



# Bishop Fox's

Information for applicants

**DEPUTY SENCO**  
Key Stage 3 Focus

TLR: 2.2

Full Time

September 2026

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[www.bishopfoxs.co.uk](http://www.bishopfoxs.co.uk)



High Standards & High Expectations

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Dear candidate

Thank you for taking the time to consider our school for your next career move. Within this pack you will hopefully find many reasons for you to submit your application to work at Bishop Fox's School.

As the Headteacher, I hold a strong belief that the power of education can change children's lives and it is the right of every child to receive an excellent education. All staff in the school are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are known as individuals and that their unique personality, talents and interests are nurtured and developed to the full. A Bishop Fox's education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom.

The school was built 30 years ago, housed in a beautiful location in the South of Taunton. The school's history stretches over 500 years as Bishop Fox's was originally founded in 1522. Student numbers are at an all-time high of over 1100 and we are planning to expand to 1200 over the next 3 years. There are four secondary schools in Taunton, and in this competitive environment, we are extremely pleased to be oversubscribed in all year groups.

We have high standards and high expectations in everything that we do. Students achieve well, working in an encouraging learning environment with quality teaching and support from our child-centred staff. We are committed to safeguarding and doing the very best for every one of our students on roll.

We are looking for someone who, either, is already or has the potential to become an outstanding teacher. In particular, you will see from the Person Specification that we are seeking a colleague who shares our ethos about education and will enhance our learning community. We are looking for a strong practitioner in the classroom and someone who has the ambition to get involved with the extra-curricular life of the school.

So, if you want and enjoy a challenge, are able to make a difference and care passionately about young people, then we will welcome your application.

Please submit your application form together with a letter (no more than two sides of A4) detailing your skills, qualities and relevant experience for this post. Applications should be returned to the school HR office or emailed to [hr@bishopfoxs.co.uk](mailto:hr@bishopfoxs.co.uk). If you haven't received an acknowledgement within 48 hours, we recommend calling 01823 255011 to check your application has been received.

We look forward to hearing from you soon.

Yours sincerely



**KERRY TONKIN  
HEADTEACHER**



For more information about the school, please visit our website: [www.bishopfoxs.co.uk](http://www.bishopfoxs.co.uk)

## SEND AT BISHOP FOX'S

At Bishop Fox's School, our SEND provision is rooted in our whole-school ethos of high standards and high expectations, alongside a strong commitment to ensuring that every student is known as an individual and supported to achieve their full potential.

We are a fully inclusive, mainstream secondary school serving students aged 11–16, with a significant proportion of learners requiring SEND support, including those with Education, Health, and Care Plans (EHCPs) and those receiving SEN Support.

Our SEND department plays a central role in creating a caring, supportive, and ambitious learning environment, working closely with teaching staff, pastoral teams, families, and external agencies to ensure that barriers to learning are identified early and effectively addressed.

Key features of our SEND provision include:

- A strong emphasis on inclusive classroom practice, supporting high-quality teaching for all learners
- Robust systems for identification, monitoring, and review of student progress
- Close collaboration with parents/guardians to build effective partnerships that support student success
- A focus on student wellbeing, confidence and independence, alongside academic achievement
- Access to targeted interventions and personalised support programmes

The SEND team is led by an experienced SENCo and supported by a skilled team of teaching assistants and pastoral staff. Together, they contribute to a school culture where students feel safe, supported, and able to succeed, reflecting the wider school environment described as calm, purposeful, and aspirational.

As a Deputy SENCo, you will play a key role in further developing this provision, ensuring that all students with additional needs are empowered to thrive both academically and personally within our inclusive school community.





# JOB DESCRIPTION

**JOB TITLE:** Deputy SENCO ( Key Stage 3 Focus)

**REPORTS TO:** Assistant Headteacher / SENCO

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## MAIN PURPOSE OF JOB

### DEPUTY SENCO

Under the direction of the SENCO the Deputy SENCO will support the strategic and operational leadership of SEND provision across the school, and deputise in their absence.

This new role has a specific leadership focus on students with Education, Health and Care Plans (EHCPs), and those on the SEND register in raising standards of student attainment and achievement within the school, particularly in relation to SEND provision at Key Stage 3, including:

- Leading EHCP Annual Reviews and student-centred reviews
- Overseeing KS3 SEN provision and interventions, including phonics, Emotional Literacy Support (ELSA) and AQA Unit Award Scheme (UAS) provision
- Line management of staff delivering SEND provision
- Primary liaison and Year 6 SEND transition
- Improving attendance, engagement and emotional wellbeing for SEND and disadvantaged students at KS3
- Teaching and modelling adaptive KS3 practice

The role is well suited to either a secondary or primary trained teacher with strong SEND experience who is a qualified SENCO or is willing to work towards the NASENCO or NPQSEN qualification. The post includes a protected allocation of approximately 20 hours per fortnight for SEND leadership and statutory responsibilities.

### CLASS TEACHER

Is responsible for making the education of students a priority and being accountable for achieving the highest possible standards in work and conduct to meet the Teacher Professional Standards. Has strong subject knowledge and keeps knowledge and skills up-to-date. Has the ability to create positive professional relationships and works with parents / guardians in the best interests of the students. Acts with honesty and integrity.

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## MAIN RESPONSIBILITIES AND DUTIES

### DEPUTY SENCO

- SEND Reviews and Statutory SEND Leadership
- Lead the organisation, preparation and conduct of SEND reviews for students with EHCPs, under the strategic oversight of the SENCO.
- Ensure Annual Reviews are fully person-centred, with students' views, wishes, aspirations and emotional wellbeing central to the process.
- Coordinate SEND documentation, professional advice and outcomes in line with Local Authority statutory requirements and timescales.
- Draft high-quality EHCP Annual Review paperwork, including clear recommendations regarding outcomes, provision and placement.
- Liaise with parents/guardians, teaching staff and external professionals as part of the SEND review process.
- To attend SEND meetings with external agencies.
- To inform parents/guardians about the specifics of the SEND provision for their child.
- Maintain accurate and compliant SEND records, including review coding, amendments and statutory documentation.
- To assist in the organisation of screening and monitoring to identify students with SEND.
- To maintain accurate SEND registers and provision maps.
- To lead and manage the planning and delivery of SEND provision at KS3.
- To provide guidance to colleagues on teaching students with SEND.
- To develop curriculum resources to ensure that students identified as having SEND have the required level of support.
- To actively monitor and follow up on the progress of SEND students.
- Supporting students and liaising with senior colleagues in relation to the Options process

### CLASS TEACHER

- Sets high expectations which inspire, motivate and challenge students by implementing and delivering an appropriately differentiated and engaging curriculum.
- Contributes to the Team Improvement Plan and supports the implementation of whole school policies.
- Contributes to and delivers departmental Schemes of Work.
- Manages the classroom environment to ensure effective learning takes place.
- Monitors student progress, ensuring appropriate assessment, recording and reporting of student achievement is carried out and relevant information is provided to the Curriculum Team Leader / Head of Year.
- Uses tracking data to identify and challenge student underachievement and inform teaching and learning.
- Ensures the effective deployment of Learning Support Assistants.
- Contributes to and implements IEP's as appropriate.
- Produces reports and other requests for information within the required deadlines which are appropriate and are of high quality.

- Communicates with parents / guardians as appropriate.
- Actively supports and promotes high standards of teamwork within the subject area, ensuring work is set in the event of known absences and unplanned absence where appropriate.
- Identifies own CPD to meet personal needs and wider school priorities.

### **LEADERSHIP OF SEND KS3 PROVISION, INTERVENTIONS, ELSA AND UAS**

- Lead and quality assure KS3 provision linked directly to EHCP outcomes, including phonics, literacy interventions, ELSA and curriculum access support.
- Oversee the delivery and evaluation of ELSA provision, ensuring emotional literacy support is targeted, evidence-informed and time-limited.
- Oversee and quality assure AQA Unit Award Scheme (UAS) provision where used to support EHCP outcomes, engagement and confidence.
- Ensure EHCP provision, interventions and UAS pathways are clearly mapped, implemented and reviewed.
- Monitor impact using progress, attendance, behaviour and engagement data, adapting provision where required.
- Work closely with the SENCO to ensure SEND provision complements high-quality adaptive classroom teaching.

### **LINE MANAGEMENT AND STAFF DEVELOPMENT**

- Line manage staff delivering SEND provision, including phonics, literacy, ELSA and UAS-based interventions.
- Provide professional guidance, support and challenge to ensure consistently high-quality provision.
- Contribute to performance management, deployment and professional development of SEND and intervention staff.
- Ensure effective communication between intervention staff, teaching teams and pastoral leaders.

### **SEND TRANSITION AND PRIMARY LIAISON**

- Act as a key point of contact and liaison for primary feeder schools regarding students with EHCPs and those on the SEND register.
- Lead Year 6 EHCP consultation and transition, including early primary liaison and attendance at SEND reviews and phased transfer meetings.
- Ensure SEND documentation, phonics and literacy data, ELSA involvement and intervention history are transferred effectively from KS2 to KS3.
- Meet with parents/guardians of incoming students with SEND to support a smooth, informed transition to secondary.
- Support the effective implementation of SEND provision from the start of Year 7.

## **TEACHING AND MODELLING INCLUSIVE PRACTICE**

- Teaching commitments will be dependent on candidates specialism
- Use teaching practice to model effective adaptive strategies for colleagues.
- Promote engagement, emotional regulation and regular attendance through inclusive classroom practice and strong professional relationships.

## **ATTENDANCE, ENGAGEMENT AND EMOTIONAL WELLBEING (KS3)**

- Lead on improving attendance, engagement and emotional wellbeing for students with SEND and disadvantaged students at KS3, in collaboration with pastoral and attendance teams.
- Monitor attendance patterns for students accessing SEND provision, ELSA, UAS and interventions.
- Identify SEND related barriers to attendance and contribute to targeted support planning.
- Liaise with parents/guardians where attendance or engagement concerns relate to SEND needs or emotional wellbeing.

## **STRATEGIC AND PROFESSIONAL RESPONSIBILITIES**

- Support the SENCO in fulfilling statutory duties relating to SEND.
- Deputise for the SENCO where appropriate, including attendance at meetings or contributing to strategic planning.
- Contribute to SEND self-evaluation, development planning and quality assurance.
- Work collaboratively with pastoral teams and curriculum leaders to strengthen inclusive practice across KS3.
- Engage in ongoing professional development, including working towards or holding the NASENCO/NPQSEN qualification.
- Participate fully in appraisal and school improvement processes.

## **TIME ALLOCATION**

Approximately 20 hours per fortnight will be allocated to SEND leadership and SEN responsibilities, including Annual Reviews, KS3 provision oversight, phonics, ELSA and UAS leadership, line management, primary liaison, transition work, meetings and statutory SEND administration.

Teaching commitments will be adjusted accordingly.

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## **DUTIES AND RESPONSIBILITIES FOR UPPER PAY RANGE**

- Makes a substantial and significant contribution to the wider life and ethos of the school. This will be something tangible, contributing to the achievement of the schools' strategic priorities, as captured within the School Improvement Plan.
- Role models highly competent teaching and professional effectiveness consistent with Teacher Standards and supports the professional development of colleagues.
- Takes a leading role in the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.

- Proactively participates in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.

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## **CONTACTS AND RELATIONSHIPS**

The Postholder is responsible to the Headteacher in all matters. To the relevant Head of Year in respect of student welfare and pastoral matters, and the Curriculum Team Leader in respect of the subject timetable and of curriculum development.

Assists with the supervision of the teaching and support staff allocated to work in the subject.

Interacts on a professional level with colleagues. Seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the subjects in the school curriculum with the aim of improving the quality of teaching, learning and standards of achievement in the school.

Fosters positive relationships with parents / guardians, outside agencies and the wider community to promote the school in a positive light and secure the best outcomes for the students at the school.

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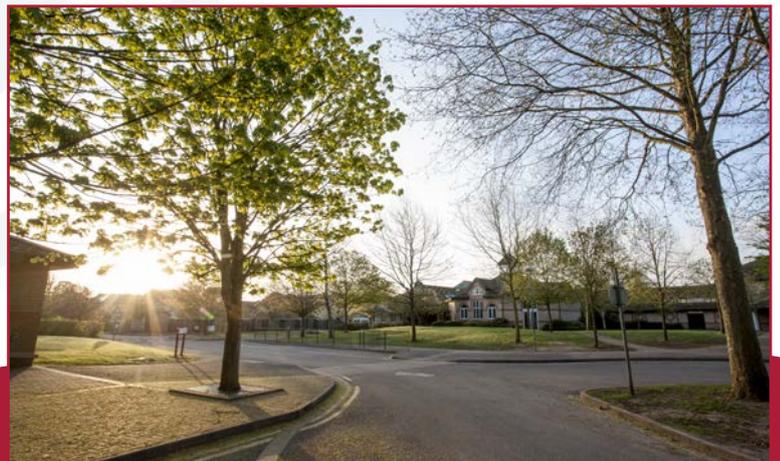
## **SAFEGUARDING AND OTHER RESPONSIBILITIES**

Promote and safeguard the welfare of children and young people in line with statutory guidance and school policies.

Comply with safeguarding, SEND, EHCP, data protection, ICT and health & safety requirements.

Maintain positive, professional relationships with students, parents/guardians and colleagues.

Undertake other duties commensurate with the level of the role as directed by the Headteacher, SENCO or Senior Leadership Team.



**PERSON SPECIFICATION**  
**Deputy SENCO**

AREA	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Good Hons Degree</li> </ul>	<ul style="list-style-type: none"> <li>• NASENCO qualification or NPQ SEN</li> <li>• Master's Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant experience of teaching and supporting students with EHCPs and SEND in a mainstream setting.</li> <li>• Evidence of successful subject outcomes</li> <li>• Evidence of being a strong practitioner</li> <li>• A consistently good teacher</li> <li>• Evidence of consistently applying the Teaching Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant secondary or primary phase training or experience</li> <li>• Experience of leading EHCP Annual Reviews, including SEND, student-centred approaches</li> <li>• Experience of leading or coordinating phonics, literacy or ELSA provision</li> <li>• Experience of line managing SEND or intervention</li> <li>• Potential to become an outstanding teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Strong understanding of statutory EHCP processes and inclusive, adaptive teaching at Key Stage 3</li> <li>• Ability to lead a team</li> <li>• Good classroom management</li> <li>• Effective inter-personal and communication skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• A commitment to getting the best outcomes for all students and promoting the ethos and values of the school</li> <li>• Willingness to take responsibility</li> <li>• Excellent communication skills</li> <li>• Ability to work independently</li> <li>• Ability to enthuse young people to want to learn</li> <li>• Ability to use and integrate ICT in teaching</li> <li>• Creative approaches to teaching and learning</li> <li>• Ability to build effective working relationships with staff and other stakeholders</li> <li>• Ability to adapt teaching to meet students' needs</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the AQA Unit Award Scheme</li> <li>• Ability to manage a budget</li> </ul>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Interview</li> <li>• References</li> </ul>