



SENCO



*Stanchester Academy
Stoke-Sub-Hamdon
Somerset
TA14 6UG*

01935 823200

Website: <http://Stanchester-Academy.co.uk>

Email: office@stanchester-academy.co.uk

Principal: Mrs Amy Joynes

Recruitment Information Pack

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Dear Applicant

Thank you for expressing an interest in the post of SENCO at Stanchester Academy. This post is a permanent, full time position commencing on 1 September 2018 or as soon as possible after at our Academy. Accompanying this letter is information about the Academy and the Department which we hope will provide you with everything you need to know to apply for the post. The Academy Website gives further details.

We are seeking to appoint an enthusiastic qualified SENCO to lead our Special Education Needs provision. We believe this is an outstanding opportunity to join a diverse and successful team that works hard to enthuse students, instil in them high standards and ensure they have the best outcomes and life chances.

The successful candidate will:

- have a real passion
- be able to build relationships quickly, with humility and empathy
- show respect to others – students, parents and colleagues – in order to get the best out of them
- be positive, optimistic, caring, kind and approachable
- be willing to be immersed in the life of a busy and successful Academy
- be able to inspire and motivate others, supporting a shared vision and direction for the Department
- use resources, intellect, creativity and innovation to be successful

At Stanchester Academy we aspire to be amongst the best, not just out of a healthy competitive spirit, but because it is our duty to foster and pursue this commitment for our learners and learning community.

We are proud to be an Academy known for a productive and welcoming atmosphere, valuing achievement but also strongly promote personal development. School should be a preparation for later life, and learning self-respect, consideration for others, and the consequences of our own actions, all helps develop a sense of duty, citizenship and belonging.

Stanchester Academy is a rural comprehensive school set in a stunning location in South Somerset, close to Yeovil and within a mile of the A303. We benefit from exceptionally good road and rail links to major cities in the UK. Stanchester Academy is an exciting Academy with aspirations that match the high expectations we have of our students. The professional development of our staff drives learning and has helped to create the “buzz for learning” that can be found in all classrooms. We are known also for our commitment to the personal development of the individual child. For us, self-respect, consideration for others help to develop a sense of duty, citizenship and community.

In 2016 Ofsted judged the school as ‘good’ and identified the relentless focus on standards and expectations on being pivotal in our success. A recent externally commissioned quality assurance review found “leaders are steering the Academy confidently and strategically towards outstanding”.

The Academy is frequently praised for its positive ethos where students feel valued and respected and where a healthy culture for learning exists across the school. GCSE results are consistently good, in 2017 thirteen subjects achieved over 75% A*- C or 9-4 with 10 subjects also achieving over 20% A*-A grade.

In our 2016 Ofsted report inspectors said that the achievement of pupils who have special educational needs or disability has risen. Pupils, often from low starting points, now make excellent progress across the school. As a result, the gap in attainment between this group and others nationally is closing.

We are looking for someone with high expectation who is able to inspire and enjoy the challenges of this role. You need to be a team player, who will go the extra mile to support students and want to continually develop and pick up the best ideas from around the world in Education. We have a great record for supporting and developing staff and leaders through our own highly valued CPD programme and links with training providers across the South West.

You are very welcome to visit us in advance of an application or to contact us to find out more.

Yours sincerely



Mrs Amy Joynes
Principal

Application Process

Governors & senior staff will meet to shortlist from **Tuesday 12 June 2018**. Interview candidates will be informed by telephone soon after.

If you have not heard by **Thursday 14 June 2018**, please assume you have been unsuccessful on this occasion.

Interview Date: **Monday 18 June 2018**

Completed applications should reach the school by **Tuesday 12 June 2018** at 12noon and should include:

- I. fully completed Stanchester Academy or TES Application form (NB: CV's are not required);
- II. your application should include:
 - Your approaches to student learning in SEND
 - Additional areas to which you feel you could contribute in this thriving Community School

Completed applications should be returned either via the TES portal or by post, marked 'Confidential' to Mrs Liz Joynes, HR Manager at Stanchester Academy, Stoke-sub-Hamdon, Somerset, TA14 6UG or by email to LJoynes@educ.somerset.gov.uk or office@stanchester-academy.co.uk

Should you wish to arrange a visit to view the Academy, please do not hesitate to contact Liz Joynes who will also be happy to arrange this.

Stanchester Academy has an absolute commitment to safeguarding and promoting the welfare of children. The Academy follows the national and Somerset policies and procedures for child protection and security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted through references as part of the verification process pre-appointment checks if the applicant is short listed.

The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service. Stanchester Academy is committed to equal opportunities and positively encourages applications from all sections of the community.

Information about the Department

Learning Support at Stanchester Academy

The Learning Support area at Stanchester Academy is called The Hub (Helping you Belong) and is where many students with Special Educational Needs are supported in interventions when they are not being supported in class. Under the direction of the SENCO, the team plans provision for SEN students who have a wide variety of needs including Specific Learning Difficulties, Cognition and Learning, physical, Social, Emotional and Mental Health, Autistic Spectrum Condition or sensory needs. We run a range of group interventions including Social Communication (Talkabout) literacy (Fresh Start), guided reading, numeracy, study skills, life skills and co-ordination. For individual tuition, we follow the Somerset Individual Literacy Intervention (ILI) programme and one to one maths, as well as social communication and emotional literacy sessions conducted by our trained ELSAs (Emotional Literacy Support Assistants) or Speech and Language sessions. Some students also have weekly or fortnightly key work sessions where students' concerns can be addressed.

The Hub is run on nurturing principles but with clear boundaries, to provide a safe learning environment. It also provides a safe place at break and lunch times for students who need it.

There is a Hub booklet created for the beginning of the academic year which has information on the needs of SEND students and strategies that can be used to support them and is circulated so all staff are aware of best practice in provision for them. It is updated when students arrive as in-year applications. Pupil Passports are also compiled so that all staff are aware of students' needs and how best to support them.

Learning Support Assistants

There are currently 9 Learning Support Assistants (3 are part time) and they provide support either in a classroom situation or in the interventions run in the Hub. Most have training in specific specialities as well as in general classroom support, such as running literacy, numeracy or social and emotional interventions. Learning Support Assistants encourage students to be as independent as possible, while also giving them the support they need in small steps. Staff use rewards and sanctions with consistency to encourage independence and good behaviour.

Liaison with outside agencies

We have bi-annual meetings with the Educational Psychologist and the Learning Support Services Advisory teacher and the Educational Psychologist visits on a regular basis. Referrals are made via the SENCO for outside agencies who sometimes also visit students in a school setting.

Links with the pastoral support team

The SENCO and/ or pastoral leaders will follow up student concerns and liaise with staff who are involved in the students' learning to discuss how best to support the student. After appropriate referral and discussion, the academy Counsellor may be involved. The SENCO attends fortnightly meetings with the pastoral support team where these concerns are discussed and actions agreed. The SENCO has a close working relationship with all the pastoral support team, including the Heads of Phase and the Pastoral Co-ordinators. The SENCO also attends meetings with the Access Support team and Student Premium support team where provision is planned for students who are at risk of exclusions and where there may be overlapping concerns.





JOB DESCRIPTION

Department:	Education
Section:	Secondary School
Job Title:	SENCO
Reports To:	Vice Principal
Accountable For:	Assistant to SENCO & Learning Support Assistant Manager Learning Support Assistants

This job profile reflects the vision, aims and policies established by the School's Governing Body.

This job profile recognises the requirements of the current Teachers' Pay and Conditions Regulations and reflects the vision, aims and policies established by the Governing Body.

Main Responsibilities and Duties:

- To lead on the strategic and operational whole school development of SEND provision.
- To lead and manage staff supporting SEND provision.
- To efficiently, appropriately and effectively deploy staff and resources within the SEND provision.
- To ensure all students with SEND are supported appropriately and achieve their academic potential.
- To ensure teaching staff are adequately and appropriately equipped to account for children with SEND in their lessons.
- To undertake any additional duties or responsibilities as reasonably determined by the Principal.

Key Accountabilities:

Policy and Leadership

- To contribute to the development of all aspects of the school as a member of the Extended Middle Leadership Team.
- To develop policies relating to students with Special Educational needs and contribute to the development of other whole school policies as necessary
- To keep up to date with educational developments in SEND and advise the Principal and Leadership Team of changes in legislation and statutory requirements.
- To work with SENCO's across the local authority and local authority officers to moderate SEND banding's and ensure identification of needs is consistent.

Management of Teaching and Learning

- To provide for the learning experiences of pupils in and beyond the classroom, and to lead a team of colleagues in developing the highest quality teaching and learning strategies.
- To ensure that all statutory requirements are met in relation to teaching and assessment.
- To undertake professional development activities as appropriate to ensure familiarity with recent research relevant to teaching and learning.

Management of People

- To lead and manage a team of colleagues in developing strategies to put agreed policy into practice.
- To line manage key personnel, as directed by the Principal, in order to support and lead the teaching and learning programme with particular regard for SEND provision across the Academy.

Management of Financial and Physical Resources

- To develop, maintain and control financial and physical resources for the department and other related areas as directed by the Principal.



Evaluation and Quality

- To devise and implement appropriate and effective systems to monitor and evaluate the quality of student's learning.
- To report on the progress of students with SEND.
- To support and participate in the staff Appraisal process.

Key Tasks:

Policy and Leadership

- To develop the school's SEND provision and to work with colleagues on regularly reviewing appropriate policies, strategic plans, action plans, programmes of study and handbooks to provide effective leadership in this area.
- To ensure that SEND students make good progress throughout their five years, in all subjects, including the core subjects of English, mathematics and science.
- To ensure that SEND students have appropriate guidance on selecting GCSE courses to enable them to demonstrate their skills and abilities.
- To work with other members of the pastoral leadership team to ensure students with SEND are well prepared for post-16 provision.
- To be the lead professional for SEND in the school, representing the needs and aspirations of those students who find it difficult to access learning and those at risk of disengagement from school, and to liaise with multi-agency groups as appropriate.
- To work collaboratively within the extended middle leadership team and support the work of the Senior Leadership Team.
- To provide regular information to the Principal, Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.

Management of Teaching and Learning

- To influence the whole school Teaching and Learning policy to promote aspects of inclusive teaching.
- Lead appropriate training for staff.
- Lead strategy meetings and training for teaching and classroom based support staff to improve outcomes for all students with SEND.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice and report to school leaders.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Overseeing and monitoring the quality of Individual Passports and other support plans such as pastoral support plans, and maintaining detailed information for subsequent meetings with parents.
- Develop systems for colleagues to monitor and record progress made by students with SEND towards the achievement of targets set in any individual plans.
- Supporting the Principal in meeting the statutory responsibilities for SEND students with EHC plans.
- Lead the annual review meeting for students with EHC plans.
- Liaise with the Examinations Officer to ensure exam arrangements for pupils with SEND are in place.

Management of People

- Organise and coordinate the work of colleagues to ensure appropriate deployment of staff and timetabling in relation to the support of SEND.
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
- Organise and maintain a staff rota for the HUB.
- Identify training needs of staff, specific to SEND.
- Construct and manage timetables for the SEND team.
- To build and establish good relationships with parents and external agencies through clear, unambiguous communication, in order to promote students' learning and development.



Management of Financial and Physical Resources

- To manage the SEND budget.
- To take responsibility for the Team Improvement Plan.
- To provide advice to the Principal/ Vice Principal relating to resource requirements, the deployment of staff and timetabling in relation to the effective and efficient support of SEND.
- To maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.

Evaluation and Quality

- To participate in the Appraisal of staff as directed by the Principal.
- To assist in the evaluation of the quality of teaching and learning by regularly observing lessons taught by colleagues and providing appropriate feedback.
- To provide opportunities for staff to share good SEND practice and support each other.
- To monitor, assess and review students' learning to inform future planning.
- To develop and oversee departmental systems to ensure that student achievements are monitored and recorded.

Administration

- To respond to EHCP consultations.
- To keep up to date with educational developments in SEND.
- To hold regular meetings with departmental colleagues and other personnel to ensure that information circulates and administrative procedures are supported.
- To liaise regularly with other SENCO's across the Yeovil Federation and wider local authority.
- To ensure that procedures are in place to deliver administrative efficiency within the HUB
- To co-ordinate arrangements for the effective use of books, stationery and equipment within the HUB.
- To ensure that regular assessment of the progress of students with SEND is undertaken and reported on.



Person Specification

SENCO

We are seeking a highly skilled colleague who will be dynamic and committed to the department and the school.

The qualities, skills and experience we are looking for include:

- Qualified Teacher Status
- Degree
- National Award for SEN Coordination
- Strong Evidence of CPD
- Leadership experience
- Excellent teaching skills
- Ability to teach a specialist subject to Key Stage 3 and Key Stage 4 (minimal teaching allocation included in the role)
- Proven success of planning and managing arrangements for the teaching of students with special educational needs in order to achieve high standards
- Ability to devise, implement and evaluate systems and procedures for monitoring student achievement
- Clear understanding of the role of Middle Leadership in implementing and evaluating policy
- Proven experience of monitoring the performance of staff and students
- Experience of departmental financial planning and budget management
- Good ICT skills
- Ability to work well in a team
- Ability to plan and organise own workload
- Ability to work effectively under pressure
- Excellent decision-making skills
- Excellent inter-personal skills
- Excellent communication and presentation skills
- High standards and expectations of staff and students
- Commitment to the wider life of the school
- Good health and attendance record.

Benefits of Working at Stanchester Academy

High Quality Professional Development
• INSET Programme with personalised pathways
• New staff/PGCE induction programme with Mentor
• In-house Middle leader training programme
• M Level Accredited NQT induction programme
• M Level Accredited 2 nd year teacher programme
• Opportunities to run workshops for staff in school and within teaching partnerships
• Encouragement of individual action research through appraisal
• Opportunities to mentor/coach student teachers on ITT
• Annual Teach Meet
• Established Reading Group
Support for Teaching
• Investment in resources, facilities and the environment
• Outstanding ICT infrastructure including Wi-Fi, resources
• Strong departmental support structure
• iPad sets available for Teaching and Learning activities
• Timetabling ensures specialist teach in their subject areas and there are rarely any split classes
• Designated support for reprographics, trip management, student behavioural support, SEND needs
• Dedicated team of school learning supervisors
Links with other Schools
• Mid Somerset Consortium
• Taunton Teaching Alliance
• South West Teaching Alliance
• Somerset Challenge – Primary Schools Partnership of nine feeder schools with whom we have excellent cross-phase academic collaboration Y5-6 curriculum and transition
Health and Well-being
• 1610 Sports Centre attached
• Free Annual Flu Jab
• Our own specialist HR Manager
• Membership of Care-first providing free welfare counselling, free Occupational Health consultations
• Long service recognition with one day off per year after 10 years and 2 days off per year after 20 years service
Supporting Families
• Supportive to colleagues for time off during periods of family illness/crisis
• Supportive of requests where possible to attend graduations, special family events and house moves



Practicalities – little extra touches

- Free refreshments of coffee, tea, milk etc at each CPD Event
- Quality free seated lunch provided on INSET Days
- Learning Lunches for Reading Group and Teaching and Learning Group
- Afternoon meal provided before evening events
- Food allowance whenever on duty (£2.20 per day)
- Water dispenser in main staff room
- Generous business travel allowance
- Free on-site parking

Strong Staff Community

- Staff Social Committee
- Staff Work Room with PC's and Printer
- Large main staff room – we hold 3 weekly whole staff briefings
- Amazing involvement in charity events, national days, productions, including volunteer stewarding at Glastonbury
- Duke of Edinburgh / Ten Tors
- PFA Events
- Department social events



Welcome to Stanchester Academy