



BIG CREATIVE  
EDUCATION  
APPRENTICESHIPS  
TRAINING  
ACADEMY



BIG CREATIVE ACADEMY  
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## JOB DESCRIPTION & PERSON SPECIFICATION

**Post Title: Special Educational Needs Co-ordinator (SENCO) and Designated Safeguarding Lead (DSL)**

**Salary:** £35,000 per annum

**Full/part time:** full time, permanent position

**Hours:** 35 hours per week

**Start Date:** 3 September 2018

**Reporting to:** Director of Learner Services

**Location:** Big Creative Academy, Clifton Avenue, Walthamstow, London E17 6HL

**Purpose of the role:** The SENCO will monitor the quality of SEN support by establishing effective systems to identify and meet the needs of students, whilst ensuring the systems are coordinated and evaluated and regularly reviewed. Designated Safeguarding Lead for Big Creative Academy.

### Big Creative Academy

Big Creative Academy (BCA) is a post-16 free school specialising in the creative industries. We believe that teaching skills employers want and empowering young people to think reflectively enables positive outcomes for students and our wider community. Big Creative Academy is committed to wellbeing and excellent teaching. We have recently had an Ofsted inspection and were judged Grade 2 'Good', with inspectors recognising that the Academy makes a significant difference to the outcomes for young people. We have high expectations of our staff and students and want to be recognised as one of the leading providers of vocational programmes in the creative arts. We are already a DfE best practice school for LGBT+.

Big Creative Academy opened in September 2014 and have 300 students, aged 16-19, primarily studying Level 3 vocational qualifications. Our students are diverse and challenging and ultimately extremely rewarding to work with. Our study programmes specialise in music, fashion, media, gaming, events, performing arts as well as GCSE Maths and English.

The Academy is lively! We are well connected with industry and all of our teaching staff have industry experience. We also have industry ambassadors from companies such as MTV, ITN, Barcroft Media and Island Records and experts are kind enough to provide masterclasses for students. Our focus on skills, wellbeing and networks gives our students the edge in a competitive marketplace.

### The Team

Sacha Corcoran MBE is Principal of the Academy, an inspiring self-made woman involved in education for over 20 years. She has brought together a small outstanding team who are

committed to the vision and ethos of the Academy. There are three senior managers, 17 teaching staff and fifteen in business support. Our team are high achievers and have interesting and diverse backgrounds. Many have their own creative careers as musicians, actors, producers and fashion designers and all have a passion for creativity.

### **Some of the benefits of working at Big Creative Academy**

Big Creative Academy has a Wellbeing Manifesto promoting positive relationships, resilience and reflection which extends to staff as well as students. We want our team to be productive and happy. The Academy provides the following benefits:

- A staff wellbeing day
- Admin days built into the academic year
- An individual CPD plan to bring out your brilliance
- Teaching, learning and assessment groups to share best practice and try new teaching techniques
- Opportunities to learn from your creative colleagues, for example, learning how to DJ, sew, improve your photoshop skills
- An employee assistance line for people to talk through difficulties confidentially, with solutions often offered to partners
- Full pension benefits in either the Teachers Pension Scheme or Local Government Pension Scheme.

### **Principal Accountabilities:**

- Ensure effective systems of communication, including feedback about the students learning to inform future planning.
- Monitoring the quality of SEN support by establishing effective systems to identify and meet the needs of students whilst ensuring the systems are coordinated and evaluated and regularly reviewed.
- Ensuring that the objectives of the SEN policy are reflected in the Academy's offer.
- Liaising with and co-ordinate the contribution of external agencies.
- Lead on safeguarding and child protection across the Academy

### **Key Tasks:**

- Influencing teaching and learning to promote aspects of inclusive learning.
- Collect and interpret specialist assessment data gathered on students and use to inform action plans and students support and apply for funding where appropriate.
- Embed safeguarding processes, complete timely interventions, record and monitor safeguarding cases and work with external agencies.
- Work with students, lead tutors, and staff with wellbeing responsibilities to provide a holistic offer.
- To ensure realistic expectations of behaviour and achievement is set for SEN students.
- Support developments and initiatives to improve standards in literacy and numeracy as well as the wider curriculum.
- Overseeing and monitoring the quality of ILPs and wellbeing support plans and maintaining detailed information for subsequent meetings with parents and external agencies.

- Develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in ILPs and support plans.
- Review ILPs and support plans monthly with parents, students and teachers and communicate new targets.
- Supporting the senior management team in meeting statutory responsibilities for SEN statements and self-assessment.
- Provide reports for SEN students and safeguarding to SMT and governors.
- Lead the annual review meetings for statemented students.
- Lead all relevant PEP meetings
- Identify, track and support all known LAC students ensuring their outcomes are on par with the wider student population
- Liaise with the Examinations Officer to ensure educational psychology reports are up to date and provision for special needs for all examinations is identified and met.
- Ensure that the Academy's policies for equality of opportunity, health and safety, and safeguarding are adhered to and promoted in all aspects of the post holder's work
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post, in keeping with the Academy's quality assurance procedures and systems.
- Develop, embed and sustain effective and efficient project management.
- Be committed to professional self-development, through participation in training as necessary.
- Undertake responsibilities for safeguarding and protecting the welfare of children and vulnerable adults.
- Undertake such other duties at the request of the Principal, both at the main Academy and from time to time at other locations as required.

### Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications/Competencies	<p>A SEN qualification</p> <p>Degree or equivalent qualification</p> <p>Level 3 safeguarding trained</p>	Qualified teacher status or PGCE
Relevant Experience	<p>Experience of working in a busy education environment, providing a SEN service</p> <p>Experience of assessing the requirements of students with disabilities and arranging and giving individual support, preferably in a further education context.</p> <p>Experience of working with teaching and other staff</p>	Background in teaching maths or English or a creative subject.

	<p>and agencies to provide appropriate support for this group of students</p> <p>Assessing students for SEND exam needs. Requesting extra time for exams with JCQ.</p>	
Knowledge	<p>Good basic understanding of the range of support needs students with disabilities may have and knowledge of appropriate ways of providing for these support needs.</p> <p>Knowledge of the Disability Discrimination Act, Part 4, and the implications this has for Further Education.</p> <p>Understanding the impact support services have in maximising achievement and supporting the students' wellbeing</p> <p>Demonstrate an awareness of child protection issues</p>	<p>A more specialist knowledge and understanding of one or two categories of impairment (for example emotional and behavioural difficulties), including support services available outside the Academy environment.</p>
Skills/Ability	<p>A willingness and ability to support and advocate for a range of students with disabilities across all curriculum areas, including students with mental health difficulties.</p> <p>The ability to communicate sensitively and give support and advice to other teaching and support staff in furthering good practice in relation to support for students with disabilities.</p> <p>As a member of a small team, the ability to work under pressure with persistence and flexibility,</p>	

	<p>and to have excellent problem-solving skills.</p> <p>Effective planning, administrative research and organising skills, including the production of oral and written reports and liaison with external agencies</p> <p>Able to produce detailed reports and self-assessment documents detailing the impact of the service</p> <p>Experience of liaising with internal and external stakeholders</p>	
Personal Skills	<p>Student focused and driven to provide a timely and effective service to all students.</p> <p>Demonstrate a commitment to the Big Creative vision and a work ethos to implement it</p> <p>Excellent communication skills and the ability to build strong relationships and inspire young people to reach their potential.</p>	