

**Belong. Aspire. Achieve.**



## Deputy SENCO

**Pay Grade: MPS/UPS (£32,916 - £51,048)**

**Hours: Part time 0.8 hours - Days TBC**

**Start: September 2026**

We are looking for a passionate, experienced, and proactive Deputy SENCO to develop our new resourced provision for students with Special Educational Needs and Disabilities (SEND). The ability to teach Maths and English KS3 would be a requirement. Suitable for a KS2 specialist.

We have a strong and committed team, and you will be joining us at an exciting time of transformation as we expand and restructure our Learning Support Department.

Eggar's School is a happy, inspiring and supportive learning environment where you will be encouraged to thrive.

**Please return completed application forms to [joinus@eggars.hants.sch.uk](mailto:joinus@eggars.hants.sch.uk).**

No CVs will be accepted.

Start Date: September 2026

Application deadline: 5<sup>th</sup> May 2026 interviews thereafter

Please note that we encourage early application and we may interview and appoint ahead of the deadline if a suitable candidate is found.

*Eggar's School is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. All successful candidates will be subject to a DBS check and other relevant employment checks.*

**Encouraging every individual to belong, to aspire, to achieve**

# Welcome from Sarah Holman, Head Teacher

Thank you for your interest in the position. I would like to welcome you personally to our lovely school. We require a capable and inspiring professional to join our highly dedicated school community. The right candidate will be self-motivated, organised and possess a passion for helping young people achieve their very best.

Eggar's is a friendly and vibrant school in the heart of Hampshire. Set in a magnificent 38-acre site, the campus is an impressive environment where students can focus on their learning and thrive in all aspects of school life. We hold firmly to our values of Belong, Aspire, Achieve and are committed to ensuring that every child is able to secure outstanding outcomes. I am very proud of my team of specialist teachers at Eggar's who are "experts in their field and enthuse students to want to learn more" Ofsted, 2024.

As a school, we have a well-established reputation for academic excellence, sporting prowess and exceptional talent in Music and the Performing Arts. We expect our students to reach their full potential across the curriculum and will help them every step of the way to be happy, confident, successful individuals ready to make a positive contribution to the world around them.

If you are interested in this position, you are very welcome to arrange a visit. Please email [joinus@eggars.hants.sch.uk](mailto:joinus@eggars.hants.sch.uk).

Shortlisted candidates will be invited to interview. Interview days provide an opportunity for applicants to find out more about the school and showcase their skills and ability. We will not always be able to reply personally to all unsuccessful applicants, but please be assured that we will take the time and trouble to read each application carefully.

Eggar's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to a Disclosure & Barring Services check, along with other relevant employment checks. The application form is available on our website [www.eggars.net/vacancies](http://www.eggars.net/vacancies).

Yours sincerely

**Sarah Holman**  
**Head Teacher**



***“Students enjoy being at school. They are happy, and they know that they will be welcomed to school everyday and to each lesson” Ofsted, 2024.***

# ROLE PROFILE

<b>Job Title:</b>	Deputy SENCO
<b>Department:</b>	SENCO Department
<b>Reports to:</b>	SENCO Manager

## **Purpose of the Role**

This is an exciting opportunity to play a key role in establishing and shaping a new resourced provision, opening in September 2026, for students with high learning needs. This role of Deputy SENCO will include working directly with the SENCO to champion inclusive practice with vision and drive.

The postholder will support the strategic leadership and operational management of Special Educational Needs and Disabilities (SEND) provision across the school, with a specific focus on developing and leading this new provision.

## **Strategic Leadership (SEND)**

- Support the SENCO in developing and implementing the school's SEND policy and strategic plan.
- Contribute to whole-school inclusion practices, ensuring compliance with statutory frameworks (e.g. SEND Code of Practice).
- Promote a culture of high expectations and inclusive teaching across all departments.

## **Management of Resourced Provision**

- Lead and manage the day-to-day running of the resourced provision for students with high learning needs.
- Design and implement personalised learning programmes, including EHCP outcomes.
- Ensure appropriate staffing, timetabling, and deployment of Learning Mentors within the resourced provision.
- Monitor student progress, wellbeing, and engagement, adapting provision as required.
- Create a structured, nurturing environment that supports both academic and life skills development.

## **Teaching and Learning**

- Deliver high-quality teaching to individuals and small groups within the resourced provision.
- Model effective adaptive teaching strategies for staff across the school.
- Support subject teachers in differentiating curriculum content to meet diverse needs. Lead on intervention programmes, including literacy, numeracy, communication, and social skills.
- Undertake KS3 whole-class teaching in Core Curriculum subjects outside of the resourced provision.

## **Student Support and Safeguarding**

- Act as a key professional for students with complex needs, ensuring their holistic development.
- Work closely with pastoral teams to support behaviour, attendance, and wellbeing.
- Support transition processes from primary schools to Eggar's.

## **Staff Development and Line Management**

- Line manage Learning Mentors and support staff who are working within the resourced provision.
- Provide training and guidance to staff on SEND strategies and inclusive practice.
- Contribute to performance management and professional development of team members.

## **Collaboration with Stakeholders**

- Liaise effectively with parents/carers, maintaining strong, supportive relationships.
- Coordinate with external agencies (e.g. educational psychologists, therapists, local authority services).
- Contribute to EHCP reviews, annual reviews, and multi-agency meetings.
- Work with senior leaders to ensure effective use of SEND funding and resources.
- Network with WMAT colleagues at a trust-wide level.

## **Administration and Compliance**

- Maintain accurate SEND records and documentation, including EHCPs and provision maps.
- Support data tracking and reporting on SEND student progress.
- Ensure compliance with statutory requirements and deadlines.

## Person Specification

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCED THROUGH</b>
<b>Knowledge and Qualifications</b>	<p>Qualified Teacher Status</p> <p>Current knowledge of the national curriculum and research, initiatives and technologies in child learning and development.</p> <p>Understanding of assessment for learning and its use to raise standards</p> <p>Current knowledge of safeguarding legislation and government guidance relevant to the post.</p>	<p>An understanding of the role of parents and the community in school improvement and how this can be promoted and developed</p> <p>Evidence of continual professional development that is relevant and appropriate to the post.</p> <p>National Professional Qualification for SENCOs (NPQ SENCO) or willingness to work towards it</p> <p>A specialism or significant experience in Key Stage 2 teaching, particularly in supporting transition to secondary education</p>	<p>Application</p> <p>Documentary evidence</p> <p>Interview</p>
<b>Skills</b>	<p>Ability to challenge and differentiate teaching and learning for students of varying abilities</p> <p>Ability to create excellent working relationships with students to motivate them to engage and achieve.</p> <p>A skilful communicator with strong interpersonal and presentation skills, both oral and written, that naturally adapts to a diverse audience, e.g. parents, staff, students and the wider community on a range of issues</p> <p>Computer literate with the ability to make effective use of ICT in learning.</p>	<p>Data analysis for the effective monitoring and assessment of student performance and goal setting.</p> <p>Excellent communication and interpersonal abilities</p> <p>Commitment to inclusive education and student-centred practice</p> <p>Ability to analyse learner centred evidence and use it to inform provision</p>	<p>Application Interview</p> <p>Presentation</p> <p>References</p>

<p><b>Experience</b></p>	<p>Proven success of delivering high quality teaching relevant to the post across all ability ranges within Key Stage 3 and Key Stage 4, that is both engaging and inspiring including preparing students for external examinations.</p> <p>Implementing and contributing to a meaningful curriculum and learning experience together with demonstrable evidence of classroom teaching that is engaging for all students, supports student progress and where there is good classroom organisation and class management.</p> <p>Evidence of monitoring and evaluating student progress that supports continuing improvement.</p> <p>Evidence of collaborating and building effective relationships with parents and the wider community to enrich teaching and learning for the wellbeing of students.</p>	<p>Successful experience of teaching students with SEN</p> <p>Experience of participating in extra- curricular activities and leading on learning activities beyond the classroom.</p>	<p>Application</p> <p>Interview</p> <p>References</p>
<p><b>Personal attributes</b></p>	<p>Commitment to excellence in learning and teaching which is challenging, stimulating and ambitious whilst creating a safe and inspiring learning environment.</p> <p>Enthusiastic and flexible approach, with present to inspire confidence and trust, whilst being self-reflective and responsible to feedback for continual development.</p> <p>Welcomes accountability to a wide range of groups, forms constructive relationships with the ability to understand the importance and value of engaging with parents and the wider</p>	<p>Resilience, adaptability, and a solution-focused mindset</p>	<p>Interview</p> <p>Presentation</p> <p>References</p>

	community.		
	With a strong working ethos, committed to enabling the academic, spiritual, moral, social, emotional and cultural development of students, recognising and valuing the richness and diversity of students needs and the whole school community		

## How to apply?

Applicants should complete an application form in full before your application can be considered. It is available to download from our website [www.eggars.net/vacancies](http://www.eggars.net/vacancies). Please submit your application so that it is received no later than the closing date and time to:

Eggar's School | London Road | Holybourne | Alton | Hampshire | GU34 4EQ

FAO: HR Officer

E: [joinus@eggars.hants.sch.uk](mailto:joinus@eggars.hants.sch.uk)

Please ensure that the application form is fully completed, including the Equality Monitoring Form. Two referees must be supplied, as indicated on the application form. Please indicate on the form where you saw the post advertised.

## Selection Procedure

Shortlisted candidates will be invited to interview. Interview days usually involve time for applicants to get to see the school and staff they will be working with, as well as a number of assessment activities, depending on the post. Interviews are normally arranged within three weeks of the closing date. We will not always be able to reply personally to all unsuccessful applicants, but please be assured that we will take the time and trouble to read each application carefully.

## Job Hazard Assessment

### Job Specific Information

The following information highlights hazards related to the role that could pose a risk to the post holder. Applicants should be aware that, where roles are exposed to hazardous risk, risk assessments are undertaken and control measures put into place where possible.

### Manual Handling

The types of manual handling operation involved in this role are:	Objects
The above manual handling operations are required on the following basis:	Infrequent
The weights involved in these manual handling operations are likely to be:	Up to 5kg

### Display Screen Equipment

This role will require the post holder to be a Display Screen Equipment user and will involve the use of:	A laptop An inter-active whiteboard A desktop computer A tablet
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### Job Characteristics

This role involves working with children and young people:	Between 11 and 16 years of age. In addition, this role involves working with children and young people with special needs including those with physical disabilities
This role also has potential to involve:	Verbal abuse and/or aggression and this is likely on an infrequent basis

### Work Environment

This role is carried out in an environment which involves:	Lone working on occasions
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### Driving

This role may require the postholder to drive:	Their own vehicle, if applicable, for work purposes on infrequent occasions
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