



COMMIT BELIEVE  
ACHIEVE

# Corby Business Academy

Deputy SENDCo

Applicant Information Pack



A valued member of the

**Brooke Weston Trust**







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# Welcome from the Principal

Dear Applicant,

Firstly, thank you for your interest in our Academy and the exciting opportunity that this role presents. Our journey over the past six years has been full of high ambition, aspiration of success, and a collaborative team ethic.

As part of your own research, you will hopefully have observed significant improvements in both academic outcomes and Ofsted judgements. We are of course proud of those achievements, and we will continue to drive further progress; however, the relationship with our community and developing well rounded students are also important facets for us.

We see this appointment as an important phase towards our next milestone, which is to be an outstanding educational provider in all areas.



I am available for you to contact me directly if you have any questions:

[simon.underwood@corbybusinessacademy.org](mailto:simon.underwood@corbybusinessacademy.org)

Please take the time to consider the specification and requirements to the role of Deputy SENDCo. If you believe you can thrive in this role and you want to play a significant part in our journey, I look forward to receiving your application.

Your sincerely

A handwritten signature in black ink, appearing to read 'Simon Underwood'. The signature is fluid and cursive, written over a white background.

Mr. Simon Underwood  
**Principal**



# Our Values

## Commit

## Believe

## Achieve

Our values at Corby Business Academy have been chosen by our students and are based on a vision of what they wish the Academy to represent.

This resulted in the new academy values being able to express a basic model of success, as well as a mantra that can be related to in all situations or challenges.

The new values also coincide with the Academy abbreviation of 'CBA', they are as follows:

### Commit

Commitment is a human trait that drives success and enables progress. This value represents the importance to commit towards education and make positive contributions towards the Academy each day. It embodies the significance of a positive approach towards life and establishing a foundation to accomplish anything.

### Believe

Belief enables the confidence to approach any situation with determination. It promotes a 'can do' attitude and encourages resilience. This value epitomises character, which empowers students to approach learning without a fear of failure. It is important that young people believe they will accomplish both short term tasks and long-term ambitions.

### Achieve

Achievement is motivational and a recognition that progress has been made. To achieve a positive outcome displays an ability to develop and show personal, or collective, growth. Whether it is academic, creative, or emotional development, achievement allows an acknowledgement of progress and excellence.



# The Brooke Weston Trust





# Our Trust

*“Our mission is to transform educational performance in communities where we work through our long-term commitment to improve student achievement and remove barriers to learning while providing opportunities for personal development.”*



## OUR APPROACH - ‘THE BWT WAY’

We are passionate and unrelenting in our desire to give all our students the best start in life academically and as citizens. Above all, we want them to be highly literate, able to access all the learning necessary to prepare them for a complex, changing, technological and competitive world. We want all our students to be ambitious for themselves and about their futures, whatever their starting point. We will provide the quality of opportunity and support for them to realise their ambitions.

To achieve this, all schools commit to the ‘BWT Way’ – a set of shared expectations of how our schools should be and how they should ‘feel’, defined by two questions we all ask ourselves frequently each day:

- 1. IS THIS GOOD ENOUGH FOR MY OWN CHILD?**
- 2. AM I CARING ENOUGH TO CHALLENGE ENOUGH?**

Through a strong culture of positive relationships built on core principles of ‘the BWT Way’, we will know all our students well and care about them enough to challenge them enough in the right way. We want our students to be healthy and happy. We want them to be confident and skilled communicators with the personal values to make good choices and build successful relationships with others from similar and different backgrounds. To do this we must provide them with the cultural capital to be responsible and tolerant individuals able to make a positive contribution to society.





# Applicant Information



This section contains all relevant information for required to make an application.

<b>Post Title</b>	<b>Deputy SENDCO</b>
<b>Responsible To</b>	<b>Assistant Principal / SENDCo</b>
<b>Purpose of the Job</b>	
<p>The Deputy SENDCO will assist in leading and managing the provision for students identified as having Special Educational Needs and Disabilities including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all students.</p> <p>They will provide professional leadership and management, supporting the SENDCO as required.</p> <p>This role encompasses full deputy responsibilities, with a particular focus on overseeing the Year 6-7 transition and managing the Key Stage 3 interventions programme.</p>	
<b>Areas of responsibility and key tasks</b>	
<ul style="list-style-type: none"> <li>• To support the SENDCo in leading the provision for SEND within the academy.</li> <li>• To manage appropriate resources for SEND and ensure that they are used efficiently, effectively and safely.</li> <li>• To work collaboratively with departments across the academy to ensure that all lessons are appropriately adapted to meet the needs of learners and enable them to make accelerated progress.</li> <li>• To support the SENDCo in managing the implementation of an inclusive curriculum within the context of the academy's aims and policies.</li> <li>• To lead on Year 6-7 transition for students with SEND</li> <li>• To work with the SENDCo to develop and implement intervention groups and support, taking a lead on Key Stage 3</li> <li>• To support the learning of students as allocated by the SENDCo.</li> <li>• To manage and maintain personalised learning plans/APDRs and provision maps.</li> <li>• Under the direction of the SENDCo, collate and prepare information relating to assessments, EHCPs and referrals to other agencies.</li> <li>• To collate SEND data as requested and analyse progress and attainment.</li> <li>• Attend pupil review meetings and prepare paperwork.</li> <li>• Attend meetings with Trust and outside agencies as directed by SENDCo.</li> </ul>	
<b>At a strategic level the Deputy SENDCo will</b>	
<ul style="list-style-type: none"> <li>• Contribute effectively to the development of a positive ethos and culture of high expectations in which all students have access to a broad, balanced and relevant curriculum that contributes to students' spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of adult life.</li> <li>• Support the SENDCo in ensuring the objectives of the SEND policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.</li> <li>• Set standards and provide examples of best practice for other teachers support staff in identifying, assessing and meeting the needs of students with SEND within and outside of the classroom.</li> </ul>	

- Work collaboratively with the SENDCo to monitor the progress of SEND students and ensure that actions taken have a positive impact on the progress of SEND students in line with their peers.
- Implement, monitor and evaluate intervention strategies designed to address any areas of underachievement and revise and adjust these as necessary, with a specific focus on Key Stage 3 students.
- Lead on Year 6-7 transition programmes to ensure that SEND students are appropriately supported at key points in their school career.

### **Teaching and Learning**

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND.
- Work with staff to develop effective ways of bridging barriers to learning through accurate assessment of needs, monitoring of teaching quality and pupil achievement, target setting and keeping accurate records.
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEND pupils' provisions alongside the SENDCo through close liaison with staff, parents and external agencies.
- Work with the SENDCo, senior leaders, teachers, and support staff to ensure all pupils have access to high quality teaching and are encouraged to reach their full potential.

### **Leading and managing**

- Alongside the SENDCo, provide professional guidance to staff to secure high quality teaching for SEND pupils, through both written guidance and meetings.
- Support with the performance management process for teaching assistants
- Advise on and contribute to the professional development of staff, including whole school CPD.

### **Other professional requirements**

- Support the SENDCo and specialist assessor in ensuring examination access arrangements are in place in line with JCQ requirements.
- Lead Annual Reviews for specified groups of students with EHCPs, with guidance from the SENDCo.
- Represent the SEND department at reviews of APDRs, BSPs and EHA/TAFs where appropriate.
- Attend Year 6 Annual Reviews for primary pupils with EHCPs (where necessary), to help facilitate continuity and progression through the development of a transition programme.

### **Other duties**

Any other duties as deemed appropriate by the Principal.

### **Training and Development**

This role is suited to candidates who aspire to fulfil the role of SENDCo within the next few years of their career.

Training and development will be given to ensure that the Deputy SENDCo is able to carry out their job and will play a full and active part in the performance of the Brooke Weston Trust.

### **Discipline, Health and Safety**

All staff share an obligation to maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on Academy premises and when they are engaged in authorised Trust activities elsewhere.

### Collegiate Responsibility

In addition to the specific responsibilities of this post, every member of staff at Corby Business Academy will commit to:

- Providing a courteous and efficient service to pupils at all times.
- Using their influence with other staff and pupils to promote high standards of behaviour and order within the Academy.
- Working to maintain the Academy at the forefront of educational practice.
- Fostering and sustaining a culture of independence and creativity in all aspects of the Academy's operation.

### Performance Management

All staff will participate in Corby Business Academy's Performance Management review scheme as outlined in the Academy's pay and CPD policies.

### Role Review

This job description sets out the main duties of this post at the time of drafting. It cannot be read as an exhaustive list. It may be altered at any time in consultation with the post holder, subject to the Principal's approval.

## Person Specification Deputy SENDCo

Education and Qualification	Essential	Desirable	Assessment
Qualified Teacher Status	✓		A/I
Degree or other higher education equivalent	✓		A/I
NASENCO/NPQSENCO		✓	A/I
Commitment to personal/professional development	✓		I
Experience	Essential	Desirable	Assessment
Proven success in improving SEND student outcomes within a school	✓		A/I
Experience of managing teams, supporting, and challenging at all times	✓		A/I
Ability to use/analyse assessment data systems to raise standards	✓		A/I
Knowledge and Understanding	Essential	Desirable	Assessment
Show knowledge of current education legislation, Ofsted framework, best practice, national trends and innovation	✓		A/I
Ability to efficiently and effectively manage administrative work	✓		A/I
Ability to support staff and students in maintaining high standards	✓		
Ability to form good working relationships with all staff	✓		A/I
Ability to create a stimulating and safe learning environment	✓		A/I
Ability to promote a range of strategies aimed at raising SEND achievement	✓		A/I
Ability to assess and record the progress of students' learning	✓		A/I
Demonstrate a commitment to equal opportunities	✓		A/I
Able to encourage children in developing self-esteem and respect for others	✓		A/I

<b>Knowledge and Understanding (<i>continued</i>)</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
Ability to communicate to a range of audiences using a variety of techniques		✓	A/I
Knowledge of and/or ability to use technology to support student learning		✓	A/I
<b>Skills and Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
Excellence at all levels and a determination to succeed	✓		A/I
Achieving the highest standards of teaching and learning for all students	✓		A/I
Motivate others and adopt a positive approach to education	✓		A/I
Establishing a high quality, stimulating learning environment	✓		A/I
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
Highly motivated and self-reliant	✓		A/I
Enthusiastic and committed	✓		A/I
A passion for improving outcomes for students	✓		A/I
Open-mindedness	✓		A/I
A forward-thinking approach	✓		A/I
Excellent interpersonal skills	✓		A/I
Ability to be reflective and self-critical	✓		A/I
Display calmness under pressure; but remain focussed	✓		A/I
Willingness to support colleagues	✓		A/I
Resilience	✓		A/I

# The application process

## Visits:

We are very proud of our Academy and welcome visits prior to application. If you wish to request a visit or telephone conversation please contact our HR Administrator at [HR@corbybusinessacademy.org](mailto:HR@corbybusinessacademy.org) and this can be arranged at a mutually convenient time prior to the closing date.

## Application:

To apply you will need to complete an application form together with a covering letter on My New Term.

## Shortlisting:

Shortlisting for interview will take place and those candidates selected for interview will be informed as soon after the closing date as possible.

## Interviews:

Interviews will then be confirmed after shortlisting. Further shortlisting may take place on the day of interview.









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