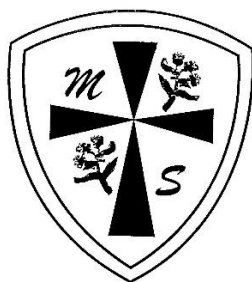


Living and Learning with Faith, Community and Hope”

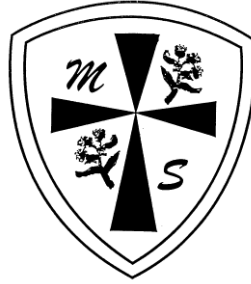
Marcham CE Primary School



“Living and Learning with Faith, Community and Hope”

Candidate Information Pack 2026

Headteacher: Miss Lindsay Priddle
Telephone: 01865 391448
Email: office.3235@marcham.oxon.sch.uk



Marcham CE Primary School
Morland Road
Marcham
Abingdon
Oxfordshire
OX13 6PY

June, 2026

Dear Candidate,

Thank you for your interest in the post of SENCO at Marcham CE Primary School.

Marcham School was described in our latest OFSTED report (June 2023) as being, “a welcoming and nurturing school”. We are a one form entry, friendly Church of England school, serving the village of Marcham with the rural hamlets of Garford and Frilford. Our aims are summed up in our vision “for all children to achieve beyond their expectations and to become confident, independent learners, able to contribute actively in a fast-changing, vibrant society”. This vision and our ethos is based on a foundation of Christian values and principles which include, respect, compassion, responsibility, courage, perseverance, friendship and being in community with each other. They form the basis of the spiritual, social, intellectual, emotional, cultural and moral development of our children. As part of a broad and engaging new curriculum, we want our children to flourish individually as well as being able to relate sensitively to others and contribute actively in the many communities of which they are a part.

We are looking for an experienced, passionate and committed teacher who would be dedicated to sharing our vision. We can offer a supportive and positive working team and opportunities for training and professional development.

Please visit our school website www.marcham.oxon.sch.uk to find out more about Marcham School and do come and visit to see the school in action. To make an appointment, or if you have any further queries, please contact the school office (office.3235@marcham.oxon.sch.uk). We look forward to hearing from you.

Yours sincerely,

Lindsay Priddle

Headteacher
Marcham CE Primary School



Living and Learning with Faith, Community and Hope”

SENCO Maternity Cover – Part Time 0.4 or 0.6

Salary type: Main Pay Scale/Upper Pay Scale

Contract: Fixed Term Contract: 02 November 2026 – 31 August 2027

Marcham CE Primary School is looking for an experienced, passionate and committed SENCO to join our school to cover maternity leave. This is a part time, non-teaching role. You will work as part of the leadership team and will be able to maintain the well-established systems already in place to support pupils with SEND in school.

Marcham C of E Primary School is an inclusive school just outside Abingdon. We are proud of the Christian ethos and values shared by all staff, children, parents and Governors. We are a one form entry school with a wide-ranging intake, committed to fostering a love of learning and keen to make the world a better place.

We are looking for candidates with the following attributes:

- A strong commitment to inclusive education and improving outcomes for pupils with SEND.
- Excellent communication and interpersonal skills, with the ability to build positive relationships with pupils, families, staff, and external professionals.
- Empathy, patience, and a child-centred approach to supporting diverse learning needs.
- Strong organisational skills and the ability to manage multiple priorities effectively.
- The ability to lead, inspire, and support colleagues in developing high-quality inclusive practice.
- Excellent problem-solving skills and the ability to identify and remove barriers to learning.
- A sound understanding of SEND legislation, guidance, and best practice.
- The ability to analyse information, monitor progress, and evaluate the impact of interventions.
- A collaborative approach and a commitment to working effectively as part of a wider school team.
- Resilience, adaptability, and the ability to work effectively in a fast-paced environment.
- A commitment to continuous professional development and keeping abreast of developments in SEND and inclusion.

We can offer:

- a very supportive environment and community;
- dedication to your professional development;
- a friendly, caring and calm atmosphere;
- children who are willing learners, great friends, passionate about our school values and who want Marcham to be “The best school in the world!”.

Application Procedure

To find out more about this post please request a candidate information pack and visit the school website at www.marcham.oxon.sch.uk. Visits to the school are warmly welcomed by appointment. To arrange an appointment please email the school office at office.3235@marcham.oxon.sch.uk.

Applications should be emailed to recruitment@marcham.oxon.sch.uk.

Closing date: Monday 6th July

Interview date: Wednesday 15th July

NB. The Governing Body is committed to safeguarding and promoting the welfare of children and young people.

This post is subject to safer recruitment measures, including an enhanced DBS check.

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SENCO Person Specification

Candidates should be able to provide clear evidence in the written application that they meet the above criteria.

	ESSENTIAL	DESIRABLE
Qualifications	The SENCO should have: • Qualified Teacher status (QTS). • Enhanced DBS check. • Safeguarding children training • Evidence of continued professional development in SEND and inclusion	In addition, the SENCO might have: • National Award for SEN Coordination (NASENCO) already achieved • Designated Safeguarding Lead
Experience	The SENCO should have experience of: • Supporting pupils with a range of SEND needs • developing, implementing, and reviewing interventions and support plans. • working with parents/carers and external agencies. • monitoring pupil progress and evaluating outcomes. • SEND responsibilities and knowledge of statutory paperwork	In addition, the SENCO might have experience of: • Leading SEND provision across a school or setting. • Managing support staff and SEND budgets & resourcing • Provision mapping, strategic planning and quality assurance of SEND provision.
Knowledge and understanding	The SENCO should have knowledge and understanding of: • the SEND Code of Practice and relevant legislation. • Inclusive and adaptive teaching and learning strategies. • Range of SEND needs and appropriate support strategies. • The EHCP processes, annual reviews and graduated approaches to support. • statutory requirements concerning Safeguarding, Equalities Act (2010) Equal Opportunities, Diversity, Health & Safety, SEN	In addition, the SENCO might also have knowledge and understanding of: • current research of SEND practice. • trauma-informed, attachment-aware, or restorative approaches. • SEND funding arrangements and local authority processes. • the OFSTED inspection framework
Skills and Abilities	The SENCO will be able to: • prioritise workload and manage competing demands; • promote the school's aims positively; • analyse data and evaluate the impact of interventions; • develop good personal relationships within a team; • establish and develop positive relationships with pupils, parents, governors and the community • communicate effectively (both orally and in writing) with a variety of audiences	In addition, the SENCO might also be able to: • contribute strategically to whole-school development.
Personal Qualities	• Flexible and adaptable • Enthusiastic • A team player • Reflective and resilient • Show initiative • Approachable • Committed • Able to motivate self and others • Efficient and organised • Positive attitude • Caring, empathetic and kind • High standards of themselves and others	In addition: • share a Christian ethos • have a passion for innovation and continuous improvement in SEND provision
Equal Opportunity	• Carry out all duties in accordance with the Equality Act 2010, ensuring that no individual is discriminated against on the basis of protected characteristics. • Actively promote equality, diversity, and inclusion in all aspects of school life.	

Marcham CE Primary School

Job Description for SENCO

Introduction:

This job description should be read in conjunction with the School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher. They will be mindful of their duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

Purpose:

To lead and coordinate the school's provision for pupils with SEND, ensuring that all pupils receive high-quality, inclusive teaching and appropriate support to enable them to achieve their full potential. The SENCO will work closely with staff, families, governors, and external agencies to promote an inclusive culture and ensure compliance with statutory responsibilities.

General Duties:

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

Key Tasks (General):

Strategic Leadership

- Lead the development and implementation of the school's SEND policy and inclusive practices.
- Contribute to the school's strategic planning and self-evaluation processes.
- Promote a culture of high expectations and inclusion for all pupils.
- Advise the Headteacher, Senior Leadership Team, and Governing Body on SEND matters and developments.

Coordination of SEND Provision

- Oversee the identification, assessment, and monitoring of pupils with SEND.
- Maintain and regularly review the SEND register.
- Coordinate the graduated approach of Assess, Plan, Do, Review.
- Ensure appropriate provision is in place to meet the needs of pupils with SEND.
- Monitor the effectiveness of interventions and support programmes.

Education, Health and Care Plans (EHCPs)

- Coordinate applications for Education, Health and Care Needs Assessments where appropriate.
- Manage and review Education, Health and Care Plans.
- Lead annual review meetings and ensure statutory requirements are met.
- Liaise with local authorities and external professionals regarding EHCP provision.

Teaching and Learning

- Support teachers in planning and delivering high-quality inclusive teaching.
- Provide advice and guidance on differentiation, reasonable adjustments, and adaptive teaching strategies.
- Promote evidence-based approaches to improving outcomes for pupils with SEND.
- Monitor the progress and attainment of pupils with SEND and identify areas for improvement.

Leadership and Staff Development

- Provide professional guidance and support to teaching and support staff.
- Deliver or coordinate SEND-related training and professional development.
- Support the effective deployment of teaching assistants and specialist support staff.
- Promote staff understanding of SEND and inclusive practice.

Partnership Working

- Build positive and productive relationships with parents and carers.

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- Work collaboratively with external agencies, including educational psychologists, health professionals, social care services, and local authority teams.
- Ensure pupils' views are sought and considered when planning support.

Monitoring and Quality Assurance

- Analyse SEND data and report on outcomes to senior leaders and governors.
- Monitor the quality and impact of SEND provision across the school.
- Ensure accurate and up-to-date records are maintained.
- Contribute to inspection preparation and evidence gathering relating to SEND provision.

Safeguarding and Welfare

- Promote the welfare, wellbeing, and inclusion of all pupils.
- Fulfil safeguarding responsibilities in accordance with school policies and statutory guidance.
- Ensure vulnerable pupils receive appropriate support and access to services.

General Responsibilities

- Support and uphold the school's vision, values, and policies.
- Maintain confidentiality and comply with data protection requirements.
- Undertake relevant professional development and maintain up-to-date knowledge of SEND legislation and best practice.
- To take appropriate responsibility for their own health, safety and welfare and the health and safety of others in accordance with the requirements of legislation and school policies on Health and Safety;

The school's Staff Discipline, Conduct and Grievance Policy will be used to resolve any dispute arising out of the job description. Other relevant policies may include Stress at Work Policy and the Equality Policy

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Marcham CE Primary School
Safeguarding Children

At Marcham Church of England Primary School our practices promote the right for everyone to take part in all aspects of school life by removing barriers to participation and by actively promoting equality and social inclusion. The school welcomes its duties under the Equality Act (2010) and the subsequent Specific Duties Regulations (2011). However, we take our responsibility for the promotion and safeguarding of our pupils extremely seriously. This is expressed in the following ways:

- We ensure that full discussion of the school’s safeguarding policy is included in the induction of all new members of staff and volunteers;
- We have regular discussion with all staff about the practical implications of our school policy to ensure that there are common understandings and to maintain a safe culture at the forefront of staff consciousness;
- Our school policy encourages all staff to raise any concerns that they may have about the actions of colleagues. The interests of the child are paramount and take priority over professional loyalties.

Therefore, our selection process is thorough. It will assess rigorously the suitability of all candidates and their commitment to safeguarding children. This will include:

- Identifying gaps, discrepancies and anomalies in career histories;
- Testing candidates’ understanding and commitment to safeguarding children;
- Examining original certificates of professional qualifications and proof of identity;

Current or previous employers will be contacted as part of the verification process pre-appointment. We reserve the right to contact referees to check out any concerns arising from the application, reference or interview. They may be asked specific questions about:

- Numbers of days of unauthorised absence;
- Reasons to doubt candidates’ honesty, trustworthiness or reliability;
- Whether candidates are currently the subject of any form of disciplinary or capability inquiry or warning;
- Any disciplinary offences relating to children including any in which the penalty is “time expired”;
- Any child protection concerns.

We respectfully ask that all candidates take this into consideration before intending to pursue employment at Marcham CE Primary School.

L. Priddle
Headteacher

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Welcome to Marcham CE Primary School

There has been a primary school in Marcham since 1870. The original school was sited in Mill Road but moved to Morland Road to the present building on 29 March 1966, described then as 'smart, new and attractive.'

It has seen many, many changes since that time and most recently two new classes have been added ready for the start of the academic year in September 2020. This means that we are now a one-form entry school (one year per class) for the first time in the school's history. It is all very exciting!

We have been rated by OFSTED in 2023 as Good, and by SIAMS (Inspection as a Church of England school) as effective in March 2025. Our mission is 'to achieve excellence in education in a safe, caring, collaborative community where Christian values are integral and learning is fun.' This is what the pupils think about why the school is great...



What are we about?

We seek to create and support a culture where everyone is a learner and lifelong learning is a feature of the school. Our vision is encapsulated in the phrase: *Living and Learning with Faith, Community and Hope*. We strive to deliver high quality teaching, where all children can access and engage with a broad, balanced and creative curriculum that addresses their interests, provides appropriate challenges and is differentiated according to their needs.

We take our commitment as a Church of England School seriously. We want every child to feel valued as a child who is loved by God and aim to exemplify this in our relationships with one another. We strive to create a positive climate for all within the school, where everyone is valued and respected and where all can give of their very best. We encourage the whole school community to take responsibility for their own behaviour, actions and learning and disrespectful attitudes and actions are challenged should they arise. We are committed to seeing ourselves as global citizens and teach our children that they have a positive role to play in making the world a better place.

Ethos and Values:

The Marcham Way

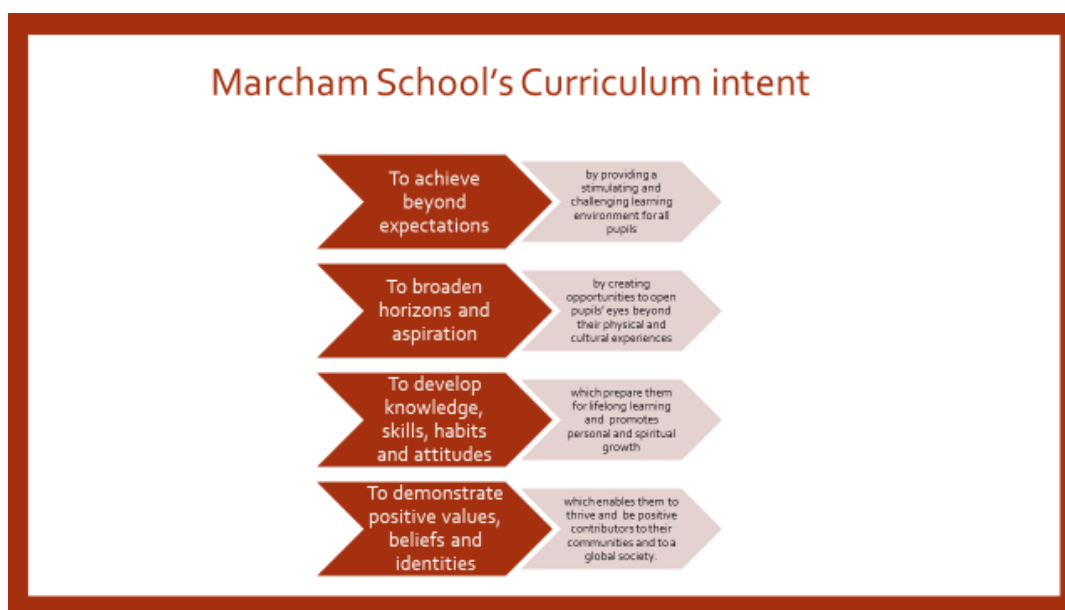


Our vision for Marcham CE Primary School is based on a foundation of Christian values and principles which include respect, perseverance, courage, friendship, compassion and responsibility.

As adults, we lead by example and demonstrate to the children that we care for them, have a positive perception of them, understand their feelings and listen to their views. We strive to create a positive climate for all within the school, where everyone is valued and respected and where disrespectful attitudes and actions are challenged should they arise. The whole school community is encouraged to take responsibility for their own behaviour, actions and learning.

School Curriculum:

This is our intent for our school curriculum.



We are continuing to develop and refine our curriculum. Further information about the school's ethos, aims, philosophy and curriculum can be found on the school website www.marcham.oxon.sch.uk.

SEN information:

Students on roll: 173	Number of children	Percentage – Whole School	Percentage – School SEND	National Average
All	38	22%	-	18.3%
School support	25	14.5%	65.8%	14.8%
EHCP	15	8.7%	39.5%	5.8%
SEN and PPG	12	6.9%	31.6%	

What OFSTED and SIAMS (Church of England Inspectorate) say about Marcham CE Primary School

Comments from Inspections: Ofsted – 21st & 22nd June 2023

Pupils are happy at this welcoming and nurturing school. They describe the school as ‘amazing’, ‘fantastic’ and ‘friendly’.

Leaders provide a curriculum that is ambitious and captures the interests of pupils. They share a commitment to ensure that all pupils, including those with SEND, do as well as they can.

Pupils are proud of the leadership roles they can take on, such as the school council, the worship committee and Eco council.

Staff have high expectations of pupils’ behaviour. They have created a shared sense of purpose and community.

Governors know the school well. They are clear about their roles. Governors share school leaders’ high ambition for the community.

Pupils benefit from a wide range of enrichment activities within the curriculum.

The school’s values of respect, friendship, compassion, responsibility, perseverance and courage can be seen in the way that all work together.

Comments from Inspections: SIAMS – 6th February 2025

School leaders provide inspirational and visionary Church school leadership.

Pupils are empowered and supported to bring about change, serving their local community and beyond.

There is a rich and deeply imbedded relationship with the parish church.

Collective worship permeates school life. It provides deep and meaningful opportunities to bring the community together.

Leaders ensure the Christian vision, and underpinning values, are central to and guide school actions and decisions.