

# Glossopdale School and Sixth Form

## JOB DESCRIPTION FOR THE POST OF ASSISTANT SEND CO-ORDINATOR

Full-time, permanent

Full details of the posts are contained within

### Key dates for applicants

Closing date for applications: Thursday 2<sup>nd</sup> March 2023 9am

Interview Date: w/c 6<sup>th</sup> March 2023

INFORMATION FOR APPLICANTS DOCUMENT CAN BE FOUND ON  
OUR WEBSITE



To **aspire**, **endeavour** and **thrive** together

Glossopdale School

Newshaw Lane • Hadfield, Glossop • SK13 2DA

<https://www.glossopdale.derbyshire.sch.uk>

## To aspire, endeavour and thrive together

Thank you for your interest in joining Glossopdale School. Glossopdale school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

An exciting opportunity has arisen for our school to recruit an enthusiastic and conscientious Assistant SENDCO to support our SENDCO and Learning Support Team, building on the excellent work that is already in place and championing our SEND students. We are looking to appoint an experienced Teacher, Tutor or HLTA who is hardworking and energetic. You will need to have experience in inclusion and working with students with additional needs. The role will involve providing intervention for small groups in one or more of the core subjects as well as additional bespoke support identified in students EHCPs. You will also have some administrative experience.

We are seeking to appoint a team player who is passionate about making a real difference to the lives of the students and the community surrounding the school and to be part of the inclusion team that takes the school onto the next stage of its exciting journey.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We have just started our journey to become a research based school with the aim to develop highly effective, evidence-based teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

Everyone also has the ability to get involved with school life beyond their core role – whether that's supporting one of the many extra-curricular activities and clubs, or becoming part of the student support structure we have in place for each year group. There's always some way you can push yourself towards your own goals while inspiring and supporting our students.

We have some of the best facilities in the area having fully re-built our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

If you are interested, please look at our school website [www.glossopdale.school](http://www.glossopdale.school) where you will find application forms and further information.

Glossopdale School is committed to safeguarding and protecting the welfare of children. The successful candidate will be subject to an enhanced DBS Disclosure.

**Debbie McGloin, Headteacher**

## JOB DESCRIPTION

<b>POST:</b>	Assistant SENDCO
<b>SCALE:</b>	Derbyshire Grade 9 (Actual salary £24,638 - £26,310)
<b>HOURS/FTE:</b>	36 hours over 41 weeks (term time plus 3 weeks) Working pattern to be agreed with line manager
<b>EFFECTIVE FROM:</b>	Easter 2023
<b>RESPONSIBLE TO:</b>	AAHT SEND

### Job Purpose

To support the SENDCO in leading and developing the school's SEND provision and arrangements to support looked after learners, young carers and other vulnerable groups.

### Main areas of responsibility

- To support the SENDCO in ensuring an ethos of Inclusion and a culture of high aspirations for students with SEND
- To oversee and administrate SEND referral systems to ensure that support and intervention provided by the SEND team is coordinated and that resources are effectively deployed
- To act as the champion for vulnerable groups including pupils with SEND, Looked After Learners, Children adopted from care and Young Carers
- To ensure that school practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements
- To work with the SENDCO and wider School Leadership team ensuring the implementation of the School SEND Policy.
- To support the maintenance of the school's SEND Register, ensuring that it is always up-to-date and is an accurate picture of student SEND need across the school
- To support the accurate identification of SEND need across the school, ensuring a rigorous and thorough assessment process
- To support the SENDCO in ensuring high quality targeted interventions enabling students with SEND to make better progress
- To support the SENDCO in tracking the progress of students with SEND, using a wide range of school data relating to progress, attainment, referrals, exclusions, detentions and attendance to identify barriers to learning
- To support the SENDCO in deploying staff and resources according to the needs of SEND students
- To work with Faculty Team Leaders to monitor the academic progress of students with SEND within the school, ensuring expected progress and the provision of targeted interventions as appropriate
- To work with Faculty Team Leaders to ensure efficient and effective use of Teaching Assistant support.
- To support the SENDCO in ensuring that the Annual Review process for students with Statements/EHCPs is in place and that reports accurately reflect progress within the school.
- To support the SENDCO in ensuring that LA consultations for students with EHCPs are responded to in line with the SEND Code of Practice and within given time constraints

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- To deliver interventions for small groups of students

## **Appraisal & Continuous Professional Development:**

- Ensuring adherence to the Teacher Standards (if applicable)
- To undertake Appraisal Reviews and to act as reviewer for Teaching Assistants, SEND Admin and other relevant staff
- Keep up to date with recent education developments and to participate in INSET
- Participate in the school system of coaching
- Undertaking any reasonable direction from the Headteacher

## **School Ethos:**

For Glossopdale staff in general:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same
- Actively supporting the school's policies and expectations
- Adhering to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors
- Complying with the school's Health and Safety Policy
- Checking emails on a daily basis to keep up to date with issues communicated within the school.
- Take part in break duty rotas
- Have regard for and promote the School's Equality Policy
- Attendance at parents' evenings and other relevant meetings

## **Core responsibilities for all employees**

### **1. Health & Safety**

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager or the Headteacher as appropriate.

### **2. Equality & Diversity**

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

### **3. Data Protection**

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

#### 4. Safeguarding & Child Protection

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

As the position you are applying for gives you privileged access to vulnerable groups, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a "protected" conviction/caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013) and, therefore, not subject to disclosure.

In line with Keeping Children Safe in Education (KCSIE) 2022, if a conditional offer of employment is made, we will then complete an online check in addition to the enhanced DBS check. Please ensure you have read the full safeguarding policy for Glossopdale School which is on the school website.

*The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.*

*The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.*

*The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and online check as per Keeping Children Safe in Education 2022 and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.*

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

I confirm that I have read this job description and person specifications.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Date of Issue: February 2023

Signed: Headteacher: .....

Signed: Post holder: .....

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<b>Person Specification</b>		<b>Assistant SENDCO</b>	
<b>Selection Criteria</b>		<b>Essential/ Desirable</b>	<b>Assessment</b>
<b>QUALIFICATIONS AND TRAINING</b>			
● Has Qualified Teacher Status		<b>D</b>	<b>AR</b>
● Has Level 2 qualifications in Maths and English		<b>E</b>	<b>AR</b>
● Has demonstrated further professional development through qualifications or training		<b>E</b>	<b>A</b>
<b>EXPERIENCE</b>			
● Successful experience of teaching/tutoring and supporting students with a wide range of special needs across the full ability and age range		<b>D</b>	<b>AIR</b>
● Experience of working in a Special Needs Department or of a significant area within a SEND Department		<b>D</b>	<b>AI</b>
● Successful experience of working with students that exhibit challenging behaviour		<b>D</b>	<b>AI</b>
● Clear evidence of supporting and facilitating inclusive education within a comprehensive school		<b>E</b>	<b>AIR</b>
<b>SKILLS, UNDERSTANDING AND KNOWLEDGE</b>			
● Understanding of Special Educational Needs and Disability Code of Practice or desire to develop this understanding further		<b>E</b>	<b>AIR</b>
● Strategies for social inclusion, personalised learning and differentiated provision		<b>E</b>	<b>AI</b>
● The ability of build effective relationships with students, parents and colleagues		<b>E</b>	<b>AIR</b>
● A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning		<b>E</b>	<b>AIR</b>
● Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records		<b>E</b>	<b>IR</b>
● Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focused approach.		<b>E</b>	<b>AI</b>
● Build positive working relationships with colleagues and provide support through coaching/line management		<b>E</b>	<b>AIR</b>
● Excellent organisational skills with the ability to meet deadlines.		<b>E</b>	<b>AIR</b>
● Ability to multi task and deal with numerous challenges simultaneously.		<b>E</b>	<b>AIR</b>
● Plan strategically in order to raise achievement		<b>E</b>	<b>AIR</b>
<b>PERSONAL SKILLS</b>			
● Ability to maintain professional integrity even when under pressure		<b>E</b>	<b>R</b>

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● Excellent attendance and punctuality	<b>E</b>	<b>IR</b>
● Good interpersonal skills and an ability to communicate effectively with a range of audiences	<b>E</b>	<b>IR</b>
● Ability to work as an integral part of a team	<b>E</b>	<b>IR</b>
● Good listener and can draw on advice from colleagues to improve practice	<b>E</b>	<b>R</b>
● Resilience	<b>E</b>	<b>R</b>
● Ability and desire to work in a high challenge and low threat way	<b>E</b>	<b>R</b>
● Drive and enthusiasm	<b>E</b>	<b>IR</b>
● Makes a positive contribution to the wider life and ethos of the school	<b>D</b>	<b>I</b>
● Good role model to the students in all aspects of your professional role	<b>E</b>	<b>AIR</b>
● Reliable and trustworthy	<b>E</b>	<b>R</b>
<b>SPECIAL REQUIREMENTS</b>		
● A commitment to ongoing personal development and willingness to undertake appropriate training	<b>E</b>	<b>AIR</b>
● Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	<b>E</b>	<b>AIR</b>
● Satisfactory Enhanced Disclosures with the Disclosure and Barring Service	<b>E</b>	<b>AIR</b>

### Key

A - Application

I - Interview

R – Reference