



BRIXHAM COLLEGE

SENDCo (Mainstream)



Success in learning, Success in life



Dear Prospective Applicant,

SENDCo

Thank you for your interest in Brixham College. I hope that the information provided gives you what you require at this stage as you consider whether to apply for the advertised post.

We are proud of the College's reputation and standing in the community. The College is oversubscribed on applications with approximately a third of families sending their children to the College from outside the catchment area of Brixham. The College has been judged 'good' in its last three Ofsted inspections with the latest being October 2017.

Like any school, we also have our challenges, but through our collective efforts trustees, staff, parents and community partners are committed to improving the effectiveness of the College still further. Our aim is to provide a high quality educational experience for our students as we help to prepare them for adulthood and life after Brixham.

Our SEND provision including our enhanced autism provision is highly committed to ensuring the best information, advice and guidance is provided, both to our students, on a day to day basis, as well as working in partnership with parents, both short and long term. SEND provides informative, advice and guidance to all Brixham College staff, in order for any member of the Brixham team to support students with a SEND need. Our goal is to ensure that all SEND students can work to the best of their abilities and provide opportunities for them to experience success.

The trustees and I seek to appoint an outstanding qualified, innovative and committed individual who will support the values, aims and ethos of the College and work hard with us to help shape and realise our vision.

We place great emphasis on helping staff settle happily and purposefully with us. Careful attention is paid to their induction and subsequent professional development. The successful applicant can look forward to joining a strong and supportive team of dedicated and hardworking colleagues.

The closing date for applications is Friday 28th June (noon) more information and the application form can be found on our College website. We will inform shortlisted candidates by email and by telephone so please make sure that you include your contact telephone number in your form.

I look forward to receiving your application.

Mark Eager
Principal

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OUR SEND PROVISION

This is a new role in the College providing additional capacity and enabling the College to develop fully its aims for providing an outstanding experience for our SEND students.

Our SEND Provision brings together a range of highly experienced professionals that believe in education and learning for all. Our aim is to ensure that every student especially those with a SEND need can access, and receive the same learning opportunities as those students without specific needs.

We pride ourselves on being inclusive, and for the SEND team this inclusion starts in the classroom, and continues to be supported through all other areas of the college, whether this be through events and trips, extra-curricular activities, examination preparation or through the range of transition points that we see our students through.

The team currently consists of a five HLTA's who all have strategic roles within the SEND team and the specific support that they offer our students. In addition we have a team of Teaching Assistants whose focus is primarily in-class support, and provide the stability and support that many of our SEND students' need. At present we have a SENDCo whose role has been split between mainstream SEND, and managing the college's Enhanced Provision for those students on the Autistic Spectrum. The team also benefits from a member of the Senior Leadership Team, taking an active role in the strategic vision and direction of SEND and inclusion.

The SEND team currently operates out of two main areas of the college, Learning Support, the Autism Enhanced Provision, as well as actively working with a third that provides support for the entire college at every age. The SEND team has access to its own suite of computers and an ever growing technology resource for SEND students. The team benefits from having a trained and qualified exam access arrangements, and cognitive assessment assessor. The College also gains support through many external agencies which allows SEND to be one of the most innovative and forward thinking SEND teams in the Torbay and wider area.

As part of our continual development of SEND and Inclusion across the College, the successful candidate will be joining the SEND team, at a really exciting time, and with the support of the team and SLT Lead will be instrumental in developing and supporting the "Inclusive Classroom" whole college strategic vision and approach.



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JOB DESCRIPTION

Job Title: Mainstream College SENDCo

MPS/UPS - Full Time + SENDCo Allowance £4,242

Hours of Work: 1265 as outlined in the School Teachers' pay and Conditions Document

As SENDCo you will be both responsible for the strategic development and vision of SEND across the whole college, in partnership with the SLT lead.

You will provide the SEND team with effective leadership, as well as the management of the College's SEND provisions, resources, methods of support and key new initiatives to improve the day to day lives of all SEND students.

In addition, you will be responsible for carrying out the college's statutory duties and responsibilities in relation to the SEND Code of Practice, Children's and Families Act, and Equality Act.

Main Responsibilities:

- Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND.
- Ensure that the college carries out its statutory duties responsibilities, regarding all students with a SEND need, and those with Education Health Care Plan's.
- Support all college staff in understanding the needs of SEND students.
- Support the SEND team to develop SEND provision and implement new initiatives and directives.
- Monitor progress of all SEND students and implement strategies that will "close the gap" between those with and those without SEND needs.
- Analyse and interpret relevant college, local and national data.
- Liaise with staff, parents, and all external agencies and other educational establishments in the co-ordination of their contribution, provide maximum support and ensure continuity of provision.
- To proactively plan, support and intervene to ensure the highest standards of teaching and learning and the wellbeing of students and staff across the College in relation to the SEND Team.
- To ensure that the SEND team enables students to achieve at the highest possible level, and contributes to raising standards of student attainment across the faculty and whole school.
- To be responsible for the leadership, management, performance and development of the SEND Team in general.
- To be accountable for the performance of the Send Team, to the Principal and the Governing Body of the College

To carry out duties of a School Teacher as is set out in School Teachers' Pay and Conditions Document subject to any amendments due to Government Legislation.

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Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND.
- Work with college staff to develop effective ways of bridging barriers to learning through:
 - Assessment of needs,
 - Monitoring of teaching quality and pupil achievement
 - Target setting
 - Generation of SEND Support Plans, and use of Provision Mapper software.
 - Undertaking and generating relevant external agency proformas and reports (*i.e. RSA's, Early/targeted support*)
 - Keeping accurate records both through individual SEND files and college own systems.
- Collect and interpret specialist assessment data to identify learning deficits and needs, inform practice, and develop individual support packages.
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies.
- Work with SLT, Heads of Faculty's, HOY's, teachers, and pastoral and support staff to ensure all student learning is of equal importance and that there are high expectations place on SEND students just as all other students.

Leading and Managing

- Provide professional guidance to all staff, to secure outstanding teaching for SEND students, through both written guidance, meetings and INSET.
- Lead on the performance management/ support staff appraisals of the SEND team.
- Advise on and contribute to the professional development and understanding of SEND by college staff.
- Provide regular information and overviews of SEND to the SLT Lead/ College Principal and allocated member of the Board of Trustees for SEND.
- Effective deployment of SEND staff and resources.
- Advise the SLT Lead, Principal and Board of Trustees of SEND priorities for deployment of staff, and utilise resources with maximum efficiency.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of the College SEND policy.
- Work with external agencies to maximise resources made available.
- Co-ordinate all Annual Reviews and reviews of SEND Support plans for all mainstream SEND students.
- When required, attend SEND external meetings / chair when necessary.
- Liaise with SLT Lead for SEND in the development and implementation of all Transitional plans and programmes, to ensure continuity and progression through the development of transitions programmes to including Y6 transition, KS3-KS4, KS4-KS5 and Post 18 transition.
- Exercise a key role in assisting the SLT Lead and Trustee, with the strategic development of SEN policy / provision.

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- **How you do the job?**

- Lead colleagues in the development of a SEND Team Develop Plan which will enhance the educational experience and opportunities of all students.
- Lead and promote high expectations of SEND in student achievement, ensuring that effective strategies are in place for each student to achieve their best.
- Up hold high standards of behaviour and attitude to learning across SEND and support areas.
- Monitor standards in teaching, learning and assessment across the college in relation to SEND students, and promote faculty to faculty shared systems.
- Ensure the effective and innovative support of the national curriculum and examinations courses within the SEND Team, promoting high levels of student motivation, engagement and participation.
- Ensure that policies are consistently reviewed and in place across the whole college.
- Evaluate the work effectiveness of your team in raising student attainment through regular monitoring, frequent feedback and open channels of communication.
- Ensure a tangible impact on teaching and learning of SEND students.
- Lead colleagues, through consultation in the writing of SEND Team Improvement plans which is referred to, reviewed and developed.
- Ensure SEND staff are aware of whole College and Faculty aims, principles, targets and inclusions strategies, and that they are able to support and were required replicate this with SEND students in a range of educational environments.
- Lead, encourage and support the innovation of teaching and learning methods that promote the academic and social development of students.
- Review and report annually on the standards of attainment, leadership, teaching and learning in your SEND Team area with the Principal and your Line Manager from SLT as part of the Quality Assurance model.
- Lead mentor and challenge and support staff within your team, facilitating their success, delegating responsibility to them as appropriate and promote their professional development.
- Support your team – inspire and motivate them to achieve their best on behalf of the students.
- Ensure there is a clear focus on competence in all areas of the student's experience across the College, and that high profile liaison with local primary schools and community groups supports this work.
- Manage the Financial Resources and budget in accordance with College policy.
- Proactively support and enhance all strategies to positively promote the College; through liaison with parents, outside agencies and the community and through College events, open evenings and the learning review process.
- Create a learning environment to encourage high quality learning.

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PLAN AND TEACH WELL STRUCTURED LESSONS

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching

As a SENDCo Leader you should have the necessary experience and capabilities to be "lead practitioners" within the College. Your professional development and training will be met within the context of your needs and those of the College, and supported by your Line Manager from SLT. As a successful Leader, you will require excellent interpersonal skills and the ability to lead and manage through clear structures, effective two-way communication and the ability to inspire and motivate them to work as a team for the benefit of the students. You will be able to discuss, analyse, debate and formulate policy with other middle leaders and with SLT. Your "passion for learning" and team working skills are central to the success of the role as you are your understanding of students needs and pedagogical issues.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside College by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being in accordance with statutory provisions
- Showing tolerance of, and respect for, the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways, which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

Child Protection:

- ✓ A commitment to the responsibility of safeguarding and promoting the welfare of young people
- ✓ A commitment to safeguarding and the welfare of children and young persons you are responsible for or come into contact with
- ✓ A commitment to undertake Child Protection training
- ✓ An enhanced DBS is required for the post

Brixham College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION FOR THE POST OF SENDCo

Career Grade:	Essential Criteria	Method of Assessment/ Source of Information
Key Skills & Abilities	<u>Training, Qualifications, Experience</u>	
	To be a qualified teacher with QTS and hold the National SENDCo qualification.	Application form
	To have attended recent, relevant courses	Application Form
	To have experience of teaching children in the secondary age range	Application Form
	To have relevant experience of professional development and self-awareness of professional needs	Application Form
	<u>Interpersonal Skills:</u> <i>To be able to communicate and co-operate effectively by:</i>	
	Being aware of the need to develop appropriate social values and standards	Interview
	Making use of speaking and listening skills in different teaching contexts	Interview
	Establishing and maintaining good relationships, in particular with students, parents and colleagues	Interview
	<u>Management and Organisation</u> <i>To be able to manage and organise effectively by:</i>	
	Matching the teaching to the students' individual needs	Interview/Application Form
	Working collaboratively within the team of teachers and in the classroom	Interview/Application Form
	Using a variety of teaching styles, including individual, group and whole class approaches	Interview/Application Form
	Planning and organising the curriculum to the appropriate level	Interview/Application Form
	Creating a purposeful, orderly, supportive and stimulating environment for students learning	Interview/Application Form
	<u>Curriculum</u> <i>To be able to teach effectively and ensure continuity by:</i>	
	Promoting the social, cultural, spiritual and moral development of all students	Interview/Application Form
	Demonstrating clear current knowledge in the relevant subject area	Interview/Application Form
	Planning, developing and monitoring appropriate learning activities	Interview/Application Form
	Understanding that the role of the College is to provide effective education for all students	Interview/Application Form
	Being aware of the need to maximise the potential of ICT as an aid to learning	Interview/Application Form
	Assessing, recording and reporting on students learning	Interview/Application Form
	<u>Special Knowledge</u> Understanding and awareness of:	
	The learning, social, cultural and pastoral needs of students	Interview/Application Form
	<u>Work related Circumstances</u>	
	The equal opportunities policy	Interview/Application Form
	Developing the role of parents and carers as partners in their children's education	Interview/Application Form

