



Chipping Sodbury School

Respect, integrity, aspiration and responsibility



**Deputy SENCo &
Resource Base Manager**
Temporary to Cover Maternity Leave

Recruitment Pack





Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of six secondary schools and four primary schools across Wiltshire, Gloucestershire and South Gloucestershire. We were excited to welcome two new primary schools in the last few months and from October 2025 another secondary school. This will further enrich our collaborative strengths.

Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

Matthew Evans

Chief Executive Officer

The Athelstan Trust





Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich, fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

Why work for us?

- Internal career opportunities
- Personalised professional development and training
- Employee Assistance Programme
- Flexible working opportunities and a genuine commitment to family and work/life balance
- Nationally negotiated cost of living pay
- Automatic enrolment to the teacher or local government pension schemes
- Generous holiday allowance for support staff
- Recognition of local government continuous service
- Cycle to Work Scheme
- Discounts at local leisure centres





Dear Applicant,

Thank you for your interest in this post. I am delighted to introduce you to Chipping Sodbury School and do hope that you will find this application pack along with our website helpful. I know that this information will convey to you the immense sense of pride that we hold for our school and our community.

Chipping Sodbury School is an institution built on strong core values. Developing Aspiration, Respect, Responsibility and Integrity are at the heart of all that we do both for our students and our colleagues. It is these values which have developed so many young people and staff over the years and provided them with the opportunities to grow into successful individuals within the local community and beyond. They are at the forefront of our mission to aim for brilliance in all we do.

The origin of the school dates back to the Middle Ages when it was set up as an Endowed School to provide free education for the townspeople. It has gone through many transformations since then which have involved it becoming a Grammar School, a Comprehensive School in 1970, a Cooperative School in 2013 and now a partner school within The Athelstan Trust. Whilst there have been changes over the years, the history remains central to the school's values and ethos. The Endowed Foundation still provides support for students and is an important part of the school.

We believe in providing students with the very best opportunities through achieving the strongest educational outcomes as well as ensuring we develop their character and sense of self. To do this we have the highest of expectations in all that we do for our young people. High expectations of their potential, high expectations of their engagement in lessons and the wider school, high expectations of behaviour and conduct and crucially high expectations of ourselves as educators- working together to ensure we provide the very best experiences for our young people. We are committed to challenging and engaging lessons, ensuring that our staff body is provided with high quality CPD that is evidence informed and that we celebrate staff for their hard work. Our approach to behaviour prioritises relationships, supporting our students in making the right choices through having clear, consistent expectations and an emphasis placed on kindness and respect in all our interactions.

We are passionate about collaboration both across the Trust and beyond. The school has strong links with the local primary schools and we have long standing partnerships with local secondary schools, often working with one another to ensure the needs of our local communities are met. As part of the Trust, our staff are afforded opportunities to work with and even deliver sessions to colleagues across the Trust which is hugely beneficial to their own development.





JOB DESCRIPTION

POST: DEPUTY SENCO & RESOURCE BASE MANAGER

LEVEL OF PAY: MAIN PAY RANGE/UPPER PAY RANGE + SEN ALLOWANCE & TLR 2A

MAIN PURPOSE

The Deputy SENCo, under the direction of the SENCo and Headteacher, will:

- Lead and manage the day-to-day running of the Resource Base for students on the autistic spectrum.
- Promote the progress and achievement of SEND students in the Resource Base and across the school.
- Support the strategic development of special educational needs (SEN) policy and provision in the Resource Base and contribute to that of the whole school.
- Support the day-to-day operation of the SEND Policy and co-ordination of specific provision to support individual students with SEN or a disability.
- Liaise, where appropriate, with professional agencies, parents/carers and colleagues in order to provide a holistic approach to coproduction.

KEY RESPONSIBILITIES

- To support meeting the needs of the students in the Resource Base both inside and outside the classroom.
- To work strategically with the SENCo, Headteacher and central Trust team regarding the development of the Resource Base in conjunction with the main school.
- To coordinate and lead on the assessment of students' needs, and assessment in preparation for EHCP reviews.
- To work with outside agencies to ensure the statutory requirements of EHCPs are met for the students in the Resource Base.
- To liaise closely with relevant colleagues regarding Access Arrangements for students in the Resource Base.
- To support the creation of student passports for teachers, working collaboratively with the SENCo, utilising professional and external agency advice.
- To ensure that staff are kept informed of students' SEN and advise on areas to develop and support.
- To monitor the progress of identified students and keep the SENCo informed as necessary.
- To take part in parent/carer and agency meetings.
- To deputise for the SENCo when required, especially regarding the students in the Resource Base.
- To ensure that accurate and detailed records are kept of meetings and discussions with parents/carers and outside agencies.
- To lead small groups of intervention as needed.
- To lead Teaching Assistants as needed.





Responsibilities as Lead Professional for identified SEND Support Students (Resource Base)

- To monitor the progress of the cohort of students in the Resource Base and keep the SENCo informed as necessary.
- To ensure that accurate and detailed records are kept of meetings and discussions with parents/carers and outside agencies.
- To liaise with relevant school staff and outside agencies to ensure that individual special educational needs and the requirements of identified SEND students are effectively met, performing duties in line with the Code of Practice and Graduated Approach.
- To identify and adapt appropriate outcomes for these students with suitable strategies and cost-effective provision, identifying relevant external agency involvement, as necessary.
- To support key staff in monitoring the effectiveness of interventions for these students, keeping relevant staff informed.
- To work collaboratively with the Inclusion Team and Student Support Team to provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of these students.
To work with the timetable to create appropriate curriculum packages for each of the 10 students in the Resource Base.
- To be available for such duties which are mandatory and/or mutually agreed with the Headteacher.

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- The post holder will have a teaching commitment, the specifics of which will be discussed on appointment.
- To ensure confidentiality appropriate to working in a school/business environment and to adhere to all policies regarding the same.
- To uphold the school's policy in respect of child protection matters.
- The post holder shall be subject to all relevant statutory and institutional requirements.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- All staff participate in the school's performance management/appraisal scheme.

The Athelstan Trust

There is an expectation of collaboration and resource sharing with other colleagues across the Trust.

THE ATHELSTAN TRUST



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Person Specification

Deputy SENCo & Resource Base Manager

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • Degree • Qualified Teacher Status • Experience of working with students on the autistic spectrum • Evidence of appropriate experience, training and/or professional development within education and/or special educational needs relevant to secondary level. • Successful collaborative working with external agencies and parents/carers • Successful experience of supporting children with complex needs to improve their outcomes 	<ul style="list-style-type: none"> • SENCo Qualification • Further relevant qualifications
Knowledge, Skills and Ability	<ul style="list-style-type: none"> • Ability to plan, organise and prioritise work in order to meet deadlines and manage time effectively. • Knowledge of managing the EHCP process including implementing plans and annual reviews. • An understanding of the effective use of financial resources to meet needs specified within an EHCP. • Effective behaviour management skills with the ability to develop excellent relationships with students who experience a variety of difficulties. • Ability to communicate effectively with school staff, parents/carers and external professionals and work well as part of a team. • Ability to identify and implement successful inclusion strategies for students, working as part of a team to share good practice with colleagues. • Knowledge of, and a willingness to build an understanding of the responsibilities within the Code of Practice 2015 and the 	<ul style="list-style-type: none"> • Understanding of SEND funding. Knowledge of recent research and national inspection evidence and implications of SEND. • Knowledge and understanding of inclusion in a whole school setting. • Knowledge of the assessment and application process for exams. • An understanding of how to construct a personalised timetable for a high needs student (the successful candidate will not be expected to write a school timetable)





	Essential	Desirable
	<p>Graduated Approach to responding to SEND.</p> <ul style="list-style-type: none"> • Excellent IT skills (Microsoft Office, email, etc). 	
Personal Qualities	<ul style="list-style-type: none"> • Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity. • Experience of leading a team of teachers or support staff. • Ability to work independently and on own initiative, responding flexibly to changing demands. • Driven to seek opportunities to enhance own professional development. • Commitment and willingness to meet the complex needs of students, working effectively with their families. • Solution focused approach with an ability and commitment to working collaboratively with students, colleagues, parents/carers and external agencies. • Sensitivity to vulnerable students' needs and an understanding of the confidential nature of the work undertaken. 	<ul style="list-style-type: none"> • Excellent presentation skills with the ability to lead training. • Experience of working with a variety of SEND students in a variety of different contexts. • Experience of partnership working with parents / carers.
Additional Requirements	<ul style="list-style-type: none"> • Commitment to continuous improvement. • Commitment to meeting the needs of all students. • Sense of humour, presence, drive, passion and flexibility. • Able to work independently and as part of a team. • Approachable and sensitive to the needs of others. • Openness and willingness to address and discuss relevant issues. 	<ul style="list-style-type: none"> • Willingness to take part in extracurricular activities, including trips and visits, and to make a significant contribution to the wider life of the school.

