



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Associate Assistant Headteacher - SENCO

Chellaston Academy, Chellaston, Derby

Permanent

1.0FTE

Leadership Pay Scale L6-L10 - £58,569 - £64,691 FTE

Join us on an exciting journey of transformation and excellence.

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes. Now, we are looking for a passionate and committed Associate Assistant Headteacher - SENCO to play a vital role in supporting this vision at Chellaston Academy.

About the Role

The role of Associate Assistant Headteacher – SENCO is a strategic and influential leadership position, responsible for ensuring that students with Special Educational Needs and Disabilities (SEND) receive the highest quality support and have every opportunity to achieve highly. At its heart, the role exists to make sure every young person regardless of need, background, or starting point can thrive academically, personally, and socially.

Who We're Looking For

We are seeking an inspiring, knowledgeable, and compassionate leader who is deeply committed to ensuring that students with Special Educational Needs and Disabilities (SEND) can thrive. The ideal candidate will bring a blend of professional expertise, strategic leadership, and personal warmth that reflects the school's values of Integrity, Care and Excellence.

About Chellaston Academy

At Chellaston Academy, children are at the heart of everything we do. Our vision is to create mature, confident and successful global citizens who can thrive in an ever changing world, guided by our shared values of Integrity, Care and Excellence.

While strong academic outcomes matter, we believe success is defined by far more than examination results. We are committed to developing the whole person, nurturing qualities such as self-confidence, self-belief and self-esteem, and recognising and celebrating individual talents.

Our students benefit from a broad and balanced curriculum, and we work closely with parents and carers to ensure that, when expectations are high and shared, every child can achieve great things. This

includes promoting an excellent attitude centred on respect, high standards of appearance, good manners, full attendance and punctuality.

Chellaston Academy is a school where:

- Diversity is celebrated and inclusion shapes everything we do.
- Children feel safe, happy and supported.
- High expectations drive achievement for all.
- Relationships between staff and students are strong, respectful and built on trust.
- Staff wellbeing is valued, and colleagues genuinely enjoy being part of our community.

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore shortlisted applicants are required to declare all unspent cautions or convictions, and any adult cautions or convictions that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020)

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01332 702502

Further details about our school can be found on our website: <https://www.chellaston.derby.sch.uk/>

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

Closing date for applications: 22nd March 2026

Interview date: TBC

Potential Start date: ASAP

JOB DESCRIPTION

- Post Title:** Associate Assistant Headteacher - SENCO
- Reporting to:** Deputy Headteacher
- Grade:** Leadership Pay Scale L6-L10
- Disclosure Level:** Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

To ensure that all children and young people in the school have the opportunity to fulfil their potential and achieve highly, regardless of their ability or background.

Key Duties and Responsibilities

Main Duties

- Provide strategic and operational leadership of SEND provision and intervention programmes for all students identified with SEND needs;
- Raise standards and be accountable for the progress and attainment of all SEND students, leading on outcomes for SEND students requiring intervention/personalised timetables to close gaps and maintain mainstream education;
- Contribute to improving teaching and assessment for SEND learners and advise curriculum/pastoral leaders;
- Create a culture of high expectations, aspiration, and pursuit of excellence to drive improvement for all SEND students;
- Manage SEND systems and processes (register, provision map, EHCP cycles);
- Ensure all staff recognise and fulfil their statutory responsibilities for SEND students;
- Ensure the Academy meets all statutory requirements for SEND students; and that provision and policies meet individual needs within an appropriately broad and balanced curriculum;
- Effectively plan and manage equitable deployment of SEND budget and physical resources;

Teaching, Learning and Assessment

- Ensure rigorous monitoring and intervention for students with SEND;
- Support teachers to meet the needs of SEND learners through training, advice, and SEND QA;
- Lead on and implement Academy wide approaches to SEND and support wider Trust SEND initiatives;
- Lead on and develop an effective CPD programme which develops staff expertise and disseminates procedural information such as EHCP's, the SEND Code of Practice, and SEND Policy;
- Ensure students are set targets in line with expected levels of progress and that progress is monitored through a rigorous programme of intervention and review;
- Organise appropriate support to meet statutory requirements and individual needs during internal and external examinations;
- Undertake regular quality assurance activities in line with school requirements and to monitor and review the effectiveness of provision;
- Liaise regularly with the Local Authority SEND Team;
- Challenge under performance in SEND provision and escalate where necessary;

- Undertake assessments and reviews in line with statutory requirements and needs;
- Ensure Education Health Care and other plans to support students are monitored termly;
- Take an active role in coaching, modelling, and supporting staff to continually improve their practice;
- Contribute to the training, support, and monitoring of new staff, including NQT and trainee teachers;

SEND Curriculum Development and Innovation

- Advise curriculum leaders to ensure curriculum pathways and adjustments meet SEND needs;
- Maximise opportunities for all students to achieve progress in line with expectations;
- Ensure continuity of learning and of progression for all SEND students at each key stage;
- Provide mapped personalised and bespoke learning pathways for specific groups and vulnerable students;
- Ensure provision maps are up to date and monitored at least termly so that intervention programmes target the right students and resources are deployed effectively;
- Ensure students on alternative or bespoke timetables are well supported to access increased mainstream provision;

Personal Development, Behaviour and Welfare

- Advise pastoral teams on SEND-related behaviour needs and ensure adjustments are applied;
- Explore opportunities to increase engagement with parents of SEND students;
- Ensure appropriate liaison with MATs, external agencies, examination boards, further education, and other external agencies to meet the needs of SEND students;
- Ensure accurate records are kept of meetings with parents and outside agencies;
- Ensure SEND learners receive appropriate attendance support and adjustments;
- Support the consistent application of the Rewards, Behaviour, and Discipline Policy and approaches to ensure students conduct themselves in an appropriate manner;
- Ensure consistent approaches to behaviour management so that use of derogatory language, aggressive or bullying behaviour, and stereotyping are challenged;

Other Leadership

- Attend SEND-related leadership meetings as required;
- Monitor SEND budget use and make recommendations for approval to Line Manager;
- Effectively line manage staff, as directed by the Headteacher in line with their job descriptions;
- Contribute to staff CPD to support improvements for students with additional needs;
- Undertake any professional duties, reasonably delegated by the Headteacher;
- Support the Headteacher and Trust in establishing a culture of high expectation, aspiration and pursuit of excellence across the Academy;
- Maintain a visible, professional and high profile across the Academy;
- Provide a supportive, professional ethos, always leading by example;
- Lead the SEND section of SEF/SIP and contribute SEND analysis to whole-school plans;
- Demand ambitious standards for all students, overcoming disadvantage and advancing equality;
- Support the smooth running of SEND provision and the Extended Learning department
- Assist with the recruitment and retention of high-quality SEND support staff;
- Prepare agendas, chair meetings and keep records in accordance with role and line management responsibilities;
- Contribute to keeping Academy policies, the website and other documentation up to date;
- Represent the Academy at SEND-specific meetings (LA panels, multi-agency reviews);
- Support and encourage extra-curricular activities to enhance the Academy learning experiences;
- Work with primary academies, secondary partners and network groups as appropriate;

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, PREVENT and our safeguarding and child protection policies);
- Work with the Designated Safeguarding Lead (DSL) to promote the best interests of students, including sharing concerns where necessary;
- Promote the safeguarding of all students in the school;

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Person Specification - Associate Assistant Headteacher - SENCO



Post requirements	Essential	Desirable	Evidence and Assessment
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Qualifications			
Qualified Teacher Status (QTS).	✓		Application form, certificates
National Award for SEN Coordination (NASENCO), or willingness to complete it within the required timeframe.		✓	Application form, certificates
Additional SEND-related qualifications or training.		✓	Application form, certificates
Leadership, coaching, or mentoring accreditation.		✓	Application form, certificates
JCQ Access arrangements accessor qualification.		✓	Application form, certificates
Knowledge and experience			
Experience supporting pupils with a range of SEND needs in a secondary setting.	✓		Application form, references, interview
Experience coordinating EHCP processes and statutory reviews	✓		Application form, references, interview
Experience working collaboratively with families, external agencies, and multi-professional teams	✓		Application form, references, interview
Experience contributing to or leading SEND provision, interventions, or support strategies.	✓		Application form, references, interview
Experience in a middle-leadership or whole-school role.		✓	Application form, references, interview
Experience designing or delivering staff training or CPD.		✓	Application form, references, interview
Strong understanding of the SEND Code of Practice and statutory responsibilities	✓		Application form, references, interview
Knowledge of effective adaptive teaching strategies and inclusive classroom practice	✓		Application form, references, interview
Understanding of safeguarding principles and the needs of vulnerable learners.	✓		Application form, references, interview

Awareness of local authority SEND processes and Derby-specific pathways		✓	Application form, references, interview
Understanding of current educational research relating to inclusion and SEND.		✓	Application form, references, interview
Personal skills and qualities			
Resilient, reflective, and committed to continuous improvement.	✓		Application form, references, interview
Compassionate, patient, and deeply pupil-centred	✓		Application form, references, interview
A strong belief in the potential of every young person.	✓		Application form, references, interview
A role model for the school's core values of Integrity, Care, Excellence	✓		Application form, references, interview
A positive, solution-focused approach to challenges.	✓		Application form, references, interview
Creativity in problem-solving and provision design.		✓	Application form, references, interview
A willingness to contribute to wider school life and enrichment		✓	Application form, references, interview
Excellent communication skills, with warmth, clarity, and empathy.	✓		Application form, references, interview
Ability to build trusting, positive relationships with pupils, families, and colleagues.	✓		Application form, references, interview
Strong organisational and time-management skills.	✓		Application form, references, interview
Ability to analyse data and use it to inform provision and intervention.	✓		Application form, references, interview
Ability to lead, motivate, and support a team of support staff.	✓		Application form, references, interview
Ability to design and deliver high-quality CPD.		✓	Application form, references, interview
Ability to develop innovative approaches to SEND provision and whole-school inclusion.		✓	Application form, references, interview

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