



Nihil quam optime

Chulmleigh College

Nothing but our best

Deputy SENDCo Candidate Pack

Closing date: Monday 1 June 10am

Interview date: Tuesday 9 June



COMPASSION AMBITION TEAMWORK



Welcome to Chulmleigh College and thank you for showing an interest in the vacancy of Assistant Headteacher at Chulmleigh College.

Chulmleigh College is a very special place to work. Our academic record speaks for itself. Within our own transport area we do not serve any large settlements – our catchment area is rural and dispersed. This has resulted in a school community that has a very clear rural identity and one that



is steeped in a traditional and highly aspirational approach to education. Our ethos is simple, that of ensuring our pupils receive a provision that gives them every advantage they would be offered at a selective or fee-paying school. We believe in discipline, courtesy and unashamed high educational standards. This is a school where you can make a mark.

We are seeking a well-organised, self-motivated individual to join our friendly SEND team. The successful candidate will support the SENDCo in developing and enhancing provision for pupils with Special Educational Needs and Disabilities, playing a key role in implementing and updating the Learning Support Improvement Plan as part of the wider School Improvement Plan. This is an exciting opportunity for an enthusiastic individual, ideally with experience in a school setting, to work alongside a dynamic and committed team focused on improving outcomes for children with additional needs. We are dedicated to appointing an outstanding candidate who shares our ambition to provide the highest quality provision for all pupils.

I hope having read this pack you feel compelled to apply for this post. We welcome enquiries about the role.

Neil Payne
Headteacher Chulmleigh College
CEO Chulmleigh Academy Trust



We are looking for someone who:

- Has excellent interpersonal and communication skills
- Is flexible and organised
- Has a caring and friendly personality
- Has good working knowledge of Microsoft Office
- Is a team player whilst having the ability to work independently
- Has a willingness to learn and develop new skills
- Understands the need to maintain high levels of confidentiality and discretion
- Goes the extra mile.



Chulmleigh College is a successful and ambitious rural secondary school with a strong reputation for high standards. The progress of our pupils is consistently amongst the best in the region. The College has enjoyed some of the best results in the region over the last 10 years and is heavily oversubscribed. Pupils achieving 4+ in Basics was 82%. Our A8 score was 54.09. Mathematics is a high achieving subject with 72% of pupils achieving at least grade 5.

The College was totally rebuilt a few years ago, with the completed buildings opening in 2017. Numbers have grown substantially in recent years, from 500 to the current roll of 750, and most year groups are oversubscribed; due to both our excellent reputation and the College's successful transport service, which brings in approximately 25% of our pupils from outside the school catchment area.

We aim to create ambition and inspiration and want our young people to achieve all that they can in a safe, caring and well-disciplined environment. We commit ourselves to providing a learning experience which ensures high challenge, inspires, and provides both the range of qualifications and the start in life which will last forever. We aim for our young people to have the foundation and independence they need to make the progress they are capable of, building resilience for their future lives.

As a school we value courtesy, hard work and respect, and set high standards of behaviour; promoting self-discipline, resilience, responsibility and working together as a community.

We offer a broad and rich curriculum, enhanced by excellent extra-curricular activities; our outdoor education in the form of Ten Tors and Duke of Edinburgh is particularly strong. As well as having high academic achievement, we also have a proud record in sport, music, drama and art.

Our pupils read an astonishing amount of literature and develop themselves by making the most of the array of opportunities available. This is all possible because teaching and support staff create the best opportunities for our pupils. We are very proud of our team, who work hard to make our school a happy place where we learn together in a formal, warm environment. We are also proud of the excellent relationships we have with our pupils, families and friends within the community.

Chulmleigh is a Saxon hilltop market town in North Devon, near the Mid Devon border. It lies near the banks of the Little River Dart, and is surrounded by rolling hills, woods and farmland. With Exmoor and the North Devon coast to its north, and Dartmoor and the city of Exeter to its south, Chulmleigh is in a beautiful part of the county and is easily accessible from all other areas.



Our Values

Compassion

Compassion is caring about others, behaving towards them with humanity, generosity, and concern, and caring about other people's struggles. It is a skill which has benefits; treating others with compassion means they are likely to treat you, and others, back in kind.

We recognise the uniqueness of each circumstance and every child in the Trust, liaising closely with families and work to show appropriate compassion for our pupils and community.

Ambition

We work hard to help pupils develop a strong sense of ambition: the appetite for challenge and the determination to look beyond the horizon for inspiration. Whilst we recognise that children have different talents and abilities, we nevertheless expect each pupil to work hard and make significant and tangible progress. Our ultimate aim is to help them to achieve the best results possible, providing a wide range of options for their next stage in life.

Teamwork

Teamwork is an essential communication and social skill and includes compromise, collective effort, active listening, effective speaking and providing support for a group. We encourage our pupils to learn how to listen and be independent, in order to perform their individual roles and function as a cohesive unit, and how to respectfully and confidently express their ideas and opinions effectively in a group setting.

Our shared goal is to ensure that pupils leave us not only with excellent exam results, but also with confidence, resilience and the ability to make their mark as young people heading out into the world.



We are looking to appoint an enthusiastic, organised and friendly person to join our committed and hardworking Special Needs Team. The role is pivotal to the orderly running of many school processes. No two days are ever the same, and in offering pupil facing work alongside administration, it is extremely rewarding.

You will be based in the SEN Office, a dynamic space that is used for mentoring, behaviour intervention and a safe space for more vulnerable pupils. You will work alongside teaching staff, Heads of Keystage and Senior Leadership who each take a turn on duty. Your role will provide an essential sense of continuity and you will have an oversight of the tasks to be actioned each day.

Working in a school is different to any other environment, and all that we do here is in support of pupils achieving their best. You will be one of the many influential staff members in a pupil's day who help to ensure they are practicing resilience and are ready for their learning.

The role would suit a person with problem solving skills and high levels of organisation. Training in First Aid and use of our internal digital systems (SIMS / Class Charts) will be provided.

This essential role will include:

- Supporting the SENDCO as Deputy SENDCO in developing provision for pupils with special educational needs.
- Managing and overseeing resources for SEND, literacy, and numeracy to ensure they are used effectively and safely.
- Developing and adapting curriculum resources to meet the needs of pupils with SEND.
- Assisting in the implementation of an inclusive curriculum, including access to additional or alternative provision.
- Contributing to the development and implementation of SEN policies, plans, and targets.
- Leading intervention groups and supporting staff, including coordinating a key area of need and assisting with the leadership of Learning Support staff.





Job Title: Deputy SENDCO

Status: Permanent, 37 hours per week x 39 weeks per annum

Grade E £15.82 to £17.47 per hour (depending on experience)

Start Date: September 2026

Job Purpose

This important role involves working under the guidance of the SENDCO responsible for Special Educational Needs and Inclusion to support all activities and to help pupils with Special Educational Needs to have equal access to educational opportunities at Chulmleigh College.

To assist in leading and managing the provision of special educational needs learning support, ensuring high quality learning, teaching, and behaviour, effective use of resources, and high standards of achievement and progress for all pupils.

Main Duties and Responsibilities

- To be the Deputy SENDCO and assist in developing provision for children with special educational needs.
- To manage appropriate resources for Special Needs and Literacy / Numeracy Support and ensure that they are used efficiently, effectively and safely.
- To develop curriculum resources to ensure that pupils identified with SEND have the required levels of support.
- To contribute to the general administration support within Pupil Support, the SEN department and the Trust including arranging and supporting meetings
- To support the SENDCO in managing the implementation of an inclusive curriculum including access to alternative /additional provision.



- Within the context of the School's aims and policies, to work with the SENDCO to develop and implement SEN policies, plans, targets and practices.
- To teach intervention groups as allocated by the SENDCO
- To assist in the leadership of Learning Support staff.
- To coordinate and lead a key area of need.

Responsibilities

- Support the provision of SEND, including the allocation of support time and the writing, monitoring and evaluation of intervention plans, and applying for statutory EHC plans as required.
- To support and monitor the effectiveness on intervention plans and arrange and chair annual reviews as required.
- Liaise with relevant outside agencies to ensure that individual pupil special educational needs are met effectively and that the requirements of statements of special educational need are met fully.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and external agencies / providers.
- Ensure that the SEN Register is kept accurate and up to date and that staff are kept informed of pupil special educational needs.
- Work with the SENDCO and other staff to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs.
- Support the monitoring of the effectiveness of individual education plans and arrange and chair annual reviews in the absence of the SENDCO.
- Support the SENDCO in the devising, implementation and updating of a Learning Support Improvement Plan as part of the School Improvement plan, to include staff training and development implications.
- Assist the SENDCO to use data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- Provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Work with the SENDCO to promote an inclusive curriculum.
- Support meetings of SEN staff, communicate information to staff and co-ordinate resulting action.
- Monitor with the SENDCO the day-to-day management of the inclusion areas, creating a safe, effective and stimulating environment for pupils with additional needs.
- Deputise for the SENDCO when required.

Supervision / Management of People

- Full supervision of up to five people including their appraisals, staff development, training and all other supervisory responsibilities.

Creativity and Innovation:

- Design work; Design Individual Education Plans to support children with SEND to access education.
- Development of ICT; specifically around supporting children to communicate through alternative means.
- Development of policy / strategy; Assist and support the SENDCO to develop and implement the schools SEND and safeguarding policy.
- Methods of communication; Develop alternative ways for children who have difficulties in communication to interact and have their needs met. (daily)

Contacts & Relationships

- Support the SENDCO to conduct meetings with parents and multi-agency professionals.
- To work as a general teaching assistant – supporting children to access learning in mainstream classrooms.
- Attend TA meetings to answer questions and liaise back to the SENDCO.
- In SENDCO's absence, to lead meetings with parents and multi-agency professionals.
- Complete referral forms to multi-agency professionals and ensure they are sent out.

Decisions – Discretion

- In SENDCO's absence the job holder will have to make decisions to do with any aspect of SEND in the school – under the direction of the Head Teacher. This includes individual education and behaviour plans, choosing multi-agency professionals, adapting the curriculum for our pupils with SEND.

Decisions – Consequences

- In SENDCO's absence the job holder will have to make decisions to do with any aspect of SEND in the school – under the direction of the Head Teacher. This includes individual education and behaviour plans, choosing multi-agency professionals, adapting the curriculum for our pupils with SEND. The consequences these decisions make may determine the level of support the children with SEND receive; if their behaviour, care plans, support from multi-agency professionals and individual education plans are not adequate the teacher and support staff may not know how to differentiate appropriately and meet the child's individual needs. The child will then not be able to access learning and therefore may not reach his/her full potential and make the expected levels of progress.



Resources

- The job holder will require normal school resources to undertake this role.

Work Demands

- Children can be unpredictable so demands of the job will vary every day. There will be numerous deadlines and timescales for tasks, for example when completing referral forms. Interruptions are unavoidable as other members of support staff and teaching staff may require hands on support with children. The frequency, extent and suddenness of interruptions are likely to be demanding as we have a high number of children with SEND so there will be competing demands for the post holders attention. These will impact the job as the post holder may take a long time to carry out small tasks. They will also need to be provided with a space to carry out admin tasks.

Work Conditions

- The post-holder will be working in a secondary school – in classrooms, the general site and small intervention rooms.
- Some working conditions will be noisy if a child is portraying challenging behaviours for-example becoming physically/ verbally aggressive or entering sensory overload.

Work Context

- The post-holder will be working in a secondary school – in classrooms, the general site and small intervention rooms.
- Some working conditions will be noisy if a child is portraying challenging behaviours for-example becoming physically/ verbally aggressive or entering sensory overload.

Knowledge and Skills

The post holder will need to have experience of leading intervention for children with SEND and a record to raising aspirations for these children.

The post holder will need to be able to work in a team as well as on their own initiative. They will also need experience of working alongside multi-agency professionals.

Health and Safety

Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Location

The post holder may be required to work at any school which is currently within or in the future joins the Chulmleigh Academy Trust chain of academies, either on a temporary or permanent basis according to the operational needs of the Trust.

This document outlines the duties required of the post-holder for the time being to indicate a level of responsibility. It is not a comprehensive or exclusive list and from time to time duties may be varied which do not change the level of responsibility or the general character of the job.





Attribute	Essential	Desirable	Method of Assessment
Management of People	<ul style="list-style-type: none"> • Proven track record of managing a team. 		AF / I
Experience	<ul style="list-style-type: none"> • Experience of working with pupils with Special Educational Needs and Disabilities. • Proven experience of working alongside multi-agency professionals. • Proven experience of working closely with parents/ carers. • Proven experience of writing individual education plans. • Proven experience of making referrals to outside agencies. • Proven experience of planning differentiated learning opportunities under the direction of the class teacher and national curriculum. • Proven experience of planning differentiated learning opportunities under the direction of the class teacher and national curriculum. • Proven experience of using visual aids and alternative methods to support communication. • Proven experience of working with children with challenging behaviour. 		AF / I
Practical Skills	<ul style="list-style-type: none"> • To know how to support pupils with particular barriers to learning so that they make progress. • To know how to teach small groups of pupils with lower than expected reading ages and levels of attainment in order to support them to make adequate progress. • To be able to develop good learning relationships with pupils so that they are motivated to learn and make good progress. • To be able to develop effective relationships with parents so that they work with the School to support their children to learn. • Good organisational, communication, administrative and interpersonal skills • Able to deal with confidential information sensitively and appropriately in line with School policies • Able to differentiate resources to meet the needs of SEND pupils. 	<ul style="list-style-type: none"> • Able to chair team meetings • Good digital technology skills and ability to apply digital technologies to support pupils learning. 	AF / I



Communication	<ul style="list-style-type: none"> • Able to communicate effectively with parents. • Able to communicate effectively with pupils with SEND. • Able to communicate effectively with multi-agency professionals. • Ability to fulfil all spoken aspects of the role with confidence and fluency in English 		AF / I
Personal Qualities	<ul style="list-style-type: none"> • Creative; a person who enjoys learning and seeks out opportunities to continue learning. • High expectations of self and others. • A self starter. 		AF / I
Strategic Thinking	<ul style="list-style-type: none"> • Able to work on own initiative as well as part of a team. 		AF / I
Technology / IT Skills		<ul style="list-style-type: none"> • Experience of using technology to support children to access education. 	I
Education and Training	<ul style="list-style-type: none"> • Training in supporting children with literacy difficulties in view to conduct small group intervention. • Various GCSEs including English and Mathematics 		I / AF Certificates
Professional Registration	N/A		Certificate/ Registration
Equal Opportunities	<ul style="list-style-type: none"> • The Trust and its staff seek to eliminate discrimination, advance equality and foster good relations. 		I
Physical	<ul style="list-style-type: none"> • Able to carry out the duties of the post with reasonable adjustments where necessary. 		

AF: Application Form
I: Interview
R: Reference



How to Apply

Please complete the online application form available [here](#).

A tour of Chulmleigh College will be arranged as part of the interview schedule.

Status: Permanent, 37 hours per week x 39 weeks per annum

Grade E: £15.82 to £17.47 per hour (depending on experience)

Closing date: Monday 1 June 10am

Interview date: Tuesday 9 June

Start date: September 2026

If you have any questions please email:

personnel@chulmleigh.devon.sch.uk or

call 01769 580215.

Chulmleigh College, Chulmleigh, Devon, EX18 7AA

