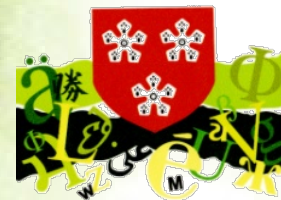


# Judgemeadow Community College



[www.judgemeadow.leicester.sch.uk](http://www.judgemeadow.leicester.sch.uk)

## Assistant Special Educational Needs Co-ordinator (SENDCo)

Judgemeadow Community College is a highly successful and popular 11-16 Community College, which proudly serves a diverse multi-ethnic, multicultural community. The College is situated in a state-of-the-art school building on a 65 acre site on the outskirts of Leicester. The College is highly regarded by the local community and students achieve well.

The College's values are articulated through our mission statement: "Working together to ensure the highest quality of education for each individual student through a culture of continual improvement."

We require, for August 2018, an exceptional teacher to join a dynamic and forward-looking team in this award-winning school.

The successful candidate will:

- ▶ have proven leadership skills to assist in raising standards and outcomes for SEND students
- ▶ have an excellent teaching and learning record
- ▶ be able to develop good relationships with students and staff
- ▶ be ambitious, and actively seeking professional development
- ▶ hold, or be willing to work towards, the NASENCO Award.

As an 'Investor in people', Judgemeadow is committed to staff development and a determination to deliver outstanding teaching and learning will be supported by CPD opportunities.

**Closing date: noon on Monday 23<sup>rd</sup> April 2018.**

**Interviews: week commencing Monday 30<sup>th</sup> April 2018.**





April 18

Dear Enquirer

## Assistant Special Educational Needs Co-ordinator

Thank you for your interest in the above post.

I attach further details of the post and an application form which should be returned to the college by noon on Monday 23<sup>rd</sup> April 2018. Interviews will be the week commencing Monday 30<sup>th</sup> April 2018.

I regret that we are unable to contact individually those not selected for interview. If you have not heard from us by Friday 11<sup>th</sup> May 2018 please assume you have not been successful on this occasion; could I, however, thank you in advance for the time and trouble you will take in making your application and wish you success in the future.

Yours sincerely

Mrs Jenny Piper-Gale  
Interim Principal

**Judgemeadow is committed to safeguarding and  
promoting the welfare of all young people.**

# Judgemeadow Community College

## Background Information

Judgemeadow Community is a highly successful and popular 11-16 Community College with over 1200 students, situated on a 65 acre site in Evington, on the outskirts of the city of Leicester. Judgemeadow serves a diverse multi-ethnic, multicultural community and enjoys an excellent reputation in the local community.

### Centre of Excellence for Languages and Internationalism

The College gained Specialist School status in September 1999 as a 'Centre of Excellence for Modern Languages and Internationalism'. Judgemeadow has achieved the Full International School Award. This is only awarded to schools which have an international ethos embedded throughout the school and have curriculum based international work across a range of subjects.

### Impressive Exam Results

In the summer 2017 exams, 64% of Judgemeadow Y11 students achieved five or more standard passes including English and Maths with early indications showing a positive overall Progress 8 score. There were a number of excellent individual student performances, with almost four times the national average achieving a top grade 9 in English and a number of students achieving a double 9 in English and Maths.

### Awards and Accreditations

The College has been named as one of the first 20 **Lead Behaviour Schools** with exemplary behaviour. Lead Behaviour Schools have proven expertise in behaviour management and the promotion of positive pupil behaviour in their school. Judgemeadow was awarded '**Investors in People**' status in 1997. This has been reconfirmed at regular 'IIP health checks'. We were also delighted to achieve **National Healthy School Status** for our principles of developing healthy bodies, healthy minds and healthy attitudes. We have also been successful in achieving the British Dyslexia Association **Dyslexia Friendly** Quality Mark award for the school, the BDA's sign of approval of a dyslexia friendly organisation.





### Aims of Support for Learning:

**We aim to give all students access to a broad and balanced curriculum. For some students this will mean providing additional, or differentiated, support to enable them to learn and make progress.**

In line with the principles of the Special Educational Needs Code of Practice (2015), we aim to give all students the opportunity to reach their full potential. For some students this will mean providing additional, or differentiated, support to enable them to make progress towards achieving their aspirations.

We work closely with subject areas, the pastoral team and other school-based support staff, external agencies and parents/carers; we aim to ensure that appropriate information is shared effectively to enable us to meet students' needs.

We work closely with students to work towards agreed outcomes, monitor achievement and celebrate success.

### Staffing Structure

SENDCo and Head of Support for Learning  
Assistant Sendco/Raising Standards  
Assistant Sendco/Autism Champion  
Higher Level Teaching Assistant, Inclusion  
Teaching Assistant Level 3, Literacy Interventions and Data  
Teaching Assistant Level 3, 1:1 Co-ordinator  
Administration Assistant  
Team of Teaching Assistants

### Facilities

The department is based in and around the Learning Resource Centre at the heart of the college. There are two small teaching classrooms, and a designated area for individual and small group intervention. A staffed 'Hub' is provided for vulnerable students during unstructured times, and homework clubs, both after school and during a lunch time, provide a supportive environment for SEN students to develop independent study skills. An afterschool sports club ensures that many students have access to a range of inclusive activities.

### Curriculum

Small group English teaching is provided to selected students in all year groups. The Department has adapted Schemes of Work in line with the National Curriculum and QCA requirements. Schemes of Work are updated regularly and provide appropriate challenge for the students.

A programme of targeted interventions, including literacy programmes takes place in Years 7, 8 and 9

## JOB DESCRIPTION: Assistant Special Educational Needs Co-ordinator

<b>Salary Range:</b>	TLR 2b
<b>Accountable to:</b>	SENDCo
<b>Conditions of Service</b>	Under the reasonable direction of the Principal, the Assistant SENDCo is required to carry out the professional duties set out in the relevant paragraphs of the School Teachers' Pay and Conditions Document by carrying out the professional duties of a school teacher. Also to support, hold accountable, develop and support the leadership of the SEND Department to secure high standards of teaching, learning and assessment and the wellbeing of staff and students.
<b>Job Purpose:</b> <ul style="list-style-type: none"> <li>• To provide the necessary leadership which raises standards and outcomes for SEND students;</li> <li>• To contribute to school improvement and action planning for SEND Department;</li> <li>• To demonstrate the leadership and management decisions that ensure equity, access and entitlement to learning;</li> <li>• To provide evidence of efficient and effective management that impacts positively on student learning, through motivating, monitoring and developing teachers to that end;</li> <li>• To undertake the performance management of staff;</li> <li>• To promote equality of opportunity for every student so that they achieve their fullest potential;</li> <li>• To attend appropriate meetings with governors, colleagues, parents/ carers and outside agencies relevant to the above duties.</li> </ul>	
<b>Responsibilities</b>	<b>Key Performance Indicators</b>
<b>Leadership</b>	
Support the SENDCo in the strategic and operational oversight of Inclusion (SEND and Literacy to include top-up funding) provision at Judgemeanow Community College and the development of a cohesive Inclusion (SEND and Literacy) team that has a clear sense of direction and purpose.	Department Improvement Plan has positive impact on key performance areas.
In conjunction with the SENDCo to facilitate and evaluate the college's use of the SEND Code of Practice. Ensure that the college conforms to all statutory guidance concerning special educational needs and disability and adheres to good practice wherever possible.	Being a point of contact and coordinator for vulnerable student cohorts - medical needs & disabilities / overseeing - collaborating with Literacy and EAL coordinators.
To be responsible for the Performance Management Process for a cohort of TAs.	Consistency in TA performance, timely and cost effective intervention for students who have SEND and/or EAL, which has impact.
In conjunction with the SENDCo to manage and allocate funds devolved to vulnerable students efficiently and effectively.	Coordinate a costed whole school provision map.



Student outcomes	
To work across Year Teams and Curriculum Areas to champion the academic progress and personal development of the school's most vulnerable students. This aspect should include the support of good attendance for individuals within the SEND cohort and the forensic analysis of data.	The progress of SEND students is at least in line with national non-SEND students. SEND student attendance is greater than 95% and persistent absence below 10%. Attend all relevant leadership meetings. Lead effective SEND champion meetings.
In conjunction with the SENDCo oversight of all SEND students including those with health/medical need, across the school to monitor impact and to direct the quality of provision, ensuring that students are supported as individuals. In conjunction with the SENDCo strategic oversight of the SEND Register and Provision map.	Evaluation of the impact of each form of intervention and triggering improvement where needed. Ensuring that the provision map is regularly reviewed and amended. Ensuring the website has up to date information for parents regarding SEND and provision mapping.
Teaching, Learning and Assessment	
To influence and develop classroom practice to secure a depth of teacher awareness of how they best support vulnerable students. To map and safeguard this provision.	To challenge and support teachers, departments and curriculum leaders to provide effective differentiation in order that students with SEND make expected progress. Attend Curriculum Leader meetings as required.
Personal Development, Safety and Wellbeing	
In conjunction with the SENDCo to liaise with other Primary and Secondary school SENDCos and with other outside agencies including health, social care and education officers, to support the effective transition of and support for students.	Coordinate and attend meetings with other agencies, parents and students in order to ensure appropriate arrangements are made to support the progress and welfare of students with SEND. Attend SENDCO network meetings and appropriate SEND conferences.
<b>In addition the post holder will:</b> <ul style="list-style-type: none"> <li>Act as a subject teacher commensurate with qualifications and experience and subject to the constraints imposed by this job description.</li> <li>Take part in the school's performance management process.</li> <li>Undertake appropriate, negotiated and agreed personal professional development within the framework of school policies and current practice.</li> <li>Undertake such other duties as from time to time be reasonably assigned by the Principal</li> </ul>	
<b>Review:</b> This job description does not define in detail all duties or responsibilities of the post. It will be regularly reviewed and may be subject to modification or amendment by the Principal after consultation with the post holder.	

## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• QTS</li> <li>• Successful teaching experience in a primary or secondary school</li> <li>• Evidence of Continuing Professional Development relevant to the SENDCO role</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification related to the role of SENDCO (or working towards or willingness to work towards)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of effective deployment of staff or resources</li> <li>• Knowledge and understanding of national and regional education issues relating to provision for students with additional needs</li> <li>• Understanding of effective teaching and learning strategies including behaviour for learning</li> <li>• Has the knowledge and understanding of current and national issues in relation to student development, student progress and raising achievement at KS3 and KS4.</li> <li>• Good understanding of best practice and current educational thinking</li> <li>• Demonstrates clear strategic thinking on how to support students with identified needs to make progress</li> <li>• Plans teaching and personalisation to achieve progression in students' learning</li> <li>• Makes effective use of assessment information on students' attainment and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in managing a team</li> <li>• Experience of introducing new initiatives and/or of managing change</li> <li>• Knowledge and experience of school improvement planning</li> <li>• Knowledge and experience of monitoring, evaluation and review processes</li> <li>• Understanding of how to track student achievement using data and of intervention strategies to raise achievement</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>• Ability to motivate, lead and support staff and students</li> <li>• Excellent communication and inter-personal skills</li> <li>• Ability to analyse problems, reach considered judgements, resolve issues and delegate effectively</li> <li>• Personal organisation and time management skills</li> <li>• Ability to communicate effectively, both orally and in writing with a range of audiences</li> <li>• Is able to monitor student and staff performance Is able to evaluate and review progress and evaluate change</li> <li>• A commitment to, and understanding of, the wider aspects of student development, including Literacy</li> <li>• Has the ability to plan and lead on whole school initiatives</li> <li>• Has the ability to work with parents, external agencies and the wider community</li> </ul>	

	Is flexible, able to work under pressure and meet deadlines	
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Dynamic nature with innovative ideas and a passion for teaching and learning</li> <li>• The highest levels of personal and professional integrity</li> <li>• Energy and drive</li> <li>• Ability to motivate self and others</li> <li>• A commitment to raising the aspirations of the whole school community</li> </ul>	



We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All appointments are subject to satisfactory references and DBS checks.

Judgemeadow operates a Safer Recruitment Policy. Please be advised that if you are called to interview you will need to produce the following as evidence of your identity:

- photographic evidence i.e. passport or photocard driving licence
- Proof of address, i.e. utility bill or bank statement
- Teachers - proof of appropriate qualifications and QTS status (certificates) if applicable.

If you wish to apply for this post, please complete the attached application form and return it to us by the closing date: **noon on Monday 23<sup>rd</sup> April 2018.**

An application form is attached. You may save a copy of the form to your computer or storage device by selecting 'save as' in the file menu, or print the form and complete by hand.

Thank you for your interest in this post.