****Manshead**

CE Academy

**SENCO**

**Recruitment Information Pack**



Bond

Manshead CE Academy

Dunstable Road

Caddington

Bedfordshire

LU1 4BB

***‘I will lift my eyes to the hills’***

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**recruitment information pack**

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November 2017

Dear Colleague

Thank you for your interest in the position of **SENCO** at Manshead CE Academy. I hope you find the information to be both interesting and useful.

Manshead CE Academy is a rapidly improving academy with a distinct Christian ethos, providing high quality education for 1100 children from age 11 to 18. The academy has moved forward greatly since it converted to become a sponsored academy in May 2017. The staff, students, parents and local community are all very keen to move the academy forward to be the place of choice and to ensure outstanding outcomes for all groups of learners.

We are an active member of the Diocese of St Alban’s Multi-Academy Trust and work closely with local primary schools to develop and share best practice.

This position requires an outstanding individual with the drive, ambition and commitment to raise both the academic and pastoral standards of our students. As this role is key in the plan to drive forward improvements across teaching, learning and assessment within the academy, we are looking for a candidate with leadership experience, a record of accomplishment together with superb emotional intelligence. The person appointed must be able to work positively with a wide range of people in a variety of settings.

As we are unable to write to all unsuccessful applicants, if you do not hear from me again, may I thank you again for your interest and wish you every success with any other applications you may make. Due to time constraints, we are only able to provide feedback to applicants who reach the interview stage.

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

I look forward to receiving your application.

Yours sincerely



Mike Smith

**Headteacher**

**Manshead**

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### INTRODUCTION

At Manshead CE Academy, we have a strong, caring, Christian ethos and aim to provide learners with a high quality, broad and balanced curriculum; we place great emphasis on striving for personal success whatever the starting point for the individual. We are confident that whatever the abilities, talents and needs of the child, we will be able to support, encourage and challenge them to reach their potential.

**Why choose Manshead CE Academy?**

1. Our vision: ***“I will lift my eyes to the hills” (Psalm 121)*** seeks to raise the aspirations of all; ensure that all set the highest ambitions for themselves and pursue excellence in all aspects of life.
2. Our core purpose: ***learners first***in everything that we do
3. We are very proud of the ***broad and balanced curriculum*** we offer at Manshead CE Academy.  We aim to ensure that each learner enjoys their time with us and that they each achieve success in every course they study from Year 7 to Year 13.
4. ***Personal Development Education*** (PDE) at Manshead CE Academy ensures that learners acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-academy approach, PDE develops the qualities and attributes learners need to thrive as individuals, family members and members of society.
5. ***Outcomes for learners*** at Manshead CE Academy continue to improve year on year. The 2017 GCSE Progress 8 score is the best score of all secondary schools in Dunstable and the A level results are in the top 10% nationally (ALPS2).

We are proud that our Academy is sponsored by the Diocese of St Albans Multi-Academy Trust. Following the principles used to establish Church of England schools in the 1800s, the Diocese of St Albans Multi-Academy Trust remains committed to providing a locally based high-quality education to meet the needs of their local community, whilst benefiting from a regional network of support.

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### ACADEMY’S VISION AND VALUES

**Our core vision:**

***“I will lift my eyes to the hills” (Psalm 121)***

* To attain excellence in all aspects of life
* To raise the aspirations of all within the wider academy community
* To inspire all to achieve the highest ambitions and goals
* To seek guidance and support when times are challenging

**Our core mission:**

The mission of Manshead Church of England Academy is to create an atmosphere of Christian values, attitudes, practice and knowledge such that all learners will have the opportunity to nurture their faith. All learners will be able to widen and deepen themselves through inspirational learning opportunities, achieving outstanding outcomes and prepare fully for life within the wider world community.

**Our core values:**

**Respect**

Everyone in the academy is encouraged to treat themselves, others and the environment with respect.

**Responsibility**

Everyone in the academy is encouraged to act responsibly and to take responsibility for themselves and others.

**Faith**

Everyone in the academy is invited to develop an understanding of Christian belief, worship and lifestyle.

**Compassion**

Everyone in the academy is encouraged to be generous in their concern for others.

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THE SPONSOR

**The Diocese of St Alban’s Multi-Academy Trust**

**History**

The Diocese of St Albans Multi-Academy Trust is a Church of England Trust established in September 2016 primarily for Church of England schools in the Diocese of St Albans, which consists of the Local Authority areas of Hertfordshire, Bedford Borough, Central Bedfordshire, Luton, parts of the London Borough of Barnet and two parishes in Buckinghamshire. It is passionate about creating and maintaining Church of England Academies that serve their local communities through the provision of a rich and diverse curriculum underpinned by Christian Values.

**The Trust today**

The Trust admitted its first Academies, Churchfield CE Academy, Thomas Whitehead CE Academy and Manshead CE Academy, between 1st March and 1st May 2017. It will admit Caldecote CE Academy, Kensworth CE Academy and Totternhoe CE Academy - by 1st October 2017.

As a Church of England Multi-Academy Trust our commitment to a locally based education is delivered through an approach consistent with the faith and practice of the Church of England. The Trust is committed to providing a locally based high quality education that enables schools to meet the needs of their local community, whilst benefitting from a regional network of support. Academies that are part of the Trust retain their name, school uniform, local customs and through the Academy Council will promote local engagement in school life.

As part of the Diocese of St Albans educational provision academies within DSAMAT are called to live God’s love by being distinctively Christian, community focussed and by serving the common good. All academies in the Trust seek to deliver the curriculum within a programme of Christian values and virtues in an overarching ethos that sees each individual child as being of worth and having the capacity to grow into a fully rounded person.

**Future Development**

The Diocese of St Albans Multi-Academy Trust has a vision to grow steadily over the next 10 years until it is working with up to 40 Church of England academies. These will be located in two regional hubs (Bedfordshire and Hertfordshire) of approximately 20 schools each. As the Trust grows and develops regional hub boards will assume responsibility for the day to day running of academies leaving the Trust Board to focus on the strategic growth of the Trust.

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### The APPLICATION Process

Further details about the work of the Diocese of St Alban’s Multi-academy Trust, including academies it currently sponsors, can be found at <http://stalbansdmat.co.uk/>

Completed applications should be returned to hillmanb@mansheadschool.co.ukor by post to Mrs B Hillman, Manshead CE Academy, Dunstable Road, Caddington, Beds LU1 4BB.

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within 2 weeks of the closing date please assume your application has been unsuccessful.

**Queries**

If you have any queries on any aspect of the application process or need additional information please contact Mrs B Hillman on 01582 679400.

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**SENCO**

**Salary Range: MPS/UPS + TLR1b (£10,247)**

**Required: Easter 2017 or sooner if possible**

We are looking for a talented and committed leader to be the SENCO in our rapidly improving academy.

You will be responsible for supporting students across the academy that need extra assistance, taking responsibility for the day to day high quality in-class and intervention support for SEN students, enabling them to make good progress in their learning.

Candidates should have the National Award for Special Educational Needs Co-ordinator, working towards or willing to begin study for the qualification.

The successful applicants will:

* Make a valuable contribution to the provision of high quality teaching and learning.
* Raise the standards of SEN standards throughout the academy
* Have a passion for providing a curriculum for all children to succeed
* Be able to work effectively within a supportive, committed and successful team
* Have high aspirations for themselves and a commitment to further professional development.

The academy is committed to professional development and equality for all staff and will provide a high level of induction and training for new staff members.

Visits to the academy are warmly invited. Please make an appointment with the HR Manager, Mrs B Hillman, on 01582 679400 or email hillmanb@mansheadschool.co.uk

**Closing date: Monday 11th December 2017 – 12 noon**

**An application pack can be downloaded from**

[www.mansheadschool.co.uk](http://www.mansheadschool.co.uk)

*The Trust has an Equal Opportunities Policy for selection and recruitment. In accordance with our Child Protection Policy, the successful candidate will be required to have an enhanced DBS check along with a check against the DBS Children’s Barred List, formerly known as a List 99 check.*

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**JOB DESCRIPTION - SENCO**

**Key Purpose:**

* To provide professional leadership and management for the learning support department and issues throughout the Academy.
* To lead and manage the Academy’s strategy and provision for students with Special Educational Needs and/or disabilities.
* To act as the Academy’s Special Educational Needs Coordinator (SENCO).
* To raise levels of achievement among students with SEN.
* To ensure that the Academy fulfils its duties according to the Code of Practice.

**Accountable to:**

* Deputy Headteacher (PDBW)

**Accountable for:**

* To develop innovative processes and practices to ensure the highest possible standards for SEN within the Academy

**Salary Scale:**

* MPS – UPS + TLR1b

**Accountabilities – Specific:**

* Ensure that the academy properly identifies students and maintains an accurate list of those requiring SEN support and those at statutory action and those who have disabilities
* Ensure that every student with SEN has an individual learning plan which clearly outlines: primary learning needs, targets, suggested strategies, specialist intervention and classroom based support.
* Ensure that the academy response to students with SEN matches identified need and enables each individual student to make better than expected progress
* Plan, with colleagues, appropriate programmes of intervention for students with special educational needs.
* Draw up timetables for support and intervention, after consultation with the staff concerned.
* Develop and enhance the teaching practice of all staff regarding best practice for supporting
* Students with SEN Support and enable all academy staff to fulfil their responsibilities to students with SEN, at both support plan level and at statutory action.
* Ensure staff achieve positive working relationships with SEN students
* Ensure that the staff development needs of teachers, teaching assistants are identified, met and supported: identify and disseminate the most effective teaching and learning approaches for students with SEN and ensure that teachers and teaching assistants are clear about best practice in inclusive and differentiated teaching and learning in lessons.
* Respond to annual consultations from the Local Authority in relation to the transfer of students with Education Health Care plans (EHCP)/Statements of SEN.
* Ensure that examination access arrangements are applied for and put into place, where appropriate.
* Liaise closely with a range of outside agencies in order to maximize support and intervention for students with SEN.
* Develop strong co-productive partnerships with parents/carers.
* Enable students to participate in planning how to have their needs met and reviewing their progress and provision.
* To liaise with SEN in primary schools and visit schools as part of the transition programme
* Work closely with SENCOs in neighbouring secondary schools.
* Ensure that liaison with local authority services and other school settings is maintained through attendance at SENCO network meetings, local conferences and locality meetings.
* Develop systems for monitoring and recording academic progress, attendance and social and emotional development of students with SEN: use this information to guide further improvements in provision.
* Collect, interpret and disseminate specialist assessment data gathered on students and support staff in using this data to inform their practice.
* Analyse and interpret relevant national, local, and academy data plus research and inspection evidence to inform SEN policies, practices, expectations, targets and teaching methods.
* Be responsible for the development of alternative curricula at KS3, and flexible, alternative approaches at KS4, ensuring appropriate breadth, progression and meaningful qualifications and experience for students with special educational needs.
* Delegate responsibilities within the department as appropriate.
* Monitor, supervise and support colleagues in the department, including conducting appraisals.
* Provide regular information to the Headteacher and local academy council on the evaluation of the impact and effectiveness of provision for students with SEN, to inform decision-making and policy review.
* Work with the Headteacher and the local academy council to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
* To work closely with Year Teams, the Inclusion and Multi Agency Teams to secure the early identification of students requiring intervention.
* To contribute to a teaching timetable.
* Liaise with the Educational Psychologist to assess and share timely reports on identified students.

**Other accountabilities:**

* Serve as a role model based on high standards and professional conduct
* Contribute effectively to the development of a positive ethos in which all students have access to a broad, balanced and relevant curriculum and which contributes to students’ spiritual, moral, cultural, mental and physical development in preparing students for the opportunities, responsibilities and experiences of adult life.
* Appraise staff as required by the academy policy and use the process to develop the personal and professional effectiveness of the appraisee(s).
* Be aware and comply with policies and procedures relating to equal opportunities, confidentiality and data protection, reporting all concerns to an appropriate person.
* Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to Child Protection procedures.
* Maintain confidentiality in relation to all work undertaken and departmental information.
* Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
* Undertake any necessary professional development as identified through Performance and Development reviews taking full advantage of any relevant training and development available.
* To contribute to the professional development of all staff
* Carry out such duties as may from time to time be reasonably assigned by the Headteacher

*With the exception of the Redundancy Payments Modification Order which applies, for the purposes of occupational entitlements, for example to sick pay or maternity pay, the Trust does not recognise continuous or aggregated service with other academy trusts or with local authorities.*

*The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to under child protection screening appropriate to the post, including checks*

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**PERSON SPECIFICATION – SENCO**

|  |  |  |
| --- | --- | --- |
| Qualifications and Training  | Essential | Desirable |
| Qualified Teacher Status | X |  |
| First Degree or equivalent | X |  |
| Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities  |  | X |
| Relevant specialist qualifications and experience in at least one area of SEN |  | X |
| Outstanding classroom practitioner | X |  |
| Commitment to improving practice through reflection, appropriate professional development and through being open to advice and feedback  | X |  |
| Evidence of continuing professional development or relevant research  | X |  |
| Diploma in SpLD or similar or willingness to gain such a certification |  | X |
| National Award for Special Educational Needs Coordinator or working towards the qualification (or willing to begin study for the qualification)  | X |  |
| Significant experience of middle leadership  | X |  |
| Professional knowledge and understanding of | Essential | Desirable |
| Curriculum requirements and developments with SEN | X |  |
| The principles and policies of equal opportunities | X |  |
| Assessment for learning strategies | X |  |
| How to make effective personalised provision for students who have special educational needs | X |  |
| The statutory requirements for special educational needs and the requirements for assessment, recording and reporting of students’ attainment and progress | X |  |
| The characteristics of high quality inclusive, differentiated and/or personalised teaching, and the main strategies for improving and sustaining high standards of teaching. Learning and achievement for students with special educational needs | X |  |
| How to use comparative data, together with information about students’ prior attainment, to establish benchmarks and set targets for improvement | X |  |

|  |  |  |
| --- | --- | --- |
| Professional Skills | Essential | Desirable |
| High level leadership skills, attributes and professional competence:* The ability to lead and manage people to work towards common goals and decision-making skills
* The ability to solve problems and make decisions
* The ability to manage change
 | X |  |
| Good communication and interpersonal skills | X |  |
| Ability to work as member of a team | X |  |
| Ability to motivate students and to recognise and respond to the divers needs of learners | X |  |
| Ability to design opportunities for learners to develop their literacy, numeracy, ICT, thinking and learning skills as well as their social and emotional skills | X |  |
| Self-management – the ability to plan time effectively and to organise oneself well | X |  |
| Personal Qualities | Essential  | Desirable |
| Energy, enthusiasm, determination and an insistence on high standards | X |  |
| A sense of humour | X |  |
| A willingness to learn new skills and approaches and to share the experience with others | X |  |
| Ability to relate to students, parents and carers, colleagues and other partners | X |  |
| A passion for the value you can bring to students and a commitment to the Christian ethos of the academy | X |  |
| Be able to work under pressure, prioritise and manage time effectively | X |  |

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| **Manshead CE Academy Facts and Statistics** |
| **Type of School** | Sponsored Academy |
| **Age Range** | 11-18 |
| **Location** | Dunstable Road, Caddington, Beds LU1 4BB |
| **Denomination** | Church of England  |
| **Co-educational or single sex** | Co-Educational |
| **Number of students on roll** | 1104 (November 2017)  |
| **Attendance** | 2016-17: 93.86%; 2017-18 YTD: 94.9% |
| **Date school established** | May 2017  |
| **Number of teaching staff** | 69FTE |
| **Number of associate staff** | 100FTE |
| **% of students on free school meals** | 19%(2017 ) |
| **% of students with SEN** | 14% (2017) |
| **% of students with EAL** | 6% (2017) |
| **GCSE results - Progress 8** | 2016 | -0.09 |
| 2017 | -0.07 |
| **ALPS Score - Post 16***(1 = highest; 9 = lowest)* | 2016 | 3 |
| 2017 | 2 |
| **No of students in 6th Form** | 200 |