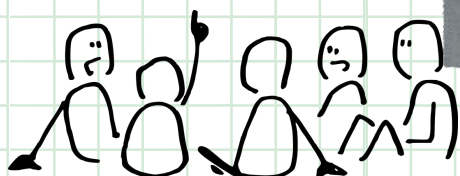
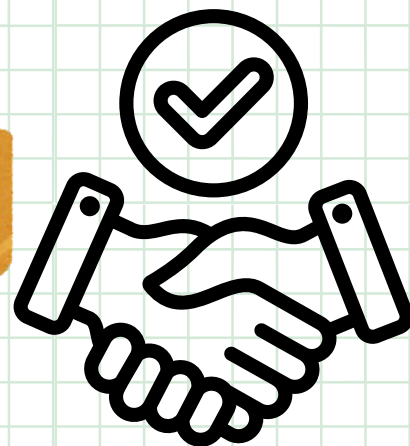
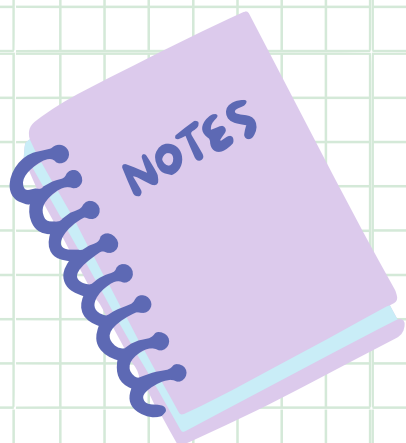
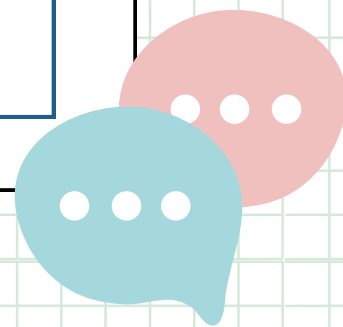


Wootton
Academy Trust

DEPUTY SENDCO

Job Pack



Welcome

from the Executive Headteacher

Dear Applicant,

Thank you for your interest in the post of Deputy SENDCo at Wootton Academy Trust.

We are at an incredibly exciting time in our development. This September, Wootton Upper School will become Wootton Academy, a Year 7 – 11 secondary and grow from 850 to 1150 students. In addition, our popular and oversubscribed sixth form Kimberley College will also change as it focuses on getting students into the country's top universities and degree apprenticeships. The opportunities that come from this are huge, and we need to grow our staff body in key subjects as a result.

Both settings have been inspected in recent times and found to be "Good" across the board – Wootton in November 2024, and Kimberley in May 2023. Teachers can get on and teach because students behave and work hard.

However, we have lots of things we must do better right now for our students and the wider community. We want to run superb schools with great outcomes for all students, enabled by a high-performing, happy staff body, and a reputation as a great place to learn and work. We are working hard to build a strong culture based on great attendance and behaviour by students. And we are developing a curriculum that is ambitious and knowledge-rich, recognises the importance of subject disciplines, and immerses students in the best that has been thought and said.

If you share our passion for knowledge and handing it on to future generations, and are motivated to find out more about us, then please visit our website or get in touch with us for a chat. We'd love to show you around and have you see for yourself a place where teachers can teach and students work hard. Details of the application process are at the end of this recruitment pack.

We look forward to receiving your application.

Yours sincerely,



Mark Lehain
Executive Headteacher

About WAT

TRUST VALUES

Wootton Academy Trust is committed to the pursuit of **excellence**, with an unrelenting drive to ensure that every student makes great progress, achieves exceptional standards and realises their potential.

It is important to us that all students are able to access a wide range of **enrichment** activities in our academies, to realise their full potential and to be able to operate with great **independence** in adult life. Therefore, we are committed to providing all students with lots of diverse **opportunities** including developing their awareness of the importance of British values, of upholding the rule of law, tolerance, respect, democracy and **equality**.

We are committed to providing our students with skills to enable them to play active roles in our **community** and in the wider networks in which we all operate, in **partnership** with others.



"The pursuit of excellence underpins everything we do"



Our **vision** is to operate academies which are genuinely inclusive; Wootton Academy Trust (WAT) strongly believes that its provision should be judged by how its academies nurture the most vulnerable students in their communities to maximise their future social mobility.

We operate caring and supportive communities where everyone is encouraged to flourish. We are committed to providing all our learners the best education possible. We, therefore, nurture high aspirations and work collaboratively with others to provide outstanding opportunities.

It is important to us that everyone knows they are valued, and we will celebrate each student's individual journey as they take their next steps, well prepared for life in modern Britain.

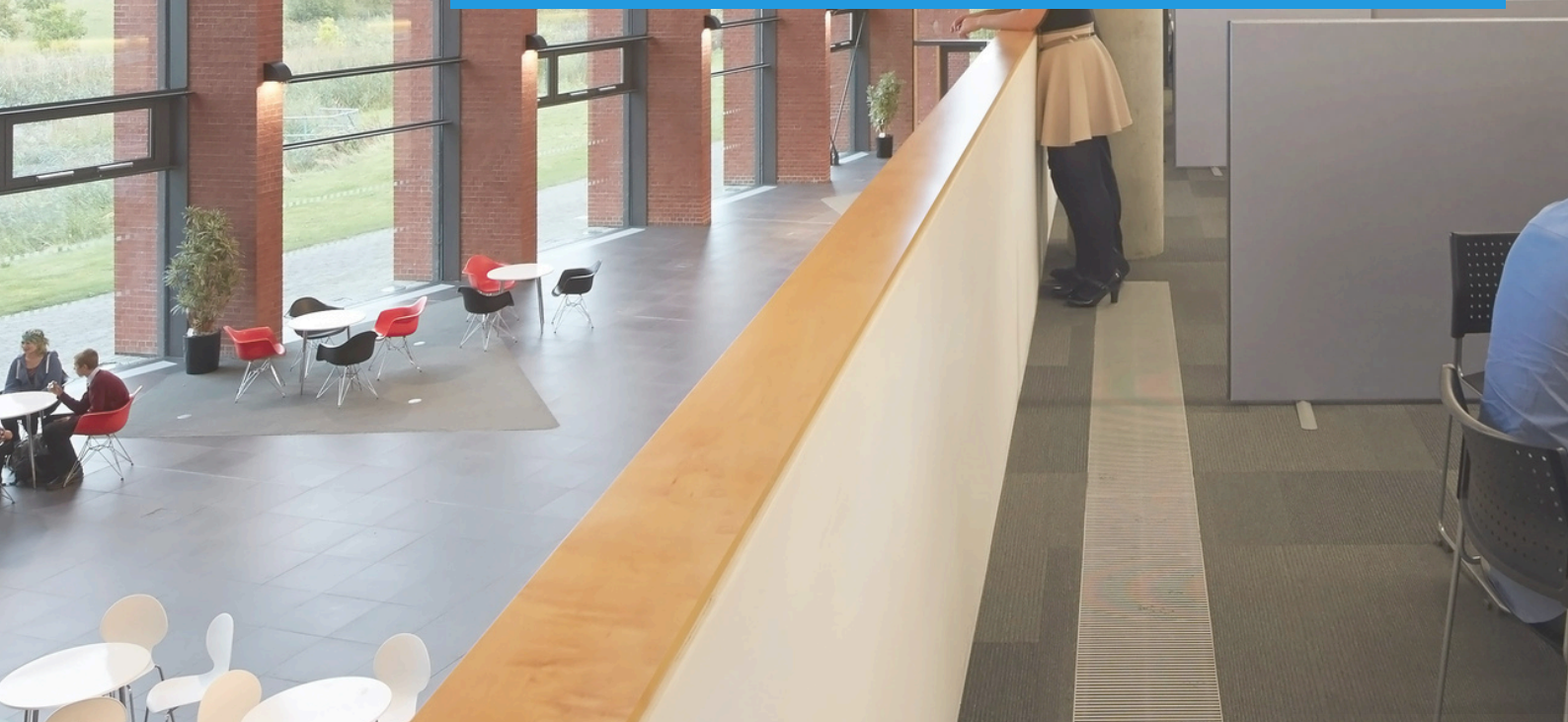
Inclusion department

The Inclusion Team at Wootton Academy Trust is committed to ensuring that all students, particularly those with additional needs, are safe, supported, and able to thrive both academically and personally. We have high expectations of all learners and are dedicated to ensuring that students with SEND have full access to the curriculum, enrichment opportunities, and the wider life of the school.

We are a growing and ambitious team, supported by an expanding group of Learning Mentors who each have specific areas of focus to provide targeted support for students. The team also benefits from a highly skilled Autism Specialist, enabling us to deliver high-quality, specialist support for a broad range of learners. In addition, we have a dedicated provision space used to deliver a range of enhancer sessions, supporting students' academic progress, emotional regulation, and readiness to learn in the classroom environment.

Collaboration is key to our approach. We work closely with parents/carers and a range of external professionals to ensure coordinated, timely, and effective support for students and families.

Our Inclusion Team is dedicated to fostering a culture of high expectations, inclusion, and respect, where all students feel valued, supported, and empowered to succeed.



Key Facts

	 Wootton Upper School	 Kimberley Sixth Form
Last Ofsted	Nov 24	May 23
Ofsted Judgement	Good in all areas	Good
PAN	297 students 10 forms of entry	350 students (2024)
Year Established	1975	2013
Type of School	Converter Academy part of Academy Trust	Sixth Form Free School part of Academy Trust
Age Range	13-16	16-19
Number of Students on Roll	875 (rising to 1150 in September 2026)	750
Number of Students in Sixth Form	N/A	As above
% of SEND Students	16%	6%
% of EAL Students	7%	18%
% FSM Students	18%	7%
% of Pupil Premium Students	21%	8%
School Website	https://www.woottonupper.co.uk/	https://www.kimberleycollege.co.uk/

About the role

At the heart of subject leadership is the provision of professional leadership to secure high quality teaching and learning, effective use of resources, improving standards of achievement for all students, and the promotion of pupils' personal development and well-being.

The Deputy SENDCo must provide operational day to day leadership and direction for the department and ensure that it is managed and organised to meet both Trust wide and local [i.e. departmental] aims and objectives.

To manage the administrative functions within the SEND team and assist the SENDCo in:

- recording and managing the provision for learners with special educational needs, including access arrangements.
- supporting high quality learning, teaching and behaviour through the effective use of resources.
- securing high standards of achievement and progress for all learners, including those with SEND.





Job Description

Job Title	Deputy SENDCo
Reporting to	SEND Co-ordinator and Deputy Head (Inclusion and Diversity)
Line Management responsibility	Teaching Assistants (as required)
Hours	These will be as specified in the latest School Teachers Pay and Conditions Document.
Location	Wootton Academy Trust
Salary Scale	Level BBU9, Point 23-27 £34,434 - £38,220 per annum, pro rata (Actual salary £29,584.72 - £32,837.93 per annum)



Dimensions:

The post holder will be responsible for the following, with reference to the national framework for middle leaders:









- The strategic direction and development of the subject;
 - Teaching and learning;
 - Leading and managing staff;
 - Pupil progress and standards of achievement; and
- The efficient and effective deployment of staff and resources.

Principal Accountabilities/Responsibilities:







- To assist the SENDCo in leading the provision of SEND within Wootton Upper School (WUS) and Kimberley College (KC) and to deputise in their absence when required.
- Within the context of the Trust's aims and policies and the SEND Code of Practice, to work with the SENDCo to develop and implement SEND policies, plans, targets and practices.
- To support high quality teaching and learning of those with SEND ensuring all learners are able to make good progress.
- To support the SENDCo in managing the team of Teaching Assistants on a day-to-day basis.
- In conjunction with the SENDCo to manage the appraisal of Teaching Assistants.
- To work with the SENDCo and other staff to ensure that Pupil Passports are maintained and used effectively so that learners meet their targets through teachers matching learning to the needs of learners.
- To effectively communicate with the parents/carers of a student who has SEND needs.
- To support the SENDCo in the co-ordination, implementation and evaluation of interventions.
- To support the SENDCo to ensure a robust process of identifying children for the SEND register and ensure the register is up-to-date.
- To ensure that teachers prepare appropriate curriculum resources to ensure that learners on the SEND register can access learning.
- To liaise with relevant outside agencies to ensure that individual learners' special educational needs are met effectively and that the requirements of EHCPs of special educational needs are met fully.
- To attend meetings with, or on behalf of, the SENDCo as required.
- To assist the SENDCO with arrangements for transition, to include attending meetings with feeder schools.
- To ensure records are kept up-to-date for students with a SEND need and their progress with any intervention is tracked.
- To be responsible for the completion of relevant SEND admin including EHA's and examination Access Arrangements.
- To complete referrals to outside agencies, as required.
- To maintain confidentiality and ensure that accurate and detailed records are kept securely of meetings and discussions with parents/carers and external agencies/providers.
- To maintain a thorough and up-to-date knowledge and understanding of the latest research and approaches for working with students with SEND.
- To undertake relevant CPD linked to the role [e.g. the National Award for SEND Co-ordination and Access Arrangement Assessor].

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.

Person Specification

	CRITERIA In assessing these criteria, the focus will be on demonstration of the necessary experience/knowledge to fulfil the overall strategic function as IT and Digital Innovation Lead	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
A	QUALIFICATIONS			
1	Good honours degree.			A
2	Qualified Teaching status. Relevant SEND postgraduate qualification completed or in progress.			A
3	Willing to complete and achieve the National Award SENDCo (NASENCo).			A
B	EXPERIENCE			
4	At least 2 years' experience of working with children who have special educational needs.			A, I, R
5	Previously worked with children of a similar age.			A, I, R
6	Experience of working in a sixth Form setting.			A, I, R
7	Delivering CPD to staff linked to SEND.			A, I, R
8	An outstanding teacher in a National Curriculum subject with at least three years' teaching experience across the secondary age range.			A, I, R

C	KNOWLEDGE, SKILLS & ABILITIES			
9	Knowledge of SEN Code of Practice.			A, I, R
10	Knowledge and understanding of educational developments and their implications for SEND.			A, I, R
11	Knowledge of external agencies that schools work with to support SEND learners.			A, I, R
12	Knowledge of Exam Access Arrangements process.			A, I, R
13	Ability to relate effectively with and gain the respect of staff and pupils.			A, I, R
14	Ability to develop appropriate links with parents and the wider community (including external agencies and professionals).			A, I, R
15	Ability to evidence and maintain records and manage and use information and data effectively.			A, I, R
16	Ability to generate and share a vision, lead and manage change effectively.			A, I, R
17	Ability to demonstrate and implement a range of management and leadership styles which encompass appropriate levels of support and challenge.			A, I, R
D	PERSONAL COMPETENCIES AND QUALITIES			
18	Personal confidence, presence and authority.			A, I

19	Enthusiastic and self-motivated, patient.			A, I
20	Diplomatic, confidential and professional.			A, I
21	Willing to be flexible and to meet the needs of Wootton Academy Trust.			A, I
22	A commitment to equal opportunities practices and inclusion.			A, I
23	Commitment to ongoing personal development.			A, I
24	Willing to complete the CPT3A/ Educational Testing qualification.			A, I, R

Key: A = Application I = Interview R = References

PLEASE NOTE: The Selection Panel will use the Person Specification criteria above to shortlist. Please demonstrate how you meet the criteria in order to be shortlisted



EMPLOYEE BENEFITS



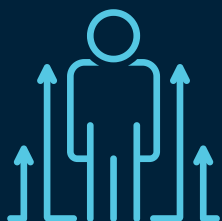
- COMPETITIVE SALARIES



- TPS AND LGPS DEFINED CONTRIBUTION PENSION SCHEMES



- A COMPREHENSIVE EMPLOYEE ASSISTANCE PROGRAMME



- HIGH QUALITY CPD PATHWAYS



- GENEROUS HOLIDAYS



- AN EXCEPTIONAL ECT INDUCTION PROGRAMME



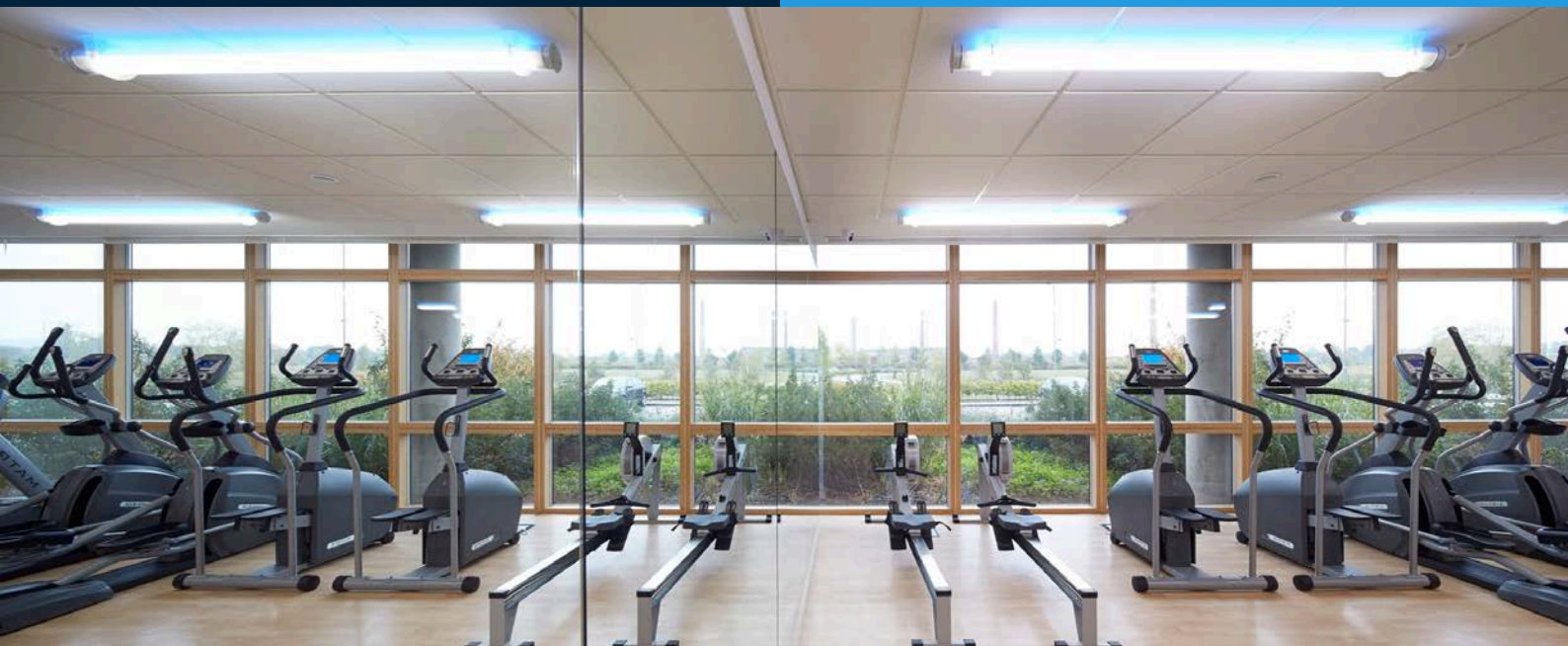
- FREE GYM AND SHOWER FACILITIES



- INDIVIDUAL DIGITAL DEVICES FOR STAFF



- ON-SITE COFFEE SHOP





How to Apply

APPLICATION PROCESS

To apply, please send the completed Application Form via My New Term:
<https://mynewterm.com/jobs/5411/EDV-2026-WAT-96807>

Your supporting statement should demonstrate how you meet the requirements set out in the Person Specification.

CLOSING DATE

Sunday 22 February 2026. Please apply at the earliest opportunity. We reserve the right to close the vacancy early should we receive applications from outstanding candidates.

INTERVIEWS

Shortlisting will take place upon receipt of applications.

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

NOTIFICATION & FEEDBACK

Candidates who have been interviewed will be notified of the outcome as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Unsuccessful candidates will also be given constructive feedback.

SAFEGUARDING

The Wootton Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of the leadership of and contribution to a safeguarding environment. The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of their induction.

DATA PROTECTION

As part of our recruitment process, Wootton Academy Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit the school's website.

Thank you for your interest

