



# Windmill L.E.A.D Academy

## Candidate Information Pack

Deputy SENDCo



L.E.A.D. Academy Trust



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## Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

**Diana Owen CBE**

**Chief Executive Officer**





L.E.A.D. Academy Trust  
comprises of:

**24**  
primary

..... and .....

**3**  
secondary  
academies

..... across .....

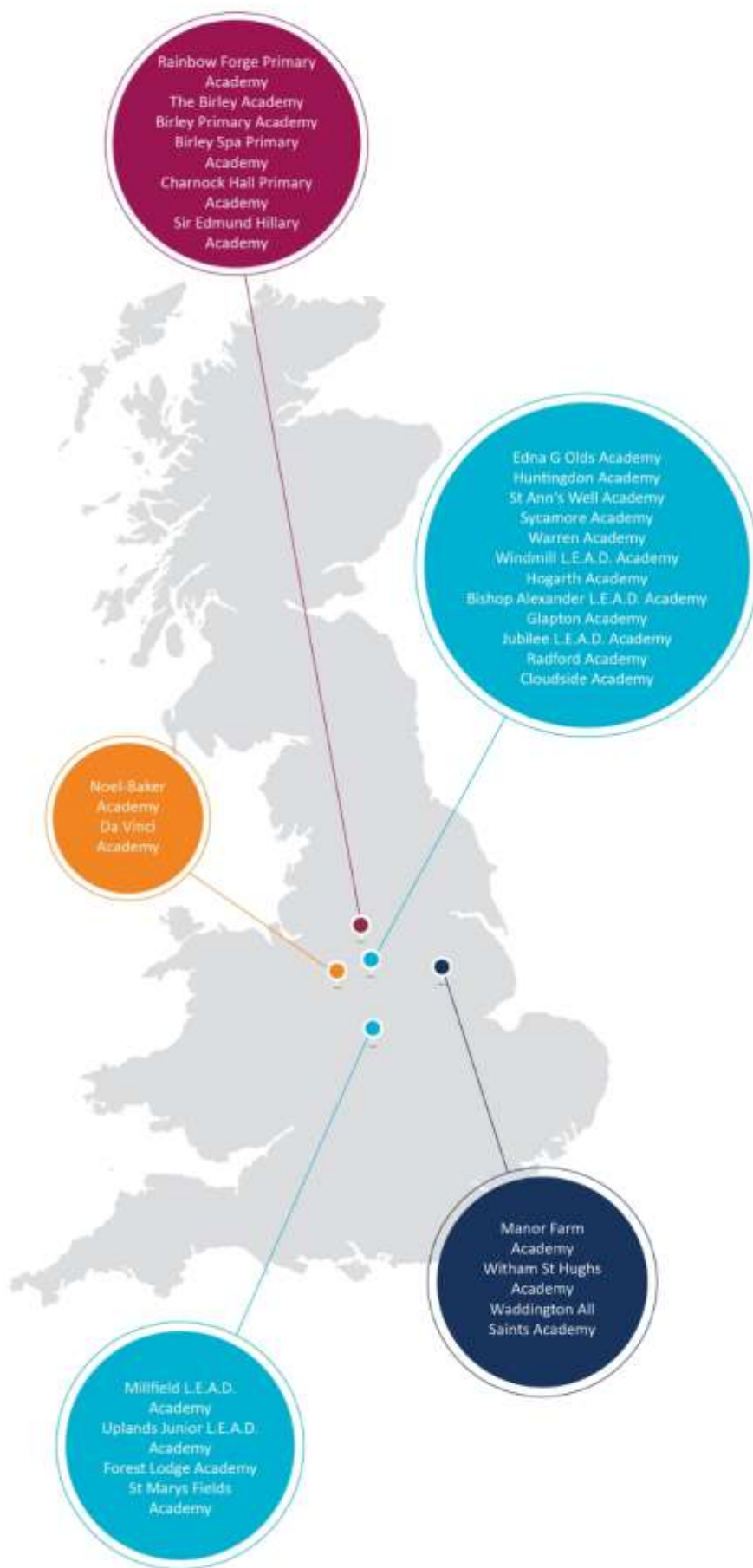
**5**  
geographical  
regions

..... with .....

**11,000**  
pupils

..... and .....

**1,500**  
members  
of staff







## Our Academies

**Within our Trust, all academies strive to achieve:**

- The highest standards of behaviour and conduct.
- Outstanding teaching and learning.
- A fully inclusive approach in which all children are equally important.
- A climate of mutual respect between the children, staff and community.
- Positive relationships.
- High aspirations for all involved with the school – a 'can-do' attitude.
- A wide range of enrichment opportunities for all to get involved in.
- A celebration of all the cultures and faiths represented in the school.
- An organisation in which there are no excuses for underachievement.

*"The headteacher is a visionary leader. Leaders, including subject leaders, are a united team."*

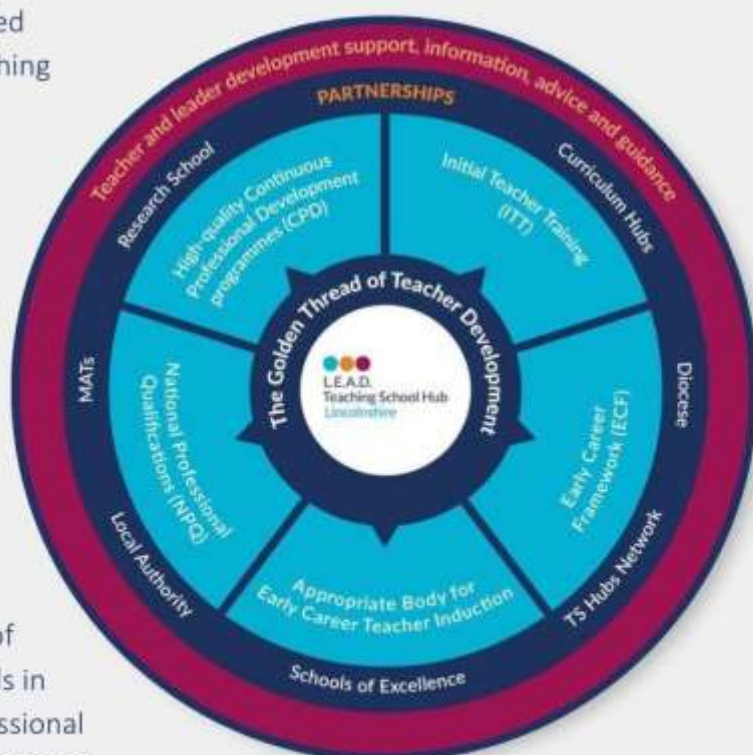
Witham St Hughs  
Academy  
Ofsted Report, 2012

## L.E.A.D. Teaching School Hub

**'Working together to lead the highest outcomes for all.'**

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust. It supports every school type and phase, including nursery, primary, secondary, special and alternative provisions.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.



## A message from the Head of School

It is a privilege to be Head of School at Windmill L.E.A.D Academy, a vibrant and nurturing learning community. Our pupils are kind, caring and eager to learn, supported by families who deeply value education. The success of our academy is built upon the dedication and passion of our talented staff, who place the well-being and achievement of every child at the heart of all they do.

At Windmill L.E.A.D Academy, we recognise that our people are our greatest asset. We understand the dedication and hard work required to create the best possible environment for our pupils, and we are committed to supporting and valuing our staff in return. Through a highly supportive ethos, regular opportunities for professional development, and a genuine focus on well-being, we ensure that our team feels appreciated, empowered, and cared for.

Thank you for your interest in Windmill L.E.A.D. Academy. We look forward to meeting you.

**Miss Pickering, Head of School**

## About Windmill L.E.A.D. Academy

Windmill L.E.A.D. Academy is a larger-than-average, two-form entry school in Sneinton, Nottingham. Our School has a rich cultural tapestry with over 40 languages spoken and many pupils and families from different countries.

Our engaging curriculum mirrors our diverse context, providing pupils with 'mirrors' to see themselves and 'windows' to explore others' experiences. We integrate Global Citizenship themes, focusing on identity and culture, healthy lifestyles, technology, safety, aspirations and sustainability.

Recognising emotional wellbeing contributes to academic success, our comprehensive wellbeing and mental health programme empowers pupils to develop lifelong learning habits to thrive in today's world. At Windmill L.E.A.D Academy, we inspire every child to dream big, achieve their potential, and make a positive impact on the world.

As part of [L.E.A.D. Academy Trust](#), we are committed to providing the highest quality education, enabling every pupil to reach their full potential.





# Benefits of being part of the Trust



## Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



## Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



## Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



## Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



## Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



## CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



## Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



## Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



## Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



## Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



## Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



## Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.

***“Pupils behave  
very well. They  
are guided by the  
school’s values to  
be kind and  
respectful.”***

**Ofsted, 2024**





## How to apply

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to Ross Middleton at [admin@windmillacademy.co.uk](mailto:admin@windmillacademy.co.uk)

**CLOSING DATE:** 16 May 11.59am

**INTERVIEWS:** We expect interviews to take place week beginning 19 May 2025.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email: [admin@windmillacademy.co.uk](mailto:admin@windmillacademy.co.uk)



*"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."*

Rebecca Riley, Head of School,  
Huntingdon Academy



## Job description

### Key responsibilities and accountabilities

#### Deputy SENDCo – Windmill L.E.A.D. Academy

**Full-time, permanent position:** Starting September 2025.

**Salary:** MPS 1-6 + SEN Allowance

#### About the Role:

We are looking for a passionate and knowledgeable Deputy SENDCo to play a key role in shaping our SEND provision. This is a non-class-based, full-time position that will focus on driving high-quality, inclusive practice throughout the school.

You will work closely with our Assistant Head of School/SENDCo and wider team to support children with a range of needs, across the school and including those accessing our three enhanced provision units for pupils with complex SEND. Your role will be central in ensuring these children receive the care, education, and opportunities they deserve.

#### We are seeking a Deputy SENDCo who:

- Holds, is working towards, or is aspiring to attain the national qualification for SEN Coordination
- Has proven experience teaching primary-aged pupils with SEND
- Demonstrates strong knowledge of SEND legislation and best practices
- Is calm, compassionate and solutions-focused
- Communicates effectively and builds trusting relationships with children, families and colleagues
- Shows unwavering commitment to inclusion and putting children first
- Is positive, proactive and resilient under pressure
- Collaborates with teachers, TAs, and external professionals to implement effective, inclusive strategies across the curriculum
- Supports the leadership and day-to-day management of our Enhanced Provision units
- Models and champion high-quality SEND practice in all areas of school life
- Monitors progress, coordinate reviews, and leads on provision for a caseload of pupils
- Maintains accurate, up-to-date records of interventions and outcomes
- Develops strong partnerships with families and to support pupils' learning and development
- Contributes to the development and implementation of SEND provision, policies and practices
- Keeps abreast of national developments in SEND and reflect them in school practice
- Support the identification of individual needs for pupils on the SEND register ensuring appropriate provision, review, and intervention



## Person specification

The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The two right-hand columns provide guidance as to whether these items are essential (E) or desirable (D) criteria.

Criteria	Details	Essential or Desirable	Application or Interview
Qualifications and Experience	<ul style="list-style-type: none"> <li>• Qualified teacher with QTS</li> </ul>	E	A
	<ul style="list-style-type: none"> <li>• Actively working towards or aspiring to complete the National Award for SEN Coordination (if not already acquired)</li> </ul>	D	A I
	<ul style="list-style-type: none"> <li>• Proven experience in supporting and teaching primary-aged pupils with a wide range of SEND</li> </ul>	E	
	<ul style="list-style-type: none"> <li>• Experience of coordinating SEND provision, interventions, or a relevant curriculum or development project</li> </ul>	E	A I
	<ul style="list-style-type: none"> <li>• Evidence of ongoing professional development linked to SEND, inclusive practice, or leadership</li> </ul>	E	A I
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Strong knowledge of a wide range of SEND needs and effective support strategies/interventions</li> </ul>	E	A I
	<ul style="list-style-type: none"> <li>• Clear understanding how pupils with SEND learn and how to adapt provision to meet diverse needs</li> </ul>	E	A I
	<ul style="list-style-type: none"> <li>• Skilled in using assessment and pupil progress data to inform effective support and next steps</li> </ul>	E	A I
	<ul style="list-style-type: none"> <li>• Demonstrates high expectations, positive relationships, and inclusive practice</li> </ul>	E	A I
	<ul style="list-style-type: none"> <li>• Keeps up to date with national and local SEND guidance, research, and policy</li> </ul>	E	I
	<ul style="list-style-type: none"> <li>• Excellent communication skills – verbal, written, and digital – when working with a range of audiences, including parents and professionals</li> </ul>	E	A I
	<ul style="list-style-type: none"> <li>• Builds collaborative, supportive relationships with staff and external agencies to improve outcomes for children</li> </ul>	E	A I
	<ul style="list-style-type: none"> <li>• Demonstrates professionalism, empathy, and integrity in all aspects of school life</li> </ul>	E	A I
Pupils and Staff	<ul style="list-style-type: none"> <li>• Committed to providing pupils with SEND the tools to thrive emotionally, socially, and academically</li> </ul>	E	A I
	<ul style="list-style-type: none"> <li>• Demonstrates and promotes the highest standards of inclusive teaching and support</li> </ul>	E	I
	<ul style="list-style-type: none"> <li>• Champions the voice, rights, and aspirations of all pupils with SEND</li> </ul>	E	A I

	<ul style="list-style-type: none"> <li>• Maintains a strong understanding of safeguarding principles and practices</li> <li>• Supports the professional development of colleagues through coaching, guidance, and modelling effective practice</li> <li>• Fosters a culture of ambition, equity, and wellbeing for all children</li> </ul>	E  D  E	A I  A I  A I
<b>Systems and Processes</b>	<ul style="list-style-type: none"> <li>• Supports the SENDCo and senior leadership team in embedding a strategic, whole-school approach to SEND</li> <li>• Supports the monitoring and evaluation of SEND provision across the school</li> <li>• Understands how to prepare effective documentation to support funding requests and statutory assessments</li> <li>• Ensures record keeping is thorough, up to date, and compliant with statutory requirements</li> </ul>	E  E  D  E	I  I  I  A I
<b>Continuous Improvement</b>	<ul style="list-style-type: none"> <li>• Actively engages with evidence-based practice to improve provision and outcomes for pupils with SEND</li> <li>• Builds strong relationships with families, external agencies, and the wider community</li> <li>• Embraces change, seeks feedback, and strives for continuous improvement in SEND provision and inclusive practice</li> <li>• Values and contributes to the wider development of the school and the trust</li> </ul>	E  E  E  E	I  I  I  I
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Deeply committed to improving the life chances of all children, particularly those with additional needs</li> <li>• Empathetic to the needs and experiences of others, warm, approachable, and able to build trusting relationships with children and adults</li> <li>• Solution-focused, calm under pressure, and resilient in the face of challenges</li> <li>• A reflective practitioner who leads by example</li> <li>• Passionate about inclusion, equity, and ensuring that every child can thrive</li> <li>• Demonstrates alignment with the values and principles of the L.E.A.D. Academy Trust</li> </ul>	E  E  E  E  E  E	A I  A I  I  A I  A I  A I

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.





L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

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Nottingham  
NG1 5DU

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