

## ***Applicants Pack***



### **Special Educational Needs Co-ordinator (SENCo)**

**Required September 2018  
Leadership 1-4  
Permanent**

Moor End Academy  
Dryclough Road  
Crosland Moor  
Huddersfield  
HD4 5JA

Telephone: 01484 222230  
Fax: 01484 222233  
Email: [office@edu.moorend.org](mailto:office@edu.moorend.org)

Principal: K. Rafiq

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## ***‘A word from the Principal’***

Dear Applicant,

Firstly, thank you for showing an interest in applying for a post at Moor End Academy. We hope after reading through the applicants pack that you will decide to apply.

This is a new post and is one that we believe can deliver quality support for our students and families in order to have a positive impact on academic and wider outcomes.

Moor End is an academy converter and converted to an academy as an 'outstanding school' in August 2011. Before this the academy was a technology college for over ten years, and this grounding in technology still forms a strong part of curriculum and student experience.

Our school improvement journey is always determining new destinations and looking for new horizons. Our students are amazing; they have a thirst for learning, have fantastic relationships with staff and therefore attendance at school is high. We resource our subjects well, both with teachers and associate staff and the learning environment is a key element in student achievement.

We celebrated our 40th anniversary in 2012 and 'Moor Enders' from far and wide made contact and wanted to let us know, how the school and staff had influenced their lives. We really are making a difference.

I am sure you will read our Ofsted report, but for me the paragraph that sums us up is;

*'Moor End Academy is outstanding. The very strong promotion of students' spiritual, moral, cultural and social development, ensures that they thrive in the supportive and highly cohesive learning community. High aspirations, outstanding teaching and the rich curriculum results in outstanding achievement for all.'*

As a staff, we are highly committed to staff improvement and development, if you choose to apply, you will receive excellent induction to our systems, structures and expectations.

Please enjoy reading further and we look forward to welcoming you to Moor End.

Yours sincerely

Mr Kash Rafiq  
**Principal**

## ***Moor End Academy***

Moor End is a converter Academy that opened on 17<sup>th</sup> August 2011. We converted as an outstanding school. Prior to this we were a community school. Moor End is also recognised as a Teaching School and a National Support school. Our CEO, Jane Acklam is a National Leader of Education. Under these designations we play a leading role in the training and professional development of teachers and contribute towards the raising of standards across the school system through school to school support.

The Academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The Academy's mission is for all young people at Moor End to overcome their individual barriers to learning whilst enjoying and achieving highly. Attendance at the Academy is above the national average and attitudes to learning are very positive.

We are an 11-16 mixed comprehensive Academy with over 900 students on roll. Our current capacity is 1000. In 2015, Woodside Pre School opened in the grounds of Moor End Academy. Woodside Pre School serves 2-4 year olds and has a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted, with the inspection report stating 'Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.'

Campus development at our Dryclough site continues to be an exciting development, with Beaumont Primary Academy opening its doors for the first time in September 2016. This primary provision can accommodate up to 90 places this year. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk)

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave they, over two thirds make better than national average progress by the time they leave. Eleven years in formal education should not be wasted. The majority of our learners stay in education post 16 at the further education colleges within Huddersfield.

Moor End is an award winning Academy and has continued to be recognised by Ofsted as 'outstanding'. We have good and often invaluable support from parents.

The Academy is an accredited 'Thinking School', the first to be awarded this status in the UK. We have worked closely with the Edward de Bono Foundation UK and Manchester Metropolitan University to become 'An Edward de Bono Foundation UK Centre of Serious Creativity and Constructive Thinking'. Our vision is to become a world class centre of excellence for teaching and learning by 2015. Ofsted quote 'The teaching of thinking skills have a distinctive contribution to the quality of learning'

At Moor End we have the secondary resourced provision for students with visual impairment, with a capacity for 12 students. We have Educational Teaching Assistants in all faculties who support teaching and learning in its widest sense and Faculty Clerical Officers in all faculty areas too.

Moor End Academy was designated as a National Teaching School in April 2013. It works with over 60 Secondary, Primary and Special schools. The teaching school offers training, support and a range of opportunities for staff throughout their career, from initial training through to leadership roles. The alliance has over 40 SLE's – Specialist Leaders of Education and is the lead school for newly qualified teacher induction of which over 50 are registered with us for 2016/17. See [www.penninealliance.org](http://www.penninealliance.org) for more information.

## South Pennine Academies



South Pennine Academies Trust has grown from strength to strength with eight primary and secondary schools that have shared vision of:

- *Strong and effective leadership*
- *High performing staff*
- *Successful students*
- *Engaged community*

South Pennine Academies believe in school improvement through a partnership model; this brings expertise and capacity to the school improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, it benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the trust. You can expect the highest quality professional development at not only Moor End Academy, but also trust wide.

For more information visit <http://www.southpennineacademies.org/>

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### Dryclough Campus

Campus development at our Dryclough site continues to be an exciting development, with Moor End Academy just one part of a vibrant campus, which includes;

**Woodside Pre School** - this serves 2–4 year olds and is a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted. For more information please see <http://woodsideps.org.uk/>

**Beaumont Primary Academy** - the country's first Presumption Free School, opened its doors for the first time in September 2016. This primary provision currently accommodates up to 90 places this year. A new state of the art school building will open its doors in September 2018 with a capacity eventually for up to 630 children. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk)

**Huddersfield Horizon School Centred Initial Teacher Training (SCITT)** - "Huddersfield Horizon" teacher training base is situated on the Dryclough campus. For more information please see <https://huddersfieldhorizon.com/>

# ***Moor End Academy***

## **Becoming the SENCo at Moor End Academy**

Moor End Academy is fully inclusive and welcomes all students with a wide range of Special Educational Needs. Steps are taken to ensure that children and young people are treated with fairness and equality, supported and encouraged to achieve their potential. Students identified as having a Special Educational Need have the same access to Quality First teaching, enrichment opportunities, educational visits and trips. All children and young people have an entitlement to participate and enjoy activities and learning experiences outside of the classroom. The Academy supports students in all phases of their education with personal centred transition packages.

The Academy believes that all students should be respected and valued as an individual and be supported to achieve their potential. All students receive a creative, varied yet balanced curriculum which is differentiated to meet individual needs so that they can learn and make at least good progress. They are assessed using appropriate assessment tools and guidelines. All students have equal access to resources, provision and interventions as needed.

In addition, we also provide for those with additional needs/SEN through provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the work which is matched to need and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from the teacher or require involvement of specialist staff (Teaching Assistants or SEN Teacher) or external support services.

The Special Educational Needs Co-ordinator (SENCO) is responsible for the management of provision and support for identified pupils with SEN. The SEN team also trains, supports teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEN. All teachers are teachers of SEN students and as such provide quality first teaching which takes account of the particular individual needs of students with SEN within the classroom.

The SENCO is responsible for the operation of the Special Educational Needs and Disabilities Policy and coordination of specific provision made to support individual students with SEND. The SENCO is available to meet and talk to parents/carers and is involved in the transition process of students from Junior school and post 16 transition, ensuring the needs of students with SEN are met and the transfer is as smooth as possible. The SENCO liaises with staff to monitor student's progress and plan further interventions where progress is lower than expected. The SENCO has regular contact with a wide range of external agencies that are able to give more specialised advice.

The successful candidate will lead a talented and experienced team of staff working at this Outstanding Academy supporting students with a range of special educational needs.

Our current Special Educational Needs team is both skilled and willing to develop professionally in order to meet the demands of our cohort. As a member of this team there will be a range of professional development opportunities available to develop you through both internal and external training.

Please ensure that you outline your suitability, SEN expertise and/or areas of interest within special educational needs within your supporting statement.

### **Why join the SEN team?**

The SEN Department at Moor End Academy is a fantastic place to work. The Special Educational Needs Department at Moor End Academy works with students from Year 7 to 11. Students at MEA with SEN are educated with a proactive approach to inclusion and are encouraged to be part of the whole Academy community. Student SEN's generally fall under 4 categories:

- Cognition and Learning
- Behaviour, Emotional and Social
- Sensory and/or Physical
- Communication and Interaction

Students are provided with a wide range of interventions from the SEN Team, including:

- Read Write Inc: this is a phonics based programme aimed at enabling students to progress with literacy skills
- Catching up with Numeracy: this identifies students difficulties in numeracy and aims to help students 'catch up' to Level 3 in Numeracy
- Movement Group- This programme promotes and encourages fine and gross motor skills, specifically designed for students with dyspraxia.

Our wider school curriculum is driven by creativity. The Academy is accredited by the Edward De Bono Foundation as an official Centre for Creative and Critical Thinking and these skills are at the centre of our teaching. Students love their learning and they respond positively to our imaginative and stimulating approach.

This year we have introduced a small Nurture Group for our lowest attaining on entry Year 7 students. We have developed a programme of study that is project based, which focus' on literacy, numeracy and social skills.

We are always looking to evolve and work in partnership with faculties to share expertise, skills, experience and instill confidence in all staff across the Academy. If you want to be part of a vibrant, successful and creative team who are not afraid to take risks, then we'd love to hear from you.



## Local Information

**Huddersfield** is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.



Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.



Within our own catchment is the breathtaking, Beaumont Park that was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pymont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895, who play in the Super League and the recently promoted Premiership football team Huddersfield Town F.C., founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth form colleges Greenhead College, Kirklees College and Huddersfield New College. Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the Academy.

### Local Estate Agents

There are many estate agents and letting agents in Huddersfield, a simple Google search will easily give you an idea of rental or property prices in the area.

### Banks

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... Finally shopping! The town hosts a range of shopping experiences from a haven for independent shopping, Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. To, the Kingsgate Centre, undercover shopping with all the expected high street brands. The full range of supermarkets and a market are also available in the town.



## ***The Selection Process***

### **How to Apply**

Thank you for taking time to read and digest our information. If you wish to apply for the post of **SENco** at Moor End Academy then you should;

- Follow the link to complete the online application form.
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible).
- **CVs ALONE WILL NOT BE CONSIDERED.**
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End.
- Submit your application by **9am on Monday 14<sup>th</sup> May 2018**. *Late applications will not be considered.*

### **Timetable for the selection process**

- Closing date for applications: **9am Monday 14<sup>th</sup> May 2018**
- Short listing: **w/c Monday 14<sup>th</sup> May 2018**
- Invitation to interview by telephone: **w/c Monday 14<sup>th</sup> May 2018**
- Confirmation by e-mail: **w/c Monday 14<sup>th</sup> May 2018**
- References requested: **w/c Monday 14<sup>th</sup> May 2018**
- Interview Date: Thursday **17<sup>th</sup> May 2018**

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

#### **Please note: Visiting the School**

To ensure a fair process we will not be offering tours or visits to the school prior to short listing. The opportunity to tour the school etc will form part of the interview process.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

# Moor End Academy

## JOB DESCRIPTION

### Special Educational Needs Co-ordinator (SENCo)

#### Leadership Scale 1-4

The Job description should be read alongside the range of professional duties of Teachers as set out in the School Teachers' Pay and Condition Document (STPCD). Also the National Professional Standards appropriate to the scale and remuneration of the post on the Leadership Scale.

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#### **Purpose of the post:**

- To assist the Principal with the strategic direction and development of the Academy, delivering it's objectives, and establishing the policies through which they shall be achieved.
- To be in charge of SEND within the Academy and to develop, maintain and operate appropriate systems for quality assurance in all aspects of our operations in these areas.
- Teach in accordance with the teacher standards.

**Reporting to:** Vice Principal

**Responsible for:** Team of staff as allocated

#### **Main Duties and Responsibilities**

##### **Key Responsibilities:**

1. Be a role model for the delivery of the Teacher Standards; maintain daily connections with colleagues and students around the academy through consistently high visibility.
2. Provide advice, training and guidance on quality first teaching, learning and assessment for students with SEND or additional needs.
3. Ensure that the academy is compliant with the SEND code of practice and policies for SEND, and supporting pupils with medical conditions.
4. Ensure SEND transition, referral, detection, assessment, reviewing, and implementation of EHCP/support plans and report writing procedures are appropriate, effective and are student centred.
5. Deliver diagnostic testing in a timely and effective manner to detect emerging and existing SEND needs.
6. Write effective reports to gain appropriate SEND funding for students.
7. Ensure students examination access arrangements are tested effectively.
8. Review students EHCP/IHCP with students, families and external professionals/agencies, communicating updates and changes effectively.
9. Ensure the Academy systems and processes for IHC plans and supporting students with medical conditions are compliant with relevant legislation and Academy policy.
10. Strategically lead upon progress for SEND students, to ensure all make rapid and sustained progress across all programmes and all year groups.
11. Ensure that all learning support assistants are trained, encouraged, challenged and supported to so students with SEND needs are met in accordance with their support plan.
12. Ensure accurate records of SEND support, provision and adaptation are maintained.
13. Support a safe, calm and well – ordered and inspiring environment for all students with SEND/ additional needs.
14. Advise the Principal/Vice Principal/ Senior Leadership team on all matters connected with the day to day, development and welfare of children and staff working with SEND provision.

15. Build and maintain excellent relationships with and between students, parents, families and agencies to promote and report upon pupil outcomes.
16. Arrange the best possible learning opportunities for all pupils with SEND in each year group.
17. Manage effective SEND transition, admission and exit to ensure pupils are exceptionally well prepared for the next stage of their education or training through the learning support programme you are responsible for.
18. Provide improvement plans, progress, external applications for EHCP and impact reports as requested, liaising with external partners to represent the needs of students effectively.
19. Ensure the effective use of resources and Academy facilities, providing training and advice where required.

**Footnote:**

- (i) The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal or her representative.
- (ii) This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the Academy.
- (iii) The post holder is expected to keep up to date with and share the most relevant legislation and training available for this role.

<b>MAIN DUTIES - Detail and additional information</b>	
<b>Strategic Planning:</b>	<ul style="list-style-type: none"> <li>• To be responsible for the Curriculum Area Development Plan and related sections on the Academy Improvement Plan.</li> <li>• The day-to-day management and operation of the SEND Curriculum area</li> <li>• The application of the SEND Code of Practice procedures and guidance documents</li> <li>• To actively monitor and follow up student progress, keeping relevant records and planning future actions</li> <li>• To support and implement academy policies and procedures</li> <li>• To lead the development of appropriate schemes of work, resources, marking and assessment policies, and teaching and learning strategies in the curriculum area</li> </ul>
<b>Curriculum Provision</b>	<ul style="list-style-type: none"> <li>• To liaise with the SLT to ensure the delivery of appropriate, high quality and cost effective courses which meet the needs of students, in line with the Academy Improvement Plan</li> <li>• Ensure students with SEND, Physical Disabilities and English as an Additional Language make progress in-line with, or above, expectation.</li> </ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>• To keep up to date with National Developments, teaching practice and methodology for SEND and EAL</li> <li>• To actively monitor and respond to curriculum development and initiatives at national, regional and local levels in respect of SEND and EAL</li> <li>• Disseminate effective teaching approaches for students with SEND/EAL</li> <li>• Assist in course development and / or access, for students with additional needs.</li> </ul>

<b>Staffing</b>	<ul style="list-style-type: none"> <li>• To be responsible for the effective deployment of teachers and support staff in the faculty</li> <li>• To be responsible for the day-to-day management of staff within the curriculum area and to act as a positive role model</li> <li>• To work with the SLT member to ensure staff development needs are identified and that appropriate programmes are designed to meet these needs</li> <li>• To carry out Performance Management reviews, monitoring, supporting and reviewing the work of colleagues in the Faculty</li> <li>• To work with new staff and deliver appropriate continuing professional development</li> <li>• To participate in the recruitment and interview process for new staff for the faculty</li> <li>• To promote teamwork and motivate staff</li> <li>• To make appropriate arrangements for in class support when staff are absent</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• To ensure the effective operation of self-evaluation systems, and to take part in monitoring and evaluating standards within the team, and to plan and implement strategies for improvement where required</li> <li>• To identify appropriate attainment targets, monitor student progress against targets, and ensure attainment and achievement targets are met</li> <li>• To take an active role in reducing gaps in achievement between different groups of students</li> <li>• To establish consistency within the department, and the implementation of policies</li> <li>• To ensure the school behaviour for learning policy is implemented consistently by faculty colleagues</li> <li>• To evaluate the impact of all improvement activities on the quality of teaching and learning</li> </ul>
<b>Data Management</b>	<ul style="list-style-type: none"> <li>• To ensure maintenance of up-to-date and accurate data for the Learning Development Department</li> <li>• To analyse and evaluate performance data when requested.</li> <li>• To produce reports on examination performance of students with SEND and EAL</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• To ensure all members of the team are familiar with the aims, and objectives identified on the Curriculum Area Improvement Plan and Academy Improvement Plan</li> <li>• To ensure effective and high quality communication with students and parents /carers</li> <li>• To liaise with relevant external organisations including the Local Authority and other professionals</li> </ul>
<b>Management of Resources</b>	<ul style="list-style-type: none"> <li>• To manage the available resources of staff, accommodation, money and equipment effectively and efficiently, keeping appropriate records</li> <li>• To work with the SLT to ensure that teaching commitments are appropriately timetabled and roomed</li> </ul>

<b>Other professional requirements</b>	<ul style="list-style-type: none"> <li>• To be the lead professional for students with SEND, physical disabilities and EAL and offer professional guidance and signposting when requested.</li> <li>• To continue personal development in relevant areas including subject knowledge and teaching methods</li> <li>• To take part in the academy's staff development programme by participating in arrangements for further training and professional development. To attend and contribute to meetings called in accordance with the meeting schedule of the school</li> <li>• To work as a member of a team and to contribute positively to effective working relations within the school</li> </ul>
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## **MISCELLANEOUS**

You will be expected to carry out your duties in line with the School's policies, procedures, and any relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development and through Academy communications.

As part of your wider duties and responsibilities you are required to promote and actively support the Academies responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young.

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Signed\_\_\_\_\_ (Post-holder) Signed\_\_\_\_\_ (Principal)

Date\_\_\_\_\_

## PERSON SPECIFICATION

Importance (Rank)	How Identified
E – Essential	A - Application
D - Desirable	I – Selection Process

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	<b>RELEVANT EXPERIENCE</b>	1.1	Enthusiastic leader with high standards and a record of proven success in raising achievement of groups of students	A	E
		1.2	Successful partnership/research based work (leading to measurable impact) either at a local or national level	A	D
		1.3	In a Middle Leadership role embracing learning support/SEND: <ul style="list-style-type: none"> <li>improvement planning</li> <li>curriculum innovation</li> <li>a firm grasp of data</li> <li>liaising with external partners/networks/LA/SEND services</li> <li>managing change</li> <li>establishing policies and procedures</li> <li>successful team-building</li> <li>a high profile with staff and students</li> </ul>	A	D
		1.4	Direct involvement in: <ul style="list-style-type: none"> <li>staff training and development</li> <li>raising standards of achievement</li> <li>Managing staff performance and deployment of support staff</li> </ul>	A	D
2.	<b>PERSONAL QUALITIES</b>	2.1	Must be confident, flexible, enthusiastic, approachable and able to inspire others.	S	E
		2.2	Empathy, affability and a good sense of humour	S	E
		2.3	Positivity and resilience	S	E
		2.4	High levels of motivation and commitment	S	E
		2.5	Concern for individual and team needs and the ability to cater for both	A/S	E
		2.6	Effective communication with a variety of audiences	A/S	E

		2.7	The ability to inspire trust, respect and confidence amongst staff, students and other stakeholders	S	E
		2.8	Strong personal reflection, analytical and flexible thinking	A/S	E
3.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	3.1	Qualified Teacher Status	A	E
		3.2	Good honours degree	A	E
		3.3	Evidence of additional study/ qualifications which would support this role	A	D
		3.4	Evidence of SENCO qualification or working towards	A	D
4.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	4.1	Understanding of the current educational agenda around SEND and how this relates to our setting	A/S	E
		4.2	Knowledge and understanding of what constitutes high quality educational provision, the characteristics of an effective Academy and strategies for raising students achievement	A/S	E
		4.3	An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions	A/S	E
		4.4	An understanding of the SEND code of practice	A/S	E
		4.5	Knowledge and understanding of what constitutes "Quality first teaching" and how to ensure it is embedded successfully school wide	A/S	E
		4.6	Keep up to date with, refer to and use research based strategies to improve outcomes for students	A/S	E

5.	<b>SKILLS AND ABILITIES</b>	5.1	Serve staff and students by being values-driven and modelling the way	A/S	E
		5.2	Be highly visible and lead by example with great attention to detail and astute understanding of pace and rigour in all operations	A/S	E
		5.3	Excellent teaching track record backed up by evidence of results	A/S	E
		5.4	Strategic thinker	A/S	E
		5.5	The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach where necessary to achieve the desired outcome	A/S	E
		5.6	Inspire, motivate and support students and staff in changing situations	A/S	E



		5.7	Establish successful relationships with stakeholders at all levels	A/S	E
		5.8	Ability to manage a budget efficiently.	A/S	D
		5.9	Ability to observe, monitor and evaluate the capability of teachers, including offering support and giving effective feedback.	A/S	D
6.	<b>COMMITTMENT</b>	6.1	To the vision and values at Moor End Academy	S	E
		6.2	Working in a 'can-do' culture with a commitment to a continuous drive for improvement, even when faced with pressure and deadlines	A/S	E
		6.3	The happiness, well-being, self-esteem and progress of all at the academy	A/S	E
		6.4	Exceptional student progress and attainment	A/S	E
		6.5	Own personal and continuous professional development	A/S	E