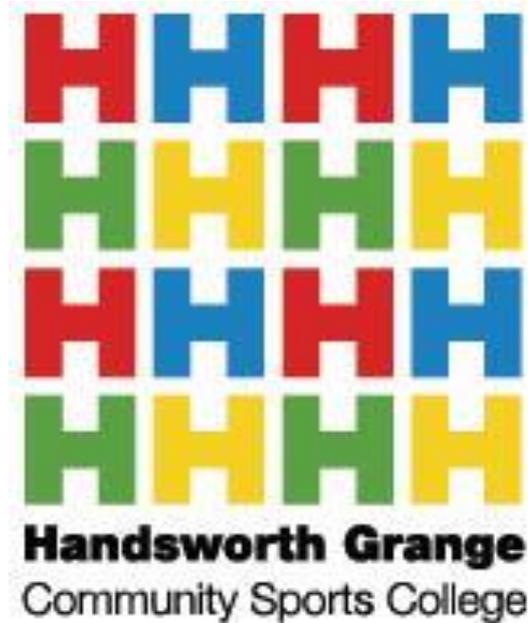


# Briefing Pack for Applicants SENDCo



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**

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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***

## Section 1: Post Advertisement

**Post: SENDCo**

**Pay scale: Teachers' Pay MPR/UPR Plus TLR1A £8,706**

**Contract: Full-time, Permanent**

**Start date: As soon as possible**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Handsworth Grange Community Sports College is an oversubscribed 11-16 school in the south-east of Sheffield. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are looking to appoint a SENDCO to lead the continued development of provision, support and teaching of students with additional needs. The successful candidate will demonstrate a drive, resilience and enthusiasm to ensure that students' progress and succeed. Ideally, you will have had experience of working directly with young people requiring additional support and you must be willing to commit to completing the national masters level qualification at the earliest opportunity.

You will lead the strategic direction for SEND support in the school and, along with assistant SENDCO, Teaching Assistant team, and admin support you will ensure the school meets our statutory duties in SEND.

Working with senior colleagues you will be able to influence the curriculum teaching, and support young people across the school, whilst participating in wider Minerva Learning Trust networks.

A full job description and person specification is available below, but in short you must:

- Have experience of working with students with SEN
- Be able to work as part of a team
- Have high expectations of young people regarding learning, independence and behaviour
- Be able to forge positive links and relationships with young people, parents and colleagues
- Be familiar with the legal requirements linked to the SENCo role.
- The ability to converse at ease with families and external agencies and provide accurate and clear advice

If you have any questions and/or would like to discuss this role before submitting your expression of interest, please speak with A Keeton, PA to the Headteacher.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

**The closing date is Monday 2 October 9:00am and interviews will take place week commencing Monday 16 October 2023.**

Further information is available by contacting Assistant Headteacher Mr B Wright  
[bwright@hgcsc.co.uk](mailto:bwright@hgcsc.co.uk)

The application form and information pack are available on the school website [www.hgcsc.co.uk](http://www.hgcsc.co.uk)  
**Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

We are fully inclusive and have a strong family ethos. Our student population is diverse and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values:

Together we:

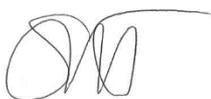
- Care for each other
- Laugh with each other
- Learn from each other
- Celebrate with each other
- Are safe, responsible and respectful

We have a tradition of strong academic performance, in particular in English, Mathematics and Technology. For the last 4 years we have achieved above average Progress 8 scores and we are currently ranked 4th highest in Sheffield. We are proud of the achievements of our disadvantaged students who have the highest levels of progress in the City.

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.

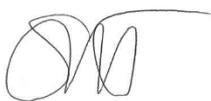


**Suzy Mattock**  
**Headteacher**

## Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.



**S Mattock**  
Headteacher

## Section 4: Job Description



# Minerva Learning Trust Job Description



***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

<b>POST TITLE</b>	SENDCo
<b>GRADE/SALARY</b>	Teacher Pay Scale MPR/UPR Plus TLR1A £8,706
<b>HOURS/WEEKS</b>	Full-time
<b>LOCATION</b>	Handsworth Grange Community Sports College
<b>RESPONSIBLE TO</b>	Assistant Headteacher Inclusion
<b>RESONSIBLE FOR</b>	Learning Support Team 10 hours teaching commitment
<b>PURPOSE OF THE JOB</b>	To lead SEND support in the school and ensure excellent provision, support, and teaching of students with additional needs. To ensure that the school meets its statutory commitments in SEND and that young people with learning needs are known, challenged, and supported appropriately. To be one of a team of safeguarding officers.
<b>RELEVANT QUALITIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> <li>• Award for SEN Coordination (Masters level Qualification)</li> <li>• CPT3a - Access Arrangements (Desirable)</li> </ul>
<b>SPECIFIC DUTIES AND RESPONSIBILITIES</b>	
The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.	
This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.	

- To lead the development and management of Special Needs provision (in line with Code of Practice) throughout the school including:
- Managing the tracking of SEND student progress including data analysis and devising and implementing timely intervention plans where appropriate.
- Leading the development and delivery of curriculum pathways for identified groups of students or individuals (e.g. KS3 students with MLD). To carry out evaluations of programmes using appropriate assessment toolkits. This includes the use of Alternative Provision as appropriate.
- Working with the AHT (Inclusion) ensuring the health and safety of students engaged in authorised activities both on and off the premises (including AP).
- Working with the AHT (Inclusion) to play a full part in the development, implementation and evaluation of cross-curricular opportunities for children with SEND.
- Working with the AHT (Inclusion) evaluating SEND provision at Handsworth Grange and implementing change where needed.
- Working with the AHT (Inclusion) ensuring that support is co-ordinated, timely and targeted appropriately using provision mapping.
- Leading the early assessment processes to seek additional support through the EHCP process when identified as necessary.
- Managing SEND reviews and annual reviews with parents/carers and external agencies.
- Completing statutory paperwork and meet statutory timeframes for submission to the Local Authority.
- Maintaining the SEND register and have a working knowledge of the Sheffield Support Grid Exemplification Document.
- Analysing reports from professionals in relation to individual students and disseminating this information to appropriate staff members.
- Providing social time support to students in the Learning Support area and others outside of this when deemed necessary.
- Delivering interventions with students under the guidance of external agencies, e.g. social stories under the direction of The Sheffield Autism Team or speech and language interventions under the direction of the Speech and Language Team.
- Signposting students and families to external agencies and support systems when required.

- Working with the AHT (Inclusion) to develop and deliver a SEND CPD package for the Learning Support team and whole school.
- Working with the AHT (Inclusion) to develop and oversee the SEND policy and strategy across school, ensuring all staff in school are familiar with the aims and objectives of the Special Needs department and the Code of Practice.
- Assessing students for SEND using appropriate toolkits through a graduated approach.
- To answer SEND related queries from staff and families. To ensure a strong feedback loop exists.
- Co-ordinating and supporting the testing of students for Exam Access Arrangements.
- Supporting the data and exams team in maintaining an accurate Access Arrangements data management system, which links to existing data management systems.
- Working with the AHT (Inclusion) to lead team meetings within the Learning Support area and to seek additional support for staff when identified.
- Working with the AHT (Inclusion) to maintain good order and discipline among students, including specific responsibility for discipline problems within the department and Learning Support area.
- Working closely with key colleagues to support the learning, progress and wellbeing of students with SEND and attending key meetings as appropriate.
- Providing support for staff in developing their skills in teaching students with SEND to support in embedding quality first teaching.
- Act as performance reviewer for identified staff and ensure that targets set are rigorous and reflect whole school and SEND improvement plan.
- To be a part of the school Safeguarding Team, undergoing statutory training and signposting to external agencies when appropriate.
- Leading review meetings with primary schools, to gain a knowledge of needs and provision for Y6s and so ensuring a smooth transition to Handsworth Grange.
- Creating profiles of students on the SEND register, with strategies to support them, co-ordinating the dissemination to staff.
- Attending open evenings for Y6s (and other years as appropriate) and answer parent/carer queries regarding their children.

- Co-ordinating parent support groups.
- Liaising with the SENDco teams in the Minerva Trust, gleaning best practice and developing collaborative working.
- Teaching within the Learning Support Team and possibly also within their own curriculum area.

### **Teaching & Learning**

- The provision of a full learning experience and support for students.
- To teach groups of students in the school as determined by the curriculum needs of the school.
- To ensure the effective/efficient deployment of classroom support.
- To mark and assess work carried out by students and use the information to inform teaching and learning. To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the curriculum. Planning and preparing activities which deliver appropriate challenge to students.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To report on student progress in line with the School Policy by maintaining appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To support the development of cross curricular initiatives with other colleagues and subjects
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
- To communicate effectively with the parents of students as appropriate.
- To support pupils' progress by utilising data contained in the tracking system.
- Participate in meetings within the agreed 1265 time budget at a level commensurate with the post

- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- Any other reasonable duties commensurate with the post e.g. Preparing information for Quality Assurance and Inspection

### **Safeguarding**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

### **Other Specific Duties**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To be courteous and provide a welcoming environment.

### **General:**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 5: Person Specification



# Minerva Learning Trust Person Specification



**Post Title: SENDCo**

Minimum Essential Requirements	Method of Assessment
<b>QUALIFICATIONS AND TRAINING</b>	
Qualified Teacher Status	AF/I
Degree	AF/I
Award for SEN Coordination (Masters Level Qualification) or a willingness to complete it at the earliest opportunity	AF/I
<b>KNOWLEDGE AND EXPERIENCE</b>	
Experience of teaching SEN pupils and coordinating and delivering curriculum programmes and Schemes of Work	AF/I
Experience in Secondary education	AF/I
An understanding of the SEND code of Practice	AF/I
An understanding of the four areas of special educational needs	AF/I
Has knowledge/experience of working with outside agencies	AF/I
Experience of analysing data and drafting reports	AF/I
An understanding of effective intervention strategies	AF/I
Knowledge of the Primary to Secondary Transition process and secondary to Post 16 transition	AF/I
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of a commitment to continuing professional development.	AF/I
<b>SKILLS</b>	
Behaviour management skills	AF/I
Can forge positive relationships with staff, pupils, and parents	AF/I
Can analyse data to ensure pupil progress	AF/I/AA
Excellent IT skills	AF/I/AA
Ability to plan and evaluate interventions	AF/I/AA
Excellent communication skills to manage interaction with a diverse range of stakeholders	AF/I
Ability to work under pressure, manage multiple tasks and manage time effectively	AF/I/AA
Ability to work accurately and with attention to detail	AF/I/AA
<b>QUALITIES AND ATTRIBUTES</b>	
Excellent interpersonal skills with the ability to connect with young people and families	AF/I

Resilience to deal with the challenges faced in this area of work	AF/I
Have a visible and positive presence around school and be an advocate for pupils with SEND	AF/I
High expectations of self & others	AF/I
Energy and commitment to professional responsibilities and to the betterment of all pupils	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

## Section 6: The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

### 1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in, and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.

### 5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses including e-mail contacts and telephone/fax. numbers.

### 6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font.**

### 7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and support staff posts.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Authority's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be forwarded to [akeeton@hgsc.co.uk](mailto:akeeton@hgsc.co.uk) by the closing date.