**Deputy SENDI lead- Maternity Cover**

**Reporting to:** Director of SENDI

**Contract:** Part time (0.6 FTE) – Maternity Cover *(fixed term)*

**Start date:** November 2025

**Suitable for:** Experienced Teachers

**Salary:** MPS/UPS + Outer London Pay £36,414-£53,994 FTE

**Allowance:** N/A

**Disclosure level:** Enhanced

## The Role

We are seeking to appoint a part time Deputy SENDI Lead to join our growing SEND department, covering a maternity leave for at least one year. This role is ideal for a talented and committed SEND teacher looking to take the next step in their career, or for an experienced Deputy SENDI Lead seeking a new challenge. The successful candidate will be keen to take on leadership responsibilities, including training to manage a SEND team. We are looking for an outstanding and confident classroom practitioner who consistently demonstrates the highest standards of teaching and has a strong passion for supporting students with special educational needs.

## About Trinity Catholic High School

Trinity Catholic High School is a mixed, voluntary aided Catholic school in the Diocese of Brentwood, proudly serving the community for more than fifty years. Situated in the heart of Woodford, Trinity provides a welcoming, calm and purposeful environment where students are nurtured, inspired and encouraged to flourish. Rooted in Gospel values and guided by the principles of Catholic Social Teaching, we are committed to forming compassionate, confident and socially responsible young people.

Our students benefit from a strong tradition of academic excellence, outstanding pastoral care and a wide range of enrichment opportunities that enable every individual to grow in character, develop their talents and make a meaningful contribution to society.

## We are seeking a professional who:

1. Has experience of teaching of students with SEND and can demonstrate an ability to raise student achievement. An excellent classroom practitioner with a drive for self-improvement and development. Ambitious and committed to the very highest standards of student outcomes.
2. Has an excellent knowledge about a range of SEND matters and demonstrates a compassionate and inclusive approach in their practice.
3. Can take a lead in driving forward an inclusive ethos across the school.
4. Is able to work constructively with and support a wide range of stakeholders.
5. Has excellent IT, organisational and time management skills.

## We can offer the successful candidate:

* An opportunity to work with an experienced Headteacher and forward-thinking and supportive Senior Leadership Team
* A pleasant environment conducive to high quality teaching and learning with friendly and motivated staff across the school
* A caring and affirming culture and ethos with a staff social committee who regularly organise events to enhance this
* Opportunities for professional development and progression including support for NPQs
* Well-resourced and well-managed departments with a collaborative attitude to classroom management and commitment to raising standards and securing achievement for all students
* Well behaved students that are keen to achieve and are respectful of their teachers.
* Support for staff wellbeing through access to SAS wellbeing services, including
* 24 hour GP helpline
* Health screening service & Medical support services
* Physiotherapy & Counselling
* Fair allowances for staff requiring leave of absence beyond that relating to illness
* Non-contact time which is above the national minimum requirement of 10% of timetable
* Cycle to Work schemes
* Long Service days – support staff
* Staff Social events
* Wellbeing Activities i.e yoga classes, staff team football
* Loyalty Award Scheme

**Your Application**

#### The school can **only accept applications** made on our school application form or by using the on-line TES Apply Now function. The completed form should be submitted via email to [recruitment@tchs.org.uk](mailto:recruitment@tchs.org.uk). Download our application form: [www.tchs.org.uk/about-us/employment/](http://www.tchs.org.uk/about-us/employment/)

* Tel: 020 8504 3419
* Closing date for applications: 31st October 2025

**Early applications are welcome**

We are committed to safeguarding and promoting the welfare of our pupils. Candidates must be willing to undergo child protection screening. This will be to obtaining a satisfactory enhanced Disclosure and Barring Check (DBS). Further details of this can be found on our website: <https://www.tchs.org.uk/about-us/safeguarding/>All applicants will be subject to social media checks in line with Keeping Children Safe in Education (KCSIE) 2024.

Applicants must provide 2–3 referees, including one with access to their employment records. Consent must be obtained from referees. Please refer to the **Notes for Applicants** guidelines for full details.

We reserve the right to close the vacancy early if we receive a volume of suitable applicants. Please note that only candidates selected for shortlisting will be contacted, due to the high volume of applications.

**Job Description**

To

**Key responsibilities**

1. To deputise for the Director of SENDI in matters relating to SEND.
2. To assist the Director of SENDI in leading the provision for SEND within the school.
3. To assist the Director of SENDI in line managing all staff within the SEND Team.
4. To contribute to the planning, development and decision making within the department.
5. To assist the Director of SENDI to ensure a robust process of identification, assessment and provision for all students with SEND.
6. To be familiar with and implement the relevant requirements of the current SEND Code of Practice. For example, to ensure that the graduated approach is being implemented.
7. To assist the Director of SENDI in maintaining an up-to-date register of all students at Trinity with Special Educational Needs and to ensure that staff are kept well-informed of student special educational needs.
8. To support the Director of SENDI in managing the implementation of an inclusive curriculum.
9. To promote collaborative practices with other departments and to help “Raise Standards” for students with SEND in all curriculum areas. To offer and advice and support to teaching staff in providing high quality teaching approach, under the direction of the Director of SENDI.
10. To support the Director of SENDI to develop and innovate evidence led interventions to support students to overcome barriers to learning.
11. To be able to assess students for access arrangements and to assist the Director of SENDI in maintaining an up-to-date register of all students at Trinity with Access Arrangement Entitlements in Public Exams and to work effectively with the exams officer to ensure that special access arrangements are implemented.
12. To keep up to date with national developments in SEND and recommended teaching practices and pedagogy, contributing to the professional development of colleagues through staff INSET.
13. Positively engaging with parents/carers, forming strong communication links regarding all SEND matters pertaining to their child.
14. The planning, organisation and implementation of Annual Reviews and SEND Support Review meetings and associated IEPs. Including leading on and actioning review meetings as directed.
15. Liaising with Teachers and TAs regarding the progress of and in-class support for students with SEND.
16. Liaising with outside agencies to ensure that individual student’s SEND are met effectively. To initiate referrals and obtain support from these agencies, and arrange visits / advice for staff as appropriate
17. Interacting with and supporting students according to individual needs.
18. Attending meetings and open evenings as required by senior staff.
19. Contributing to the planning and delivery of alternative courses and qualifications as appropriate.
20. Completing the application process for an EHCP needs assessment as directed.
21. Completing the annual reviews for students as directed by the Director of SENDI and to make sure that the objectives on student EHCPs are fully met.
22. Completing provision maps for students as directed by the Director of SENDI.
23. Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
24. Providing guidance to staff to support the development of practical strategies for effective learning and teaching to meet the needs of different students.
25. Using school-based data to help monitor the progress of students with SEND and advise the Director of SENDI of possible recommendations.
26. Liaising closely with the parent/carers of students with SEND regarding KS4 curriculum choices and to support the selection of option groups for students with identified Special Educational Needs.
27. Supporting meetings with SEND staff, communicate information to staff and co-ordinate resulting action.
28. Working closely with HODs, the T&L teams in order to promote the inclusion of children with Special Educational Needs in as wide a range of initiatives as is possible.
29. Working closely with SMT, Year Leaders, the T&L teams and class teachers for the purpose of monitoring SEND matters and identifying new and emerging needs across the school.
30. Developing SEND QA Systems to inform “shared good practice” that will promote enrichment and cross curricular inclusion for students with SEND.
31. Preparing SEND Reports that will summarise the progress of work within the SEND department.
32. Undertaking any necessary professional development taking full advantage of any relevant training and development available.

**CPD**

1. To participate fully in the curriculum development of the department, for example, updating existing units of work and developing new ones as requested by the Head of Department.
2. To keep up to date with national developments related to your subject area.
3. To engage actively in the performance management review process.
4. To remain fully informed and show an awareness of local and national changes in education policy and practice.
5. To offer training that will support the continuous professional development of staff across the school
6. To assist other curriculum leaders in their pursuit of outstanding practice in their own area.

## Person Specification – Deputy SENDI lead

All areas will be assessed by application and at interview.

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| **Qualifications** | **Essential** | **Desirable** |
| Educated to degree level in the identified subject |  |  |
| Qualified Teacher Status |  |  |
| Good Honours Graduate |  |  |
| **Background and Experience** | **Essential** | **Desirable** |
| Recent and successful teaching experience in secondary schools |  |  |
| An outstanding classroom practitioner |  |  |
| Excellent classroom management skills |  |  |
| Excellent understanding of current, relevant issues and national developments in education |  |  |
| The ability to work independently and within a team |  |  |
| Willing to support the department with extracurricular activities |  |  |
| Experience of supporting colleagues to improve practice |  |  |
| A good knowledge of SEND Code of Practice |  |  |
| **Professional Knowledge and Understanding** | **Essential** | **Desirable** |
| Understands the characteristics of high-quality teaching, learning and achievement for all students |  |  |
| Excellent understanding of effective pedagogy |  |  |
| Support the aim and objectives of Trinity Catholic High School |  |  |
| Appropriate qualification to assess students for access arrangements. |  |  |
| **Skills** | **Essential** | **Desirable** |
| Excellent communication skills (oral and written) |  |  |
| Able to develop positive and meaningful relationships with students |  |  |
| Excellent ICT skills and able to make appropriate use of ICT for learning |  |  |
| Excellent organisational skills to meet deadlines and manage work load of self and others |  |  |
| **Personal Qualities and Attributes** | **Essential** | **Desirable** |
| Able to give good quality feedback to students |  |  |
| Able to gain respect of students, parents, staff and governors Qualities and Attributes continued |  | **Desirable** |
| Awareness, understanding and commitment to the protection and safeguarding of children and young people |  |  |
| High integrity: honest, trustworthy and reliable |  |  |
| Can take difficult decisions and manage challenging conversations |  |  |
| Able to demonstrate a high level of dedication to the role. |  |  |