

# ASC Base Teacher & Deputy SENDCO



**We are Humber Education Trust.**





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## We are Humber Education Trust.



Humber Education Trust's vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We will grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we will drive these aims further and faster for the benefit of our pupils and our communities.

Humber Education Trust is also recognised by the DfE as an Academy Sponsor. This means that through the Trust, we are held accountable for sponsored schools who may join us, to ensure improvement in outcomes and taking responsibility for their performance and financial arrangements.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.



**Rachel Wilkes**  
*Chief Executive Officer*





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## **Broadacre Primary School**

At Broadacre Primary School, our priority is to create a happy and caring learning environment for all of our children. We wish to enable children to develop as confident, independent learners who are passionate about learning and motivated to fulfil their potential. Expectations of attainment and achievement are high.

We aim to foster emotional intelligence in all so that pupils take increasing responsibility for their learning, their environment and the contribution to society that they can make. Respect, tolerance and co-operation are a priority.

Our enthusiastic and highly motivated staff are focused on implementing a broad, balanced and exciting curriculum and on providing high quality care, guidance and support for all pupils.

We are an inclusive school and are proud of all of our children. We celebrate everyone's achievements whether they are academic, sporting or creative. Broadacre is proud to be Ofsted rated 'good' and continually strives to improve further. Our newly built school gives a capacity for 630 pupils, including state of the art facilities in which our children can thrive.



**Salary Range:** Main / Upper Pay Scale  
**Allowances:** SEN 1 £2,679, TLR 2a £3,391  
**Hours of work:** Full-time  
**Contract:** Permanent  
**Start date:** September 2025

***Are you an outstanding classroom practitioner who wants to join us in making a difference for our children?***

We have an exciting opportunity to join an amazing team of enthusiastic professionals who want the best for our children. Joining Broadacre opens a gateway to a wealth of experience and knowledge within Humber Education Trust.

We require an exceptional ASC Base Teacher/ Deputy SENDCO who is highly ambitious for themselves, our children and the school and will 'go above and beyond' to ensure the children make outstanding progress.

Applications are welcome from teachers at all stages of their careers, including those new to the profession and those aiming for future career opportunities.

### **The successful candidate will:**

- Be a passionate, hardworking, qualified Teacher
- Have successful subject leadership experience
- Have the ability to deliver well planned and stimulating lessons across the curriculum and ability range
- Have a belief that all children are capable of great things and learning should be fun
- Be confident in establishing sound professional relationships with children, colleagues, parents and our community
- Have knowledge and understanding of effective behaviour management strategies and the ability to put these into practice
- Have high expectations of everyone within the school community
- Be committed to safeguarding and protecting children and young people.



# ASC Base Teacher & Deputy SENDCO



Visits to the school are welcomed, encouraged and can be arranged via Kirsty McDonald, HR Administrator, Tel: 01482 833033. Further information about the school can be found on our school website: <https://broadacreprimaryschool.org/>

## HOW TO APPLY:

Please visit our [Eteach careers page](#) to apply for this role. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

## Closing date for completed applications:

8am, Wednesday 14 May 2025

**Interview date:** w/c 19 May 2025

Any offer of employment to this role will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of relevant qualifications, satisfactory references and eligibility to work in the UK checks. Shortlisted candidates will be subject to an online search and required to complete a self-declaration of their criminal record.

All members of staff are expected to promote and safeguard the welfare of students in accordance with Keeping Children Safe in Education, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach.

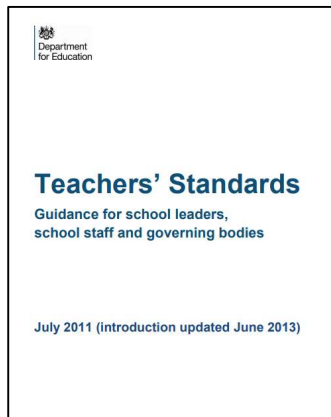
Professional standards detail responsibilities and expectations of our job roles. The enclosed generic role specification is offered in good faith as a guide to professional practice.

We strive for excellence and encourage our staff to aim high, making positive impacts through their clear focus and professionalism. All role specifications are subject to change to adapt with circumstances. Additional duties may be asked of our staff if necessary.

If you believe you are the right person for our role then we would love to hear from you.



**David Wilkinson**  
*Headteacher*  
Broadacre Primary School



## The Teachers' Standards apply to:

- Trainees working towards QTS
- All teachers completing their statutory induction period (early career teachers [ECTs]);
- Teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

<https://www.gov.uk/government/publications/teachers-standards>

The standards clearly set out the key areas in which a teacher should be able to assess their own practice. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

## PART ONE: TEACHING

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



# Job Description

## TEACHING & LEARNING RESPONSIBILITIES - DEPUTY SENDCO

**Salary range:** Main Pay Scale / Upper Pay Scale  
**Allowances:** SEN 1 and TLR 2a  
**Responsible to:** Headteacher

### PURPOSE OF THE JOB

To take a strategic lead in supporting the SENDCO with the development and evaluation of SEND practice within the school and to advise on the day to day operation of the school's SEND policy.

### IN RELATION TO THE STATUTORY REQUIREMENTS

The appointment is subject to the current conditions of employment for Teachers contained in the School Teachers' Pay and Conditions Document, the Academies Act 2010, the School Standards and Framework Act 1998, the required standards for Qualified Teacher Status and other current education and employment legislation.

### DUTIES AND RESPONSIBILITIES

#### Teaching and learning

1. Identify and adopt the most effective teaching approaches for G&T/SEND/EAL pupils.
2. Monitor teaching and learning activities to meet the needs of G&T/SEND/EAL pupils.
3. Promote inclusion best practice and contribute to the aims and ethos of the school.

#### Recording and assessment

1. Set targets for raising achievement among SEND/G&T/EAL pupils and other groups as appropriate.
2. Assist SENDCO in setting up systems for identifying SEND and assessing and reviewing SEND/EAL/G&T provision. This includes assisting the SENDCO with the creation and monitoring of IEPs and provision maps with class teachers and learning support assistants.
3. Keep parents informed about their child's progress through individual meetings and at parents' evenings.
4. As necessary, prepare applications for Statements of Educational Needs alongside the Headteacher/SENDCO; co-ordinate and attend annual reviews.
5. Support SENDCO in maintaining SEND and G&T register/profile.
6. Evaluate the effectiveness of provision.

#### Leadership

1. Assist SENDCO in encouraging members of staff to recognise and fulfil their statutory responsibilities to SEND/EAL/G&T pupils
2. Provide training opportunities for Teaching Assistants and Teachers to learn about inclusion, including whole-school Inset.
3. Disseminate good practice in inclusion across the school.
4. Support SENDCO with the identification of resources needed to meet the needs of SEND/G&T/EAL pupils. Advise the Headteacher/SENDCO of priorities for expenditure.
5. Work with the Headteacher, SENDCO and Governors on the strategic development of SEND & inclusion, including reviewing and formulating appropriate policies.



# Job Description

6. To work with the Headteacher, SENDCO and other key staff on developing the effectiveness of transition arrangements between preschool and EYFS; EYFS and KS1; KS1 and KS2 and KS2 to KS3.
7. Liaise with the Educational Psychology service and other support agencies.
8. To keep abreast of developments in SEND, etc and inform staff and Governors as necessary.
9. To attend appropriate training, CPD and conferences and provide feedback to colleagues.
10. Assist SENDCO in leading CPD on inclusion matters as needed across the school.
11. Undertake SEND self-evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice.
12. Model good practice in teaching pupils with SEND including those with severe complex needs.
13. Support SENDCO by developing links with governors, the LA, external agencies and neighbouring schools.

## Other duties and responsibilities

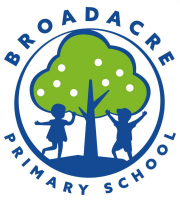
1. To undertake the main professional duties of a Teacher.
2. To undertake, and when required, deliver or be part of the appraisal system and relevant training and professional development.
3. Develop links with governors, LEAs, external agencies and neighbouring schools.

## TLR 2a holders will assist the Headteacher and Senior Leadership team in:

1. Leading by example, in creating and maintaining a positive ethos and demonstrating professional behaviour and attitudes at all times.
2. Being a positive role model for other members of staff in all matters relating to class organisation, teaching, learning, assessment and professional conduct.
3. Establishing and implementing policies and practices which ensure high achievement and effective teaching, learning and assessment.
4. Monitoring and evaluation of policies and practices, including teaching, learning and assessment.
5. Monitoring standards.
6. Taking a leading role in behaviour management by being aware of behaviour issues within specific phases, monitoring behaviour at times of transition and giving teachers support as detailed in the behaviour policy.
7. Deputising for SENDCO by leading SEND meetings focused on high standards.
8. Assisting in leading practice within SEND by demonstrating high expectations in terms of quality of the displays, organisation of the learning environment.
9. Supporting SENDCO in monitoring books and planning and provide feedback to Teachers and SLT.
10. Leading assemblies attended by children and staff.
11. Attending Leadership Team meetings.
12. Taking part in professional development activities which support and develop the role in leadership and management.
13. Carrying out any other duties to ensure the smooth running of the school which might reasonably be requested by the Headteacher.

## Notes:

This job description may be amended at any time in consultation with the postholder.



# Job Description

Signed \_\_\_\_\_ Date \_\_\_\_\_

Postholder

Signed \_\_\_\_\_ Date \_\_\_\_\_

Headteacher





# Job Description

I: Interview, R: Reference, A: Application Form

Characteristics	Essential	Desirable	Evidence
<b>Qualifications</b>	Qualified Teacher or ECT Graduate	Evidence of continuous professional development	A
		Willingness to undertake further professional development	I
<b>Experience and Knowledge</b>	Have a secure knowledge of specialist curriculum areas	Knowledge of core teaching standards & practical application	R, I
	Successful teaching experience		R, I
<b>Vision and Values</b>	Commitment to deliver the very best educational experience for all children and young people.	Willingness to make a positive contribution to wider life in school	A, I
	Commitment to safeguarding and protecting children and young people		R, I
<b>Skills</b>	Ability to deliver well planned and stimulating lessons across the curriculum and ability range		A, R, I
	Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice		A, R, I
	High expectations of pupils to do their very best, make significant progress & become independent learners		R, I
	Well organised and good communication skills		A, I
	Ability to establish sound professional relationships with children, colleagues, parents and community		R, I
	Ability to analyse data effectively and use data to set clear, challenging targets		R, I, A
	Competency in ICT and ability to use ICT across the curriculum		A, R, I
<b>Equality</b>	Commitment to inclusion and diversity		A, I



# Join our Team

## We value our employees



The following **benefits** are available to employees within our academies:

### Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay

### Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

### Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 Confidential counselling service
- Integrated GP service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platform
- 20% Discounted Gym Membership - Hull City Council Leisure & East Riding Leisure



### Professional Development

- Continuous Professional Development for All Staff
- Access to Middle and Senior Leadership Courses
- Supportive staff, committed to improvement, who will work with you to achieve your goals

*The opportunity to make a real difference to the lives of our students*