



Applicant Pack:
Primary Cluster
Special Educational Needs &
Inclusion Coordinator (SENCO)



The Role

We are looking to appoint a SEN and Inclusion Coordinator (SENCO) to work across all three of our Trust Primary Schools including Launceston Primary School, our brand-new school. The SENCO is responsible for inspiring and motivating the school community to develop effective ways of overcoming barriers to learning and promoting effective teaching and learning for children with specific needs. This is a wonderful and unique opportunity to be an instrumental part in shaping the future of our community.

As a SENCO, you'll be an experienced teacher with a passion for supporting pupils with special educational needs. Working closely with the Executive Principal and other senior colleagues, you'll use your leadership skills to manage provision in the schools and to provide support to other teachers.

The role of SENCO can be highly rewarding, as you'll have the opportunity to directly contribute to pupils receiving the support they need, to achieve their potential. You will be based in more than one school and may also have a teaching timetable, so you'll need to balance your work as a SENCO alongside your other responsibilities of teaching and preparing for classes.

Your responsibilities will include designing and delivering interventions with pupils in the classroom and implementing the school strategy. You may also have classroom teaching duties and could be working in one school or across all three schools. You will be empowered to 'think big' as part of a dedicated team of Primary colleagues who are passionate about opening up a world of opportunity, exploration and experiences to our children.



Our Schools

Egloskerry Primary School

Egloskerry is a small school, in a rural location five miles from Launceston. The school's aim is for all children to delight in life experiences and achievement, inside and outside the classroom. This is supported by the creativity, dedication and commitment of the excellent staff and Governing Body and the strong relationship that is nurtured between staff, children, and their families, as well as the wider local community.



Through a combination of outstanding personal development, a sense of adventure and our creative curriculum, children gain access to a unique world of opportunity and experience. Our children are a delight – polite, enthusiastic and excited about learning and discovery. They grow into well-rounded pupils with a passion for life, a love of learning and a breadth of interests enabling adaptation to the fast-changing world around them. All skills are valued – academic, creative, sporting, social. Community, family and success for all lie at the heart of our ethos and vision.

Our staff team are nurturing and inspirational and we work together to ensure children feel safe. Our children are capable of achieving great things and we help them to believe this too. We do this by embedding high quality and contextualised learning within meaningful, challenging and exciting topics which are led by the children e.g. Antarctica, inventions, space.

Altarnun Primary School

Altarnun is a small rural school set on the fringes of Bodmin Moor, just eight miles from the Launceston. In an ever-changing world, we ensure that pupils receive the very best education and realise their full potential in a happy and caring environment, enabling them to lead a full, purposeful and happy life.



Our small but mighty school has a dedicated and caring team who create an inclusive environment that is exciting and stimulating. All children are encouraged to develop a love of learning and to achieve the highest standards in all that they do, which fulfills our motto: learning together, achieving forever!

At Altarnun Primary School everyone works hard to ensure that the children are safe, secure and part of a friendly and caring community. We want children to be happy and excited about coming to school to learn and to develop their knowledge, skills and understanding across a wide curriculum. Our children receive an enriching and enjoyable education and everything we do is for them, their education and their welfare.

The outdoor environment afforded to our small number of pupils is phenomenal. Altarnun boasts large open spaces, forest school areas, a woodland walk, a pond, a poly tunnel and

growing plots, an adventure playground, tyre play park and a separate playground for the youngest children in the school.

In our family orientated environment personal development is prioritised and our pupils are polite, enthusiastic, well behaved and courteous.

Launceston Primary School

All children have the right to a world class education which is rich in aspiration, experience, discovery, play and wonder – and that is what we deliver at Launceston Primary School.

Launceston Primary School opened its doors to reception pupils in September 2021 and it is a two-form entry school. When full, it will house 420 pupils from Reception to Year 6.

The school has been carefully designed by our Trust to ensure that the learning environment and layouts enable our rich and immersive curriculum and teaching ethos to be delivered. As our outside space grows and develops, the school will be surrounded by a beautiful woodland which overtime will be designed by the founding cohorts of children who join us on the special and unique adventure.



Pupils at Launceston primary will be developed to be adept at understanding the world, be able to solve practical open-ended activities and embracing of creativity – or ‘tinkering’. Tinkering and purposeful ‘play’ is an essential and phenomenal life skill to equip children with, modelled via an engaging teaching approach and carefully crafted curriculum. Immersive learning and play at the heart of our curriculum and ethos.

Time spent in nature and natural settings influences a child's play, learning, holistic development and connections in and to the natural world. Regular opportunities for learning outdoors results in improved confidence, risk taking opportunities, improved health, wellness and the developing seeds of environmental stewardship and reciprocity. In addition, opening up a world of opportunity, exploration and experiences to children underpins our values and ethos; adventure at the core.

Our Trust

The Launceston College Multi Academy Trust (Trust) consists of six schools. They are Altarnun Primary, Atlantic Academy, Bideford College, Egloskerry Primary, Launceston College and Launceston Primary School.

Our vision is to develop adventurous and ambitious students, who have the character, resilience and self-awareness required to be successful, whatever their background or circumstances. We seek to teach and support them to be responsible as well as happy and successful young people by learning the knowledge, skills and values that are essential for society.



We have exceptionally high aspirations for our students and seek to support them no matter what their background or circumstances.

We offer a distinctively broad, personalised, and academically rigorous curriculum across our primary and secondary schools, and aspire to the highest standards of teaching and learning.

As a Trust we share information and best practices to ensure we focus on an excellent and sustainable 0-19 learning journey for children, with a strong focus on our school and Trust community.

The Trust offers expert guidance and advice to students to help them shape and achieve their future goals without limitation. We want to equip every student with the knowledge, skills and values they need to achieve the very best that they can.



We seek applicants who are aligned to our aim and vision and have the talent and passion to deliver that vision successfully. We support all our schools with our Trust-wide leadership and management, CPD, external networks, teaching and learning, school improvement, financial, administrative, estates, safeguarding and HR expertise.

We are looking for teaching and support staff who will deliver an exceptional education for the young people in our care.

We will offer:

- Outstanding career development possibilities and personalised professional development
- Exciting leadership possibilities as the Trust grows and expands
- The chance to network with outstanding practitioners and learn from the best across the Trust family of schools and beyond
- A strong and supportive feedback culture so that teachers can develop in areas of their practice that are important to them
- Opportunities to shape the vision and direction of the new and existing school
- A Trust-wide Employee Assistance Programme
- A Trust-wide Cycle to Work Scheme





JOB DESCRIPTION

Job Title:	Special Education Needs & Inclusion Coordinator (SENCO)
Location:	Launceston College Multi Academy Trust (Trust) School base: <ul style="list-style-type: none"> ● Altarnun Primary School ● Egloskerry Primary School ● Launceston Primary School
Grade:	Main Pay Scale & UPS, and TLR2 dependent upon experience
Hours:	39 weeks of the year, with the typical teaching day starting at 8:30am and finishing between 3:30pm and 4pm. In addition, you'll be required to work some evenings for meetings and events such as parents' evenings. also likely that you'll need to work outside of school holt'surs and term time to complete tasks such as administration, planning, data analysis and report writing.
Contract:	Permanent Start Date: Summer Term
Responsible to:	Primary Standards / Executive Principal / CEO
Supervisory Responsibility for:	Class Teachers, Support staff
Important Functional Relationships:	Staff, Pupils and Parents

The SEN and Inclusion Coordinator (SENCO) works across all of our Trust Primary Schools. They are responsible for inspiring and motivating the school community to develop effective ways of overcoming barriers to learning and promoting effective teaching and learning for children with specific needs. This is a wonderful and unique opportunity to be an instrumental part in shaping the future of our community.

As a SENCO, you'll be an experienced teacher with a passion for supporting pupils with special educational needs. Working closely with the Executive Principal and other senior colleagues, you'll use your leadership skills to manage provision in the schools and to provide support to other teachers.

Responsibilities:

Main responsibilities

1. Strategic direction and development of inclusive provision
2. Teaching and learning
3. Leading and managing staff
4. Efficient and effective deployment of staff and resources



1. Strategic direction and development of inclusive provision

- Support the school's policy of equal opportunities, both through relationships with staff, governors, parents and children and through the curriculum.
- Develop and enhance equality in the curriculum and school organisation through the creation and implementation of relevant school Policy.
- Assist in developing a positive school ethos in which all pupils have access to a broad, balanced and relevant curriculum and which reflects the school's commitment to every child achieving their potential.
- Assist in the collection, analysis and interpretation of relevant national, local and school data, research and inspection evidence to inform policy, practices and target setting where appropriate.
- Consider long, medium and short term goals for the school; monitoring and evaluating this alongside relevant policies.
- Keep up to date with national and local initiatives related to SEN and cascade information to colleagues.



2. Teaching and learning

- Demonstrate excellent teaching skills and specialised knowledge of inclusive provision.
- Assist colleagues to plan effectively with clear learning goals, taking into account the previous experience and prior attainment of individual pupils.
- Advise staff on the most effective teaching methods to enable pupils to achieve their learning goals.
- Ensure appropriate assessment of all pupils receiving support and assist colleagues in the setting of realistic and challenging targets for future progress.
- Support staff with the writing and implementation of IEPs and Behaviour Plans (or equivalent) and the keeping of appropriate, up to date records.

- Support staff in understanding the learning needs of pupils with SEND and EAL and the importance of raising their achievement.
- Ensure positive and targeted support for pupils by liaising with staff and other professionals.
- Provide regular updates on pupil progress through written reports and meetings with parents.
- Make referrals and liaise with professionals outside of the school - this could range from and include: ASDAT team, psychologists, Local Authority SEN team with EHCP applications, health and social care providers, speech and language therapists and occupational therapists

3. Leading and managing staff

- Encourage all staff to recognise and fulfil their statutory responsibilities to children with additional needs.
- Provide and arrange for the provision of training for staff; disseminate good practice across the school. Support and advise all staff who work with children with additional needs.
- Line manage, including leading the performance appraisal of, named members of support staff.

4. Efficient and effective deployment of staff and resources

- Identify appropriate resources to support the teaching of pupils with SEND and EAL and monitor their use in terms of efficiency, effectiveness and safety.
- Manage associated budgets and monitor efficiencies of spend alongside the impact on children.

Other specific duties:

- Organise and chair annual review meetings; lead EHCP, CAF, TAF and TAC (or equivalent) meetings when appropriate.
- Complete diagnostic assessments of pupils to support EHCP (or equivalent) applications.
- Monitor the progress of pupils with wider needs, SEND and EAL.
- Report to the Local Governing Body and Trustees once per term, attending Curriculum and Standards meetings when possible.
- Liaise with parents, agencies and staff to formulate and assist with implementation of Care Plans for pupils with medical needs.

Skills:

- A strong commitment to raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff to do so
- A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments



- Influencing and negotiation skills - to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies
- Leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole school commitment to supporting pupils with SEN
- Interpersonal skills - for building relationships with parents, teachers, and external professionals
- Written communication skills - for writing learning and support plans, reports on pupil progress, and training and guidance for staff
- Organisation and time-management skills - needed for prioritising and balancing a busy and varied workload
- Empathy and emotional intelligence, for recognising and responding sensitively to, the needs of pupils and parents
- Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.

PERSON SPECIFICATION – EYFS/KS1 Lead

Knowledge & Qualifications	Essential	Desirable	How identified
GCSE (or equivalent) in English and Maths	*		A/C
QTS and the SENCO qualification	*		A/C
Specific knowledge or qualifications linked to ASD	*		A/I/C/R
Specific knowledge or qualifications of EYFS/KS1 and 'early intervention' support		*	A/I/C/R
Specific knowledge or qualifications linked to Speech and Language	*		A/I/C/R
Child Protection Designated training and experience	*		A/I/C/R
Early Help Assessment training and experience of the early help process		*	A/I
Knowledge of national legislation related to safeguarding and working with children and young people	*		A/I
Understanding of the issues related to disadvantage and pupil progress	*		A/I
Evidence of continuous professional development relevant to the post	*		A/I/C
Awareness of local support available for pupils and families with Special Educational Needs and Disabilities		*	A/I
Awareness of organisations that offer support for pupils and families nationally	*		A/I
Understanding, and application, of confidentiality	*		A/I
Experience			

Experience of working to safeguard children and young people	*		A/I
Extensive experience of identifying, and working with, children or young people who are vulnerable or with specific social and emotional needs	*		A/I
Experience of working in education or other local government organisation	*		A/I/R
Working with external organisations, leading and attending multi-agency meetings	*		A/I
Working with parents/ carers and families	*		A/I
Leading and managing the EHCP, TAC (or an equivalent) process	*		A/I
Experience of action planning and developing strategies for pupils with complex needs, including ASD		*	A/I
Skills			
Excellent organisational and time management skills; prioritise workload	*		A/I/R
Excellent active listening, communication and interpersonal skills	*		A/I/R
Able to work independently and be a team player	*		A/I/R
Ability to consult, reflect and evaluate practice of self and others	*		A/I/R
Excellent guidance, advisory, persuasiveness and negotiating skills	*		A/I/R
IT literacy (including Google Drive, Internet and Email)	*		A/R
Ability to keep accurate records and strong written communication and problem solving skills	*		A/I
Ability to build strong relationships and establish credibility with pupils, parents/ carers, academic staff and senior leaders	*		A/I/R
Have the ability to work effectively and network with a wide variety of support services	*		A/I
Willingness to attend training, undertake research and engage with professional development	*		A/I
Ability to appropriately plan, deliver and assess the impact of staff training		*	A/I
Behaviour & Other Related Characteristics			
Professional and a positive role model	*		A/I/R
A patient and resilient attitude	*		A/I
Ability to remain calm whilst under pressure	*		A/I/R
Able to be flexible with work	*		I/R
Personable and approachable	*		A/I
A passion for social and emotional well-being and ensuring positive outcomes for children and young people	*		A/I
Work in ways that promote equality of opportunity, participation and diversity	*		A/I

Ability to motivate pupils	*		A/I
A commitment to abide by and promote our Trust's Equal Opportunities, Health and Safety and Child Protection Policies	*		A/I
The post holder will have an energy, enthusiasm and a sense of humour	*		A/I
Ability to be professionally assertive high level of initiative	*		A/I/R
Generosity of spirit and a positive outlook	*		A/I
Professional in appearance, manner and attitude	*		A/I/R

Key: A=Application, I=Interview and assessment, R=Reference, C=Certificate - *Job Description and Person Specification updated January 2022.*

To apply:

To apply for this job, please complete and email the application form to hr@launcestoncollege.org.uk by the application deadline of **Tuesday, 1st March 2022, 9am:**

[Word Application](#)

[PDF Application](#)

Interviews will be Wednesday, 9th March 2022 (all day) and will be held at Egloskerry Primary school, with school tours welcomed at all three of our settings. Please contact secretary@launcestonprimary.school to arrange a visit.

We reserve the right to close this advert and interview and appoint earlier than the advertised closing date should there be a good response to the advert, so early applications are warmly invited.

Safeguarding Statement:

Launceston College Multi Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All posts are subject to DBS clearance and appropriate pre-employment checks.

Disclaimer

The job duties, elements, responsibilities, skills, functions, educational factors and the requirements and conditions listed in this job description are representative only and not exclusive of the tasks that any employee may be required to perform. The Trust reserves the right to revise this job description.

