



**St Ralph
Sherwin**
Catholic Multi Academy Trust



St Philip Howard

Catholic Voluntary Academy

Part of the St Ralph Sherwin Catholic Multi Academy Trust



SENCO

Start Date: September 2021

Salary: MPS/UPS +TLR

Line-manager: Headteacher



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Headteacher's Welcome



Through a three - way partnership between home, school and parish we aim to work as a team to ensure our children achieve their potential. We believe that a happy child is a fulfilled child and therefore our strong pastoral system is of key importance to us. Our Catholic faith underpins everything that we do and ensures that our pupils are well rounded, confident young people with increasingly high aspirations. We are on an exciting journey at SPH and we firmly believe that by working together all our pupils will have a bright future ahead.

St Philip Howard Catholic Voluntary Academy is an exciting place for our students to grow and develop, building an enriching love of learning and a spiritual outlook that they will carry with them through life. We are a smaller than average Catholic Secondary school, located in Glossop, Derbyshire.

The successful applicant for this position will be joining a school where we care about our students and we care about our staff. Staff workload is regularly considered when decisions are made and the happiness and care of all who work with us are crucial. The school has undergone significant change in recent years and the school are working hard to achieve strong results in the upcoming Ofsted due.

This is an incredibly important appointment for our school who are well known in our community for having an extremely strong SEN department and we look to appoint 'the best' to ensure that our SEND pupils and their families are supported as well as they deserve to be. If you are excited by this, I would welcome the opportunity to discuss the post with you, if you feel you want to be a part of our #TeamSPH journey.

L Morris

Mrs L Morris
Headteacher



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About this post



The Post

We are looking for an enthusiastic, determined and inspirational SEND specialist who will be required to lead the Learning Support Department from September 2021 at Saint Philip Howard Catholic Voluntary Academy. This is an exciting opportunity to lead the department at a time when the provision for students with SEND could not be of greater importance. The Senior Leadership Team are ambitious for all students and are committed to securing the very best outcomes for students with SEND and you will be fully supported.

The Role

The successful candidate will provide strategic leadership for our well established Learning Support Department, ensuring that the needs of all students are met. We envisage that the candidate will have completed or be willing to complete the National Award for Special Education Co-ordination.



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#TeamSPH: Together on the Journey

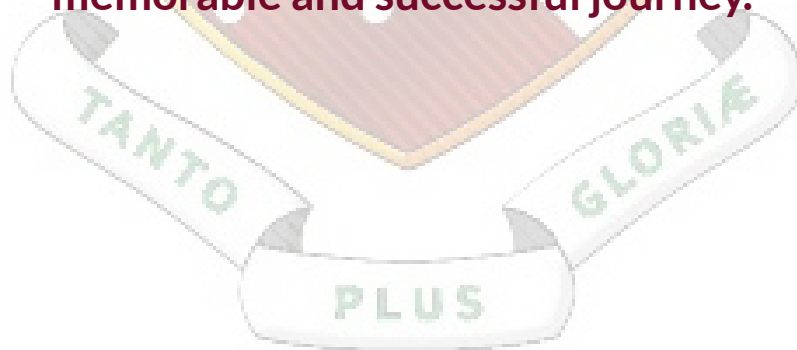
Together, we will make the SPH journey: safely, respectfully and with kindness as part of a **united Catholic family**.

God will be at the heart of our journey, supporting us to realise the potential of our **God given talents**.

Our Gospel Values will guide us on our journey, helping us to make **brave choices** along the way.

Respect for all will be at the spirit of our journey and we will **embrace the uniqueness** of everyone we greet.

Inspiration and passion for learning will lead us all to have a **memorable and successful journey**.





Person Specification

	Essential Criteria	Desirable Criteria
Education & Qualifications	<ul style="list-style-type: none"> • A Good Honours Degree • Qualified teacher status • The National Award SENCo (NASENCO) or willingness to achieve the award within 24 months of start date 	<ul style="list-style-type: none"> • Post-graduate qualification e.g. MA, PhD or EdD • Qualified to an appropriate level in line with JCQ guidelines to award access arrangements and complete necessary assessments
Competence Summary (knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice: 0-25 • The ability to communicate effectively with young people with a range of needs • The ability and willingness to collaborate effectively with colleagues and to lead them • Ability to forge effective professional relationships and establish positive partnerships with parents and carers • The ability to liaise with multiple outside agencies and form effective working relationships • The ability to network with local primaries to develop a clear transition between educational settings • Effective use of data to inform and diagnose weaknesses that need addressing • Effective prioritising work habits and strong organisational skills • Experience of working in a pressured environment and the ability to delegate and meet deadlines • Pupil-centred • Good ICT skills • A positive role-model • Skillful, effective and confident 	<ul style="list-style-type: none"> • Experience in leading a Successful Inclusion/SEND department • Recent successful experience as a qualified SENDCo, or of working within an established Learning Support/ Inclusion/Pastoral/Behaviour Support Team • Experience in developing therapeutic thinking support strategies to overcome barriers to learning • Experience of delivering programmes to support learning and monitoring and evaluating individuals and cohorts of students which has led to improved outcomes • Proven experience of leading and managing, or significantly contributing to the success of a department or a team of staff through strong and impactful leadership, including experience of appraising, inducting and training staff • Experience of working with outside agencies • Experience of KS2-KS3 transition • Previous experience as a Designated Safeguarding Lead • Experience of organising and leading EHCP annual reviews



	Essential Criteria	Desirable Criteria
Work related personal requirements	<ul style="list-style-type: none"> • Ability to lead, coach and motivate staff within performance management framework, including professional development and effective management of underperformance • Strong interpersonal, written and oral communication skills • Genuine passion and a belief in the potential of every student, regardless of need – and the ability to raise the self-esteem and expectations of children and young people • A commitment to social justice and advocacy for SEND students and their families 	
Other requirements	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships with colleagues, students and parents • Ability to work both autonomously and as a member of a team • Empathetic and approachable manner • Highly motivated and pro-active • Flexible • Sense of humour • This post is subject to an enhanced DBS disclosure • Must be committed to safeguarding the welfare of children 	<ul style="list-style-type: none"> • Willingness to contribute to the wider life of the school



Job Description

Strategic development of SEND policy and provision

1. Have a strategic overview of provision for students with SEND or a disability across the school, monitoring and reviewing the quality of provision
2. Advise the senior leadership team on the strategic development of SEND policy and provision
3. Contribute to school self-evaluation, particularly with respect to provision for students with SEND
4. Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the School Development Plan
5. Maintain an up-to-date knowledge of national and local initiatives and research which may affect the school's policy and practice
6. Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEND policy and co-ordination of provision

1. Maintain an accurate SEND register and provision map
2. Provide guidance to colleagues on teaching students with SEND or a disability, and advise on the graduated approach to SEND support
3. Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
4. Liaise with other schools, educational psychologists, health and social care professionals and other external agencies
5. Be a key point of contact for external agencies, especially the Local Authority
6. Analyse assessment data for students with SEND or a disability
7. Implement and lead intervention groups for students with SEND, and evaluate their effectiveness

Support for students with SEND or a disability

1. Identify a student's SEND
 2. Co-ordinate provision that meets the student's needs, and monitor its effectiveness
 3. Secure relevant services for the student
 4. Ensure that the SEND Register is kept accurate and up to date and that staff are kept informed of students' special educational needs
 5. Review and monitor the Education, Health and Care plan with parents or carers and the student
 6. Communicate regularly with parents or carers
 7. Where appropriate, ensure that the transition of SEND students to alternative provision is fully supported
 8. Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
 9. Responsibility for Looked after Children
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SEND across the Curriculum

1. Provide pedagogical leadership to all staff to ensure that the planning, resourcing and delivery of the curriculum meets the needs of students with SEND and enables them to make expected or better progress
2. Work with subject leaders, teachers and other relevant staff to ensure that all contextual information and data about students with SEND is used to set subject-specific targets and to match work appropriately to students' needs
3. Provide training, developmental support and guidance to staff on the choice of appropriate teaching and learning strategies to meet the needs of different students
4. Work with staff to promote an inclusive curriculum

Leadership and Management

1. Work with the Headteacher, Senior Leaders and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
2. Work closely with the Exams Officer to ensure that Access Arrangements are in place and support the auditing for JCQ inspection
3. Prepare and review information the Governing Body is required to publish
4. Contribute to the School Development Plan and whole-school policy, in terms of SEND and Learning Support
5. Assisting SLT in the appointment and deployment of Learning Support staff
6. Identify training needs for staff and how to meet these needs
7. Lead INSET for staff
8. Share procedural information, such as the school's SEND Policy
9. Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND or a disability
10. Lead and manage Teaching Assistants working with students with SEND
11. Line managing the Learning Support staff and ensuring that they are deployed to maximise their impact on improving learning and teaching and student outcomes
12. Lead staff performance management of support staff
13. Review staff performance on an ongoing basis

Other duties

1. The SENDCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
 2. To undertake an appropriate programme of teaching and in line with the Teachers Standards
 3. Ensure all safeguarding policies and procedures are adhered to
 4. Ensure health and safety practices and risk assessments are in line with appropriate school policies
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**St Philip Howard CVA,
Sunlaws Street,
Glossop,
Derbyshire,
SK13 8DR.**

**Email: vparker@sph.academy
Web: www.sph.academy
Twitter: [@StPhilipHoward1](https://twitter.com/StPhilipHoward1)
Tel: 01457 853 611**