Deputy SENDCO

We are Humber Education Trust.



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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

Deputy SENDCO

We are Humber Education Trust.

Bursar Primary Academy

At Bursar Primary Academy our pupils and their parents are our highest priority. We aim to provide a caring and safe environment where responsible, tolerant and principled global citizens can grow.

We believe in developing an enthusiasm for learning which develops an enquiring and creative approach and fosters each pupil's self-esteem. We lay particular emphasis on Literacy and Numeracy, setting expectations which are realistic yet challenging.

We are an inclusive academy with high aspirations and expectations for all our pupils. We strongly believe that all children are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals living fulfilling lives.

By promoting a caring and tolerant ethos, our behaviour towards fellow pupils and every area of our community is nurtured with mutual respect and collaboration.



Salary Range: Main Pay Scale
Allowances: SEN 1 £2,884
Hours of work: Full-time
Contract: Permanent
Start date: April 2027 (or sooner if possible)

Are you an outstanding classroom practitioner who is passionate about making a difference for children?

We have an exciting opportunity for an ambitious and approachable professional to join our Bursar Hub (Resource Specialist Provision) team as Deputy SENDCO. You will benefit from being part of our dedicated and enthusiastic school community, as well as being part of the Humber Education Trust family, accessing a wealth of professional expertise, support and development opportunities.

We are looking for a knowledgeable and passionate teacher who is willing to undertake, or has already undertaken, the NPQ SENCO qualification. We are excited to be expanding our team to support more pupils with severe/profound cognition and learning/ communication and interaction needs within our RSP.

The successful candidate will:

- Be a passionate, hardworking, qualified Teacher
- 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.

Deputy SENDCO



Visits to the school are welcomed, encouraged and can be arranged via Maxine Call, School Business Manager, by Tel: 01472 691798. Further information about the school can be found on our school website: https://bursar-academy.co.uk/

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, Friday 27 November 2026

Interview date: w/c 30 November 2026

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.



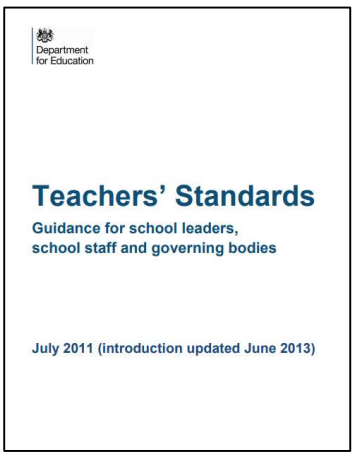
Kate Finney
Headteacher

Bursar Primary Academy

HumberEducationTrust

HumberEducationTrust
Where everybody counts, every moment matters.

Job Description


Department for Education

Teachers' Standards

Guidance for school leaders, school staff and governing bodies

July 2011 (introduction updated June 2013)

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: 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

DEPUTY SENDCO

Salary range: Main Pay Scale
Allowances: SEN 1
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.

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.

SEN1 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.

Job Description

Notes:

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

Signed _____ Date _____

Postholder

Signed _____ Date _____

Headteacher



Person Specification

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

Characteristics	Essential	Desirable	Evidence
Qualifications	Qualified Teacher Status or ECT holding QTS Holds a Batchelor degree (L6)	Evidence of continuous professional development Willingness to undertake further professional development	A I
Experience and Knowledge	Have a secure knowledge of specialist curriculum areas Successful teaching experience	Knowledge of core teaching standards & practical application Effective teaching of pupils with SEND Knowledge and experience of assessment procedures.	R, I R, I R, I
Vision and Values	Commitment to deliver the very best educational experience for all children and young people. Commitment to safeguarding and protecting children and young people	Willingness to make a positive contribution to wider life in school	A, I R, I
Skills	Working collaboratively as part of a team. Ability to deliver well planned and stimulating lessons across the curriculum and ability range Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice High expectations of pupils to do their very best, make significant progress & become independent learners Well organised and good communication skills Ability to establish sound professional relationships with children, colleagues, parents and community Ability to analyse data effectively and use data to set clear, challenging targets Competency in ICT and ability to use ICT across the curriculum		A, R, I A, R, I A, R, I R, I A, I R, I R, I, A A, R, I
Equality	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

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Where everybody counts, every moment matters.