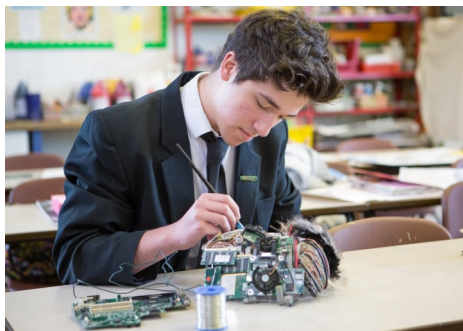


Park High School

Raising Aspirations



SENDCO

Application Pack 2018





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SENDCO

(Permanent & Full-time)

Required from 01 September 2018

Leadership Scale is range between LP5-9 dependent on experience

Closing Date for Application is noon on Wednesday 25 April 2018

We are seeking to appoint an inspirational school leader with an excellent track record of raising student attainment through outstanding teaching and learning, care and support to lead our successful SEND Faculty.

Park High School is a successful 11-16 comprehensive school situated on the edge of Colne and close to the Yorkshire Dales National Park. There are 1050 students on roll and we are pleased to be oversubscribed. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each young person and are driven by an unswerving determination that no pupil in our school will be left behind.

We are a school committed to:

- Raising aspirations and bringing out the best in all students
- Exceptionally high levels of academic achievement and personal development
- Our mission of developing young people with active and creative minds

Park High School will provide:

- Staff who will unfailingly reassure students that by working together there are no barriers that they cannot overcome to achieve their full potential
- Students who strive to attain exceptionally high levels of academic achievement and personal development
- Excellent opportunities for your professional development
- Friendly and supportive colleagues, who go the extra mile

We are looking to appoint a colleague who will:

- Be an outstanding classroom practitioner, providing engaging and creative learning experiences for all students
- Motivate, challenge and inspire staff and students within the SEND Faculty to be the best that they can be
- Contribute to the leadership of the school by initiating and participating in whole school developments

Park High School is committed to the welfare and safeguarding of children.

Welcome Letter

Dear Applicant

SENDCO



I am delighted you have expressed an interest in the post of SENDCO at Park High School and I hope that after considering all the information provided you will decide to make an application. This role plays a pivotal part in our vision to support all members of our school community to be the best that they can be. In 2017 the progress of our SEND students was above that of similar students nationally and remains a strength of the school. As a result we are increasingly the first choice for students with additional needs who thrive in our inclusive setting.

We are seeking to appoint a dynamic and inspirational SENDCO to lead our successful SEN Faculty. Ideally you will hold the National SENDCO Award or if not, be committed to obtaining it within the first 2 years of post. The successful candidate will have a proven track record of outstanding teaching and a real passion for learning. A solid understanding of the SEND Code of Practice 0-25 and excellent organisational and leadership skills, along with a proven track record of raising attainment and accelerating progress will be essential characteristics for the role.

Park High School is a successful 11-16 comprehensive school situated on the edge of Colne and close to the Yorkshire Dales National Park. There are 1050 students on roll and we are pleased to be consistently oversubscribed. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each young person and are driven by an unswerving determination that no pupil in our school will be left behind.

Strengths of our school highlighted in our last Ofsted report include:

- There is a nurturing ethos in the school that creates an environment in which pupils can thrive.
- Pupils are polite and friendly, take pride in their school community, behave extremely well around school.
- Leaders are not afraid to take bold strategic and radical decisions to bring about long-term sustained improvement through visionary leadership.
- The school is driven by an unassuming yet unswerving determination that no pupil will be left behind.
- The work the school does to keep its pupils safe is exemplary.

Welcome Letter



- The school curriculum is organised into personalised learning pathways in both key stages, enabling pupils to be appropriately supported and challenged.
- The governance of the school is of a very high quality.

We are currently working closely in partnership with our main feeder primary schools to develop a visionary KS3 curriculum which provides continuity between the primary and secondary phases and accelerates the progress of all students. Our cross-phase partnership has been described as exemplary practice by Lancashire County Council advisors. In 2018-19 we will further deepen this partnership by forming our own multi-academy trust (The PENNiNE Trust) with three of our local feeder schools.

We are seeking to appoint a well-qualified, talented and inspiring practitioner to lead our successful SEND department who will:

- Motivate, challenge and inspire students and staff across the school to be the best that they can be.
- Be committed to improving the outcomes of SEND students
- Be at the forefront of curriculum developments to benefit all students
- Have excellent communication skills and the ability to develop and improve practice in others
- Be an outstanding classroom practitioner, providing engaging and creative learning experiences for all students
- Have high expectations of themselves and others and a commitment to the wider life of the school
- Further develop our collaboration with feeder primary schools to develop the transition process for SEND students, ensuring continuity between the primary and secondary phases

In addition, the successful applicant will be expected to teach across the full age and ability range up to and including GCSE level.

We are proud of our school and its achievements and welcome applications from individuals who can contribute to our “unequivocal drive to continually improve the learning experience for all our pupils”.

I look forward to receiving your application.

Yours faithfully

Dr Paul Parkin
Headteacher

Job Description



Job Description

Park High School's SEND Faculty comprises of the SENDCO, Assistant Faculty Lead, Teaching Assistant Co-ordinator and a team of Level 3 and Level 2 Teaching Assistants. The leadership of the faculty is supported by the Deputy Headteacher (Safeguarding), who works closely with the SENCO to ensure the school as a whole works collaboratively to meet the diverse needs of all students.

SENCO Responsibilities

- Leadership and management of the SEND Faculty.
- Develop appropriate curriculum provision for students with SEND, including Nurture Group provision and Foundation Learning.
- Provide appropriate staff training and support to ensure students with SEND receive high quality teaching and learning.
- Communicate and liaise with parent / carers, LCC and other external agencies as appropriate.
- Evaluate the effectiveness of SEND provision.
- Line management of Faculty members.

Strategic direction of SEND provision

Lead on strategic development planning taking into account the current position of the Faculty and the future vision, in conjunction with the whole school aims.

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, 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.

Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.

Ensure that the school meets all its legal obligations under the SEND Code of Practice 0-25.

Participate in inspections of Park High School's SEND provision

Work with the SLT manager and the SEND link governor to ensure that the school's SEN policy and/or local offer are reviewed as necessary and presented to the Governing Body for approval.

Advise on and contribute to the school's policies on Equalities and Accessibility

Liaise with all feeder primary schools before transfer of students into Year 7, to ensure effective transfer of information relating to students requiring additional support from the Learning Support department, including (but not restricted to) those with Education Health Care Plans (EHCP).

Ensure all SEND documentation and records are kept securely within the department and are updated in a timely fashion.

Establish good working relationships with the Local Authority, Educational Psychology services and other outside agencies as appropriate.

Progress and Achievement of Students

To monitor the achievements, welfare and discipline of students, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.

To liaise with subject departments, feeder schools particularly regarding transition, and external agencies such as Exam Boards, EP, Alternative Education providers etc.

To co-ordinate the application for and of special arrangements in external examinations in conjunction with the Examinations Officer.

Job Description Continued



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.

Providing 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, subject 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.

Overseeing and monitoring the quality of tracking systems and maintaining detailed information for subsequent meetings with parents and colleagues.

Develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets.

Review support plans at least termly with parents, students, teachers and agree and communicate new targets.

Supporting the Head in meeting statutory responsibilities for SEND.

Lead the Annual Review meetings for students with Education, Health and Care Plans.

Leadership and Management

To 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.

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 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.

To manage effectively all staff connected with the department.

Advise the Head and Deputy Head on all staffing matters within the department.

To appraise all departmental colleagues on an annual basis.

Encourage all staff to recognise and fulfil their statutory responsibilities.

Develop pro-formas 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 organising/coordinating INSET to be delivered by other professionals.

Disseminate procedural information such as recommendations of the code of practice or the schools own SEN policy.

Ensure the establishment of opportunities for SEND Teaching Assistants 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 effectiveness of provision for pupils with SEN, 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 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.

Job Description Continued

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 Support Team.

To contribute to the work of the school's Curriculum development to support SEND students.

To lead and manage the timetable provision 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.

Selection Criteria

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Have a degree or equivalent higher qualification and be able to demonstrate proficiency in Maths & English DfE recognised Qualified Teacher Status To hold the National Award in Special Educational Needs Coordination, or a commitment to obtaining it within the first 2 years of post. 		Application form Appropriate Certification
Knowledge & Specialist Qualities	<ul style="list-style-type: none"> Have knowledge and experience of the SEN Code of Practice: 0 to 25 years Have a proven track record as an excellent classroom practitioner Knowledge of how to support students with SEND Knowledge of current educational trends, curriculum developments and educational initiatives Knowledge of behaviour management strategies Knowledge of the social and emotional development of children 	<ul style="list-style-type: none"> Knowledge of the issues around multi-agency working Ability to carry out assessments for specific areas of SEND 	Letter and interview
Experience	<ul style="list-style-type: none"> Experience of teaching in secondary schools Experience working with parents/carers to support student welfare and achievement Experience of teaching SEND students Experience of leading initiatives to raise achievement Experience of working with challenging students Experience of working under the SEN Code of Practice Experience of working with students who have additional needs. 	<ul style="list-style-type: none"> Current or previous Leadership experience. An understanding of procedures related to exam access arrangements Effective collaboration with external agencies Experience of timetabling support staff Experience of writing policies Experience of developing effective structures and systems 	Application form, letter and interview
Personal qualities, skills and characteristics	<ul style="list-style-type: none"> Outstanding teaching ability Build and maintain effective relationships through effective interpersonal skills Excellent communication skills, both written and verbal Think creatively to anticipate and solve problems Develop effective teamwork Inclusive approach to education Ability to effectively analyse internal and external data to track progress of SEND students High expectations of self and others Ability to inspire, challenge, motivate and empower others Ability to manage and resolve conflict Work under pressure, maintaining a sense of perspective and humour. Ability to think strategically Commitment, honesty and dedication 	<ul style="list-style-type: none"> High levels of ICT literacy 	Letter and interview

Selection Criteria

	<ul style="list-style-type: none"> Ability to establish, implement and articulate a strong vision for the department Well organised 		
Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development Evidence of keeping up to date with the pedagogy of education and teaching A strong commitment to quality professional development of staff 	<ul style="list-style-type: none"> Safeguarding and Child Protection training. Delivering training on addressing specific areas of SEND (eg. dyslexia, ASD). 	Application form, letter and interview
Safeguarding and welfare of children	<ul style="list-style-type: none"> Suitability to work with young children Able to form and maintain appropriate relationships and personal boundaries with children and young people Positive attitude to use of authority and maintaining discipline 		Application form, references and interview. In addition to the candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and welfare of children.



Faculty Staff

Vacant Post - Curriculum Leader for SEND (SENDCO)
Ms K Baines - Assistant Curriculum Leader for SEND
Mrs J Barrett - HLTA / TA Coordinator
Ms K Coffey - Turning Point Coordinator
Miss A Halliwell - Enrichment Coordinator
Mrs H Whitaker - Literacy / Early Reading Intervention
Mrs D Maylett - English / SaLT Link
Ms S Hallworth - Mathematics Link
Mrs J Townson - CPA Link / Nurture Group music teacher
Mrs J Dand - VI Specialist Teaching Assistant
Mrs D Johnson - VI Teaching Assistant
Ms C Solis-Tejeda - VI Teaching Assistant
Mrs M Baldocke - Teaching Assistant
Mr J Goodall - Teaching Assistant
Miss M Dawson - Teaching Assistant

Faculty Overview

The SEND faculty is a dedicated team committed to supporting all members of our school community to be the best that they can be. We understand the need for our students to be highly skilled, articulate and confident in order to lead rich and fulfilling lives beyond our gates. As such we strive to ensure that students have access to a diverse and engaging curriculum that is appropriate to their needs, and one that enables them to develop both skills for life and high academic achievement. The faculty works closely with all curriculum and pastoral areas to develop the confidence and skills of both staff and students alike, leading to an inclusive environment where independence is celebrated and progress is accelerated.

Park High School serves the local community and is truly comprehensive. As such we have a broad range of needs from general and specific learning difficulties through to students with a more complex range of needs. We have a number of students with a visual impairment who access braille, along with a number who have a hearing or other sensory impairment. Over the past 3 years the number of our students who have an Autistic Spectrum Condition has steadily increased and is becoming our most prominent area of need.

Attainment and progress of students with SEND has increased over the past 3 years, with our 2016/17 cohort attaining the highest yet, with a positive Progress 8 measure which was above both the Lancashire and national average. This is something we are immensely proud of on one which we are looking to build on in the future.

How to Apply



How to Apply

If you do decide to apply, and I do hope you will, I would be grateful if you would complete and return the application form, together with a letter of application of not more than two sides of A4 in font size 11/12, noting the closing date of **noon on Wednesday 25 April 2018**.

In your letter of application please include:

- Your personal vision for SEND provision and how you would make this a reality.
- How your skills and experience have prepared you for this post.
- Concise information about the contribution you have made to your current school / academy to date and an assessment of the impact your work has had on raising standards.
- How you would contribute to the wider life of the school.

Please note we accept electronic applications via **teacherapplications@park-high.co.uk**. An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

We are happy to discuss the role over the telephone and/or organise a visit to the school before you make an application. If you require any further information, please do not hesitate to contact the school at kdobney@park-high.co.uk or telephone on 01282 865200.

Park High School is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2015.



Contact Information:

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Headteacher: Dr P Parkin

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