



Deputy SENDCO Candidate Information Brief



May 2025

Dear Candidate,

Since inception, King Solomon Academy has consistently been one of the highest performing non-selective schools in the country. KSA aims to transform the lives of its pupils. Our mission is to provide a rigorous education that prepares our pupils for success at university and beyond, irrespective of their starting point. Our teachers and leaders do whatever it takes to make this a reality. We are redefining what is possible and we are seeking an exceptional Deputy SENDCO, ready to join our high-performing school. This is a unique opportunity to be part of showing what education can achieve.

Reporting to the Senior Leadership Team, the Deputy SENDCO will learn to co-ordinate KSA Secondary's provision for pupils with Special Educational Needs and Disabilities (SEND). While we welcome applications from those who already have SEND experience, this role will also be suitable for someone who is looking to specialise in SEND in the future, who is keen to be mentored and developed by an experienced SENDCO and the Senior Leadership Team. The successful candidate will have the opportunity to undertake a nationally certified SENDCO training course paid for by the school and leadership responsibilities will increase over time as skills develop.

The Deputy SENDCO will work closely with the SENDCO, the Senior Leadership Team, professionals, staff, parents and pupils to enable our SEND pupils to feel safe and happy in school and make exceptional progress in all areas of their learning. The Deputy SENDCO will participate in processes to ensure that all pupils with identified special educational needs have timely and accurate reviews of their ongoing needs and targets (including annual reviews for those with Statements and EHC plans) as well as securing and organising the appropriate funding, assessment and resources for pupils with emerging SEND needs.

The Deputy SENDCO will participate in planning the medium and long-term academic provision and goals for pupils with identified or emerging SEND needs and support staff with shorter term sources of support for pupils in lessons and around the school through co-planning, assessment and support in class.

All responsibilities will be expected to be undertaken alongside and in addition to the teaching responsibilities of a teacher, with a slight reduction in teaching to support this work taking place. The ideal candidate will be excited about the prospect of being developed by an experienced curriculum leader as well as by the SENDCO. Our school is a place where teachers learn how to improve their teaching, constantly striving to be the best they can be. Our teachers rapidly progress into being exceptional classroom practitioners. We are looking for an individual with a genuine passion for working at King Solomon Academy and who believes that through hard work all pupils can access and benefit from a university education.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline is **on Thursday 15th May 2025**. Applications will be considered as they are received. To discuss the role, please feel free to email the Principal's PA, Abi Saleh (a.saleh@kingsolomonacademy.org) or phone on 020 7563 6901.

We wish you the best with your application.

Yours sincerely,
Beth Humphreys
Principal

Job Description: Deputy SENDCO

Reports to: Secondary SENDCO
Start date: September 2025
Salary: Ark MPS/UPS (Inner London): £39,739 - £62,500 dependent on experience, plus TLR 2a (£3,389)

The role

To support the SENDCO with SEND leadership across the secondary phase.

Key responsibilities

The Deputy SENDCO will:

- Assist the SENDCO in leading the provision for SEND within the academy
- Support with the identification, assessment and provision for all pupils with SEND and/or who are seriously underachieving
- Work with the SENDCO to support curriculum areas in ensuring outstanding outcomes for SEND students
- Develop curriculum resources to ensure that pupils identified as having SEN have the required levels of support.
- Plan, deliver and review appropriate interventions for pupils with SEND
- Provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEND support
- Collaborate with the SENDCO to write and review Education Health and Care Plans (EHCPs), Individual Learning Plans (IEPs) and Pupil Passports (PPs) as well as any other pupil-specific planning regarding pupils with identified SEND
- Co-ordinate relationships between the academy and external agencies working with pupils including speech and language services, educational psychology services and other outreach services for pupils with identified or emerging SEND, with the support of the SENDCO
- Assist the SENDCO in the planning and delivery of training for individual staff members, year teams and all staff on specific strategies to support SEND pupils
- Be a point of contact and information for the parents of pupils with SEND
- Ensure that accurate records are kept regarding pupils with SEND and that relevant information is easily accessible to appropriate staff
- Deputise for the SENDCO as and when required

Outcomes and activities

SEND Leadership

- Schedule, co-ordinate and participate in annual review meetings for pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan
- Set and review appropriate learning and development targets for pupils with SEN on ILPs or short-term action plans
- Apply for contingency funding and EHCPs for all pupils with emerging special educational needs and collaborate with colleagues, external agencies and families in order to do so successfully
- Contribute to risk assessments for trips and events which include SEND pupils

- Periodically review the information stored by the academy about pupils with SEND to ensure its accuracy and accessibility.

Teaching and Learning

- Meticulously plan and teach engaging and challenging lessons that pave the way for success in school and life
- Meet the needs of all learners by consistently planning and teaching carefully differentiated lessons
- Set and mark appropriate homework
- Use regular, measurable and significant assessments of their teaching
- Complete all reporting on time
- Closely monitor progress and attainment of their pupils and use it to inform their teaching
- Provide content for and deliver high quality pupil interventions with direction from SENDCO and Head of Sixth Form
- Ensure that all pupils achieve academy targets
- Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required
- Organise and participate in exciting and motivating trips and events

Academy Culture

- Help create a strong academy community, characterised by consistent, orderly, caring and respectful relationships
- Help develop a small school culture and ethos that is utterly committed to achievement
- Form teacher (teachers will usually be required to perform the role of form teacher):
 - Create and sustain a positive class culture
 - Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially
 - Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents
 - Write form teacher comments in reports or UCAS references

Other

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school, including: attending home visits, eating lunch with pupils, supervising silent sustained reading (DEAR), break supervision and gate duty
- Undertake other various responsibilities as directed by the Principal

Person specification: Deputy SENDCO

Qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK
- Completion of nationally certified SENDCO training course or willingness to do so

Experience

- Experience of raising attainment in a challenging classroom environment
- Evidence of creating and improving curricula in one or more subject areas
- Evidence of successfully supporting SEND pupils to make significant progress

Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them organised around our four school values:

“Aiming high”

- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave

- Shows initiative
- Feels passionate about creating a better future.

Other

This post is subject to an enhanced Disclosure and Barring Service check.

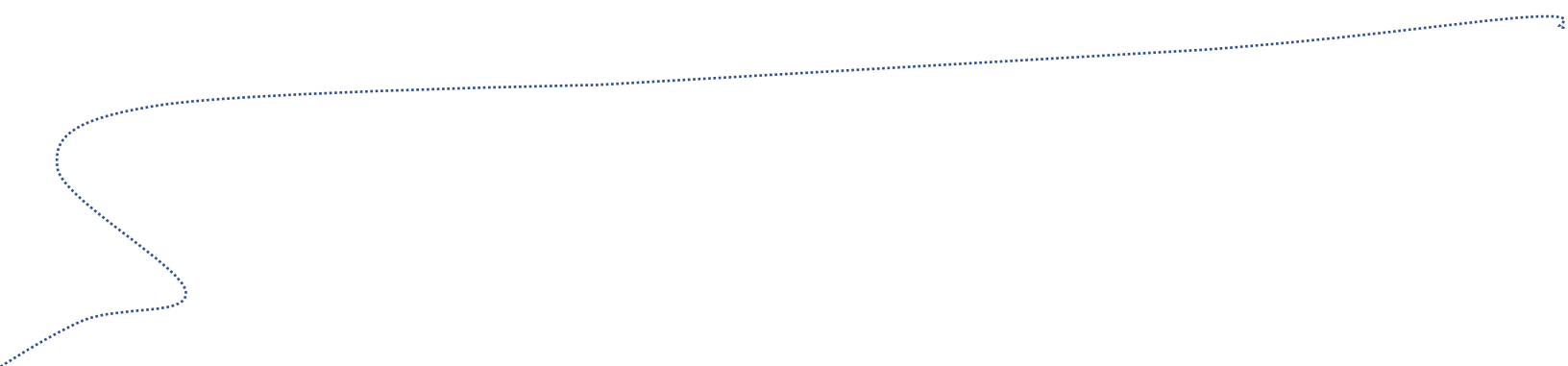


Principal: Beth Humphreys

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth been the all-through Principal since January 2024. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.



“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university”

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Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 39 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice

- SEN training for new to role and established SENDCOs
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offer teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

