



**TAPESTRY  
LEARNING  
PARTNERSHIP**

JOB OPPORTUNITY

## DEPUTY SENCO

### CHELLASTON ACADEMY, DERBY

Permanent

37 hours per week, 42 weeks per year

Pay Scale 5: £24,990 - £27,083 Pro rata (£28,931 - £31,355 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 DEPUTY SENCO to play a vital role in supporting this vision at Chellaston Academy.

### About the Role

We are seeking a dedicated and proactive Deputy SENCO to support with the delivery of high-quality provision for pupils with Special Educational Needs and Disabilities. You'll work closely with the SENCO to develop an inclusive curriculum, lead targeted interventions, oversee SEND operations, and support staff in delivering effective, inclusive classroom practice. The role involves liaising with parents, carers and external agencies, maintaining accurate SEND records, coordinating TA support, and contributing to the wider pastoral and academic development of students. This is an exciting opportunity to make a meaningful impact on the learning, progress and wellbeing of SEND pupils within our school community.

### Who We're Looking For

We are seeking a proactive, organised and experienced professional with a strong background in supporting pupils with SEND. The ideal candidate will be an excellent communicator, able to build positive relationships with students, staff, parents and external agencies, and confident in working within a school environment to support effective SEND provision. They should bring a good understanding of the SEND Code of Practice, demonstrate calmness and professionalism under pressure, and handle sensitive information appropriately. Highly motivated and resourceful, they will be able to support and guide others, contribute to interventions, and work both independently and as part of a busy team, with a commitment to ongoing professional development.

### 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:** 12<sup>th</sup> April 2026

**Interview date:** TBC

**Potential Start date:** ASAP

## JOB DESCRIPTION

|                          |  |
|--------------------------|--|
| <b>Post Title:</b>       | Deputy SENCO                                       |
| <b>Reporting to:</b>     | SENCO  |
| <b>Grade:</b>            | Scale 5  |
| <b>Disclosure Level:</b> | Child Workforce - Enhanced, Children's Barred List |

### Purpose of the Post

The post holder is accountable for supporting the SENCO in:

- Leading, managing and developing the curriculum for pupils who have additional needs
- The educational progress of all pupils with SEND
- Leading, developing and enhancing the teaching practice of other staff for pupils with SEND and wider
- Developing the awareness and knowledge for all staff when teaching pupils with additional needs
- Linking and working with other schools to aid the transfer of pupils with additional need into Chellaston Academy School
- Linking with the Local Authority and other Derby City schools

### Key Duties and Responsibilities

- Assist the SENDCO in managing the provision for pupils identified as having Special Educational Needs and Disabilities (SEND), including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils.
- Assist with the day-to-day management of operations within the SEND department and with the co-ordination of specific provisions to support individual pupils with SEN or disabilities.
- Support the SENDCO in managing the implementation of an inclusive curriculum. Within the context of the academy's aims and policies, to work with the SENDCO to develop and implement intervention groups and support.
- Lead specific interventions; as directed by the SENDCO within the SEN department, using NGRT data to recognize where interventions are required and contribute to the whole academy literacy policy.
- Assist class teachers with the planning and delivery of learning activities for those students with special educational needs (differentiation), including assisting with planning appropriately for different teaching styles and subjects across the school and supporting in lessons.
- Liaise with and inform parents/carers about the specifics of the SEND provision for their child under the direction of the SENDCO.
- Help to liaise with relevant outside agencies to ensure that individual pupils SEND are met effectively and that the requirements of statements of SEND are met fully.
- Supporting the SENDCO with the creation and maintenance of the SEN timetable. Ensuring day to day organization of TA coverage.
- Creation/maintenance of Provision Maps

- Supporting TAs in the mentoring of challenging students
- Ensure that staff are kept informed of student's SEND and advise on areas to develop and support. Working with the SENDCO and other staff to ensure that SEND information is used to set subject specific targets and match work to student's needs.
- Support TAs, where appropriate, in meetings with parents.
- Promote inclusion, independent learning, self-reliance and equality;
- Make observations and report on student progress, assisting the SENDCO and class teachers with student records. Conduct learning walks as part of the whole school QA process.
- Contribute fully to the activities offered at lunchtime and supervise, reporting to line managers only when events of significant importance occur;
- Support teaching staff arranging educational visits, taking responsibility for student welfare for named students, supporting medical needs and where necessary assisting with personal care.
- Support students with arrangements regarding transport to and from school;
- Prepare for and lead elements of INSET and Faculty/Departmental meetings as noted on the school calendar;
- Attend annual reviews of EHCPs (or lead if SENDCO absent) and collate paperwork from professionals. Ensuring that complex cases are referred to the SENDCO.
- Lead the SEND team in the mentoring of key students. Ensuring the team is liaising with parents to develop case study notes and checking of family histories for EHC plans; maintaining appropriate regular contact with parents/carers to support progress.
- Oversee small group provision for internal and external exams, working with the Exams Officer and SENDCO to ensure arrangements meet student needs.
- Support with transition of Year 6 SEN students.
- Support students in examinations, including scribing, reading and invigilation.

### 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

## Deputy SENCO



| Post requirements  | Essential | Desirable | Evidence and Assessment                 |
|--|-----------|-----------|---|
| <b>Qualifications</b>  |           |           |   |
| NVQ Level 3 or higher Qualification in Childcare/Youth work/Education or equivalent.   | ✓         |           | Application form, certificates          |
| Demonstrate levels of numeracy and literacy equal to GCSE (A – C).   | ✓         |           | Application form, certificates          |
| First Aid Qualification  |           | ✓         | Application form, certificates          |
| <b>Knowledge and experience</b>  |           |           |   |
| Experience in providing professional guidance to colleagues, working closely with staff, parents and other agencies  | ✓         |           | Application form, references, interview |
| Experience of working in a school as a TA or a Teacher.  | ✓         |           | Application form, references, interview |
| Experience and/or knowledge of the day-to-day implementation of the SEND Code of Practice and co-ordination of specific provision to support individual pupils with SEND or a disability | ✓         |           | Application form, references, interview |
| Had some experience with Access arrangements for examinations.   |           | ✓         | Application form, references, interview |
| Had some experience of gathering EHCP evidence in line with the EHCP application process.  |           | ✓         | Application form, references, interview |
| Experience of working with children with a range of specific learning difficulties   |           | ✓         | Application form, references, interview |

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|---|---|---|---|
| Experience of supporting the SENDCO with the creation and maintenance of the SEND timetable.  |   | ✓ | Application form, references, interview |
| Experience of liaising with outside agencies such as Autism Outreach/Social Services /Physical impairment and feedback advice/information as necessary. |   | ✓ | Application form, references, interview |
| Completion of appropriate training programs/ experience of working with children or adults in a learning environment                                    | ✓ |   | Application form, references, interview |
| Awareness of different teaching styles and subject curriculums across age groups and departments within the Key Stage 3/4/5 setting                     | ✓ |   | Application form, references, interview |
| Knowledge of strategies to support children with special educational needs  |   | ✓ | Application form, references, interview |
| Knowledge of manual handling procedures.  |   | ✓ | Application form, references, interview |
| <b>Personal skills and qualities</b>  |   |   |   |
| Able to communicate effectively with a range of people both verbally, in writing and can demonstrate literacy skills                                    | ✓ |   | Application form, references, interview |
| Positive listening skills<br>Able to form and maintain professional relationships and boundaries with young people and adults                           | ✓ |   | Application form, references, interview |
| Able to form and maintain professional relationships and boundaries with young people and adults  | ✓ |   | Application form, references, interview |

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| Able to deal with confidential information in a sensitive manner   | ✓ |   | Application form, references, interview |
| Patient and approachable   | ✓ |   | Application form, references, interview |
| Calm and reassuring particularly when under pressure   | ✓ |   | Application form, references, interview |
| Able to diffuse conflict and, with support, manage inappropriate patterns of behaviour   | ✓ |   | Application form, references, interview |
| Well organised, practical and resourceful  | ✓ |   | Application form, references, interview |
| Able to use ICT effectively  | ✓ |   | Application form, references, interview |
| Able to use a wide range of resources including ICT to enable children with special educational needs to access the curriculum |   | ✓ | Application form, references, interview |
| Leading and managing the provision of special educational needs learning support in the school                                 |   | ✓ | Application form, references, interview |
| Leading the work of the SEND team, including day-to-day management, organising and leading intervention.                       |   | ✓ | Application form, references, interview |
| Highly motivated with the ability to motivate and enthuse others   | ✓ |   | Application form, references, interview |
| Able to form and maintain professional relationships and boundaries with young people and adults                               | ✓ |   | Application form, references, interview |
| Able to deal with confidential information in a sensitive manner   | ✓ |   | Application form, references, interview |
| Patient and approachable   | ✓ |   | Application form, references, interview |

|  |   |   |   |
|--|---|---|---|
| Calm and reassuring particularly when under pressure                                   | ✓ |   | Application form, references, interview |
| Well organised, practical and resourceful  | ✓ |   | Application form, references, interview |
| Able to diffuse conflict and, with support, manage inappropriate patterns of behaviour | ✓ |   | Application form, references, interview |
| Able to use ICT effectively Record keeping   | ✓ |   | Application form, references, interview |
| Adaptable and flexible   | ✓ |   | Application form, references, interview |
| Able to work as an individual or as part of a team                                     | ✓ |   | Application form, references, interview |
| Be willing to undertake other professional qualifications relevant to the role.        |   | ✓ | Application form, interview             |