



BROADWATER SCHOOL



Proud to be part of the
GREENSHAW
LEARNING TRUST

RECRUITMENT PACK



Broadwater School
Summers Road
Godalming
Surrey
GU7 3BW

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Dear candidate,

Thank you for your interest in the role of Deputy SENDCo Teacher at Broadwater School.

This is a unique and exciting opportunity for an inspirational teacher and Deputy SENDCo to join Broadwater School and contribute to improving the life chances of young people both within the school and across our Trust.

Our standards are exceptionally high. Classrooms are disruption-free, pupils are hardworking and polite, and they genuinely want to make a difference for themselves and those around them. Our outcomes are well above the national average with 38% of results graded 7-9. (Nat ave.22.6%) Our last official Progress 8 score of +0.73 places us in the top 7% of schools nationally, and we expect standards to rise even further.

Broadwater's journey of success has been described as extraordinary. As our reputation has grown, so has our popularity within the local community, resulting in waiting lists for every year group. We are fortunate to enjoy strong, positive relationships with our families and wider stakeholders.

Our most recent Ofsted inspection (July 2023) described the school as calm and orderly, and visitors often comment that Broadwater feels like a genuinely happy school. Our core values of *Work Hard, Be Kind, Make a Difference* are at the heart of everything we do.

We offer a rich and varied personal development programme alongside a vibrant extra-curricular offer. These are central to our school culture and highly valued by our students and families. Every member of staff plays a part in making this provision exceptional, and we are always looking for ways to enhance it further. More information can be found on our website.

We are proud members of the Greenshaw Learning Trust, a family of like-minded schools that work together to provide mutual support, share best practice and learn from one another, while maintaining and developing our own unique identity.

We place a strong emphasis on staff development and wellbeing, recognising that our success is built on the commitment and expertise of our team. As part of a thriving Trust, colleagues benefit from high-quality professional development, opportunities for collaboration and clear pathways for career progression. Our staff frequently tell us that Broadwater is a place where they feel valued, supported and inspired to do their best work.

As one of the highest performing multi-academy trusts in the country, we have schools across South London, Berkshire, Surrey, Gloucestershire and South Gloucestershire, and Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We strive to be an inclusive and diverse employer and we encourage applications from underrepresented demographics. We recognise the need to achieve a good work-life balance and encourage discussions regarding flexible working across our schools and Shared Service teams. We aim to create the conditions under which our colleagues are able to thrive and to deliver exceptional work for the young people and communities which we serve. To get a feel of life at Greenshaw Learning Trust, please download our 'Why you should work for GLT' recruitment brochure on our jobs portal.

Broadwater School is committed to safeguarding and promoting the welfare of children and young people, therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school website provides a clear picture of our aspirations and our vision: however, please do not hesitate to contact us to seek further information from our School HR Manager, Karen Carling: kcarling@broadwater.surrey.sch.uk. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Yours sincerely

Lizzi Matthews, Headteacher

ABOUT OUR SCHOOL

At Broadwater, we have built our ethos on a strong set of core values which underpin everything that we do. Our aim is to give students at Broadwater a better chance of success than if they attended any other school in the country.

Ambition, excellence and pride run through all aspects of school life.

Ambition

We have a strong desire and determination to achieve success. We believe there are no limits to what can be achieved. We do what it takes for as long as it takes. In other words, we go for it every day!

Excellence

We strive for greatness in everything we set our minds to. We endeavour to do our very best and excel in all aspects of school life.

Pride

We are 'fiercely' proud of ourselves, our school, our community and our Trust. We hold our heads high and feel a sense of togetherness and joy in our school.

Department/team information

The SEND department currently comprises the SENDCo, Head of SLCN Centre, SEND Administration Manager, an ELSA and the Student Support Base Manager. Our large team of Learning Mentors have a varied role including having responsibility for a small number of students with SEND and supporting learners in lessons. Additionally some Learning Mentors have responsibility for planning and delivering a range of interventions to support literacy and social, language and communication needs.

The department prides itself on being a central part of Broadwater, contributing to the highly inclusive ethos. All colleagues' input and views are valued and we always place the students' welfare and needs at the forefront of what we do on a daily basis. The successful applicant would become an important, fully supported part of this team.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

Salary calculated in line with Teacher pay scale, MPS/UPS Plus a TLR/Allowance depending on experience

HOURS OF WORK

32.5 hours per week, Full time

PLACE OF WORK

Broadwater School, Summers Road, Godalming, Surrey, GU7 3BW.

PENSION SCHEME

Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme.

HOLIDAY ENTITLEMENT

Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure

PROBATION PERIOD

New employees are required to complete a six-month probationary period.

STATUTORY CHECKS

All employment offers are made subject to checks in line with Government guidance (some of which are dependent upon the role/individual). These include: online checks, evidence of identity and right to work in the UK, an enhanced Disclosure and Barring Service check, overseas criminal record check if the successful candidate has worked or resided overseas in the last five years, confirmation of a satisfactory medical report, satisfactory references, evidence of qualifications, DfE teaching/management barred list check.

JOB DESCRIPTION

Post:	Deputy SENDCo
Responsible to:	SENDCo
Responsible for:	N/A

ROLE OVERVIEW

The Deputy SENDCo will support the strategic leadership, management, and development of SEND provision across the school, with a specific lead responsibility for the Speech, Language and Communication Needs (SLCN) resourced provision. The post holder will also be required to plan and deliver high-quality intervention teaching for targeted groups of students with SEND, ensuring strong progress, inclusion, and outcomes.

This role combines leadership, specialist SEND practice, and direct teaching, and is suited to an experienced teacher with strong expertise in SLCN and inclusive pedagogy.

MAIN DUTIES AND RESPONSIBILITIES

Strategic SEND Leadership

- Support the SENDCo in the day-to-day leadership and management of SEND provision across the school
- Contribute to the development, implementation and evaluation of the school's SEND policy and inclusion strategy.
- Deputise for the SENDCo as required, including attending meetings and liaising with parents and external agencies.
- Ensure practice is compliant with the SEND Code of Practice (2015), Equality Act (2010), Greenshaw Learning Trust and local authority guidance.

Lead Responsibility: SLCN Resourced Provision

- Lead and manage the SLCN resourced provision, ensuring high-quality, specialist support for students with Education, Health and Care Plans (EHCPs).
- Liaise with the SENDCo to coordinate provision mapping, timetabling, and deployment of staff for SLCN students.
- Work closely with SALT and other professionals to implement therapy programmes and integrated classroom strategies.
- Monitor student progress within the resourced provision..

- Responsibility for preparing EHCP reviews, chairing the meeting and ensuring actions arising are implemented and communicated to relevant parties.
- Support mainstream teachers in adapting curriculum delivery and classroom practice for students with SLCN..
- Responsibility for the effective coordination of the transition of Year 6 students, including liaising with primary schools and organising visits..
- Complete SLCN Resource Provision consultation response forms in a timely fashion.

Teaching and Intervention Delivery

- Plan, deliver and assess targeted intervention groups for students with SEND, including those with SLCN and related needs.
- Use evidence based interventions to support speech, language, communication, literacy and/or social communication development.
- Track and evaluate the impact of interventions, adjusting provision in response to student progress.
- Maintain high expectations for student engagement, behaviour and achievement within intervention settings.
- To follow the school policies and procedures.

Staff Support

- Provide professional guidance and support to staff regarding SEND and inclusive practice.
- Contribute to SEND focused CPD for staff, particularly in relation to SLCN strategies.
- Support the induction and ongoing development of staff working within the school.

Assessment, Monitoring and Reporting

- Support the identification and assessment of students with SEND, including graduated response processes (Assess-Plan-Do-Review)
- Maintain accurate SEND records in line with school and statutory requirements.
- Contribute to school self-evaluation, SEND reviews and external inspections.
- Communicate effectively with parents/carers regarding provision, progress and outcomes.

Wider Professional Responsibilities

- Teach class groups and interventions in accordance with the Teachers' Standards.
- Uphold safeguarding, health and safety and equality policies at all times..
- Contribute to the wider life of the school, including meetings, events and enrichment activities.

STAFF DEVELOPMENT

- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To engage actively in the Performance Management process.
- To participate in whole school professional learning programmes.
- To take part in the staff development programme by participating in arrangements for further training and professional development.

SAFEGUARDING

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school.
- Comply with the school's Safeguarding Policy to ensure the welfare of children and young persons.
- Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment.

The duties and responsibilities in this job description are not restrictive and you may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples, within their application.

	Essential	Desirable
Qualifications and training		
Good Hons. Degree.	x	
Qualified Teacher Status.	x	
Experience teaching students with SEND in a secondary school context	x	
Relevant postgraduate studies.	x	
Evidence of wider professional development		x
Skills and experience		
Good understanding of the SEND Code of Practice and EHCP processes	x	
Ability to analyse data and monitor the impact of interventions and provision	x	
Knowledge of strategies to inspire and improve outcomes for students	x	
Outstanding organisational and leadership skills to ensure efficient and effective implementation of the role	x	
Excellent communication skills with students, parents, staff and professionals	x	
National Award for SEN Coordination (NASENCo) or willingness to work towards it if required		x
Experience of working with external agencies, particularly SALT		x
Demonstrate expertise in supporting students with Speech, Language and Communication Needs.		x
Experience working within a resourced provision or specialist setting		x
Training or qualifications related to SLCN, ASD, literacy and/or language development		x
Experience of supporting staff professional development in SEND		x
Personal attributes		
Able to establish good working relationships with a wide range of people - students, colleagues and parents	x	
A willingness to become involved in all aspects of school life	x	
Committed to the safeguarding of children	x	

THE RECRUITMENT PROCESS

APPLICATION

To apply for a vacancy, please register for an online account and complete the online application form on the GLT website. In the application form you should demonstrate how you meet the requirements set out in the person specification. Include specific examples which support your application. You will have the opportunity to upload additional documents in support of your application if required.

Please ensure you enter your correct email address when registering for your online account. This is the email address we will use to contact you about your application.

Applications must be received no later than 11.59pm on 23rd February 2026. Applications received after this date will not be considered. We reserve the right to interview candidates as applications are received and close the advert prior to the closing date should an appointment be made.

INTERVIEW PROCESS

Interviews TBC. Shortlisted applicants will be invited by email to attend an interview. References may be taken up after shortlisting. Please indicate on your application form if you are happy for us to do so. As part of your interview, you may be asked to undertake a practical test related to the knowledge and abilities in the person specification.

TAKING UP POST

The successful applicant will take up the post in April or September



GREENSHAW
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