



# St Benedict's Catholic High School

Information for

**SENCo**

**(0.7fte)**

at

St Benedict's Catholic High School

Whitehaven

Required as soon as possible

## **ST BENEDICT'S CATHOLIC HIGH SCHOOL CONTEXT & EDUCATIONAL VISION**

St Benedict's Catholic High School is an oversubscribed 11-19 school, with a current roll of 1,036 students and a well-established Sixth Form (the West Cumbria Sixth Form), incorporating post-16 students from St Benedict's School, St Joseph's School in Workington, and also schools in the surrounding area. At present around 150 students study in the Sixth Form. The school's last Ofsted inspection took place in September 2014 and was judged to be 'good' with outstanding features. A Headteacher, Mr Ian Smith, is in post. The school serves a wide catchment area in West Cumbria. It is a true comprehensive school with students of all abilities and diverse backgrounds. The school is open to all, is inclusive, recognises its faith mission and welcomes students who are not Catholic. Funding has recently been secured to develop a learning campus for the students of St Benedict's and Mayfield Special School. Building is underway and it is anticipated that the new campus will open in September 2018.

### **Location**

The Georgian port of Whitehaven is situated on the Irish Sea coast a few miles away from the western boundary of the Lake District National Park. The school is in the Hensingham area of Whitehaven, which is the principal town of Copeland, with a population of approximately 25,500. Local housing in the town and the attractive surrounding countryside is generally affordable. The school serves an economically deprived area but nearly all students who join the school in Year 7 remain with us until at least Year 11 and often into the Sixth Form. The vast majority of, and often all, students leave for Higher or Further education, apprenticeships or employment.

### **Ethos**

As a Catholic school we have a strong sense of faith and seek to nurture the God-given gifts in our staff and our students through encouraging a sense of self-awareness, self-worth, and self-fulfilment, so that our students have every opportunity to flourish spiritually and become highly employable individuals ready to take their place as tomorrow's role models in society.

### **School and the Community**

St Benedict's School regards itself as a learning community and understands the importance of its place in Whitehaven and the surrounding area. Under the recently re-formed school leadership and governance arrangements, the school has taken the opportunity to critically review and realign its strategic objectives and the part it wants to play in people's stories.

Although an economically deprived area, the town has a relatively small number of major nuclear related industries. The Sellafield nuclear plant is located approximately 8 miles from the school. Historically speaking, the school has sought to specialise in engineering, but the opening of a university technical college nearby has enabled St Benedict's to re-define its areas of excellence. Post-16 courses are academic and the emphasis in the sixth form is on high academic provision and achievement. The school is aware of its context within Britain's Energy Coast and has been developing relationships with a number of large and medium-sized industry and business providers. The school seeks to specialise in academic provision recognising the highly technological context it finds itself in. The school is involved in strategic meetings with the Centre of Nuclear Excellence (CoNE) and with business and industry associated with the development of the new reactors to be built at Moorside. Additionally, the school has a developing relationship with Tidal Lagoon.

The school has explored the relationship between its curriculum offer and the leading edge technology and industry surrounding it and work has begun on re-focussing provision to ensure that students emerging from St Benedict's have the essential skills and qualities to succeed in higher education and employment. This is a geographical area, globally recognised as one of energy excellence, and the school seeks to match this with educational excellence. The new nuclear plant at Moorside will be constructed close to the school, which is designed to address the country's energy shortfall (creating 5,000 jobs during the construction phase and 600 jobs when operational). The students in the school are being encouraged to look at renewable energy, low carbon technologies, advanced fuel development and robotics. The students at the school are quite likely to provide the future workforce for the decommissioning process at Sellafield and the proposed nuclear plant at Moorside. The school is aware of the opportunities presented in the future if a nuclear geological disposal facility is created in the area. The school already has strong relationships with the Nuclear Decommissioning Authority, Nuclear Management partners, James Fisher Nuclear, Atkins, and the National Nuclear Laboratory's Dalton Institute.

### **Current and Future Developments**

Most recently, St Benedict's School has become a strategic partner in a number of teaching school alliances and is currently working towards providing leadership support for a number of schools in conjunction with the Local Authority and the National College for Teaching and Leadership. The school is also playing a very significant part in system leadership within and beyond Cumbria, and is helping to develop a strategic approach to school improvement through the development of the Cumbria Alliance of System Leaders (CASL) and, more locally, an alliance of West Coast based system leaders (LASL).

The school has also recently been represented at the Centre of Nuclear Excellence (CoNE) Skills Summit to work with a range of employers and educational establishments to develop high quality employment opportunities for Cumbrian residents. It is recognised that without the right skills, training and workforce development, these opportunities cannot be realised. Therefore work to develop opportunities within the nuclear sector, advanced manufacturing, life science and the digital industries will play an important role in this initiative.

### **What We Want for Our Students as part of the Whitehaven Campus**

In a word – excellence.

A set of the widest possible curriculum experiences, which result in students leaving the school eminently employable, responsible and civic young people, who are confident and aspirational individuals. We want to create a set of experiences that recognise that our students are 21<sup>st</sup> century learners. We want to place strong emphasis on creating tomorrow's workforce by helping to supply academically able young people ready to take up employment opportunities in energy generation, and particularly high technology, low carbon and renewable energy. We want to create high-tech engineers, but the engineers for tomorrow who are inherently artistic and creative, as well as technological. Our learners need to develop problem-solving abilities, flexibility, the ability to access, select and analyse information from appropriate sources, write accurately and well, be numerate, be able to present and communicate effectively orally, demonstrate independence of thought, the ability to assess risk and make well-informed decisions, co-operate as part of a team, be adventurous, have a sense of responsibility and self-discipline, prepared to challenge stereotyping and negative thinkers, be critical thinkers in a range of contexts, able to demonstrate initiative, and ethical decision-making processes, and to have high levels of technological literacy. Taken overall, we aspire to a sense of "ganas".

Our curriculum needs breadth, depth and challenge, and to contain a totality of experiences which are coherent, enriched, and flexible with well-paced progression. This provision will result in excellent academic outcomes. As a faith school, we will also produce well-rounded individuals with a sense, not just of faith, but of civic responsibility/education. Our students will develop knowledge, skills, but above all, a positive attitude to learning and life. The experiences we seek to provide whilst academic, will also be personalised and inclusive, and involve significant learning outside the classroom.

The essential attributes our students will be given are an enthusiasm and motivation to learn, a determination to achieve a high standard of education, but equally importantly, be open to new ideas, be resilient and enterprising, and blessed with self-respect, respect for others, and a deep sense of well-being and personal fulfilment.

## ACADEMIC ORGANISATION

### Key Stage 3

Currently we have a seven or eight form entry and students are divided into two parallel bands of equal ability.

Within each band students are set according to ability in:-

English	History	Science
French/German/Spanish	Mathematics	
Geography	Religious Education	

The remaining subjects:-

Art	Physical Education
Computing	Performing Arts

Technology (including Food Technology and Design Technology) are taught in smaller mixed groups based on the half year band.

### Key Stage 4

At Key Stage 4 the vast majority of students follow one of two pathways. A small group of students follow courses at Level 1 or below if appropriate for them. :

It is possible to take 2 languages at Key Stage 4. We also offer the three separate sciences. To make this possible it becomes one of their option choices. In partnership with local schools and the FE College we also offer some vocational courses.

### Key Stage 5

At the end of Year 11 students are encouraged to stay on into the West Cumbria Catholic Sixth Form which is part of St Benedict's High School.

The courses offered in the 6th Form for A level are:

Art, Craft & Design	Geography	Performing Arts (BTEC)
Biology	German	Physics
Business Studies (BTEC Level 3)	Government & Politics	RS: Philosophy & Ethics
Chemistry	Health & Social Care	Science (Applied)
Computer Science	History	Sociology
Engineering – Product Design	ICT	Sport (BTEC)
English Language	IT Vocational	
English Literature	Maths	
French	Further Maths	

Level 2 courses are also offered. Most students study 4 A Levels. Exceptionally a student may study five. A high proportion of 6th formers go on to study each year at higher education level to degree level.

## **SENCo APPOINTMENT**

Required as soon as possible

**(0.7fte – Please note there is no timetabled teaching anticipated for this post)**

**SEN Allowance:  
£2106  
(£4158 on completion of Statutory SENCo qualification or if already held)  
(pro rata)  
Permanent post**

We are seeking to appoint an enthusiastic, inspirational and talented SENCo to join and lead our experienced team of specialist colleagues within the Special Educational Needs department. We want a person who is passionate about supporting students and who is willing to lead and develop the vision, commitment and determination of the SEND Department to ensure the best outcomes for our students. This post includes liaising with a range of external agencies to support the students in our care, and ensuring that all statutory protocols around SEND assessment and funding are followed.

<b>Position Title:</b>	<b>SENCo</b>		
<b>Reports to:</b>	<b>Director of Teaching &amp; Learning Quality</b>	<b>Cost Centre:</b>	
<b>Department:</b>	<b>SEND Department</b>	<b>Job Code:</b>	
<b>Location:</b>	<b>St Benedict's RC High School</b>	<b>Grade:</b>	

### **1. JOB PURPOSE:**

The purpose of the Subject Leader Special Educational Needs is to:

- provide effective leadership and management and thereby build and maintain an effective team which continually enhances the quality of learning and achievement for pupils with special educational needs
- manage the various resources (including staffing) made available to the department with the object of providing and monitoring the most effective and efficient learning opportunities for the SEND cohort.
- promote and support the school's Mission Statement and inclusive agenda.

### **2. RESPONSIBILITIES:**

- To be supportive of the school's Mission Statement, overall aims and objectives which have the central goal of developing the school as a truly Christian environment in which the Gospel is lived and experienced by all members of its community.
- To be responsible to the head and governors for the day to day operation of the department, for the leadership, management and development of special needs provision and interventions throughout the school.
- To develop with colleagues productive links with governors, head and senior and middle leaders in order to ensure the effective delivery of special needs strategies within the school; management committees and other decision-making committees and working parties; feeder primary schools and Further/Higher education institutions; Diocesan inspectors/advisers; parents/carers/PTA and other members of the wider community; other departments and agencies, including the Educational Psychology service, Education Welfare, Social Services, the Probation service, Youth Offending team, counsellors and mentors; careers teachers and special needs teachers; ISC staff including advice on suitable books and reference materials; external/internal examinations co-ordinator.
- To produce departmental aims and objectives and a development plan with due regard to the whole school development plan, school improvement plan and LA and national strategies, particularly the identification, assessment and implementation of appropriate interventions and support plans.
- Ensure the effective management and implementation of the SEND Code of Practice.
- To participate in multi-agency working as required.
- To be involved in transition at all key points in Years 7, 10 and 12 as well as in progression routes to

college.

- To monitor the progress of all pupils on the Code of Practice, by comprehensive, timely and accurate monitoring of the effects of support, measured against specific learning outcomes and in line with the plan to review cycle requirements using appropriate teaching methodology, resources and methods of assessment to enable accurate judgements to be made on pupil progress.
- Introduce robust procedures for early identification of additional need based on data and staff referrals.
- To ensure quality assurance of HLTAs and learning support assistants delivering statutory and non-statutory support.
- To provide appropriate training for learning support and teaching staff.
- To make effective use of available data to monitor, track and evaluate the achievement of all pupils on the Code of Practice, making the statistics available to the SLT.
- To create, maintain and distribute all relevant records including SEN Register, IEPs, PEPs, annual reviews, plans and assessments at appropriate intervals, including timely urgent referrals.
- Use IEPs to evaluate the effectiveness of teaching and learning, with due regard to school and Local Authority policies, in a secure environment and with every regard for issues of confidentiality.
- Ensure equal access for students through the provision of equipment and necessary aids.
- Liaise with key external professionals for students with physical and medical needs.
- Ensure full information is accessible to staff by maintaining up to date all SEND documents on staff resource areas.
- To assist the Governing Body to discharge their statutory responsibilities in relation to pupils with SEND, and to produce an annual report to the governors on the SEND provision.
- To hold regular meetings to formulate and review policies and their alignment with school policies; develop departmental policies for marking and assessment, homework, special needs, record achievement and profiling and contribute to other whole school policy initiatives.
- To negotiate areas of responsibility for department members such as HLTAs and implement methods of review and appraisal for all staff including LSAs.
- To arrange to meet the learning needs of individual pupils and groups of pupils of different levels of ability employing and monitoring effective strategies, after first liaising closely with Subject Leaders, Pastoral Leaders, and subject teachers.
- To deploy all departmental staff effectively in order to ensure a good work/life balance.
- To produce any necessary safety policy for the department which will operate within the framework of the school's safety policy.
- To ensure that accurate minutes of departmental meetings are made and kept securely, inform others as appropriate and make them available to the senior management.
- To work with other departmental members in organizing and covering the work of absent colleagues.
- To monitor standards by regularly engaging in QA of learning logs and observing departmental members' lessons and intervention sessions.
- To check and requisition stock through established procedures and ensure the most effective and economic use of available resources as well as manage and monitor financial resources for senior management and the governors.
- To manage the department's contribution to the school prospectuses and web site.
- To provide in an accurate and timely manner, information needed to ensure special consideration as appropriate for public examinations and liaise with the appropriate Subject Leader, external assessment and Examinations Officer as necessary.
- To help foster, through the part played by the department, the skills of oracy, literacy and numeracy; the themes, such as citizenship, personal and social education, environmental education, careers and health education and the current statutory requirements eg Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection and multicultural education.
- To continue with Professional Development
- To contribute to, and taking a leading role in, the provision of high quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, eg LAs, external training agencies, providing training within school and encouraging attendance at in-service courses/experience outside school consistent with the perceived training needs of colleagues.
- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in delivering an effective SEND programme..
- To undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- To maintain a professional portfolio of evidence to support the Performance Management process -

evaluating and improving own practice

- To guide and evaluate the performance of teaching and learning support staff within the department facilitating the performance management process.

### 3. PERSON SPECIFICATION:

As well as a generic job description the post holder will need to have the following personal characteristics:

- Coaching ability.
- Emotional intelligence.
- The ability to express and instil clear educational values.
- Personal impact and presence.
- Adaptability to changing circumstances and ideas.
- Enthusiasm.
- Reliability and integrity.
- Commitment, motivation and inspiration.
- The ability to anticipate problems and solve them.
- The ability to negotiate, delegate, consult and direct as part of a team.
- The sensitivity to recognise the most appropriate management strategies for each situation.
- The ability to deal sensitively with people.
- The ability to understand and interpret statistics and other data.
- The willingness to seek advice and support as appropriate.
- The ability to maximise the use of ICT for curriculum and administrative purposes.

To carry out such responsibilities which may be determined from time to time by the Headteacher.

#### NOTES

- The above areas of responsibility may be amended or added to at the discretion of the Headteacher, after consultation with the post-holder, and in the light of future developments in the school. This job description will be reviewed annually and is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.
- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
- These job descriptions allocate duties and responsibilities but do not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must have continual regard to the appropriate clauses of Teachers' Conditions of Employment.
- This post will carry with it the appropriate level of clerical and administrative support.

### 4. JOB DIMENSIONS:

**Managerial & Supervisory Accountability**

**Financial Accountability**

Number of Staff Supervised:	Direct Reports:		Indirect Reports:	
	Total:			

## **THE SEND DEPARTMENT 2017-18**

### **SEND (Special Educational Needs & Disability) provision at St Benedict's Catholic High School**

We are an inclusive school for students with all abilities and needs.

Students are supported in mainstream classes, small teaching groups, specialist teaching programmes and/or with a bespoke curriculum.

All staff receive additional Continuing Professional Development (CPD) for specific disabilities i.e. visual impairment and autism. A list of the staff in our SEND Department can be found by clicking on the school website.

Senior Teaching Assistants are deployed in classrooms to support individual or small groups of students for all core subjects.

Support is offered for social times – before school, during breaks and after school in several locations according to need.

Student needs currently include autism, visual impairment, cerebral palsy, dyslexia, dyspraxia. Students have either an Education Health Care Plan (EHCP) or are recognised on the SEND register.



## **CONDITIONS OF EMPLOYMENT**

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
- These duties may be amended as necessary at the discretion of the Headteacher in light of the future development of the school.
- The successful applicant must be in sympathy with the Catholic ethos of the school. The creation of a truly Christian environment in which the Gospel is lived and experienced by all members of its community, is the central aim of St. Benedict's.
- This post is subject to the conditions of the Catholic Education Service Contract.

**The closing date for applications is 12.00 noon on Monday 16 October 2017**

**Shortlisting will take place on Monday 16 October 2017**

**Interviews will take place Thursday 19 October 2017**

Applications should be submitted to the Headteacher's PA via e-mail to:  
**jean.green@st-benedicts.cumbria.sch.uk**

or forwarded to:

**Mrs J E Green  
Headteacher's PA  
St Benedict's Catholic High School  
Red Lonning  
Hensingham  
WHITEHAVEN  
Cumbria  
CA28 8UG**

## **THE APPLICATION PROCESS**

Along with your formal application form we request that your application should include your vision for the development of the SEND department, whilst supporting the SEND team in school and liaising with outside agencies to support the students. We ask that you use no more than two sides of A4.

## **ACKNOWLEDGEMENTS OF APPLICATIONS**

Because of the need for economy and since the governors believe that it is important to devote the bulk of its resources to maintaining good standards in schools it is regretted that it is not possible to acknowledge receipt of applications forms. If an acknowledgement is required will you kindly enclose a stamped addressed postcard with the application form.

It is likewise the policy of the governors not to write to unsuccessful candidates. Accordingly if you do not receive a letter from the governors will you please assume that your application has not been successful. The governors hope that all applicants will fully understand the reason for this policy.