspire great friendships and instil a strong sense of belonging.

A well-rounded education teaches students a wealth of brilliant life skills, from creative thinking, agility, and resilience to leadership, collaboration, and emotional intelligence – all essential in guiding their growth into good citizens and life-long learners.



The Role

SENCO

Full Time

Competitive salary, dependent on experience
Start - Spring term 2027

The SENCO is a key member of the Extended Leadership Team, leading and developing inclusive practice across the whole school from Early Years through to Sixth Form. Working closely with the Support for Learning team, teachers, parents and external specialists, the SENCO ensures that pupils with diverse learning needs receive high-quality, tailored support to enable them to thrive academically, socially and emotionally. The role includes overseeing assessments, coordinating individual support plans, and maintaining the provision map to ensure effective interventions and compliance with statutory requirements. The SENCO builds strong relationships with pupils and colleagues, providing strategic leadership and ensuring a consistent, high-quality approach to SEND provision across every stage of a pupil's educational journey, from Early Years, through the Junior and Senior School to Sixth Form.

Closing date for applications: 12pm on Friday 4th September 2026.

Interview date: Week commencing 14th September 2026.

We reserve the right to close and appoint prior to this date should suitable applications be received.

Sibford is committed to safeguarding and promoting the welfare of children, young people and adults and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure.

We are unable to offer overseas sponsorship.

The Role

Overall Purpose: To establish a learning environment in which all Sibford pupils learn effectively, providing strategic leadership for SEND provision, ensuring compliance with the SEND Code of Practice, leading a specialist team, and driving whole-school inclusive practice.

Reports to: Assistant Head – Academic and Operations

Key contacts: the Support for Learning team, other teaching and administrative colleagues, pupils and parents, and wider stakeholders.

Key Responsibilities:

- Provide strategic leadership of SEND and Support for Learning, ensuring compliance with the SEND Code of Practice, Equality Act and JCQ regulations.
- Lead, manage and develop the Support for Learning department, including staffing, timetabling, appraisal, budget and departmental planning.
- Ensure high-quality provision for pupils with SEND through evidence-based interventions, Individual Support Plans (ISPs), EHCP provision and reasonable adjustments.
- Oversee examination access arrangements and maintain accurate SEND records in line with statutory and JCQ requirements.
- Monitor and evaluate pupil progress using school data systems to identify needs, measure impact and close attainment gaps.
- Promote an inclusive curriculum by working collaboratively with curriculum leaders and supporting adaptive teaching across the school.
- Build effective partnerships with parents, staff, governors and external agencies to secure the best outcomes for pupils.
- Lead the assessment of prospective pupils and advise on admissions, transition and appropriate support provision.
- Deliver high-quality SEND training, induction and ongoing professional development for teaching and support staff.
- Provide cross-phase leadership and specialist teaching support from Junior School to Sixth Form, ensuring continuity of provision and successful pupil transitions.

Key Performance Measures:

- Pupils with SEND make good or better progress from their starting points, with attainment gaps reducing over time.
- High levels of parent confidence and satisfaction with SEND provision and communication.
- Outstanding quality of SEND provision recognised through inspection and external validation.
- SEND Register, Individual Support Plans (ISPs) and pupil records are accurate, compliant and regularly reviewed.
- Examination access arrangements are completed accurately and within JCQ deadlines.
- Evidence-based interventions demonstrate measurable impact on pupil outcomes.
- Effective use of school data systems to monitor progress and inform interventions.
- Teaching staff demonstrate increased confidence and competence in adaptive teaching following SEND CPD.
- High-quality communication systems ensure staff have timely access to pupil information.
- Effective partnership working with external agencies and families.
- Department operates within the agreed budget.
- Departmental development plan objectives are successfully delivered.
- Appropriate specialist qualifications are maintained where required.

The Person Specification

Requirements	Essential	Desirable
Qualifications and Training	• Qualified Teacher Status (QTS). • Degree-level qualification. • National Award for SEN Coordination (or willingness to obtain). • Evidence of continued professional development in SEND.	• Postgraduate qualification in SEND, Inclusion or Education. • Recognised Level 5 or Level 7 qualification in Specific Learning Difficulties (or equivalent SEND specialism). • Assessment Practising Certificate (APC/CPT3A). • Qualification to assess for examination access arrangements.
Professional Knowledge	• Thorough understanding of the SEND Code of Practice, Equality Act and JCQ regulations. • Strong knowledge of evidence-informed interventions for pupils with SEND. • Understanding of adaptive teaching, inclusive practice and assistive technology. • Knowledge of literacy and numeracy intervention programmes.	• Knowledge of current developments in SEND research and educational technology. • Understanding of independent school provision and examination requirements.
Leadership and Management	• Experience of leading and managing staff. • Ability to develop strategic priorities and translate these into operational practice. • Experience of departmental planning, budgeting and resource management. • Ability to monitor and evaluate provision using data and evidence	• Experience of leading whole-school improvement initiatives. • Experience of delivering high-quality staff CPD and coaching colleagues.

The Person Specification

Requirements	Essential	Desirable
Technical Skills	• Excellent ICT skills, including Microsoft Teams, Excel (or equivalent), school MIS systems, CPOMS and pupil data systems. • Ability to use technology to improve communication, organisation and pupil outcomes.	• Experience of assistive technology and specialist SEND software. • Advanced data analysis and reporting skills.
Communication and Partnership Working	• Excellent communication and interpersonal skills. • Ability to build positive relationships with pupils, parents, colleagues and external professionals. • Confidence in working collaboratively across the school and with external agencies.	• Experience of working with Local Authorities, Educational Psychologists and other specialist services • Experience of contributing to admissions and transition processes.
Personal Qualities	• Excellent organisational skills and attention to detail. • Commitment to putting pupils at the centre of decision-making. • Collaborative leadership style with high professional standards. • Resilience, flexibility, patience and professionalism. • Positive outlook and good sense of humour.	• Commitment to contributing to the wider life of the school. • Ability to inspire innovation and continuous improvement in inclusive practice.

Safeguarding

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

The School may carry out online searches on shortlisted applicants and all applicants will be required to provide details of their online profile, including social media accounts, as part of their application.

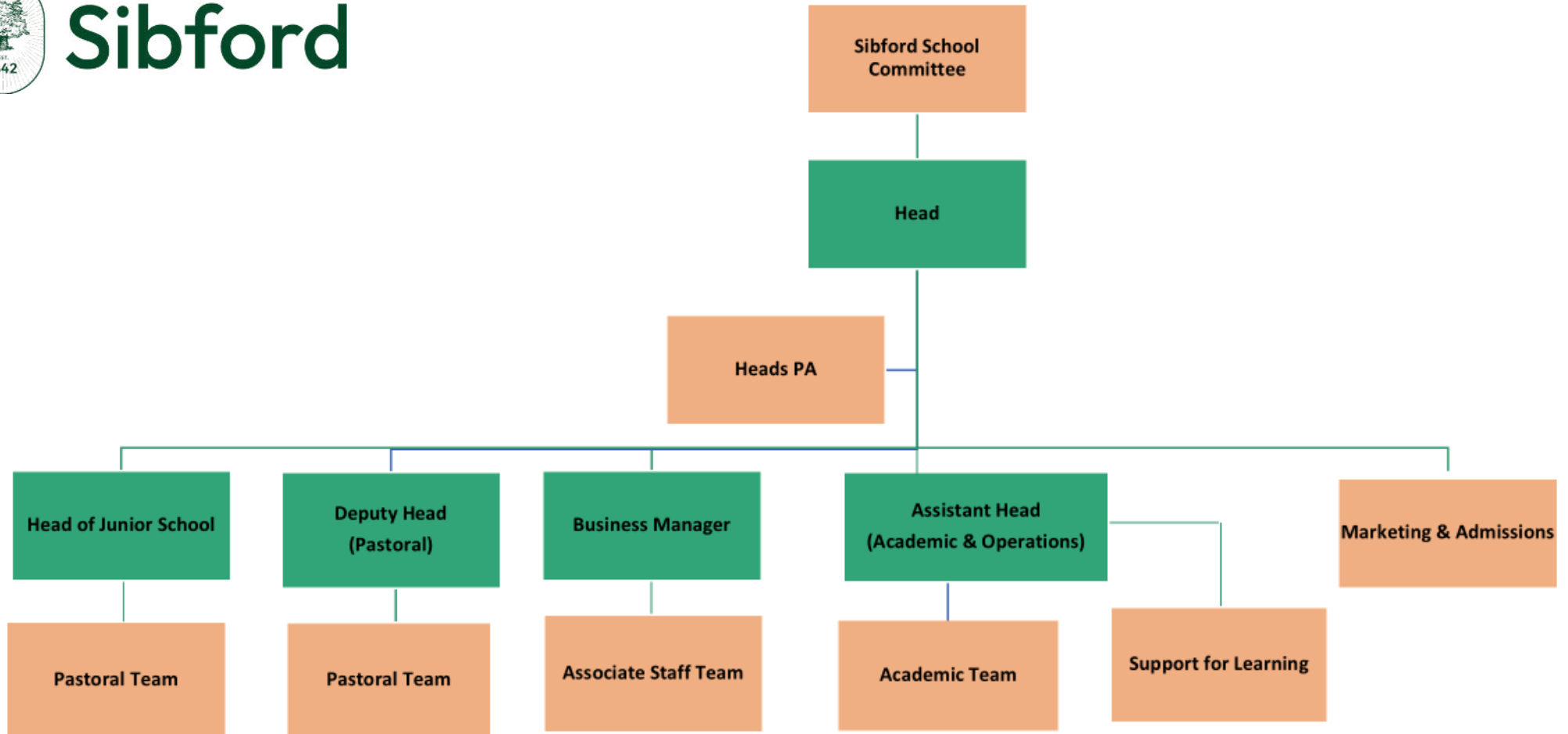
The post is exempt from the Rehabilitation of Offenders Act 1974. The School is therefore permitted to ask job applicants to declare all convictions and cautions on a self-declaration form in advance of attending an interview (including those which are “spent” unless they are “protected” under the DBS filtering rules) in order to assess their suitability to work with children.



Senior Leadership Structure



Sibford



Living in Oxfordshire

Whilst Oxfordshire and the Cotswolds are beloved and popular with so many, we know that not everyone will have had first-hand experience of it, so this is a short introduction to the area.

Oxfordshire offers a wonderful quality of life, blending picturesque countryside with the vibrancy of a historic and culturally rich city. With charming villages to explore, walks in the Cotswolds to enjoy, the county provides something for everyone. The area is particularly attractive to families seeking a balanced lifestyle with access to excellent amenities.

Oxford itself is a world-renowned city, known for its beautiful architecture and prestigious university. It's a place where tradition meets innovation — from centuries-old libraries and colleges to cutting-edge research and technology hubs. The city boasts a wide range of independent shops, cafes, and restaurants, as well as theatres, museums, and galleries. Oxford is committed to being a zero carbon city by the year 2040 and has implemented many initiatives to achieve this goal, including Low Traffic Neighbourhood (LTN) schemes, Oxford's Low Emission Zone and the Energy Superhub.

Transport links are another major advantage of life in Oxfordshire. With excellent rail and road connections, you can easily access London, Birmingham, and other major cities. London is just an hour by train to Paddington or Marylebone, while the M40 and A34 provide convenient routes for drivers. For international travel, Heathrow Airport is just over an hour away and Birmingham International Airport is also easily accessible.

Above all, Oxfordshire offers a strong sense of community. From local festivals and farmers' markets to active sports clubs and cultural events, there are many opportunities to connect with others and feel at home. For those taking on a senior role in education, this welcoming and dynamic environment is the perfect backdrop for both professional growth and personal wellbeing.

Oxfordshire is also ideally situated for exploring a wealth of cultural and historical attractions. Just a short drive away is Blenheim Palace, a UNESCO World Heritage Site and birthplace of Sir Winston Churchill. The nearby Cotswold towns of Woodstock, Witney, and Burford offer characterful high streets while Stratford-upon-Avon — the birthplace of Shakespeare — is perfect for a day out steeped in history and theatre.



Why work at Sibford?

Sibford School offers an outstanding education for pupils aged 3 – 18 and is easily accessible from both Oxfordshire, Warwickshire and Gloucestershire.

Our school is a friendly and welcoming place to work. With stunning views and 50 acres of surrounding countryside, it is a great place to spend your working hours.

Some highlights from our ISI inspection in October 2024

“ Pupils, including boarders, feel safe and are confident that there is a trusted adult they can speak to, if they have any concerns. ”

“ Leaders work collaboratively and adeptly together to provide an academic and pastoral education reflecting the ethos of the school. This ethos is based on the school's values of endeavour, respect, community and kindness. Leaders take into account the needs of the pupils and the views of parents to prioritise the most important things that they need to do. ”

“ The school's ethos of welcome and inclusion permeates every aspect of school life. There is a palpable sense of kindness, in interactions between pupils and modelled by their teachers, Pupils model the school's ethos and aims of collective stillness and reflection in assemblies, lessons and during social times. As a result, pupils behave well. ”

THE
GOOD
SCHOOLS
GUIDE

[Click here to read our review in the Good Schools Guide](#)

Employee Benefits for Teachers

Salary	Competitive salary
Pension Employer's contribution	17.5%
Pension Employee's contribution	5% minimum
Group Life Assurance	4 x annual salary
Group Income Protection	50% of basic salary Payable for up to 3 years
Staff Fee Remission Discount on school fees	66.6% pro-rata'd for part time
Paid Holidays	18 weeks - Including bank holidays
Academic year	34 weeks term time
Sick Pay entitlement	1 month full & 1 month half pay per year of service – up to maximum of 6 months
Free School lunch	Provided on working days
Free car parking	Parking is on the school site
Free use of School Swimming pool for staff	Allocated times

How to apply

Thank you for showing an interest in our school and the vacancy which we are currently advertising.

You can complete the application online via the school website here:
[Work With Us | Sibford School](#).

All applicants must complete an application form as part of the School's Safer Recruitment procedure.

If you have any questions or queries, please contact the HR department:
hr@sibfordschool.co.uk or call 01295 781291.

Applications will be reviewed as they are received. The School reserves the right to appoint to the role at any stage of the recruitment process; early applications are therefore encouraged.

Sibford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All offers of employment are subject to an enhanced DBS check.

If you are successfully shortlisted, you will be invited for interview at the school and have the opportunity to view the school and its grounds.

We are unable to offer overseas sponsorship.

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Sibford

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sibford.org.uk