



Orleans Park

RECRUITMENT PACK

Vacancy Deputy SENCO

Deadline 10am on Friday 25 April 2025



Deputy SENCO

Required for September 2025

MPS/UPS (Outer London) plus TLR2B £5,655 and SEN Allowance £2,679

Full Time, Permanent contract

Orleans Park is a successful and oversubscribed 11-18 mixed comprehensive that serves its local community in Twickenham with over 1,350 students. The dedicated staff work hard to ensure students are successful and leave as responsible citizens and confident individuals.

We are seeking to appoint an outstanding Deputy SENCO who will help lead and manage this busy, thriving Learning Support Department. The school has an exceptionally large number of students with EHCP's with very diverse needs.

You should:

- be committed to the highest standards of Teaching & Learning
- passionate about ensuring students with SEN reach their full potential
- have experience of using students centred reviews
- have excellent interpersonal skills
- be a highly effective team motivator and manager
- have a good knowledge of SEN Code of Practice and an understanding of the implications for schools
- hold the SENCO qualification or be prepared to work towards it
- have excellent communication skills



What's it like to work at Orleans Park? Click the icon to find out.



To see a short film about our school, click the icon.

Applications are shortlisted for interview as they are received so early application is encouraged and we reserve the right to commence the interview process and close the vacancy prior to this date.

Closing date for applications: 10am on Friday 25 April 2025

Orleans Park is committed to continuing to make diversity, equity, and inclusion part of everything we do. Ensuring that we are always recruiting, retaining and promoting a diverse mix of colleagues who are representative of the diversity in our local communities gives us a great opportunity to have access to a broad range of ideas and allows us to provide an outstanding education to our young people and an outstanding place for people to work.

In line with the statutory guidance document Keeping Children Safe in Education (2024) the school will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview. The appointment is subject to satisfactory pre-employment clearances including references, medical clearance and an enhanced DBS Disclosure. Orleans Park is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We are an equal opportunities employer.





Staff at Orleans Park are committed towards meeting the needs of all students including those with special educational needs. The school uses a variety of interventions to help remove the barriers that students with SEN experience with their learning.

The staff work hard to raise student achievement across the school and the learning support department plays a key part of this.

The department is one of the largest in the country with 64 students having EHCP's and a significant number of other students needing support. Our students have a very diverse range of needs, some being very complex, including students with specific learning difficulties; moderate learning difficulties; Social, Emotional and Mental Health (SEMH); Communication and interaction needs; Speech, language and Communication Needs; Autistic Spectrum Disorder; Visual Impairment; Hearing Impairment; Physical Disability; Down's Syndrome and physical disabilities.

The school also has a dedicated enhanced provision for 12 (currently at 13) students with EHCP's whose main presenting need is specific learning difficulties. This provision is run by a specialist manager and supported by specialist LSAs.

The school assesses all students on entry using a variety of screening methods and their progress is tracked to ensure appropriate progress is being made. Students with SEN are included in this tracking process.

The learning support department has developed a range of strategies to support our students in making progress appropriate for their abilities. These are shared with all teaching staff to support them in supporting students with SEN in their classes.

Within the department there is the SENCO, Deputy SENCO, ELSA, one specialist learning support teacher and 20 LSAs and HLSAs who support students with more complex physical and medical needs. The teachers are responsible for overseeing the education of a number of statemented students, including negotiating targets, conducting annual reviews and delivering specialist interventions.

We work very closely with our parents and it is vital that the successful candidate has excellent communication skills and is sensitive to the pressures parents face. We also have excellent links with a number of external agencies who provide advice and support and assessments when necessary.

The Deputy SENCO will also work closely with Heads of Department, Heads of Year and other mental health and safeguarding professionals. Orleans Park is a large, outstanding school with 90 teachers and 50 support staff, and you will be expected to be visible and work closely with a diverse range of staff.



The Post

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| Title of post | Deputy SENCO |
| Scale | MPS/UPS (Outer London) plus TLR2B & SEN Allowance |
| Subject area | Learning Support |
| Main purpose | To raise standards of teaching, learning, attainment and achievement for all students with Statements of special educational needs and EHCP's. |
| Responsible to | SENCO |
| Responsible for | The Learning Support Department |
| Key Responsibilities | <ul style="list-style-type: none"> • Share responsibilities with the SENCO for leading the provision for special educational needs and disabilities (SEND) within the school and to deputise for the SENCO if required. • Support the Inclusion leadership with providing a strategic vision for the department. • Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress. • Advocate and drive a fully inclusive ethos across the whole school. • Advise staff with developing a broad, balanced and inclusive curriculum to help SEND learners succeed. • Liaise with Learning Support staff, Heads of Department, class teachers, Heads of House and parents about students with SEND and, where necessary, referring students to the appropriate external agencies for further support. • Advise and guide the Learning Support team and learning mentors of the needs of students with SEND and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review. • Monitor the implementation and impact of evidenced based interventions across the department. • Support in the assess/plan/do/review model of evidence gathering for EHCP applications. • Support with access arrangements and testing. • Liaise with the Local Education Authority and external professionals to ensure annual reviews are complete thoroughly and paperwork is submitted in a timely manner. • Monitor student progress through the use of Learning Support Plans, standardised assessments and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented. • Be responsible for relevant SEND administration with the Local Authority and other outside agencies as directed by the SENCO, including the administration of EHC plans through the annual review process. • Within the context of the school's aims and policies, work with the SENCO to develop and implement SEND policies, plans, targets and practices. |


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| <p>Outcomes and activities</p> | <p>Leadership of Inclusion and SEND</p> <ul style="list-style-type: none"> • Support and sustain effective SEN whole school teaching, evaluating the quality of teaching and standards of pupils' achievement, and setting targets for improvement. • Provide all those with involvement in Special Needs the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. • Line managing Learning Support Assistants, as directed by the SENCO. • Contribute to the development and maintenance of the school provision map including tracking student provision to ensure that the provision map is up-to-date and accurate. • Assist with staff development and INSET training with regard to SEND. • Engage in liaison meetings with appropriate outside agencies, under direction of the SENCO e.g. Ed Psych, Speech and Language service, EWO; LEA etc. and facilitate opportunities for external agencies to work with students and staff when appropriate. • Support the Learning Support department with the coordination, implementation and evaluation of interventions. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Keep up-to-date with national developments within the area of SEN and remain informed of best practice methodologies and teaching strategies. • Plan, deliver and assess high-quality intervention programmes for individuals or small groups. • Teach withdrawal groups as allocated by the SENCO (where appropriate). • Support in identifying pupils with SEND and the maintenance of the school's SEN register. • Develop curriculum resources to ensure that pupils identified on the SEN Register have the required levels of support. • Support the SENCO in managing the implementation of an inclusive curriculum including access to alternative/additional provision. • Support teachers and support staff to deploy effective and evidence-based strategies to ensure outstanding teaching and learning for pupils with SEND. <p>Curriculum setting and assessment</p> <ul style="list-style-type: none"> • Report regularly to the wider SEND management team on department intervention performance and analyse department and whole-school data so that interventions are refocused as appropriate. • Take responsibility, with support from the SENCO, to ensure that students are awarded appropriate examination concessions in respect of their needs. • Keep detailed records of the progress of key students in receipt of learning support, including writing learning support plans, behaviour support plans and annual reviews. • Manage and deploy available resources including, under direction from the SENCO, assisting in the day-to-day line-management of staff working within the department. • Manage appropriate resources for Special Needs and Literacy/Numeracy Support and ensure that they are used efficiently, effectively and safely. • Write or assist with applications for statutory assessment where required. <p>Other</p> <ul style="list-style-type: none"> • To undertake training and development relevant to the post and in line with the school's priorities. • To maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld. • To undertake other related duties which may be required from time to time within a reasonable workload. |
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Deputy SENCO

All teachers at Orleans Park are expected to meet the National Teachers' Standards (Parts 1 and 2).

| | Essential | Desirable | Evidence From |
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| Qualifications | <ul style="list-style-type: none"> University graduate with a good degree Qualified Teacher status | <ul style="list-style-type: none"> Evidence of further professional development | Application form |
| Knowledge & Skills | <ul style="list-style-type: none"> Knowledge of the requirements of the National Curriculum and Key Stage 3, 4 and 5 courses An understanding of recent curriculum and teaching/learning developments Experience of curriculum design (for example, writing schemes of work) An understanding of the strategies required to motivate and enthuse all students across the ability range as part of a whole school approach to raising achievement An understanding of the processes and techniques required to assess, record and report students' learning effectively Experience of the use of student results analysis outcomes to inform practice and target improvement An understanding of the importance of, and a willingness to participate in, extra-curricular activities An ability work as a member of a team to promote coherent and agreed policies and practices A degree of ICT literacy and an awareness of its potential | | Application form/interview/reference |

Responsibility Resilience Respect

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| <p>Relevant Experience</p> | <ul style="list-style-type: none"> • Experience of teaching the National Curriculum in your subject at Key Stages 3, 4 and 5 • Experience of leading a tutor group • An awareness of whole school issues | <ul style="list-style-type: none"> • Experience of teaching A Level in your subject | <p>Interview/reference</p> |
| <p>Equal Opportunities & Educational Commitment</p> | <ul style="list-style-type: none"> • Energy and reflectiveness in their own practice of relating to teaching and learning and Curriculum Development • A proven commitment to inclusion • A proven commitment to curriculum access and opportunity • A proven commitment to comprehensive education • A proven commitment to professional development • To support the school unreservedly in its commitment to safeguarding and promoting the welfare of children and young people | <ul style="list-style-type: none"> • Proactive use of professional development to develop quality of teaching | <p>Interview/ application form</p> |
| <p>Personal Qualities</p> | <ul style="list-style-type: none"> • A vision of how effective student support can impact on individual and whole school achievement • Ability to lead and inspire students and staff • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a close-knit team • The ability to work under pressure and meet deadlines • The ability to maintain confidentiality as appropriate • A sense of humour • An ability to generate enthusiasm for the subject they teach • A high level of personal organisation and good communication skills | <ul style="list-style-type: none"> • Some evidence of curriculum development | <p>Interview/ application form</p> |
| <p>Additional Factors</p> | <ul style="list-style-type: none"> • A commitment to personal and whole school development • Willing to contribute to the rich life of the school, including its extra-curricular offer | | <p>Interview</p>  |



To apply for this position, you will need to complete an Orleans Park Application Form. As part of the application process, your form must include a supporting statement, which specifically addresses your own qualities and strengths in relation to the advertised role.



Click the icon to download and complete your application form.

Shortlisted candidates will be invited to tour the school and to talk to colleagues before the formal interviews begin.

Please do not hesitate to contact the recruitment team if there is anything you wish to discuss before submitting your application. You can email them at recruitment@orleanspark.school



To see how the school uses prospective candidate's personal data, click the icon.





Safeguarding Statement

Responsibility Resilience Respect

The Governors and staff of Orleans Park fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our students from harm.

All staff and Governors believe our school is a place where students feel secure, are encouraged to talk, are listened to and are safe. We shall provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Adam Gladstone is our Designated Safeguarding Lead who has been nominated to liaise with the LADO, when necessary.

The aims of the policy are to:

- Protect young people at our school from maltreatment
- Prevent impairment to the health or development of our young people
- Ensure that all young people at our school grow up in circumstances consistent with the provision of safe and effective care
- Take action to enable all children to have the best outcomes.

We believe that everyone who comes in contact with young people and their families has a role to play in safeguarding them.

The elements of our policies are: Prevention, Protection and Support.



Click the icon to read our full Safeguarding Policy.





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