



**Lydiate  
LearningTrust**

# Application Pack

## Special Educational Needs Co-ordinator (SENCO)



**Deyes**  
High School

**Closing Date:** 15<sup>th</sup> May 2019  
**Start Date:** 1<sup>st</sup> September 2019  
**Salary:** MPS/UPS + TLR2C (negotiable for the right candidate)  
**Contract Term:** Permanent



## ENGAGE, ENABLE, EMPOWER

***“We engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion”***

### **We do this by...**

- 1) Empowering individuals through learning;
- 2) Fostering a “can-do” attitude that leads to continuous improvement;
- 3) Producing confident young adults with high levels of perseverance, proficiency and integrity;
- 4) Encouraging families and our schools to work together to support student learning;
- 5) Providing a happy, safe, supportive environment where students can learn effectively;
- 6) Developing the whole child with a comprehensive offer of wider curriculum;
- 7) Engaging with our students to inspire, contribute and care;
- 8) Developing leadership at all levels for students, staff, governors and our communities;
- 9) Promoting an enterprise culture that creates close working partnerships with business and wider partners;
- 10) Committing to having honest conversations about our strengths and our opportunities for growth.

# Welcome



Dear Applicant,

Thank you for your interest in the position, of SENCO. This pack has been designed to provide you with all the information required to submit an application to us. We hope it answers all of your initial questions, but if not, please do not hesitate to contact us and we will endeavour to help you through your application.

Deyes High School is a vibrant, ambitious and oversubscribed school that is rated 'good' by Ofsted. Our ambition is to be 'outstanding' in all areas and welcome your application to be part of that journey.

School leaders and governors are looking to appoint a new full-time permanent SENCO at Deyes High School. The successful candidate will be passionate about inclusion, understand SEN and want to help all children to reach the stars.

You may be a SENCO already and have experience or you may aspire to become a SENCO. Either way we will work closely with you and invest in your future for the good of our students.

We would also like to hear from excellent teachers who are looking for a new direction and are keen to train as a SENCO. Our commitment is such that we will fund you through the SENCO award and ensure you have the space to train on the job in order to build your outstanding SEN career and make a difference with our learners. You will also be able to work within the support network of the other SENCOs within Lydiate Learning Trust, sharing best practice and ideas.

If you are keen, enthusiastic and wanting to help students with Special Educational Needs and their families we look forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink that reads "P. Duffy".

**Mr P Duffy**  
**Head of School**  
**Deyes High School**

A handwritten signature in black ink that reads "F. Stahler".

**Mrs A Stahler**  
**CEO/Executive Headteacher**  
**Lydiate Learning Trust**

## We Offer

- An Academy with a strong vision and ethos;
- An opportunity to develop your career within the supportive environment of Lydiate Learning Trust;
- Fantastic students and staff who are keen to do well, hardworking, enthusiastic and supportive;
- A supportive and aspirational community;
- A bespoke CPD programme;
- An opportunity to work with the other Lydiate Learning Trust Schools;
- The opportunity to contribute to teacher training via our AMP SCITT.

## How to Apply

**The position is required for 1 September 2019**

**Closing Date: 8:00am, Wednesday 15<sup>th</sup> May 2019**

**Shortlisting: Thursday 16<sup>th</sup> May 2019**

**Proposed Interview Dates: Monday 20<sup>th</sup> May 2019**

**Please submit a full application form and a letter supporting your application (Max 2 sides of A4) to [recruitment@lydiatelearningtrust.co.uk](mailto:recruitment@lydiatelearningtrust.co.uk) quoting SENCO in the subject line.**

## Safeguarding

To fulfil our safeguarding requirements, please complete an application form and equal opportunities monitoring in recruitment form, both are available to download from the employment opportunities page of the Deyes High School website.

## Equal Opportunities

LLT is an equal opportunities employer. The aim of our policy is to ensure that no job applicant or employee receives less favourable treatment on the grounds of sex, sexual orientation, marital status, race, religion, colour, nationality, ethnic or national origins or disability or is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

Recruitment, selection and promotion procedures will be monitored to ensure that individuals are selected, promoted and treated on the basis of their relevant merits and abilities.

To assist us in monitoring the operation of our equal opportunities policy, and for no other reason, please ensure you return an equal opportunities monitoring form and return it with any application you make to LLT.

## Job Description

### Special Educational Needs Co-ordinator (SENCO)

**Purpose:**

The key task of the SENCO is to ensure that Special Educational Needs (SEND) provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEND via the SENCO.

The SENCO, with the support of the Headteacher and Governing body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils. Working with the AHT Personal Development, the SENCO has the following responsibilities:

- Strategic direction and development of SEND provision
- Teaching and Learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources
- Teaching commitment within specialist subject area appropriate to the demands of the role of SENCO

**Reporting to:**

Assistant Headteacher, Personal Development

**Responsible for:**

Managing SEND provision at Deyes High School

**Liaising with:**

Senior Leadership Team, Students, Parents, Staff, Partner Schools and other external agencies.

**DBS Check:**

Enhanced Level

**Salary**

**MPS/UPS + TLR2c (Salary negotiable for the right candidate)**

## Core Duties

### Strategic direction of SEND provision

- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEND policy are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.
- Maintain up-to-date knowledge of National and local initiatives which may impact upon policy and practice.

### Progress and Achievement of Students

- Monitor the achievements, welfare and discipline of students, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.
- Liaise with subject faculties and departments, feeder schools particularly regarding transition, and external agencies such as Exam Boards, EWO, EP and Alternative Education providers etc.
- Co-ordinate the application for and of special arrangements in external examinations in conjunction with the Examinations Officer.

### Teaching and Learning

- Influence the whole Teaching and Learning policy to promote aspects of inclusive teaching.
- Lead INSET regularly and where appropriate; this may include chairing and be a part of working parties.
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- Work with pupils, faculty leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND pupils.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Oversee and monitor the quality of IEPs and other support plans such as pastoral support plans and maintain detailed information for subsequent meetings with parents.
- Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets set in IEPs and support plans.
- Review IEPs and support plans with parents, students and teachers and to agree and communicate new targets.
- Support the Head in meeting statutory responsibilities for SEND statements and their Annual Review.
- Lead the Annual Review meetings for students with Educational Health Care Plans (EHCPs).
- Liaise with the Examinations Officer to ensure Educational provision for special needs for all examinations is identified and met.

### Leadership and Management

- Lead the team and to be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department.
- Promote an atmosphere of continuing professional development and to share good practice with colleagues.
- Contribute to the school's rapid improvement plan.
- Support the professional development of all staff, including newly qualified teachers and initial teacher training students.

## Core Duties

- Review annually a coherent set of job descriptions and oversee their implementation.
  - Contribute to the selection, and promotion, of staff including the writing of references. To be involved in short-listing and interview procedures.
  - Manage effectively all staff connected with the department.
  - Advise the Headteacher and AHT Inclusion on all staffing matters within the department.
  - Appraise all departmental colleagues on an annual basis.
  - Encourage all staff to recognise and fulfil their statutory responsibilities.
  - Develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
  - Identify the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
  - Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.
  - Updating of the Local Offer
  - Ensure the establishment of opportunities for SEND Teaching Assistants or HLTAs to review the needs, progress and targets of pupils with learning difficulties.
  - Provide regular information to the Head, governing body on the evaluation of the effective.
- Efficient and effective deployment of staff and resources**
- Draw up the annual department budget and annual Departmental Development Plan.
  - Provide advice to Head/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND.
  - Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
  - Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.
- Curriculum Responsibility to:**
- Ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all members of the department.
  - Manage the department's financial, teaching and material resources to ensure the effective learning of all students.
  - Contribute to the work of the school's Curriculum Committee Team.
  - Construct the timetables of the SEND team.
  - Contribute to the implementation of the safety regulations in accordance with the
  - Health and Safety at Work Act 1974 and other DFE guidelines.
- Ethos and Culture**
- Provide leadership in promoting an ethos and culture within the department that is in line with achieving the aims of the school.
  - Facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.
  - Undertake such other duties that may be required from time to time at the request of the Head teacher.
  - This job description will be reviewed regularly and may be subject to modification and amendment after consultation.

The above requirements are specific to the role and complement the current duties of a SENCO and Teacher. It is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job that are commensurate with the salary and job title.

## Person Specification

### Special Educational Needs Co-ordinator (SENCO)

#### A. Qualifications

Honours Degree	E
Qualified Teacher Status	E

#### B. Professional development

Evidence of recent appropriate professional development	E
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#### C. Experience and knowledge of teaching and learning

A proven track record of successful teaching in a secondary school	E
Knowledge and Understanding of current and national issues in relation to student development, student progress and raising achievement at KS3, KS4	E
Understanding of effective teaching and learning strategies including behaviour	E
A proven track record of effective use of data, assessment, target setting and intervention to raise standards and address weaknesses	E
A proven track record of leading curriculum development to secure excellent teaching	E
Evidence of commitment to a culture of inclusion, equal opportunities, diversity and access	E
Good understanding of best practice and current educational thinking	E
A commitment to safeguarding and child protection with evidence of recent training	E
Experience of working as part of an additional needs team	D
Experience of working with external providers to enhance curriculum delivery	D
Experience of introducing new initiatives and/or managing change	D
Knowledge and experience of school improvement planning	D

#### D. Specific professional qualities, knowledge and understanding

A willingness to model the values and vision of Deyes High School and to challenge, motivate and inspire others to achieve them	E
An understanding of and commitment to use effective teamwork across the whole school community	E
Understanding of how to track student achievement using data and of intervention strategies to raise achievement	E
Vision to develop SENCO role	E

Ability to analyse problems, reach considered judgements, resolve issues and delegate effectively	E
Knowledge and understanding of national and regional education issues relating to SEN	D
Knowledge and experience of monitoring, evaluation and review processes	D
Knowledge and understanding of national policy including Ofsted and current research and development in education	D
Experience of effective deployment of staff and resources	D

### **E. Personal qualities**

Ability to motivate, lead and support staff and students	E
Excellent communication and inter-personal skills.	E
Personal impact, presence and resilience that inspires others	E
Excellent written and oral communication skills`	E
A commitment to personal development and growth	E
Will work co-operatively in partnership with other schools in the Trust and with the CEO/Executive Headteacher	E
Personal organisation and time management skills	E

### **F. Confidential references**

Positive recommendation from all referees, including current employer	E
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