



## Recruitment Application Pack

**SENCo**

**Required as soon as possible**

**Leadership 7-10**



## Contents

Welcome Letter	Page 3
Advert	Page 4
Application Process	Page 5
Job Description	Page 6
Person Specification	Page 9



## Welcome Letter

Dear Colleague,

Thank you for your interest in the role of SENCo at Bishop Young C of E Academy.

We hope you will find all the information you need to inspire you to join our team. This pack contains information about the role, from which we hope you will gain an understanding of our ethos and approach, the high aspirations we have for ourselves and our students, and the exciting journey we're embarking on together having joined the Abbey Multi Academy Trust in May 2017.

As a member of the Abbey Multi Academy Trust, we aim to provide the best possible environment for the staff, students and community we serve. Together we need to be both realistic about the challenges ahead, but unswerving in our commitment to tackling them with pace and confidence.

The Academy has seen big changes to its staffing, structures and routines in the last year. We have a dedicated and talented team who are committed to achieving the best for our students.

Joining us at this exciting time presents a career defining opportunity. We have begun an improvement journey that will take us to "outstanding", which will be an incredibly rewarding experience for everyone at Bishop Young. All staff will benefit from opportunities to work closely with other partners in the Abbey Multi Academy Trust and, most importantly, our students will flourish.

If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Bishop Young Academy and Abbey MAT have to offer.

We look forward to meeting you and reading your application.

*Carol Kitson*  
Executive Principal and CEO  
Abbey Multi Academy Trust

*Paul Cooper*  
Principal  
Bishop Young C of E Academy



## Advert

### **ABBHEY MULTI ACADEMY TRUST**

Butcher Hill, Leeds, | CEO: Carol Kitson, Principal: Paul Cooper

#### **SENCo – Leadership 7 -10 (£45,743 - £49,199)**

**Additional recruitment and retention allowance may be available for an exceptional candidate plus access to an individually tailored CPD package**

Bishop Young C of E Academy is a thriving 11-18 Church of England convertor Academy which serves communities right across the city of Leeds. We are part of a newly formed and growing multi academy trust, **Abbey Multi Academy Trust**.

We are looking to appoint a dynamic, engaging, reflective SENCo to lead the provision for SEND students, raising student attainment and aspiration on a daily basis ensuring all aspects of the curriculum are accessible to all students.

Candidates who have the motivation to work with a vibrant team and the passion to work with children in a supportive and rapidly evolving environment, are encouraged to apply.

The salary range for the post is L7 – 10 and will be negotiated on the basis of experience and responsibilities.

Visits to Bishop Young Academy are encouraged and can be arranged by contacting Lucy Johnson, HR Administrator, at [ljohnson@bishopyoungacademy.co.uk](mailto:ljohnson@bishopyoungacademy.co.uk)

To obtain an application pack please visit our vacancy page  
<http://www.abbeymat.co.uk/vacancies.html>

The closing date for applications is Thursday 24<sup>th</sup> May 2018 with interviews scheduled W/C 4<sup>th</sup> June 2018. ***For an informal discussion about the role, please contact Lucy Johnson on 0113 2739126.***

Abbey Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people. An enhanced disclosure from the DBS will be required for this post.

## Application Process

The closing date for applications is Thursday 24<sup>th</sup> May 2018.

Completed applications should be returned by email to:

[ljohnson@bishopyoungacademy.co.uk](mailto:ljohnson@bishopyoungacademy.co.uk)

**All applications will be acknowledged within 24 hours. Should you fail to receive confirmation of receipt please call 0113 273 9126.**

We will contact successful candidates after the closing date with details of the interview process.

Abbey Multi-Academy Trust is robust in promoting the safeguarding of children and is rigorous in its recruitment checks. An enhanced disclosure from the DBS will be required for this post.

## Queries

If you have any queries on any aspect of the application process or need any further information please contact [ljohnson@bishopyoungacademy.co.uk](mailto:ljohnson@bishopyoungacademy.co.uk)



## JOB DESCRIPTION

<b>Job title:</b>	SENCo
<b>Salary Scale:</b>	Leadership L7- L10
<b>Reporting to:</b>	MAT Lead/Assistant Principal

### Overall purpose of the post:

To lead the provision for SEND students, raising student attainment and aspiration on a daily basis and ensuring all aspects of the curriculum are accessible to all students. It is expected that all legal and statutory requirements are met for all SEND students. The post holder will be responsible for leading and managing the School's Inclusion faculty as well as teaching students. In addition, the post holder must have achieved or be willing to achieve the SENCo qualification.

### Key responsibilities:

- Strategic direction and development of SEND provision in liaison with MAT lead.
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, and regularly reviewed.
- Ensure that the objectives of the SEND policy and Code of Practice are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.
- Undertake baseline assessments of all students on entry to the school.
- Ensure that the SEND and access arrangements register are accurate and up to date and shared with all staff.
- Ensure provision mapping for SEND students is up to date and used for intervention.
- Organise and take a lead on annual reviews for students with EHCP's.
- To evaluate the performance data provided and take appropriate actions on issues arising to support the academic progress of the SEND co-hort

### Key Tasks:

#### Educate

- Monitor, analyse and report on the progress of SEND students and use the analysis to further guide improvement, following progress tracking points.
- To liaise with subject departments, feeder schools particularly regarding transition, and external agencies such as Exam Boards, Alternative providers etc.
- Assess the needs of students so that access arrangements can be made for examinations.

#### Teaching and Learning

- Influencing the whole Teaching and Learning policy to promote aspects of inclusive teaching.



- Leading INSET regularly and where appropriate; this may include chairing and be a part of working parties.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement and attendance is set for SEND pupils.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Overseeing and monitoring the quality of pupil passports and provision maps and maintaining detailed information for subsequent meetings with parents/professionals.
- Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets set and support plans.
- Review plans regularly with parents, students, teachers and agree and communicate new targets.
- Supporting the Principal in meeting statutory responsibilities for EHCP's and their Annual Review.
- Lead the Annual Review meetings for students with an EHCP.

### **Leadership and Management**

- To lead the Assistant SENCo and team of Teaching Assistants and to be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To contribute to the school's development plan.
- To support the professional development of all staff, including newly qualified teachers and initial teacher training students.
- To manage effectively all staff connected with the department.
- Advise the Principal and Vice Principal on all staffing matters within the department.
- 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.
- Identifying the training needs of staff and implementing training.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.
- Ensure the establishment of opportunities for Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties.
- Provide regular information to the Principal, governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.

### **Efficient and effective deployment of staff and resources**

- Draw up the annual department budget and annual Departmental Development Plan.
- Provide advice to Principal/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND department.
- 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.

### **Finance/Resources**

- To manage and monitor the allocated budget for the department effectively and appropriately, and keep an inventory of equipment, textbooks and all other resources
- To oversee the provision, maintenance and preparation of effective resources for learning – textbooks, students' materials, equipment, rooms, apparatus etc.
- To be responsible for providing appropriate bids for resource and staff development in line with the School Development Planning process
- To be responsible for Health & Safety within the department and to report any related issues to the Facilities Manager.

### **Curriculum**

- To ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all members of the department.
- To manage the department's financial, teaching and material resources to ensure the effective learning of all students.
- To contribute to the work of the school's Pastoral team.
- To contribute to the work of the school's Curriculum team.
- To construct the timetable of the SEND team.
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.
- Devise and implement risk assessments where appropriate.

### **Partnership**

- To communicate as appropriate with parents, carers and staff on matters pertaining to SEND.
- To contribute to the development of effective links with partner schools and external bodies.

### **General Duties:**

- To carry out supervisory duties in accordance with published schedules.
- To take part in appropriate meetings and events with colleagues, parents/carers, governors and external partners.
- To accept personal responsibility for supporting the general ethos, atmosphere and progress of the Academy.
- To act as Form Tutor and class teacher as required.
- To contribute to the PHSCE programme as required.



I have read the Job Description and agree to all the terms and conditions set out therein. I also agree to comply with all Abbey Multi Academy Trust Policies, Child Protection and Health & Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the CEO/Principal.

Name:

Signature:

Date:

**Note:**

This Job Description provides the overall strategy and remit of the post holder. This Job Description will be reviewed annually and may be subject to amendment or notification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties. Elements of this Job Description, and changes to it, may be agreed at the request of the Principal or the incumbent of the post. The above must be viewed in conjunction with the relevant sections of the School Teachers' Pay and Conditions of Service document which is published annually.

SENCo PERSON SPECIFICATION CRITERIA								
Qualifications		ESSENTIAL			DESIRABLE			
1	Qualified teacher status for England (or equivalent)	A	R					
2	Relevant degree (or equivalent)	A	R					
3	Recent, relevant professional learning and development	A	R					
4	Completion of, or working towards, additional professional qualifications				A	R		
5	Willingness to complete the SENCo qualification	A		I				
Professional knowledge, skills and abilities		ESSENTIAL			DESIRABLE			
1	Evidence of high expectations which inspire, motivate and challenge every student	A	R	I				
2	Evidence of track record of results that exceed expectations	A	R	I				
3	Demonstration of in-depth subject and curriculum knowledge	A	R	I				
4	Consistently plan and deliver well-structured lessons that enable all learners to make exceptional progress	A	R	I				
5	Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning		R	I				
6	Awareness of the need to safeguard students' well-being, in accordance with statutory provisions and policies		R	I				
7	Successful involvement in self-evaluation processes and data analysis as an aid in personal and school improvement, development and change	A	R					
8	Successful experience in leading and managing change and innovation				A	R	I	
9	Ability to lead, motivate and develop staff and students to work independently and in teams towards a common goal	A	R	I				
10	Active involvement in the development and improvement of teaching and learning	A	R	I				
11	Secure commitment to a clear vision and direction for the subject	A		I				
12	Awareness and understanding of the wider educational context and national accountability frameworks	A	R	I				
13	Knowledge of/involvement in educational research on teaching and learning				A	R	I	
14	Consistently good and outstanding teacher	A	R	I				
15	Up to date knowledge of developments in Education	A	R	I				
16	Confident in the use of ICT to support learning	A	R	I				

Experience		ESSENTIAL			DESIRABLE		
1	Successful working relationships with students, staff, parents/carers	A	R	I			
2	Experience of school improvement planning				A		I
3	Experience of monitoring classroom performance across school/Academy	A		I			
4	Significant, substantial and successful experience in a post of responsibility in a school/academy	A	R	I			
5	Successful experience of developing and implementing systems and structures to manage, track and evaluate policy, change and improvement				A	R	I
6	Experience of pastoral/tutor role	A					
7	Experience of cross curricular initiatives/projects or whole school developments				A		I
8	Experience of implementing and developing curriculum change				A	R	I
9	Managing finance/budget				A		

Professional Attributes, Qualities and Values		ESSENTIAL			DESIRABLE		
1	Track record of making a positive contribution to the wider life of the school/Academy and community	A	R				
2	Developed effective professional relationships with all		R	I			
3	Ability to reflect critically, and respond to, performance and feedback	A	R	I			
4	An inspirational leader, passionate about teaching and learning	A	R	I			
5	Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour	A	R	I			
6	Ability to articulate, communicate and support the ethos and values of the Academy			I			
7	Enabling the highest levels of student achievement through translating vision, ethos and values into practice			I			
8	Enthusiasm to take the Academy forward through a process of change, development and ongoing improvement			I			
9	Commitment to leadership by example	A		I			
10	Excellent interpersonal, written and oral communication skills			I			

Professional Attributes, Qualities and Values		ESSENTIAL			DESIRABLE		
11	High level of emotional intelligence and self-awareness		R	I			
12	Resourceful and creative		R	I			
13	Excellent time manager		R	I			
14	Inspire, challenge, motivate staff and pupils towards a shared vision		R	I			
15	Foster an open, fair and equitable culture, managing conflict where necessary		R	I			
16	Prioritise, plan and organise self and others across the wide range of responsibilities		R	I			
17	Think creatively in order to anticipate and problem solve		R	I			
18	Support for the Christian ethos of the Academy	A		I			
19	A willingness to play a full part in Academy life and activities outside the classroom	A		I			

**The criteria will be evidenced as indicated below:**

‘A’ refers to the candidate’s Application form and covering letter

‘I’ to interview

‘R’ to reference

Candidates should address at least all items marked ‘A’

Referees are asked to comment on items marked ‘R’

Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.