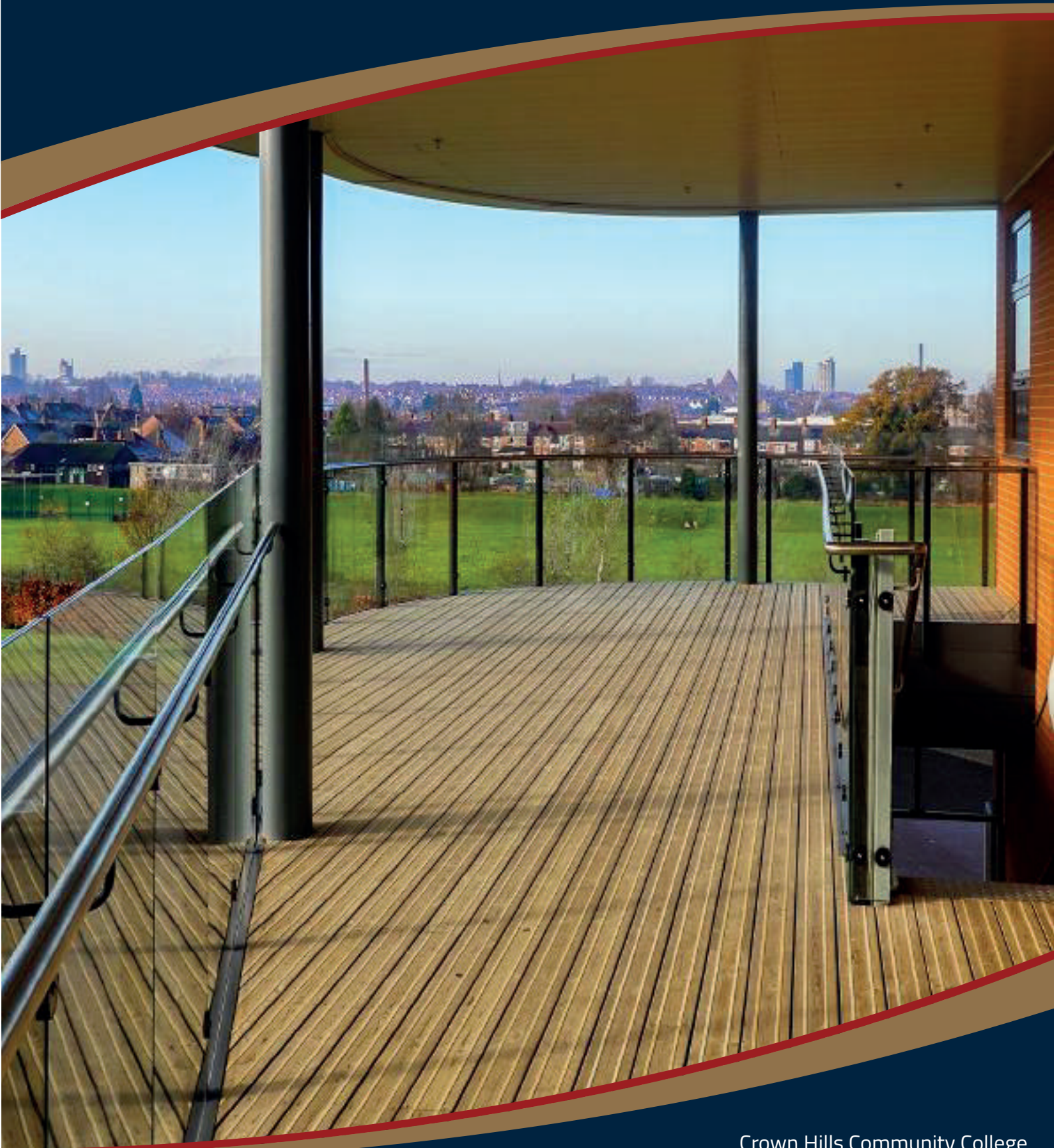




**CROWN HILLS**  
COMMUNITY COLLEGE  
*A Specialist Sports College*

# Appointment Information

Deputy SENDCo



Crown Hills Community College

Gwendolen Road, Leicester LE5 5FT

Tel: 0116 273 6893

[office@crownhills.leicester.sch.uk](mailto:office@crownhills.leicester.sch.uk)

[crownhills.com](http://crownhills.com)







Dear Prospective Applicant,

Thank you for expressing an interest in this key vacancy at our college. Over the last seven years we have been on a journey to try and make this school not only one of the best schools for children to attend but also one of the best schools to work in as a member of staff. That is extremely rare and we urge you to come and see us in action, speak to the staff and speak to the students. Every decision that we take is done with a lot of thought and consideration and we put well-being at the centre, so that teachers can teach and students can learn. The following podcast with the Youth Sport Trust gives you a glimpse of our approach at CHCC <https://www.buzzsprout.com/273805/9656144>

SEND and the leadership of SEND has a major role to play as part of that mission. It is a simple mission; to ensure our students will be the best they can be by providing them with the skills they need to become independent adults. We want them to take on the world! We are committed to doing whatever it takes for as long as it takes to nurture and develop our students to become the best version of themselves.

At Crown Hills, we promote an ethos where young people with SEND don't just attend our college, but they feel valued and truly belong in our college. Our culture of tolerance, mutual respect, and high expectations for all, where students with additional needs thrive alongside their peers, was recognised in our recent OFSTED inspection (Jan 2025). The provision for students with SEND is an integral part of our whole school curriculum, whether this is in mainstream lessons or within targeted intervention. We ensure that the right support is given at the right time.

The SEND faculty has long-established positive working relationships with different stakeholders. Parents/ carers feel supported, and they trust that staff support and genuinely care for their children. Outside agencies feel welcome and we work collaboratively to achieve positive outcomes for our students.

The Deputy SENDCo role will increase our capacity to deliver our exceptional SEND provision to meet the needs of our ever-changing SEND intake. These are indeed exciting times to join us and make a difference to the lives of others. The Deputy SENDCO will play a key role in supporting the SENDCo to lead and manage the whole school provision. This role specifically includes identifying and assessing students, monitoring progress, and implementing evidence-based literacy interventions to remove barriers to learning. In addition, working closely with the SENDCo to lead a specific area (s) of need (e.g. SEMH, ASD) depending on experience and / or need. They will also play an active role in developing the SEND strategy across the college.

There is always a tension between well-being and accountability but I do believe that we are getting closer to finding the sweet spot between the two. Although it is not the end of our journey, we have been recognised for the work we do in this area; we have won the TES well-being school of the year in 2024 and we won the silver award for the prestigious Pearsons Award for secondary school of the year in 2023.

We have a very different approach and we are trying to create a very different culture at CHCC, a culture whereby those in leadership do not hold authority and deserve to be followed; leaders at CHCC have to earn the right to lead and we welcome and appreciate challenge if we do not live up to the standards that are expected of us.

The THIRST values permeate all that we do and are a framework that staff can hold leaders to account for the way that they lead. We have high expectations but we will provide the support, training and resources for you to deliver the best possible education for our students.

We are very clear that the gender, background, colour, poverty, wealth or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

Our behaviour policy is clear and simple, "First Time Every Time," no quibbles, no arguments just do as we expect. Teachers no longer have to do detentions, chase up absence, attendance or punctuality. These are all done centrally with a highly skilled team that has taken the workload away from teachers.

I would also urge you to read our well-being charter that provides you with an understanding of things that we do to just make your job that little bit easier, not tokenistic but just genuine little things that help.

As part of our recruitment process, it is important that you attend our information evening at 5pm on Thursday 1st May. In order to be shortlisted you must attend either in person or online. Please email Sumaya in order to confirm your attendance [sumayaseedat@crownhills.leicester.sch.uk](mailto:sumayaseedat@crownhills.leicester.sch.uk)

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our eteach portal, <https://www.eteach.com/jobs/crown-hills-community-college-jobs-9453/?oo=ag> please include e-mail addresses of all referees, together with a letter of application (no more than 2 sides of A4, font 12) outlining your skills, qualifications and experience relevant to this post by 9am on Tuesday 6th May. Please include your cover letter in the supporting statement section.

Information Evening (compulsory) 5pm – Thursday 1st May

Deadline – Tuesday 6th May, 9am

Interview – Friday 9th May

I look forward to meeting you and receiving your application.

Yours sincerely,



Mr F Adam  
(Principal)

#### Commitment to safeguarding

Crown Hills Community College is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including an online search, an enhanced DBS check and satisfactory references. Online searches will only take place on shortlisted candidates and will be carried out only to identify any matters that might relate directly to the employer's legal duty to meet the safeguarding duties set out in Keeping Children Safe In Education. Shortlisted candidates will be notified of the form the search will take and any information gathered through an online search that gives rise to legitimate areas of concern will be raised with the candidate directly in the interview.

\*All appointments will be subject to references and pre-employment checks.

# JOB DESCRIPTION

|  |         |                                |
|--|---------|--------------------------------|
| Job Title: Deputy SENDCo               | 11-16   | Maintained                     |
| College: Crown Hills Community College | Grade:  | MPS/UPS                        |
| Reports to: Principal via SENDCo       | Salary: | £31,650 - £49,084 +TLR2b £5642 |
| Term: Permanent                        |         |                                |
| Additional: Full time                  |         |                                |

## ABOUT THE PERSON

The ideal candidate will have a strong understanding of the SEND Code of Practice (2014) and will be wholeheartedly committed to ensuring the best outcomes for students with SEND. They may currently hold a relevant SENDCo qualification (NPQ for SENDCos or NASENDCo) or be working towards this. If not, a willingness to undertake this would be required.

They should have excellent communication and leadership skills, and the ability to work collaboratively with multiple stakeholders, e.g. parents/carers, educational psychologists, teachers, health care professionals. Strong organisational skills and experience in monitoring student progress, developing interventions, and working with external agencies are desirable. The successful candidate will be proactive, adaptable, and dedicated to creating an inclusive school environment where all students can thrive.

The candidate would be required to teach their subject of specialism alongside this role e.g. delivering SEND interventions. Number of lessons will be negotiated with the successful candidate.

## KEY RESPONSIBILITIES

- Take part in Annual Reviews and Parent / Carer Meetings.
- Be the point of contact for some external agencies (to be decided)
- Develop and grow strong and effective relationships with all parents/carers
- Lead small groups of student intervention including Literacy and any others
- Promote a culture where students, staff and parents, have high expectations

The role will also involve working alongside the SENDCo to support with:

- Managing and overseeing the completion of Personal Profiles
- Transition
- Ensuring the effective and efficient management of the SEND Budget
- Providing staff with the relevant and necessary information so that they have a clear direction and understanding of the needs of SEND students
- Ensuring SEND staff (TAs and teachers) are developed and performance is managed appropriately
- Ensuring a consistent approach to supporting SEND students
- Promoting a culture where students, staff and parents, have high expectations

Please note: This job description provides an overview and may not cover all aspects of the job. The role may involve other responsibilities as reasonably expected from the Head teacher at short notice.

# PERSON SPECIFICATION

| No. | CATEGORIES | Essential/<br>Desirable | Assessed by:        |                     |
|-----|------------|-------------------------|---------------------|---------------------|
|     |            |                         | Application<br>Form | Interview /<br>Task |

## QUALIFICATIONS & TRAINING

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | Good honours degree or diploma (any subject)  | E | ✓ |   |
| 2 | Qualified teacher status (QTS)  | E | ✓ |   |
| 3 | Recognised SENDCo qualification (e.g. NPQ for SENDCos or NASENDCo)                    | D | ✓ |   |
| 4 | Evidence of continuous professional development (CPD) relating to an area (s) of SEND | E | ✓ |   |
| 5 | Willingness to participate in future CPD e.g. NPQ for SENDCos                         | E | ✓ | ✓ |

## EXPERIENCE & SKILLS

|    |   |   |   |   |
|----|---|---|---|---|
| 6  | Proven success in improving SEND student outcomes within a school.                          | E | ✓ | ✓ |
| 7  | Experience of leading and supporting teams of staff.  | D | ✓ |   |
| 8  | Experience of working with the age range (11-16).   | D | ✓ |   |
| 9  | Ability to efficiently and effectively manage administrative work and be proficient in ICT. | E | ✓ | ✓ |
| 10 | Ability to support staff and students in maintaining high standards .                       | E | ✓ | ✓ |

| No. | CATEGORIES   | Essential/<br>Desirable | Assessed by:        |                     |
|-----|--|-------------------------|---------------------|---------------------|
|     |  |                         | Application<br>Form | Interview /<br>Task |
| 11  | Ability to form good working relationships with all staff.                                   | E                       | ✓                   | ✓                   |
| 12  | Ability to create a stimulating and safe learning environment.                               | E                       |                     | ✓                   |
| 13  | Ability to promote a range of strategies aimed at raising SEND achievement.                  | E                       | ✓                   |                     |
| 14  | Ability to assess, record and analyse the progress of students' learning to raise standards. | E                       | ✓                   |                     |
| 15  | Able to encourage children in developing self-esteem and respect for others.                 | E                       | ✓                   | ✓                   |
| 16  | Ability to communicate to a range of audiences using a variety of techniques.                | E                       | ✓                   | ✓                   |

## COMMITMENT

|    |  |   |   |   |
|----|--|---|---|---|
| 17 | Excellence at all levels and a determination to succeed.                                       | E | ✓ | ✓ |
| 18 | Motivate others and adopt a positive approach to education.                                    | E | ✓ | ✓ |
| 19 | Equality of opportunity for staff, students and all members of the school and wider community. | E |   | ✓ |
| 20 | Promoting CHCC's vision and ethos.   | E | ✓ | ✓ |
| 21 | Establishing a high quality, stimulating learning environment.                                 | E | ✓ | ✓ |
| 22 | Safeguarding and child protection.   | E |   | ✓ |

## ATTITUDE & TEMPERAMENT

|    |   |   |  |   |
|----|---|---|--|---|
| 23 | Calm and patient  | E |  | ✓ |
| 24 | Resilient   | E |  | ✓ |
| 25 | Approachable and caring                                   | E |  | ✓ |
| 26 | Team worker   | E |  | ✓ |
| 27 | Sense of humour   | E |  | ✓ |
| 28 | Ability to relate well to young people of different needs | E |  | ✓ |

## APPEARANCE

|    |   |   |  |   |
|----|---|---|--|---|
| 29 | Professional appearance – dress and conduct | E |  | ✓ |
|----|---|---|--|---|

## OUTSIDE ACTIVITIES

|    |   |   |   |  |
|----|---|---|---|--|
| 30 | Ability to contribute and lead extra-curricular activities e.g. trips | D | ✓ |  |
|----|---|---|---|--|

## GENERAL CIRCUMSTANCES

|    |  |   |   |   |
|----|--|---|---|---|
| 31 | Understands the needs of students in a multi-cultural, inner-city school         | E |   | ✓ |
| 32 | An awareness of recent education initiatives e.g. developments in SEND provision | E | ✓ |   |

## EQUAL OPPORTUNITIES

|    |   |   |   |  |
|----|---|---|---|--|
| 33 | Must be able to recognise discrimination in its many forms and willing to put the Council's Equality Policies into practice fully | E | ✓ |  |
|----|---|---|---|--|