



SENDCo (Special Educational Needs and Disabilities Co-ordinator)

'To act justly, to love with mercy and walk humbly with our God' - Micah 6:8

Thank you for taking an interest in this exciting post - we look forward to receiving your application. We also would encourage you to come and have an informal look round our school and meet some colleagues from the team.

This role requires someone who is;

- *passionate about young people, aspiring to support them in their learning and personal development*
- *cares about their experience of education*
- *Understands the barriers that may inhibit student's ability to learn, make positive relationships and thrive.*

The information below has been collated to give applicants an understanding of our ethos and direction of travel in relation to our aims, which is; providing teaching, intervention and support so that all students in school can thrive.

About the school

Notre Dame is a Catholic school with a strong ethos at its heart. All staff are expected to uphold and contribute to the ethos of the school, which is what makes it a special place to work.

At Notre Dame High School, the Governing Body, Headteacher and all staff are committed to ensuring that all students have access to high quality education in a loving and safe environment.

Everyone is expected to;

- Build and maintain relationships with peers and staff that are positive, enhance lives and lead to happiness and joy
- Maintain the highest standards of personal conduct
- Accept responsibility for their own behaviour and encourage others to do the same

Our expectations can be summarised as follows;

'Ready' - Ready to learn, ready to listen, ready to participate because ***we educate for life.***

'Respectful' – Respect yourself and others, including your peers, adults and the school environment. We do this because ***we are a community that is welcoming, diverse, and honours each person's dignity.***

'Safe' – Everyone should feel safe in our learning community, safe with the people around them and safe in the activities in which they are taking part because ***we work for Justice and Peace.***

We are committed to a Trauma informed and Restorative practices approach in our interactions with students. We are inspired to do so by our ethos which is to uphold and protect the unique dignity of each child, and prepare them for life. This approach is about protecting our young people, helping them to heal, supporting them in becoming better regulated and making the right choices so they can have a happy and fulfilled life. In turn they are better able to contribute to the 'common good' of society themselves.

We believe that in our work we can make a real difference to the lives of all students and particularly those who face additional barriers. We believe that ‘every interaction counts’ and can transform lives.

We see behaviour as communication and challenge ourselves to ask ‘Why are we seeing this behaviour?’ This does not mean that we have a ‘soft approach’, in fact the opposite is the case. Students need structure, order and the predictability that our routines and expectations give them. We have high expectations and clear boundaries which need to be applied in a supportive, matter of fact, non-punitive way. We aim to be, ***firm on boundaries but kind on the child.***

The Inclusion Team

Seven years ago, we brought the SEND, Pastoral and Safeguarding teams together as one. We understand that a student may be experiencing issues in anyone of these areas or indeed in more than one. We recognise that it is really important to understand the needs of the child as a whole and for each area to work together to provide the support that is needed.

Over the last few years, we have been restructuring across the Pastoral and SEND teams to improve communication, provision, and capacity. The successful applicant would be joining the school at an exciting time.

The Inclusion Team

The team currently consists of;

Deputy Headteacher: Inclusion	Oversight of inclusion across the school.
Assistant Headteacher: Ethos & Behaviour	Oversight of school ethos, behaviour and relationships.
Assistant Headteacher: Student Experience & Operations	Oversight of student travel, community liaison, social time opportunities and school events.
Heads of Year	There are five Heads of Year (one for each Year group), who carry a teaching load. They are responsible for Attendance, Behaviour, Progress and Wellbeing for the students in their year group.
Heads of Pastoral Care	We have a Head of Pastoral Care for KS3 and KS4 (<i>non-teaching</i>) who work alongside the Heads of Year to provide year group leadership and rapid response to any issue that arise. Our Heads of Pastoral Care are trained as Deputy Designated, Safeguarding leads.
Pastoral Managers	There are two Pastoral Managers supporting the work of the Heads of Pastoral Care & Heads of Year.
Pastoral Administrators	Two Administrators provide support for Heads of Year, SEND and Safeguarding. One of these administrators is designated for SEND.
Behaviour Intervention Manager	Oversees our OnCall process and supervises one of our alternative learning environments.
Lodge Teacher	Runs our main alternative learning environment – The Lodge
Designated Safeguarding Lead	The DSL is a non-teaching member of staff. This post carries responsibility

for the leadership of safeguarding within the school.

The SENCO

The SENDCo has previously been a teaching role but going forward will not carry any teaching responsibility, to create capacity to fulfill the role. This post carries responsibility for supporting the identification of students with special educational needs and coordinating their provision.

SEND Inclusion Leader

The SEND Inclusion Leader is a teaching member of staff who is responsible for the quality of provision for students with SEND in the classroom.

SEND Assessment Manager

The Assessments Manager leads on the delivery and coordination of SEND Assessments, including Access arrangements.

Learning Support Assistants

A team of level 2 and 3 Learning Support Assistants under the general direction of the Special Needs Co-ordinator, support children with additional needs both within and outside the classroom. Their role is to help students in their learning, personal care and in developing social and independence skills.

Pastoral Spaces

There are;

- three pastoral offices for Heads of Year, SEND Leads and Heads of Pastoral Care & Pastoral Managers
- breakout rooms for interventions and meetings with students
- One 'On call' room for students who are removed from a lesson
- Two Inclusion Hubs (*'The Lodge' for reflection and reset of expectations & a SEND Hub 'The Ark'*)

Training and Support

At Notre Dame the ongoing professional development of all staff is a key priority. Our view is that we can always improve, not because we are not good enough, but because we can be even better at what we do and this in turn will ensure the very best outcomes for our students. We also aim to help staff to be ready for their 'next step' in their careers whatever that might be.

In order to achieve these aims we;

- have an ethos of 'learning together' through joint practice development which is conducted in a supportive and developmental way.
- Encourage staff to be reflective and take the lead in their own professional development so that their individual needs are met
- Assign Learning Improvement coaches to all departments to provide bespoke training and development

The successful applicant will complete a skills audit so that any necessary or desired training can be put in place.

Notre Dame High School expects all candidates to familiarise themselves with our Safeguarding Policy which can be found on the school website.

Notre Dame High School is committed to safeguarding and promoting the welfare of children & young people and expects all staff to share this commitment. The successful applicant will be required to complete an Enhanced DBS Disclosure. In addition, this post is exempt from the Rehabilitation of Offenders Act and a self-disclosure is required for applicants shortlisted for interview.