



GREENSHAW
LEARNING TRUST



GLOUCESTER
ACADEMY



**Deputy SENDCo
Recruitment Pack**

**ALWAYS
LEARNING**

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Dear Candidate

Thank you for your interest in the role of Deputy SENDCo, at Gloucester Academy.

Introduction

This role is an exciting opportunity to join Gloucester Academy and further contribute to the life chances of our young people in the school, and across the Greenshaw Learning Trust. It is a chance to be part of something very special. It can lead to becoming a fully qualified SendCo if this is a route the successful candidate would like to take.

Gloucester Academy ensures that students and staff can develop and learn in a disruption free environment with exceptional standards. Our school is dedicated to the achievement of all and as such we provide exceptional training and education not only for our students but also for our staff whom we value equally.

Gloucester Academy has an exceptional track record of improvement with results last year making us the 11th most improved school in the country. In our latest Ofsted inspection Gloucester Academy achieved Outstanding in Personal Development and Good in every other category putting it above the vast majority of schools in the area. Our Ofsted result is a testament to the dedication of all staff in the school, the students and the support of the community. Gloucester Academy is an exceptional and incredibly successful school and is looking for like minded individuals who are committed to making a difference.

This role open to both qualified teachers and applicants without QTS will support career development and equip you for a further promotion within the Academy and within our trust. We are based in central Gloucester which in itself is in a beautiful area of the country and provides access to the Cotswolds whilst maintaining close proximity to Bristol and Cheltenham. The area we serve is diverse, and therefore our catchment and students offer a range of expectations and exciting challenges. At Gloucester Academy we make a real difference to the lives of all we serve.

Work life balance is a high priority at Gloucester Academy. To support this, we offer a highly visible and supportive senior leadership team. We have centralised planning within the school and across the trust with dedicated time in the day for departments to work collaboratively to adapt lessons. centralised detentions, disruption free learning, whole class feedback through a clear feedback policy, lesson's structure based on the Rosenshein principles, visualisers in every classroom, subject experts working together within a collaborative trust, highly bespoke CPD in a short weekly session i.e Teach Like a Champion focus each session.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

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

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person-specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

Gloucester Academy 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 websites provide a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information cosment@gloucesteracademy.co.uk . We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

I am looking forward to hearing from you.

Yours faithfully



Phillipa Lewis

Headteacher

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,700 people and educates over 23,500 students. Further information about our schools can be found [here](#).

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

Greenshaw Learning Trust Employee Benefits

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

Terms and Conditions

Line Managed By:	SENDCo
Line Management:	Teaching Assistants
Contract:	Permanent
Salary:	Salary calculated in line with the NJC Scale Range, Grade H, Scale Points 24 to 30, £34,314 - £39,513 (FTE) Actual Salary £30,701 - £35,352
Hours of Work:	Monday to Friday, 36 hours per week - Term Time, INSET Days and one week during the school holidays.
Place of Work:	Gloucester Academy, Painswick Road, Gloucester, GL4 6RN
Medical Examination:	The appointment is subject to a satisfactory medical report.
Superannuation:	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 Local Government Pension Scheme (LGPS) or a Personal Pension Scheme. Details of the Local Government Pension Scheme are available at: https://www.lgpsmember.org
Holiday Entitlement:	The postholder will be paid an enhancement for holiday pay, which is included in the salary details above.
Probation Period:	New employees are required to complete a six-month probationary period
Disclosure & Barring Service Check:	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
Right to Work Check:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

Job Description

The **Deputy SENDCo** role is an exciting addition to the Gloucester academy team.

The Deputy SENDCo will be required to support the whole school SEND in partnership with the SENDCo, to enhance inclusion and improve student outcomes for all students on the SEND register. The Deputy SENDCo will be line managed by the SENDCo and will be required to work closely with the wider pastoral team, class teachers, parents, and external agencies to ensure that all students are receiving the support they need to be successful at Gloucester Academy.

Main purpose of the role:

The Deputy SENDCO will promote the progress and achievement of SEND students throughout the academy. This role will be student-focused and will ensure high standards and expectations for both SEND students and staff. The Deputy SENDCo will work closely with the SENDCo to ensure all SEND needs are met within the academy, this includes deputising for the SENDCo in their absence.

Training for the role:

For holders of QTS the post will provide opportunities to gain a deep knowledge of SEND leadership and management. Initially there will be a focus on mastering the skills required to work with all stakeholders and students regarding all SEND matters rather than classroom practice. Successful mastery could lead to the opportunity to complete the NPQ for SEND in preparation for a future role as a SENDCo. For applicants without QTS the post will also provide opportunities to gain a deep knowledge of SEND leadership and management alongside the development of the pedagogical skills needed to deliver a high quality SEND provision. Strong candidates may also have the opportunity to complete a teacher training programme to gain QTS or equivalent. This could then lead to the option to complete the NPQ for SEND in preparation for a future role as a SENDCo.

Key Responsibilities:

- Support with Access Arrangements and SEND assessment screening
- Complete Assess Plan Do Review Meetings
- Gather together EHCP evidence in line with the application process
- Be the point of contact for external agencies
- Manage and oversee the completion of One Page Profiles
- Take part in parental meetings
- Take a leading role in Transition
- Maintain up-to-date information for SEND
- Update the school database with key information relating to SEND students
- Ensure SEND statistics are current and accurate
- Maintain student chronologies
- Attend and minute Safeguarding meetings relevant to SEND students
- Take minutes of meetings to ensure transparency at all times
- Track 3-point contacts
- Maintain contact with the parents of SEND students
- Administer letters to parents
- Coordinate round robins, gathering evidence to support students
- Ensure a consistent approach to supporting SEND students
- Promote a culture where students, staff and parents, have high expectations
- Promote Autonomy, where students engage fully within the educational establishment

Operational Management:

- Ensure standards of support across this area are effective and in-line with current safeguarding regulations.
- Set high expectations for staff and students.
- Support and/or represent the Academy at meetings, as and when required.

People and Resource Management:

- Liaise with subject teachers and RSL's to ensure accurate information is gathered and shared
- Support the SENDCo in ensuring the effective and efficient management of the SEND Budget
- Provide staff with the relevant and necessary information so that they have a clear direction and understanding of the needs of SEND students
- Ensure staff are developed and performance is managed appropriately
- Manage an efficient administrative system Building Partnerships and External Facing:
- Develop strong and effective partnerships with all stakeholders
- Develop and grow strong and effective relationships with all parents
- Develop strong links with local authorities and our Multi-Academy Trust to ensure opportunities for our SEND students are at the highest level.
- Line Manage the Teaching Assistant team in conjunction with the SENDCo

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 CPD 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 in order to ensure the welfare of children and young persons

Communications, Marketing and Liaison

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Academic Review Days, liaison events with partner schools, etc.

Personal Responsibilities

- To play a full part in the life of the school community and to encourage staff and students to follow this example
- To actively promote school policies and procedures
- To be responsible for own continued professional development
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To undertake duties before the school day, at break and after the school day on a rota basis
- To attend meetings scheduled in the school calendar punctually
- To set cover work during any leave of absence
- To adhere to the School's Safeguarding Policy.

Other Job Requirements

All staff will be part of the school's appraisal scheme. You will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching.

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.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	<ul style="list-style-type: none"> ● Strong academic record, including English & Maths GCSE at Grade 4 or equivalent and strong level 3 qualifications. ● Experience of working closely with parents in successful home-school partnerships that support pupils' needs ● Skilled at making and sustaining positive relationships with children ● Able to stimulate children's interest in learning ● Able to work closely with students who are finding learning difficult, or those who have experienced a feeling of failure ● Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of students with SEND ● Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners ● Capable of planning intervention work, assessing the needs and achievements of children 	<ul style="list-style-type: none"> ● Degree in a curriculum related subject ● QTS status ● HLTA qualification ● Other qualification in supporting people with SEND (Good to Outstanding)

<p>Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:</p>		
	<ul style="list-style-type: none"> ● Knowledge and understanding of how children learn ● A sound grasp of the concept of inclusive practice ● A good knowledge of the SEND Code of Practice ● Knowledge and experience of using basic diagnostic tests for identifying specific needs 	
<p>Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:</p>		
	<ul style="list-style-type: none"> ● Able to work closely with the wider school community in the development of provision for students with SEND ● Able to foster effective relationships with parents, communicate with them and encourage their active participation in their child's education ● Able to work as an effective member of a diverse team 	

The Recruitment Process

1. Application

Visit our website to view our current vacancies [here](#)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than Sunday 23rd February 2025 at midnight. Applications received after this date will not be considered.

2. Shortlisting

Shortlisting will be finalised on Monday 24th February 2025. Shortlisted applicants will be invited by telephone to attend an interview. Please make sure you have indicated clearly day and evening telephone numbers on which you can be reached. References will be taken up after shortlisting.

3. Interview Process

Interviews will be arranged as and when successful applications arrive, as the school reserves the right to conduct interviews prior to the closing date. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

5. Taking up post

The successful applicant will take up the post in June 2025

6. Additional information

For further information, please contact Christine Osment, HR Manager on 01452 428800 or cosment@gloucesteracademy.co.uk.

7. Safeguarding

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 successful applicant will be subject to an Enhanced DBS and barred list check.