



# Cheney School

Think for yourself; act for others



JOB INFORMATION PACK  
Deputy SEND Coordinator

# HEADTEACHER'S WELCOME

We are a school: we will educate a new generation to view the world critically, make their own decisions, and act in a way that benefits the wider community, not just themselves.

This is summed up in our motto, "think for yourself; act for others."

Cheney is a genuinely comprehensive school, in the best sense of the term, with a fully inclusive intake, which represents not just our catchment area, but also modern Britain.

The ideals of the comprehensive movement have been met in Cheney, in a way that is very rare.

We value creativity over conformity; education over league tables; the needs of students over data; self-discipline over sanctions; nuance over simplification; curiosity over acceptance; honesty over

reassurance; the judgement of our community over the judgement of the official world.

We value emotional intelligence equally to academic intelligence; well-being equally to success; self-knowledge to factual knowledge; humanity to rigour.

This is not to say that the things we value less are worthless; in their place, and in their time, quite the reverse.

In fact, we believe if we get the first things right, the second will follow.

Please contact us if you have any questions or would like to visit.

While you are here, you might like to visit the Rumble Museum, the only Arts Council-accredited museum in a state school, and a great example of what creativity and curiosity looks like at Cheney.





## GREAT REASONS TO WORK AT CHENEY



Noticeable warmth and friendliness of staff and students



Employee Assistance Programme – free counselling and practical advice



Genuine priority of staff workload in decision making



Comprehensive support programme for ECTs



Positive commitment to the environment ( Sustainable Secondary of the Year 2024)



Thoughtful and extensive CPD offer for all teaching and support staff



Cycle to work scheme, E-bike loan scheme and EV charging



Staff social events, sport and other activities

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### TESTIMONIALS FROM STAFF

“Everyone is encouraging and wants you to succeed and fulfill your potential.”

“I feel valued and feel part of something beautiful.”

“The staff really make the school, it is because of them that the school is such a nice place to work.”

“The school obviously cares about its pupils, but it cares about its staff just as much.”

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# RIVER LEARNING TRUST

Cheney School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools across Oxfordshire and Swindon, and a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

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## OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

## WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

## THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

# THE TRUST'S SCHOOLS

We currently educate around 16,000 pupils and have around 2,200 colleagues working in the trust. The SCITT (school-centred initial teacher training provider) trains around 110 trainees a year in Oxfordshire, Berkshire and Wiltshire.

## SECONDARY SCHOOLS

Cheney School  
Chipping Norton School  
Gillotts School  
Gosford Hill School  
Kingsdown School  
The Cherwell School  
The Marlborough CofE School  
The Oxford Academy  
The Swan School  
Wheatley Park School

Horspath CofE Primary School  
Larkrise Primary School  
Madley Brook Primary School  
Middle Barton Primary School  
New Marston Primary School  
Rose Hill Primary School  
Sandhills Primary School  
Seven Fields Primary School  
Tower Hill Primary School  
Witney Community Primary School  
Windrush CofE Primary School  
Wolvercote Primary School

## PRIMARY SCHOOLS

Barton Park Primary School  
Bayards Hill Primary School  
Beckley CofE Primary School  
Charlbury Primary School  
Cutteslowe Primary School  
Edith Moorhouse Primary School  
Edward Field Primary School  
Garsington CofE Primary School

## ALTERNATIVE PROVISION

Meadowbrook College

## TEACHER TRAINING

OTT SCITT

## TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub



# JOB DESCRIPTION

**Title of Post:**

Deputy SENDCO

**Contract Terms:**

Permanent

**Grade:**

MPS - UPS plus SEN Allowance and TLR 2.1

**Accountable to:**

SEND Coordinator

**Line of Responsibility**

The teacher is directly responsible to the SENDCO and Assistant Head for Inclusion on curriculum matters and the Head of Year for pastoral issues.

**Job Purpose:**

The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document. The teacher shall maintain a good understanding of the whole school curriculum, assessment and pastoral policies.

**Main Responsibilities:**

Specialist Teaching and Learning

- Plan and teach inspirational, specialist and highly differentiated lessons to KS3 SEND classes.
- Depending on academic subject, mainstream teaching up to A Level, may be available.
- Support and deputise for the SENDCO as necessary.
- Take responsibility for an area of the work of the Inclusion team, as agreed with the SENDCO and AHT for Inclusion; for example, exam access arrangements, communication and interaction etc.
- Lead on review of EHC Plans, and act as primary contact for a named list of students.

- Line management of some of the TAs and HLTAs in the Inclusion team.
- Make accurate and productive use of assessment,
- Provide a stimulating, nurturing and well-structured learning environment suitable for pupils with special educational needs.
- Champion the needs of pupils in your SEND classes across the wider school
- Develop a bespoke, topic-based curriculum using primary principles
- Play a full and active role in the ongoing development of the school and department in line with best practice.
- Check pupils' attendance and punctuality at each lesson, reporting absences and lateness promptly.
- Support the deployment and coordination of support staff including HLTAs, TAs and specialists from external agencies.
- Develop systems to record, share and evaluate the work of external specialists (e.g. SaLT or C&I workers).
- Deliver 1:1 or small group tuition to pupils, who need further support but may not be in the timetabled SEND lessons.

### **Management of Physical Resources**

- Create and maintain a carefully considered physical environment within the SEND areas and classrooms
- Be responsible for the use of a delegated budget to provide learning resources and other equipment necessary for the effective operation of the SEND teaching team.

### **Support to Children, Families and Communities**

- Build effective relationships with parents and carers, sharing information regarding pupils' achievement, behaviour and well-being.
- Organise and deliver open events to welcome parents and carers into the SEND department, for both current and prospective students.
- Support pupils and their parents and carers to make the most of the educational and other relevant opportunities available to them.
- Liaise effectively with and signpost to other agencies when necessary, for example, social care, NHS, CAMHS, EPs etc.

### **General responsibilities as part of the Trust**

- To support teaching and learning by providing high quality support as part of a committed and flexible team;

- Contribute to the accurate and appropriate use and maintenance of up-to-date recording systems including those related to attendance, behaviour, progress and learning, etc.
- At all times act in accordance with agreed local and national policies and procedures;
- Demonstrate a critical understanding of strategies, processes and developments within SEND and reflect this understanding in daily practice.
- Contribute to the overall ethos/work/aims of the River Learning Trust;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required;
- Carry out other duties as required from time to time by line manager;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

# PERSON SPECIFICATION

## Qualifications & Training

- Qualified teacher status.
- National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment.

## Skills and Knowledge

- Recent experience of teaching in secondary schools.
- Sound knowledge of the SEND Code of Practice.
- Understanding of what makes high quality teaching, and of effective intervention strategies.
- Ability to plan and evaluate interventions.
- Data analysis skills and the ability to use data to inform provision planning.
- Effective communication and interpersonal skills.
- Ability to build effective working relationships.
- Ability to influence and negotiate.
- Good record-keeping skills.

## Safeguarding

- Understanding of current statutory processes, procedures and associated documentation

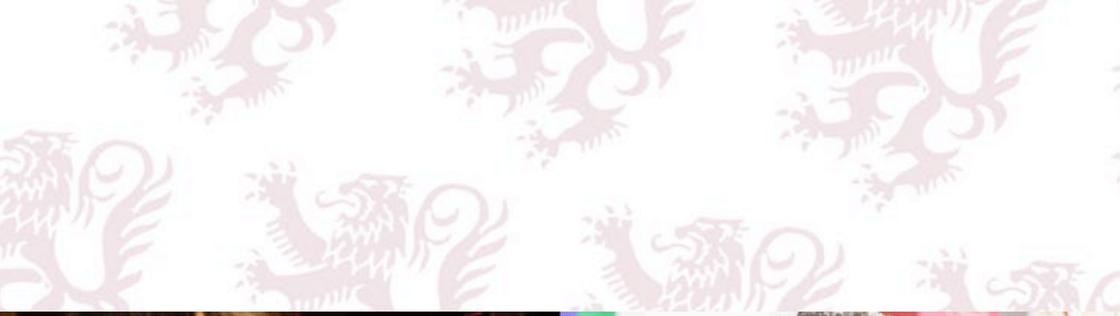
## Personal attributes

- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school.
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.
- Ability to work under pressure and prioritise effectively.
- Commitment to maintaining confidentiality at all times.
- Commitment to safeguarding and equality.
- Ability to work with good humour, resilience and to display continuous positive regard for colleagues and students.

## Safeguarding Statement

*Cheney School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.*

*The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.*



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[www.cheneyschool.org](http://www.cheneyschool.org)