

Bedford High School

A Specialist Business and Enterprise College



Work Hard – Be Respectful – Take Responsibility

Deputy SENDCO

(Full Time 8 am – 4pm plus 3 Inset days)

Permanent

Vacancy Information booklet



Deputy SENDCO:

Full Time, permanent position

8 am – 4pm plus 3 Inset days.

Bedford High School is looking to appoint an enthusiastic, committed and professional Deputy SENDCO to work alongside our SENDCO, the SEND team and a variety of students including those with special educational needs (SEND).

We try to ensure that all our special need students are given equal opportunities to access the school curriculum by our dedicated team.

Bedford High School has a dedicated SEND department named The Base. The department consists of our Sendco, Deputy Sendco, Lead Sen Teaching Assistant, and 9 Teaching Assistants.

We forge good working relationships with students and teaching staff and pride ourselves in offering a range of interventions including delivery of maths, literacy and well-being in the classroom and through group interventions. We support our students in the setting of and monitoring short term goals, as well as creating and developing learning plans to ensure effective strategies are used in the classroom setting. In addition, we offer a range of lunchtime and after school activities.

Our Deputy Sendco and Sendco work closely with parents and our external and internal partners to ensure that we have excellent working relationships.

We are proud of our role as we offer our support for teaching and learning to support our students to reach their potential.

Dear Colleague

Thank you for your interest in working at Bedford High School.

We are dedicated to offering our students a high-quality education in a well ordered and purposeful school environment. We relentlessly strive to help all students to reach their potential, equipping them with the character, skills and knowledge to flourish in life. We expect students to work hard, be respectful and take personal responsibility for their choices and actions


Students achievement is higher than the local authority average and our GCSE results are improving year on year. We are proud of what we have achieved to date, and this is largely due to the quality of our school workforce. We invest heavily into the professional growth of our staff and very few colleagues want to leave.

The successful candidate will be well supported at this school.

If you feel you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application. Please complete the application form (we do not accept CV's) which is available on our website at www.bedfordhighschool.co.uk. Please return completed application forms to recruitment@bedford.wigan.sch.uk or by post to Mrs Claire Taylor, HR Manager at the school address.

I very much look forward to receiving your application.

Yours faithfully

A handwritten signature in dark ink, appearing to read 'P. McCaffery', written in a cursive style.

Mr P McCaffery
Headteacher

Our School

Bedford High School was established in 1976 when it was formed by merging Leigh Boys' Grammar School and Manchester Road Secondary Modern School, which were located next to each other. The former grammar school buildings now form the U Block and the secondary modern buildings form the L Block.

Our School Values

Work Hard, Be Respectful, Take Responsibility.

Our School Vision

We relentlessly strive to help our students to discover, develop and demonstrate their potential. This is our core purpose. Our aim is for every 16-year-old student to leave us as a rounded individual, who feels excited about the opportunities the world has to offer and is equipped with the qualities, virtues, skills and knowledge to be happy and excel in life.

At Bedford High School we put staff first by developing, nurturing and retaining a high-quality workforce, where there is a high-quality teacher in every classroom delivering high quality lessons every hour, every day. There are many opportunities for staff across all departments to make an invaluable contribution to the success of the school, getting involved in different aspects of school life.

Staff Wellbeing

Our fabulous surroundings provide an excellent working environment, which in turn can have a positive impact on our employees' well-being. However, this isn't the only benefit to working with us.

- Membership to Greater Manchester Pension Fund or Teachers' Pension fund
- Employee Assistant Programme confidential advice and support service available by telephone, website and App supporting you and immediate family members 24/7 with legal information for issues that can cause anxiety and distress including debt management, consumer, property or neighbour disputes, bereavement support, medical information, online CBT and counselling sessions along with a Wellbeing portal which offers a virtual library of wellbeing information
- Committed Wellbeing Team with fully trained Mental Wellbeing First Aiders
- Dedicated off site wellbeing hour for all staff
- Cycle to work scheme
- Family friendly policies
- Staff rewards
- Gym facilities
- Continued professional development

Feedback from our staff wellbeing survey tell us that our staff...

There are many, many things that this school does better than many others that I have worked in.

Bedford is a great place to work.

All the wellbeing initiatives make for a good work life balance and make you feel appreciated in the work place

I'm very happy here and feel respected and looked after.

Since arriving at Bedford I have found the staff to be friendly, welcoming, supportive and are a credit to the school.

Job Description

Role Title:	Deputy SENDCO
Job purpose:	To assist the SENDCO in leading the provision for students with identified Special Educational Needs and / or Disabilities (SEND) to ensure their learning needs are addressed effectively so that they make progress relative to their starting points. To support the SENDCO and other staff to develop effective ways of overcoming barriers to a child's learning.
Reporting to:	Assistant Headteacher & SENDCO
Responsible for staff:	n/a
Liaising with:	All school staff, students and parents/guardians, external agencies
Grade of post/salary:	G7 pro rata (approximate starting salary of £27,164.00)
Hours:	8 am – 4pm plus 3 Inset days
Contract:	Permanent
Disclosure level:	All offers of employment are conditional subject to an enhanced disclosure with child barred list, appropriate overseas checks, medical clearance, relevant qualification certificates and references satisfactory to the school. In line with recommendations from Keeping Children Safe in Education Guidance we will carry out an online search as part of our due diligence for all shortlisted candidates, you will be required to complete a self-declaration of any criminal records or information that would make you unsuitable to work with children. At Bedford High School safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and to adhere to the school's safeguarding policies and procedures. This post involves working with children, young people or vulnerable adults and is therefore exempt from the Rehabilitation of Offenders Act.
Base	Bedford High School
Date:	January 2026

Job Outline

Use and maintain systems for identifying SEND, and assessing and reviewing SEND provision. This includes creating, monitoring and updating support plans, provision maps and SEND Learning Plans.

Undertake administrative and clerical duties as directed by the SENDCO / Deputy SENDCO.

Complete referrals to external agencies for assessment/advice under the guidance of the SENDCO.

Deliver intervention to individuals and small groups of learners as appropriate.

Oversee the Coordination, monitor and evaluate the impact of additional support / intervention on academic achievement and attitude to learning for students with SEND and liaise with their parents / guardians, teachers and other professionals who are involved with them.

Liaise and communicate effectively both verbally and in writing with staff, parents, Local Authority and external agencies.

Support the SENDCO with coordinate SEND transition, for example, Year 7 entry / Year 11 Exit by liaising with other schools and appropriate professionals to ensure continuity of support and learning for students with SEND.

Manage the EHCP process with the SENDCO, including Statutory Assessment Referrals and annual reviews.

Maintain SEND Provision map.

Update the SEND Register and other records.

Attend meetings where the needs of students, for whom you share responsibility, are discussed e.g. Annual Review Meetings, External Agency Planning Meetings (Ed. Psych/TESS), Parent Contact meetings and record agreed provision on provision maps.

Maintain organised and effective recording in student files.

Support SENDCO / Deputy SENDCO in provision of SEND training to trainee teachers, Newly Qualified Teachers and Teaching Assistants.

Assist and help set up events e.g. Open Evenings, Tours of school and Taster days.

Ensure all EHCP Annual paperwork is completed and submitted on time; and ensure that annual review reports are available and Minutes taken.

Ensure that written reports are completed to a high professional standard by the appropriate deadline date and disseminate to parents / guardians and relevant professionals.

To observe the School Equal Opportunities Policy.

To undertake other similar tasks as may be determined by the Head Teacher in consultation with the post holder.

Assist with ordering all books and equipment needed for the SEND Department.

Work with the SENDCO to ensure that students are awarded appropriate Exam Access Arrangements (EAAs) in respect of their needs and trained in their usage. Deploy support staff to assist with these EAAs.

Support and advise the Lead SEND HLTA Admin Assistant to manage the day to day operation and deployment of TAs and HLTAs for SEND department.

Support the SENDCO with the monitoring and supporting the work of the TAs and HLTAs.

Effectively manage and deploy staff, specific financial and physical resources within the SEND Department with the SENDCO.

Manage the SEND general resource budget.

Attend Network Meetings.

To deputise for the SENDCO, in matters relating to SEND, as required

Support the SENDCO with her overseeing the provision and support for Looked After Children as Designated Teacher.

To supervise students as required to meet the needs of the school and facilitate pre-prepared learning activities in the event of short term, unplanned absence of the class teacher ensuring a safe and productive learning environment is maintained.

GENERAL RESPONSIBILITIES

- To have due regard and comply with all school policies.
- To participate in staff development and training.
- To participate in personal and team reviews/meetings.
- To participate in annual appraisal and implement agreed targets.
- Develop good working relations with other colleagues and students.
- To contribute to the overall ethos/work/aims of the school.
- To observe the School Equal Opportunities Policy.
- To undertake other similar tasks as may be determined by the Head Teacher in consultation with the post holder.

Other Specific Duties

Health and Safety

Effectively and proactively implement Health and Safety legislation and good practice, including office, individual and DSE risk assessments, taking into consideration disabilities and specialist equipment required to enable staff to undertake their daily duties.

To supervise students pre-prepared activities in the short term/unplanned absence of the teacher to meet the needs of the school.

To carry out the duties in the most effective, efficient and economic manner available

To continue personal development in the relevant area

To participate in the staff review and development appraisal process

To have due regard and comply with all school policies

To undertake training as required

To participate in personal and team reviews/meetings

To participate in annual appraisal and implement agreed targets

Develop good working relations with other colleagues and students

To contribute to the overall ethos/work/aims of the school

To work flexibly in the interest of the school and to undertake such additional duties as are reasonably commensurate with the post and level of responsibility.

Health and Safety Training

Effectively and proactively implement Health and Safety legislation and good practice, including office, individual and DSE risk assessments, taking into consideration disabilities and specialist equipment required to enable staff to undertake their daily duties.

To undertake Health and Safety Training on areas within your remit.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

All staff at Bedford High School, teaching and support, have a crucial role to play in setting standards. Through a professional, caring and sensitive approach based on mutual respect, we achieve a great deal.

Person Specification

A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References
A proven track record of working with children and/or families aged 11-16	✓		A I R
Co-ordination/facilitation experience in a pastoral/social care/health or educational setting	✓		A I R
A minimum of 3 years experience of effective working with young people and their families/carers	✓		A I
Has led or made a major contribution to a project or initiative		✓	A I
Supervisory experience of other staff		✓	A I
<ul style="list-style-type: none"> • Knowledge of SEND Code of Practice. • Recent and relevant experience of working with students with SEND. • Improvement planning. • Working effectively within different teams. • Proven experience of consistently good and/or outstanding teaching. • Experience of being involved in raising levels of student attainment and SEND attainment at KS3 and KS4. • Working with Education, Health and Care Plans. • Developing effective relationships within school, the community, with parents and with support agencies. 	✓		A I
<ul style="list-style-type: none"> • Understanding of EHCP Pathway and associated documentation. • Supporting transition from KS2 to KS5. • Writing Education Health and Care Plans (EHCPs). • Experience of monitoring and evaluation of students and staff. 		✓	A I
<ul style="list-style-type: none"> • Act independently and initiate and manage change. • Motivate colleagues and to have concern for their personal and professional development. 	✓		A I
<ul style="list-style-type: none"> • Be effective as a Team Leader. 		✓	

B. Training and Qualifications

	Essential	Desirable	Source
Relevant degree or equivalent level and or Pastoral Qualification (NVQ Level 4) related to support for the learning of young people and their families or equivalent level of experience	✓		A I
Training in Child Protection (up to Level 2) and Case Conference.	✓		A I
Counselling or Mentoring Skills/qualification level 2 or willingness to work towards		✓	A I
Evidence of participation in regular professional development and further professional study	✓		A I

C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Knowledge of national curriculum requirements for relevant key stage in order to support	✓		A I
Understanding of relevant legislation, such as WTTISA and KCSIE	✓		A I
A clear understanding and knowledge of the role of the Learning Mentor within the LDSS footprint as outlined by CWDC.	✓		A I
An understanding of inclusion, behaviour and attendance, safeguarding issues.	✓		A/I
Understanding of the main challenges for students in secondary sector	✓		A I
Understanding of teaching and learning strategies and how these impact on pastoral issues	✓		A I
Knowledge of monitoring, evaluation and review of processes to raise standards	✓		A I
An understanding of the issues associated with diversity, discrimination and equality of opportunity and an ability to translate this into practice.	✓		A/I
Knowledge of the range of services available to support young people and their families in both the public and private sector.	✓		A/I
Understanding of the structures of local services and the ability to work across multi-agency boundaries.	✓		A/I
Ability to assess and review young people and family circumstances and plan appropriate responses, drawing on a range of multi agency advice and expertise as appropriate.	✓		A/I

Competent in the skills of networking, counselling, facilitating and developing others.	✓		A/I
A willingness and ability to learn and see potential benefits an application of that learning.	✓		A/I
<ul style="list-style-type: none"> • Demonstrate an understanding of The Code of Practice for students with Special Educational Needs. • Understand and support the principles of equality of opportunity for all students. • Understand the principles of accessibility, including Exam Access Arrangements. • Understand the process of Assess, Plan, Do, Review. 	✓		A/I
<ul style="list-style-type: none"> • Understand the process of applying for and implementing Education, Health and Care Plans. • Curriculum development. • Coordinate administration 		✓	A/I

D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Ability to work sensitively with others to build effective relationships	✓		A I
Commitment to and ability to promote a positive ethos within the school	✓		A I
High quality people skills to deal with difficult situations	✓		A I
A clear understanding of the impact of school improvement and in particular high quality teaching and learning	✓		A I
Ability to use initiative to respond to and resolve problems in the short term	✓		A I
Commitment to collaboration and sharing of resources and expertise across all phases of learning	✓		A I
Ability and experience to engage with a wide range of young people and/or parents, identify their needs and to provide them with professional and relevant assistance in an anti discriminatory manner.	✓		A/I
Very high level of communication skills to deal with children and adults	✓		A/I
The desire to do something worth while for young people, to understand their needs and to gain insight into how they think	✓		A/I
Ability to use one's own initiative and make effective and relevant judgements in a calculated consistent manner	✓		A/I

Ability to assess need, formulate an appropriate programme of support & evaluate outcomes	✓		A/I
Sound general management skills	✓		A/I
Good planning, organisational and time management skills.			
Higher order communication skills, both in writing and speech and the ability to write reports in concise, relevant and grammatical language.	✓		A/I
The ability to disseminate information in an understandable and meaningful way.	✓		A/I
The ability to engage in joint goal setting with the individual young personas part of the learning action planning process.	✓		A/I
A capacity to develop and utilise I.T. skills.	✓		A/I
An ability to take responsibility for learning and reflecting on practise and to make constructive use of opportunities for personal and professional development.	✓		A/I
The ability to work effectively with and command the confidence of teaching staff and senior management within the school.	✓		A/I
The commitment, enthusiasm, inspiration, motivation and ability to work successfully alongside other colleagues to ensure that all pupils are provided with the opportunities to aspire to their full potential.	✓		A/I
Ability to encourage and influence parents/carers to work co-operatively with the school and involve them in their child's education	✓		A/I
<ul style="list-style-type: none"> • Be enthusiastic, hard-working and committed. • Have good inter-personal skills and a sense of humour. • Have sound skills of administration, organisation and communication. • Be effective as a member of a team. • Be able to support and promote a variety of learning strategies within the school. • Have appropriate ICT skills. • Be able to organise a varied workload flexibly and efficiently. • A sense of humour and positive outlook • A determination to succeed • Energy, enthusiasm and flexibility 	✓		I
<ul style="list-style-type: none"> • Analytical skills. • Be able to work well under pressure. 		✓	A,I

E. Physical Requirements

Where the applicant / postholder has a disability every effort will be made to make reasonable adjustments to enable them to carry out the duties of the post.

	Essential	Desirable	Source
Ability to work outside normal office hours on occasions.	✓		I
Clean driving licence		✓	A
The ability to be mobile across the Authority.	✓		I

Legal Issues

	Essential	Desirable	Source
Legally entitled to work in the UK	✓		A I

What to expect

If you feel you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application form. Please complete the application form, we do not accept CV's and return to Mrs Claire Taylor, HR Manager at the school address or by email to recruitment@bedford.wigan.sch.uk.

It is important that you tell us about your skills and experience relevant to the role. Please ensure you answer all the questions on the application form and explain any gaps in employment or educational history, as the information you provide will be used in our shortlisting process.

Once we have received your application it will be reviewed and evaluated. If we feel that you may be suitable for the vacancy that you have applied for you may be invited to attend an interview, the format of which will be confirmed as part of the invitation.

Due to the high volume of applications we receive, if you do not hear from us within 4 weeks of the closing date then on this particular occasion your application will have been unsuccessful. We are not able to provide feedback on applications that have not been shortlisted for interview.

Should you wish to visit school please email us at recruitment@bedford.wigan.sch.uk and we will arrange a suitable time.

For more information on our school and to take our virtual tour please visit our website www.bedfordhighschool.co.uk

The interview process

Deadline for applications: Monday 23rd February 2026 at 9am

Interviews: Date TBC, but will be held early for the right candidate. Early applications are encouraged and we reserve the right to close the vacancy early and interview before the closing date if a suitable candidate is found.

Start date: ASAP

Due to the nature of different roles within Bedford High School, we operate two separate streams for selecting the very best candidates.

For support staff positions the interview process will consist of a formal interview with senior staff members, written and/or verbal tasks and tour of school.

For teaching positions, the interview process will consist of teaching an observed lesson, interacting with students, a formal interview with students, formal interview with senior staff members and tour of school.

All interviews at Bedford High School involve a member of staff appropriately trained in Safer Recruitment.

If you are successful in securing a position at Bedford High School, you will receive your conditional offer letter and relevant documents and information about the new starter process from our Human Resources team. All offers of employment are conditional upon all pre-employment checks satisfactory to the school. A start date will be confirmed in writing on completion of our safer recruitment process.

Our commitment to safeguarding

All offers of employment are conditional subject to all satisfactory pre-employment checks which include an enhanced criminal record with child barred list through the Disclosure and Barring Service (DBS), appropriate overseas checks, medical clearance, references and verification of your qualifications satisfactory to the school. When completing application forms all candidates must provide a full employment history and any gaps to be clearly identified. At Bedford High School safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures. All candidates must be legally entitled to work in the UK and comply with the Immigrations, Asylum and Nationality Act regulations. Applications from all sections of the community are welcome.

This post involves working with children, young people or vulnerable adults and is therefore Exempt from the Rehabilitation of Offenders Act.

Shortlisted candidates will be notified by email of the interview arrangements. Please ensure your correct email address is provided on your application form.

In line with recommendations from Keeping Children Safe in Education Guidance we will carry out an online search as part of our due diligence for all shortlisted candidates. Shortlisted candidates are also required to complete a self-declaration of any criminal records or information that would make you unsuitable to work with children.

As we receive many applications for posts, we regret that we will only be able to contact those applicants who are shortlisted for interview. Therefore, if you have not heard from us within four weeks of the closing date, please assume you have not been shortlisted for interview on this particular occasion.