



KINGS'

SCHOOL • WINCHESTER

Director of SEND

Start Date: April 2026

Pay: Leadership Scale L7-11 £60,145 - £66,368

Hours: Full time

Closing Date: Monday 23rd February

Interview Date: Thursday 26th February

We have a fantastic opportunity for an inspiring, enthusiastic, and dedicated individual to join our SEND department as a Director of SEND. You will be a part of our vibrant and flourishing school community, where a love for learning and positive relationships extends beyond the classroom and into the life of the school.

Recruiting, developing, and retaining great staff is at the centre of realising our mission; investing in our people is therefore at the core of our vision for success. We recruit on character; we minimise distractions from our purpose (teaching, learning and pastoral care); and we focus on investing in you and your professional growth so you become the very best you can be.

To view the full job description and person specification attached to this role, please visit the [school website](#). Teachers of all career stages are welcomed to apply.

Why Kings'?

Kings' is an exciting and rewarding place to be. Our pupils are keen to learn and succeed, and consistently show appreciation for their teachers' support and dedication. Our teaching and support staff are committed and hardworking, all firmly believing that we should help pupils be their best. Whether colleague or pupil, all members of the Kings' community live our values and collective morale is high.

Working at Kings' in Winchester, you will:

- Benefit from a supportive, encouraging culture of professional growth and autonomy.
- Be part of our friendly, welcoming team – you join our Kings' family, who live by our motto, Una Laborantes (Working together).
- Feel valued and recognised for your contributions, whilst being actively encouraged and supported in maintaining a healthy work-life balance.
- Receive a laptop that comes with continual support from our effective and dedicated in-house IT Support Team.
- Park on site, in a secure, accessible car park, equipped with EV charging spaces
- Work in well-resourced departments, with access to a high-quality library for professional development.
- Feel the benefits of working in the beautiful Hampshire countryside, on a large campus surrounded by greenery and open spaces.
- Employee Assistance Programme – 24/7/365 phone advice and counselling.
- Newly refurbished free staff gym and swimming sessions.

To see what current staff say about working at Kings' and learn more about our dedication to wellbeing and staff voice, visit our [website](#).

How to apply

Download and complete an application [form](#), then email a copy to recruit@kings-winchester.hants.sch.uk by the stated closing date. Please note, we can only accept CVs with an accompanying application form and we are not able to support with sponsorship for this role.



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POST TITLE	Director of SEND
Purpose:	<p>This job description reflects the vision for Kings' School. There is an expectation from the Governing Body that the Director of SEND at least achieves, and aspires to exceed, the Hampshire Careers Expectations Framework for Teachers with TLR (at the relevant pay scale).</p> <p>The core purpose of the Director of SEND is to provide professional leadership in determining the strategic development of special educational needs (SEN) policy and provision within the school. The Director of SEND must play a lead role in establishing a culture that promotes excellence, equality, and high expectations for all pupils and staff in their areas. They will be responsible for providing professional guidance to colleagues, working closely with staff, parents and other agencies in relation to SEND.</p> <p>The Director of SEND is a leading professional in the school, accountable to the Headteacher. The Director of SEND assists in ensuring that the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.</p> <p>The Director of SEND assists in providing vision, leadership and direction for SEND and helps to ensure it is managed to meet our school's aims and targets. Working with the Headteacher and others, the Director of SEND will lead the evaluation of SEND performance, to identify the priorities for continuous improvement and raising standards, ensuring an ethos and culture that supports the school's SEN policy and promotes exceptional outcomes for pupils with SEN or a disability.</p> <p>The Director of SEND will take a shared responsibility for ensuring the safety and wellbeing of all, and in their area for creating a productive learning environment which is engaging and fulfilling for all pupils and staff. They will work closely with the SENCO (s) within the school alongside the Resource Provision Manager.</p>
Reporting to	Headteacher and Deputy Headteacher / Assistant Headteacher
Working Time	Full time
Salary/Grade	Leadership scale: L7-11
Teaching	To undertake an appropriate programme of teaching commensurate with the role, in accordance with the duties of a classroom teacher
Specific responsibilities/accountabilities (to be reviewed and adjusted annually)	<ul style="list-style-type: none">Lead the strategic provision for pupils with SEND across the school; meeting our statutory requirements and achieving our school improvement prioritiesAccelerate progress towards +0.5 for all SEND pupilsDevelop a deep and comprehensive knowledge of the most effective evidence informed practice regarding leadership and developing others; SEND provision, including teaching and learningTake a lead role in managing pupil behaviour across school, ensuring that there is a graduated approach to consequences for the behaviour of our SEND pupils which takes into account their specific needs.Collaborate effectively with other members of the SEND leadership team, middle and senior leaders, ensuring a consistent and cohesive delivery of SEN provisionEnsure a culture of early and accurate identification of pupil's barriers and needs; and of a graduated response through 'assess, plan do and review' cycles to ensure pupils' needs are metHelp all staff to understand and fulfil their statutory responsibilities for EHCP and SEN K pupils through use of Pupil Profiles, observation, feedback, support and modellingPrioritise the professional growth of the adults in your teams and across the school: investing in developing their knowledge, understanding and effective application of this to continuously improve their practiceProactively and rigorously monitor and evaluate SEND pupils' welfare, character development (attendance, behaviour and attitudes, and personal development) and academic performance through data, observations, stakeholder voice etc. Be perceptively responsive to this in order to improve the quality of learning / character development / tutoringBuild strong and productive relationships with all stakeholders (e.g. parents, tutors, the local authority, other schools, external agencies) and utilise their support, knowledge and expertise
Leadership roles across Kings' School to realise	Shaping the Future <ul style="list-style-type: none">Ensure the vision for the school is clearly articulated, shared, understood, and acted upon effectively by all stakeholders



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our vision	<ul style="list-style-type: none">• Demonstrate the vision in your everyday work and practice• Motivate and work with others to create a shared culture and positive climate• Ensure that strategic planning takes account of the diversity and experience of the school and community• Take a leading role across the school, through a deep knowledge of new and emerging research and evidence, to enhance and extend the learning experience of pupils and adults• To ensure creativity, innovation and the use of appropriate technologies to achieve excellence <p>Leading Learning and Teaching</p> <ul style="list-style-type: none">• Demonstrating consistent application of all school policies and providing an exemplar model of the application of policies in your practice where appropriate• Research and lead creative and imaginative ways of anticipating and solving problems and identifying opportunities that will enhance the quality of education across the school• Demonstrate a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning• Establish creative, responsive and effective approaches to teaching and learning• Implement strategies which secure high standards of behaviour and attendance• Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework in SEND• Monitor, evaluate and review classroom practice throughout the school and promote improvement• Promote and develop a culture of continuous self-improvement amongst colleagues, underpinned by a (low threat, high challenge) coaching culture.• Challenge underperformance at all levels and provide support to improve performance• Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning <p>Developing Self and Working with Others</p> <ul style="list-style-type: none">• Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture• Actively contribute to building a collaborative learning culture, where all continuously strive to improve their practice• Through a visible presence on a day-to-day basis and at school events, create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development• On a day-to-day basis, provide guidance and leadership to ensure the highest possible standard of pupil care, record keeping and communication• Take a lead role in managing pupil behaviour across school and additionally by consistently modelling and implementing the agreed policy for pupil behaviour• Take a lead role in the pastoral care of all staff by supporting the Headteacher to develop positive working relationships and sustain motivation, with and between all staff• Support the Headteacher in ensuring effective planning, allocation, support, and evaluation of work is undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities• Acknowledge the responsibilities and celebrate the achievements of individuals and teams• Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory• Regularly review own practice, set personal targets, and take responsibility for your own personal development• Manage own workload and that of others to allow an appropriate work/life balance <p>Managing the Organisation</p> <ul style="list-style-type: none">• Help all staff to understand and fulfil their statutory responsibilities through observation, feedback, support and modelling• To produce and implement clear, evidence-based improvement plans and policies for school improvement• Line manage and act as Performance Management reviewer for staff identified by the Headteacher• Support the Headteacher in developing and maintaining high morale and confidence amongst all staff and set an example of high professional standards and leadership
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- Support the Headteacher to ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all and provide value for money
- Communicate relevant information to all staff in a timely and organised manner
- Undertake other reasonable duties related to the day-to-day administration of the school as requested by the Headteacher

Accountability

- To uphold and develop our school ethos in which everyone works collaboratively, shares knowledge and understanding, celebrates success and accepts responsibility for outcomes.
- To ensure that individual colleague accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation
- Support in the development of and present a coherent, understandable, and accurate account of the school's performance to a range of audiences
- Reflect on personal contribution to school achievements, professional growth and performance of colleagues; and take account of feedback from others



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Person Specification

A = application

I = interview

R = reference

A Qualifications and Professional Development	
Qualified teacher status	A
Appropriate qualifications e.g. degree or equivalent	A
Professional qualification(s) in a relevant field	A
Evidence of safeguarding training	A/I
Evidence of recent relevant professional development (that has impacted on your practice)	A/I
B Knowledge and Experience	
Recent and successful secondary school experience of leading at a whole school level, evidencing leadership in school improvement.	A/I/R
Clear understanding of what it takes to lead in a high performing school and experience of developing long term strategic plans to deliver the vision of the school	A/I/R
Ability to ensure statutory requirements e.g. SEND code of practice, Equality Act are adhered to	A/I/R
Ability to raise standards and ensure strong practice is consistent across the school	A/I/R
Evidence of leading school improvement to address an underperforming aspect of school performance to achieve good or better outcomes for pupils	A/I/R
Good understanding of the high-quality inclusive teaching (curriculum, teaching and assessment) in a secondary school and how it be realised so all pupils are successful, including those who are most vulnerable	A/I/R
Record of leading whole school improvement strategies in raising standards in teaching and learning for all pupils, in particular across the range of high prior attainers, disadvantaged and SEND	A/I/R
Record of effectively developing others, with the ability to inspire, challenge, motivate and empower teams and individuals to achieve challenging goals, including through performance management	A/I/R
Record of developing strong collaborative relationships with parents, the governing body, between other schools, the community and any other stakeholders	A/I
Record of improving outcomes for disadvantaged / SEND pupils across the school, including through the effective and efficient use of data systems and processes.	A/I
Record of developing and empowering highly effective middle leadership teams	A/I/R
Detailed understanding of current educational issues and initiatives	A/I/R
Record of using data and external guidance (e.g. Local Authority, Ofsted etc.) in the development, delivery and evaluation of effective school improvement strategy	A/I/R
Ability to perceptively monitor and evaluate all aspects of school	A/I/R
Commitment to safeguarding and promoting the physical and emotional health and well-being of young people	A/I/R
Continue to improve your own practice, in order to improve outcomes for pupils; together with a willingness to seek and be responsive to professional feedback	A/I/R
A proven track record of exceptional outcomes in your own teaching	A/I/R
C Personal Qualities	
Demonstrate personal and professional integrity, including modelling the school's mission and values:	A/I/R
D Confidential Reference	
Positive recommendation from all referees, including current employer	R

Thank you for taking the time to read this information and for considering this as your next role at Kings'.

For further information and to apply for this position, please visit our website at www.kings-hants.com.