



# SEND administrator Candidate information brief

Dear candidate,

Thank you for taking the time to find out more about King Solomon Academy in Westminster and the possibility of joining us. Included in this information pack is information about the academy and the new role of SEND Administrator.

Our school was set up to prove what is possible in education. We serve a community which is economically deprived, but we believe through a rigorous and transformational experience we can help our pupils to be brilliantly equipped for a life of greatness. To make our vision a reality, we have to do our best work for the pupils who have additional and special educational needs.

The role of SEND Administrator is central to the effective delivery of SEND provision across the Academy, ensuring that all systems, records, and communications related to pupils with Special Educational Needs and Disabilities (SEND) are managed with accuracy, confidentiality, and care. Working closely with the SENDCO and wider pastoral and academic teams, you will play a key role in coordinating administrative processes for EHCPs, SEN Support Plans, and interventions. You will liaise with pupils, families, staff, and external agencies to ensure that pupils and staff receive the support they need and that statutory responsibilities are met. This is a new role for the school with an expanding SEND register. There will be opportunities to feed into the development of the role including being more pupil-facing as part of the role, e.g. in leading a programme of your own interventions. The ideal candidate has experience of working in a school and/or with pupils with SEND but ultimately we are more interested in finding the right person with the right mindset so if you do not have much experience but are excited that this could be the right role for you, you are welcome to still apply.

To apply, follow the link at <http://kingsolomonacademy.org/current-vacancies>. Applications will be considered on a rolling basis. To discuss the role, please feel free to email the Principal's PA, Abi Saleh ([a.saleh@kingsolomonacademy.org](mailto:a.saleh@kingsolomonacademy.org)) or phone on 020 7563 6901.

We wish you the best with your application.

Yours sincerely,

**Beth Humphreys**  
**Principal**

# **Job Description: SEND administrator**

Start date: ASAP

Contract: Fixed term to January 2027 with opportunity to become permanent

Salary: Ark support Inner London salary, Band 4 point 3: £29,043 (pro-rata amount £26,890)

Hours: 8.00am to 4.30pm (with 45 minutes break) 39 weeks a year

## **The role**

The role of SEND Administrator is central to the effective delivery of SEND provision across the Academy, ensuring that all systems, records, and communications related to pupils with Special Educational Needs and Disabilities (SEND) are managed with accuracy, confidentiality, and care. Working closely with the SENDCO and wider pastoral and academic teams, you will play a key role in coordinating administrative processes for EHCPs, SEN Support Plans, and interventions. You will liaise with families, staff, and external agencies to ensure that pupils and staff receive the support they need and that statutory responsibilities are met. This is a new role for the school with an expanding SEND register. There will be opportunities to feed into the development of the role including being more pupil-facing as part of the role, e.g. in leading a programme of interventions.

## **Key responsibilities**

### **Administrative Support for SEND Provision**

- Maintain accurate and confidential pupil records for all pupils on the SEND register, including Pupil Passports, Individual Learning Plans, EHCP documentation, Access Arrangements and records of interventions and outcomes.
- Update and manage SEND information on relevant school systems, ensuring data is current and accessible for reporting compliance.
- Track interventions and provisions delivered across the school, ensuring records are well-maintained and pupil files are regularly updated.
- Support with making, printing and laminating resources for pupils with SEND
- Any other administrative tasks as directed by the SENCo

### **Communication and Liaison**

- Act as a point of contact for parent and carer queries relating to SEND, handling communications professionally and with sensitivity.
- Schedule and coordinate meetings for the SENDCO, including Annual Reviews, parent consultations, and multi-agency meetings.
- Disseminate key information and diagnostic reports to relevant stakeholders in a timely and confidential manner.
- Assist at key transition points between phases of the all-through school

### **Support with EHCP and SEN Processes**

- Assist in the preparation and coordination of Annual Reviews of EHCPs, including collating and distributing paperwork, liaising with external professionals, and logging outcomes.

- Support the SENDCO in compiling evidence for EHCP Needs Assessments, working with all stakeholders to gather and format necessary documentation and impact reports.
- Monitor and track EHCP banding allocations, liaising with the SENCo in primary and secondary as well as the Principal and Finance Team to ensure correct funding is in place on a termly schedule.
- Contribute to the process of applying for contingency funding and EHCPs for all pupils with emerging special educational needs and collaborate with colleagues, external agencies and families to do so successfully.

### **Data and Reporting**

- Assist in preparing accurate reports and data sets for internal reviews, Ofsted inspections, and external agencies.
- Provide up-to-date SEND data to the SENDCO and senior leadership team to support school improvement planning
- Contribute to census and statutory data returns, ensuring deadlines and compliance standards are met.

### **Resource Management and Budget Monitoring**

- Support the SENDCO with ordering and managing SEND-specific resources, maintaining accurate logs of use and impact.
- Track SEND budget allocations, including provision linked to EHCP bandings, and liaise with the finance team to ensure spend aligns with pupil needs and school priorities.

### **Interventions**

- To monitor and track records of student progress, attendance and engagement
- To liaise with the SENDCO, tutor fellows, teaching staff and external professionals to support intervention planning and review
- With appropriate training in place, lead named interventions for key pupils or identified groups of pupils, preparing resources, engaging pupils, assessing progress and reporting back

### **Other Responsibilities**

- Support Ark's commitment to safeguarding and promoting the welfare of children and young people.
- Play your part in the culture of the whole school, participating in training and enrichment activities as required
- Adhere to Ark's data protection policies and procedures.
- Liaise confidently and professionally with colleagues and external stakeholders.
- Engage with Ark's wider network, attending relevant meetings and training sessions.
- Undertake other various responsibilities as directed by the Principal.

*This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate to reflect or anticipate changes in the job*

*commensurate with the grade and job title. It may be subject to change or modification at any time after consultation taking into account the circumstances of the academies and their implications.*

## **Person specification: SEND administrator**

### **Qualification Criteria**

- Right to work in UK
- GCSE (or equivalent) in English and maths at grade B/5 or above
- Qualified to degree level

### **Experience**

- The ideal candidate would have knowledge and experience of SEND provision in a school setting but this is not required for application
- Experience of working with children in some capacity desirable, particularly if with pupils with SEND
- Experience of working in a school or other similarly fast-paced environment desirable
- Administrative experience required (eg able to work easily in word, outlook and excel)

### **Skills and attributes**

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them organised around our four school values:

#### **“Aiming high”**

- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

#### **“Working together”**

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

#### **“Being kind”**

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

#### **“Leading the way”**

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

### **Other**

- This post is subject to an enhanced Disclosure and Barring Service check.





### **Principal: Beth Humphreys**

Ms Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development. She is a passionate teacher of English and loves nothing better than seeing young people reading, writing and talking about brilliant texts. Ms Humphreys took on the role of Head of Primary in January 2017 and Associate Principal in January 2019 leading all-through work on the curriculum and in safeguarding. She became Principal in January 2024.



*“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”*



## Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

## Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 39 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

### ***Ark runs a number of additional programmes, including:***

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCos
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes, and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.

## **Ark Safe Recruitment Procedure**

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### **Reference checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.