



High Expectations
and Aspirations

Candidate Information



**Special Educational Needs
& Disabilities Coordinator**

Band L1 – L5

Introduction from the Headteacher

I am delighted that you are interested in this key post of SENDCO at Light Hall School.

Light Hall School is a very special place, our students are friendly, enthusiastic and eager to learn. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best.

This is an excellent opportunity to gain experience leading our SEND department within an enthusiastic and experienced team in a happy, harmonious school. You will have the commitment and passion to find the true potential in every one of our students. We have a team of dedicated and hardworking LSAs, teachers and an experienced leadership team, to support you.

The enclosed information should give you a flavour of Light Hall. Do please come and visit us if you would like to know more.

To arrange a visit to the school, please contact Anna Williams, Personnel Assistant on 0121 746 5060 or email awilliams@lighthall.co.uk

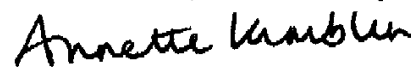
To apply please write a letter of application (2 sides of A4 - maximum), which explains how you can fulfil the person specification and what you will bring to the role, together with completing all questions on the application form. Please remember to include contact details of two referees, one of whom should be your current/most recent Headteacher.

Closing date: 9.00am Monday 30th March 2020

Interview date: Week beginning 30th March 2020

We look forward to hearing from you.

Yours sincerely



Annette Kimblin
Headteacher



Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

An enhanced DBS check is required for all successful applicants

Our Ethos & Values

Light Hall School is a very special place, our students are friendly, enthusiastic and eager to learn. They are at the heart of all we do. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best with us, no matter what their starting point.

Our aim is that every student leaves us, not only having achieved their full potential academically, but with a lifelong love of learning, a sound moral compass and high aspirations and expectations of themselves.

Care and respect for others and our environment are the given norm at Light Hall and there is an expectation that everyone will participate actively and positively in the life of our learning community. The numerous opportunities and experiences we offer, aim to equip every student with the skills, knowledge and confidence they need to become valued and successful members of society.

The leaves of the Light Hall tree in our emblem stand for each of our core values. They are: excellence in all we do, love of learning, sound moral compass, care and respect, Active participation and high aspirations and expectations.



Excellence, High Aspirations and Expectations

We strive for excellence in all that we do at Light Hall. Our motto, "The best from everyone, all of the time" informs the way we work and play. We believe that every student, with the right mind-set and a willingness to work hard and learn from their mistakes, can and will achieve great things. Our dedicated teachers motivate students to aim high and encourage every student to exceed their own expectations.

Love of Learning

Learning is our core purpose. At Light Hall School we structure learning to excite our students' curiosity and to inspire them to become successful, lifelong, independent learners. Our teachers are enthusiastic and extremely passionate about their subjects, spending considerable time planning interesting lessons, so that their love of their subject is passed on to the students.

Sound Moral Compass, Care and Respect

Our students at Light Hall are our greatest asset and it is a privilege to work with them. We expect very high standards of behaviour, and courtesy, both in and out of the classroom and we encourage our students to be aware of the needs of everyone in the immediate and wider community.

Active Participation

We are an inclusive school which offers the very best opportunities for all our students. Our dedicated team of teachers and support staff pride themselves on offering a safe, caring and happy environment in which students can learn and develop and are confident that we are preparing them well for the future. Our pastoral support team is extensive and has as its mission to ensure that every student feels valued and that their achievements, both academic and personal, are recognised.

At Light Hall we recognise that students thrive when offered additional experiences outside of school. Education goes beyond the reaches of the classroom and we believe that young people can learn a great deal by taking part in educational visits and activities away from school and home



**Our
School**



Introduction to Light Hall School

We are a co-educational comprehensive of 1200 students aged 11-16, located to the west of Solihull Town centre in the district of Shirley. We draw students from Solihull and Birmingham. Our intake has a broad mix of both attainment and socio-economic backgrounds.

We have an excellent staff team. Each individual, be they teacher or support staff, is committed and hard working. Our students are enthusiastic and friendly. They are respectful, polite and very well mannered. Relationships between students and staff are highly positive.

In our annual surveys, both parents and students rate the school highly.

The school has doubled in size since it was first built and enjoys an excellent setting. It has good sporting facilities and has developed a community ethos within the area that it serves.



The Life of the School



Academic and Extra Curricular Life

Our broad and balanced curriculum is delivered through a two year Key Stage three and a three year Key Stage four, to ensure that students have time to develop the depth of their knowledge and skills in their GCSE subjects. The majority of students follow the Ebacc route. All students study Life and Morality (Religious Education) to GCSE level. Those who do not follow the Ebacc route continue to study either geography or history to GCSE level but do not take a modern foreign language. We offer only one qualification which is not a GCSE.

In addition to striving for excellence in academic study, our provision aims to prepare our students for life beyond Light Hall. Our curriculum, which incorporates PSHE and SMSC, makes a strong contribution to our students' personal development and welfare. This is enhanced by a weekly programme of extracurricular activities, which includes after school sports, drama and musical activities, as well as a variety of subject enrichment clubs. The house system also provides many opportunities for students to participate in a variety of different activities and charity events. Careers and work related learning are promoted in every year group and are very strong.

Our students' attainment is consistently above the national average

	School	LA	National
	(%)	Average	(%)
<i>Achieving Grade 5 or Above Eng & Maths</i>	51	45	39
<i>Achieving Grade 4 or above Eng & Maths</i>	72	65	63
<i>Achieving Ebacc at Grade 5 or above</i>	32	24	20

Pastoral Care

Light Hall School is a very friendly and welcoming place for both students and staff. Students feel cared for and relationships between students, and between staff and students, are overwhelmingly positive. The pastoral system is centred on the form tutor, the head of house and the non-teaching pastoral manager. Almost every member of staff is involved in the pastoral system in some way. The house system contributes to this too, providing links between students of different ages and healthy competition in a wide range of activities. A small sample of these include the visual arts, "Dragon's Den" enterprise cup, cake bakes, "Light Hall's Got Talent", dance, basketball, cricket, rounders, netball and football.



Facilities

We are fortunate to have a high quality learning environment at Light Hall with the latest technologies to enhance the curriculum.

Our modern classroom facilities help to provide greater variety in teaching methods and therefore make learning more effective.

Opportunities to nurture independent learning skills are provided through our virtual learning environment.

Our vibrant and welcoming library supports learning throughout the school. It is well stocked, has good ICT facilities and provides high quality services to everyone.

Our purpose built drama studio, music rooms and state of the art recording studio support our extensive extra-curricular programme. In addition to this we have excellent sporting facilities, including tennis courts, sports hall, fitness room and an astro-turf.



Working at Light Hall

Our staff team are friendly and welcoming. Here at Light Hall School we pride ourselves on providing a full range of CPD opportunities to support all staff to continually deliver the best in all they do. Our Teaching & Learning CPD takes many forms such as department meetings where staff have regular time to meet with each other, plan and share resources, personalised coaching and research groups.

In order to support our middle leaders to keep abreast of developments in their subject areas and share good practice, we have a rolling CPD programme where middle leaders regularly meet with their counterparts in neighbouring schools.

We also have a full induction programme for our NQTs and have continuous opportunities for those wanting to develop their leadership potential.

Staff Benefits

- Free on-site staff gym
- Subsidised healthcare cash plan
- Cyclescheme (tax exempt loans for purchase of bicycles up to £1000)
- Pension
- Enhanced maternity scheme
- Occupational Health including a confidential counselling service
- Life insurance through the pension scheme



The Role: Special Education Needs & Disabilities Co Ordinator

The Vacancy

The post is an excellent opportunity to gain experience in leading our SEND department, within an enthusiastic and friendly Inclusion faculty. The successful candidate will be required for a full time position starting in September 2020, or earlier if possible. A willingness to participate in the wider life of the school is also desirable.

Inclusion & SEN Department

Light Hall School is an inclusive mainstream secondary school which welcomes pupils with a range of Special Educational Needs and Disabilities (SEND). The Inclusion Faculty consists of a Head of Inclusion, SENDCO, and 4 Learning Support Assistants. We are fortunate to have expertise in dyslexia, autism spectrum conditions and speech, language and communication needs. Many of our team have qualifications in learning support and receive on-going professional development in SEND

As the SEND leader, you will be joining an experienced group of Learning Support Assistants, who very much work as a team. The SEND department is housed in our Aristotle building incorporating 1 SEND classroom, a small counselling/breakout room and office.



Students are taught curriculum subjects in mainstream lessons in the school but additionally are able to access the SEND classroom. Here pupils take part in additional groups and individual work based on their own individual need. The SEND classroom is also available for communication activities and coursework. Timetables are student centred and designed for individual students so they have significant differences. Access to classes in school is dependent on the student's ability to complete the subject and so we are able to adapt timetables according to students' needs. We aim to provide a mainstream experience with specific support for pupils to provide firm expectations and clear boundaries for our students.

In January 2020 Light Hall school had 101 students on the SEND register (8.5% of the school intake).

- 86 students were registered as K – school support (7.2% of the school population).
- 15 students were in receipt of an EHCP plan with complex needs (1.2% of the school population).

The school tries to ensure that SEND groups usually have no more than 15 students, often supported by an LSA

Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

Job Description

Job Title: SENDCO

Grade: L1 – L5

Responsible to: Assistant Headteacher

Job Purpose: The SENDCO will, under the direction of the Assistant Headteacher, provide professional guidance to colleagues, working closely with staff across the school, parents and other agencies. The SENDCO will lead on SEND and raise levels of achievement for all students with a particular focus on those with additional needs.

This is a public facing role and the post holder must be able to communicate confidently and fluently.

Light Hall School Purpose

Light Hall School is committed to providing an excellent education for every student in its care. Mutual respect, high expectations and a relentless focus on progress are the expected norm. Professional development and support will be offered to all, to ensure that staff have the necessary skills and knowledge to meet the Teachers Standards.

Specific Responsibilities

Operation of the SEND policy and co-ordination of provision

- Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
- Develop and oversee the implementation of the school's SEN strategy and policy
- Evaluate the effectiveness of provision.
- Liaise with other schools to ensure continuity of support and learning when transferring SEND students.
- Analyse school, local and national data and develop appropriate strategies and interventions
- Organise and coordinate the work of outside agencies
- Organise regular reviews of pupil profiles and annual reviews of EHC plans, including Transitional Reviews and disseminate information to staff.

Strategic development of SEND policy and provision

- Evaluate whether funding is being used effectively and propose changes to make use of funding more effective.

- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.
- Manage and advise on the school budget and resources for SEN provision
- Work closely with the Assistant Headteacher for Inclusion to ensure high quality provision for students requiring learning support
- Keep up to date with national and local policies related to SEN and cascade information to colleagues.

Support for students with SEN or a disability

- Coordinate provision that meets the needs of our EAL students and monitor its effectiveness
- Work with the Careers Lead to ensure provision for SEND students
- Take an active part in the promotion and delivery of out of hours enrichment activities

Teaching and learning

- Identify and adopt the most effective teaching approaches for SEND students.
- Monitor teaching and learning activities to meet the needs of SEND students.
- Promote quality first teaching
- Assess children who have long or short-term learning difficulties and work with colleagues to identify individual pupils' special needs
- Implement specific interventions
- Develop and advise on schemes of work, resources, teaching and learning strategies
- Develop and disseminate teaching and learning expertise in SEND teaching
- Draw up timetables for support and intervention after consultation with staff concerned

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- Oversee arrangements for the administration of annual reading tests, CAT tests, arranging literacy support for those with low reading ages and retesting as necessary
- Provide advice, guidance and training to classroom teachers on supporting pupils with SEND
- Support teachers to develop appropriate learning programmes for pupils with SEND
- Ensure that access arrangements are applied for and put in to place where appropriate
- Teach individuals, small groups and classes of students as appropriate
- Contribute to the monitoring of the effective use of resources, appropriate teaching and learning activities and target setting to meet students additional needs
- Ensure effective development of student literacy, numeracy and ICT skills in all learning situations.
- Ensure development of students individual and collaborative study skills necessary for them to become independent students.
- Liaise with primary feeder schools for transition arrangements for potential new students Attend Year 6 annual reviews where practicable to ensure clear understanding of students' needs and a smooth transition to Light Hall School.

Recording and assessment

- Work to agreed targets for raising achievement among SEND students and other groups as appropriate.
- Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.
- Set up systems for identifying SEND, and assessing and reviewing SEND provision. This includes creating and monitoring EHC plans, provision maps with teachers and learning support assistants.
- Keep parents informed about their child's progress through individual review meetings and at parents' evenings.
- As necessary, prepare applications for EHC Plans; co-ordinate and attend annual reviews.
- Create pupil profiles as necessary
- Maintain SEND register.

- Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date

Leadership and management

- Lead staff appraisals and produce appraisal reports
- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEND students.
- Provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school in-service training.
- Disseminate good practice in Inclusion across the school.
- Work with the Headteacher and Governors on the strategic development of SEND and Inclusion, including reviewing and formulating appropriate policies.
- Be responsible for the supervision and organisation of learning support assistants, including their appraisal.
- Support pupil progress meetings, recording agreed provision within provision maps.
- Be involved in the appointment of Learning Support Assistants.
- Work with the Headteacher and other key staff on developing the effectiveness of transition arrangements
- Liaise with the Educational Psychology service and other specialist and support agencies.
- Attend appropriate training, CPD and conferences and provide feedback to colleagues.
- Lead CPD on inclusion matters as needed across the school.
- Liaise with Heads of Faculty and all teachers in the successful deployment of learning support assistants within key stages and year groups.
- Undertake SEND self-evaluation, contributing to the SEF and improvement plan and planning for continuous improvement in inclusion practice
- Model good practice in teaching students with SEND including those with severe complex needs.

Person Specification

The following person specification indicates those areas of skills and personal characteristics, qualifications, training and experience that are either desirable or essential in the candidates being interviewed.

Person Specification - Non class based Special Educational Needs and Disabilities Coordinator		
Criteria/standard	E/D	Source of evidence
Qualifications		
A degree qualification or relevant qualification.	E	Application/interview
Qualified Teacher Status (secondary).	E	Application/interview
Evidence of further study beyond degree.	D	Application/interview
Accreditation for the national SENDCO qualification or working towards	E/D	Application/interview
Experience & knowledge		
Assessment at KS4	E/D	Application/interview
Experience of raising attainment for a group of students	D	Performance Appraisal
Experience of implementing and maintaining effective behaviour management strategies and supporting staff with behaviour management	E	Performance Appraisal
Experience of Pastoral care	D	Application/interview
Up to date knowledge and of the code of practice and the statutory processes in place for SEND students, and up to date experience of recent developments in government thinking for SEND support.	E	Performance Appraisal/ Interview/Reference
Experience of leading and managing a SEND team	E	Application/interview
Evidence of improving the teaching and learning through schemes of work and extra-curricular activities	E	Application/Interview/ Reference
Experience of leading aspects of the wider curriculum	E	Application/Interview/ Reference
A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEND students	E	Performance Appraisal
A knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience	E	Application/Interview/ Reference
A knowledge of how ICT can both enhance and extend learning and improve the administration of SEND	D	Application/Interview/ Reference
A detailed knowledge of the specific SEND needs of students that attend a student referral unit or SEND provision and evidence of strategies that can be used to support them.	D	Application/Interview/ Reference
Professional Development		
Evidence of recent relevant professional development	E	Application/interview
Performance management experience	D	Application/interview
Skills and abilities		
Demonstrate high expectations which inspire, enthuse, motivate, and challenge students to achieve their best	E	Application/interview
Excellent communication skills	E	Application/interview
Management skills in respect of information and the use of performance data; finance and resources; and people management including delegation; and monitoring and evaluating performance	E	Application/Interview/ Reference
Evidence of a commitment to equality of opportunity and social inclusion	E	Application/Interview/ Referecen
Ability to lead and manage a team	E	Application/Interview/ Reference
The ability to communicate effectively with a range of potential audiences	E	
Proven ability to promote excellent student outcomes	E	
Ability to use assessment data to generate appropriate and effective intervention work	E	Application/interview
The ability to communicate effectively with a range of potential audiences	E	Application/interview
Proven ability to promote excellent student outcomes	E	Application/interview
Personal Qualities		
Professional, enterprising	E	Application/interview
Outgoing, approachable, inclusive	E	Application/interview
Positive, adaptable	E	Application/interview
Energetic and enthusiastic	E	Application/interview
Self-motivated, self-confident, reliable	E	Application/interview
Generosity of spirit, sense of humour	E	Application/interview
Committed to improving outcomes for all students	E	Application/interview
Team player	E	Application/interview
Well Organised – A completer/finisher	E	Application/interview

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The best from everyone, all of the time.

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