



The Collegiate Trust  
Exceptional Education for All

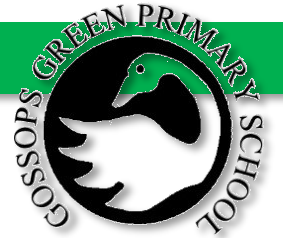
SENDCo

## Information for Applicants

<b>Academy</b>	<i>Gossops Green Primary School, Crawley</i>
<b>Required</b>	September 2021 - Permanent
<b>Salary</b>	TCTF1 £26,948 to TCTF14 £42,780 (comparable to MPS/UPS)
<b>Closing Date</b>	1 <sup>st</sup> March 2021
<b>Interviews</b>	Week beginning 8 <sup>th</sup> March 2021



# Welcome



Dear Applicant

Thank you for your interest in the post of SENDCo. I hope that this information pack will help you to learn more about our fantastic school and that you will be excited about the prospect of joining our excellent team. High quality and well supported staff are crucial for the success of our children and, as a large primary school, we are able to offer a comprehensive professional development package to ensure that they are provided with the best possible teaching and support.

Opened almost 60 years ago, *Gossops Green Primary School* is an established and important part of our local community and is at an exciting time in its development. We are part way through our expansion to 3 forms of entry which will mean the school will grow to 630 children over the coming years. We joined *The Collegiate Trust* and converted to academy status on 1<sup>st</sup> November 2016 and have benefitted from the support which that brings. We have received significant capital investment over the last few years which has expanded the school and improved many of our facilities. Colleagues joining the school will be coming to a vibrant and ambitious learning community which works in a highly collaborative manner.

*The Collegiate Trust* has a clear vision to deliver *exceptional education for all*. Our pupils are well-motivated and a pleasure to work with, whilst our staff are talented, hard-working and ambitious for themselves and others. Our excellent facilities enable us to provide the very best learning environment and learning experiences for our pupils and it is the combination of these factors that leads to the improving standards at our school and the enviable reputation that *The Collegiate Trust* has built. I am very proud of what we do and what we have achieved at *Gossops Green* and I hold the highest aspirations for what we will do and achieve in the future.

The role of SENDCo is an exciting opportunity to enhance our provision and ensure children with SEND or Mental Health difficulties are given the best opportunities for success. Early identification and staff training and development are integral to improving access to exceptional education. We believe that every child is entitled to achieve their very best. The role is supported by an experienced Assistant SENDCo, a team of classroom support staff and a highly effective nurture team.

Whether you are at the very beginning of your career or are looking to develop your experience, a school within *The Collegiate Trust* is a great place for professional growth. NQTs benefit from a focused induction period, prior to appointment, and a well-established programme of support throughout the year, whilst more experienced colleagues have many opportunities to develop skills and extend their professional learning through an extensive and varied programme of professional development. Our aim in all appointments is to appoint colleagues who will share our aspirations and make a major contribution to building the best life chances for our pupils.

I would be delighted to receive an application from you if, upon consideration, you feel that this role and the Collegiate may be right for you. To submit an application, please complete the form on the Trust website <https://tct-academies.org/vacancies/>, attaching where requested a statement of no more than two sides of A4, identifying clearly how you meet the person specification. If you have any further questions about this post or would like to arrange a visit prior to the interview day, I would be pleased to speak with you; please feel free to telephone me at *Gossops Green*.

Yours sincerely

**Mrs P Farrelly**  
**Principal**

## Key Information

Our school is located in *Gossops Green*, a neighbourhood in the north-west of Crawley in West Sussex, although children travel to learn at our school from across Crawley and beyond.

<b>Teachers</b>	<b>25</b>
<b>Education Support</b>	<b>27</b>
<b>Administration</b>	<b>4</b>
<b>Premises</b>	<b>2</b>

We have amazing pupils and a talented team of staff and governors, who all work together to make learning fun and purposeful. We are a large, 3-form entry school. We are therefore a very vibrant and busy community which our pupils value and in which they can thrive.

We are lucky to have lots of fantastic facilities for our children, including; a large field and play areas with a wide range of equipment, a peaceful area for those who want to chat quietly, large playgrounds, a sensory garden and dedicated learning zones where reading is prioritised and encouraged.

The Principal works with a talented and ambitious team, with excellent support from the Trust's *Head of Education* and CEO.

<b>Principal</b>	Mrs Trish Farrelly
<b>Associate Principal</b>	Mrs Sarah Dunne
<b>Deputy Principal</b>	Mr Mark Warwick

<b>Nursery</b>	<b>N/A</b>
<b>Reception</b>	<b>84</b>
<b>Year 1</b>	<b>78</b>
<b>Year 2</b>	<b>72</b>
<b>Year 3</b>	<b>87</b>
<b>Year 4</b>	<b>89</b>
<b>Year 5</b>	<b>89</b>
<b>Year 6</b>	<b>88</b>
<b>Total</b>	<b>587</b>

***You can find out more information about our school, and our Trust at the following websites:***

[www.gossopsgreen.com](http://www.gossopsgreen.com)

[www.tct-academies.org](http://www.tct-academies.org)



## Information about *The Collegiate Trust (TCT)*

TCT has grown out of *Riddlesdown Collegiate*, an **outstanding** (OFSTED, May 2016) secondary school in Croydon with almost 2000 students and over 200 staff; in 2017 Riddlesdown was awarded the *World Class Status Quality Mark*. *Gossops Green Primary*, in Crawley, was the next school – and the first primary – to join the Trust, followed by *Waterfield Primary* (also in Crawley) on 1<sup>st</sup> March 2018, *The Quest Academy* on 1<sup>st</sup> June 2018, and *Courtwood Primary* and *Gilbert Scott Primary* on 1<sup>st</sup> September 2018. We expect the Trust to grow further in the coming years.

TCT educates over 4200 children and young people from nursery up to 18 years of age. The responsibility that places on us is huge, but we are excited by the positive impact we already have on the lives of so many. We also employ almost 600 staff, and recognise our responsibilities as an employer in looking after the great people who work with us. Our work in developing pedagogy is built on the very best classroom practice and we are driven by our determination to make a difference to our pupils and students; we want each of them to get a great education as a result of attending one of our academies.

Each academy within the Trust is supported centrally by our team of *Directors of School Improvement* on teaching and learning issues, the *Chief Operating Officer, Chief Finance Officer & HR Manager* on business management and HR issues, the *Governance Manager*, and the *CEO* on wider leadership issues; the Director of IT leads the strategic development of this work across the Trust, with support on data and tracking also coming from the *Management Information & Data Team*. This complements rather than replaces in-school functions and allows the Principal and LGB to operate with a high level of autonomy in delivering the highest standards in their school. The LGB works to a *Scheme of Delegation* approved by the Trust's *Board of Directors*.

## Our Values

**Excellent COMMUNICATION** is at the heart of everything we do.

At Gossops Green Primary School we believe that **COMMUNICATION** is the KEY to unlocking the potential for every learner to be successful.

### Spiritual, physical and emotional wellbeing

Effective communication supports our children to hear and see that they are valued and important. Our children are enabled to express their feelings, beliefs, show empathy and be aware of their own physical and emotional well-being.

### Knowledge, skills and understanding

Our children will become confident communicators who aspire to read widely, develop maths fluency and are able to articulate their knowledge across a wide range of subjects. In an ever-changing world our children will understand and use digital platforms with sensitivity, intelligence and full awareness of technology's power to enhance communication.

### Belonging – local and global

Our children learn that good communicators develop an appreciation of others; their needs, beliefs, values and cultures. This empowers them to challenge stereotypes, bias and discrimination. Our children learn to understand the ways in which communication can be used to contribute positively to the local and wider community.

### Lifelong learners

Communication is the gateway to learning, academic achievement and success beyond school and into adulthood. Our children learn to be critical thinkers and develop a life-long love of learning.

# Our Curriculum Approach

At Gossops Green Primary, we believe in providing children with a curriculum which:

- engages our learners in exciting and first-hand experiences
- provides opportunities and experiences to compensate for any cultural capital gaps
- makes links with cross-curricular subjects where appropriate
- develops knowledge acquisition with the skills to apply the knowledge
- progressively sequences learning so that prior learning is capitalised and built upon year on year through consolidation and the introduction of new links
- develops long-term memory of pupils
- immerses children in reading experiences which ignite their imaginations, challenges their thinking, supports their learning and creates impassioned life-long readers

Curriculum Progression Maps have been expanded and enhanced to support planning and include:

- a focus on the development of Tier 2 higher level vocabulary and Tier 3 subject specific vocabulary
- the identification of high-quality text and digital resources to enhance learning
- talk for learning sentence openers and key questions to support discussion and expression of ideas
- what is referred to as 'sticky knowledge': key, fundamental learning outcomes that we expect *all* children to 'know' by the end of a unit of work and furthermore to retain beyond the duration of the topic

## Curriculum Leadership

At Gossops Green Primary, we aim to build on the strengths and specialisms of our experienced teachers by giving them responsibility for leading a subject in which they have expressed an interest or passion. Where possible, colleagues are teamed in pairs so that EYFS/KS1 and KS2 are both represented in the leadership of the subject. This enables teacher expertise of a particular teaching phase to be shared with a less experienced colleague and ensures that subject leaders have a deeper understanding of pedagogy across the whole primary phase.

In addition, NQTs are assigned to shadow a particular subject so that they can very early on in their career develop an insight into the wider responsibilities of the teacher role.



# Special Educational Needs Co-ordinator

## Job Description

**Purpose of Post**                      **Manage the strategic development of SEND and Nurture provision and policy**

**Reporting to:**                      **Principal**

### **Principal Accountabilities:**

#### **Curricular Leadership**

- Determine the strategic development of special educational needs (SEND) policy and provision.
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- Be responsible for the day to day operation of the Nurture Team and the specific provision of support for pupils mental health and well-being
- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings;
- Lead on the performance management process for SEND Teaching Assistants and the Nurture Team
- Advise on and contribute to the professional development of staff, including whole school INSET provision;
- Provide regular information to the principal and governing body on the evaluation of SEND provision.
- Deputise for the Designated Safeguarding lead

#### **Teaching and Learning**

- Monitor teaching and learning, including planning and work scrutiny, to ensure they meet the needs of children with SEND.
- Work with staff to develop effective ways of bridging barriers to learning through:
  - Assessment of needs
  - monitoring of teaching quality and pupil achievement
  - target setting
  - EHCP targets, IEPs, keeping accurate records.
- Track children's progress and set targets for raising achievement for children with a SEND.
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies.
- Liaise closely with the Nurture Team to develop school wide approaches to meet the needs of pupils with mental health barriers.

#### **Leading and managing**

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings;
- Provide regular information to the Principal and governing body on the evaluation of SEND provision.

- Liaise with external agencies and manage consultant input.
- Keep up to date with knowledge of national and local initiatives and how they may impact upon policy and practice.

### **Effective deployment of staff and resources**

- Advise the Principal and governing body of priorities for deployment of staff, and utilise resources with maximum efficiency;
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies;
- Work with external agencies to maximise resources made available.

### **Other professional requirements**

- Co-ordinate all Annual Reviews and reviews of Individual Education Plans and attend / chair when necessary.
- Attend Year 6 Annual Reviews for primary pupils with EHCPs to help facilitate continuity and progression through the development of a transition programme.
- Exercise a key role in assisting the Principal and governors with the strategic development of SEND policy / provision.
- Maintain strong links within the local authority and with local networks
- Attend regular DSL training in line with statutory requirements



## Person Specification

**The Collegiate Trust** is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the *Disclosure and Barring Service*. Appointment will be dependent upon further health, medical and attendance checks.

### Qualifications

Good honours degree

Qualified Teacher Status

National Award for SEN Co-ordination (or be prepared to undertake this qualification in the first year)

### Experience

Effective working with young people of a range of ages and abilities.

Evidence of making an effective contribution to a team.

Minimum of 3 years recent successful teaching experience.

Proven experience of high standards of classroom practice and of subject leadership.

Understanding of the role of the Designated Safeguarding lead.

### Personal Qualities

Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.

Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.

Evidence of a commitment to excellence and the maximising of academic and personal achievement for all children.

Evidence of the ability to communicate clearly both orally and in writing with children, parents and colleagues.

Evidence of good interpersonal skills and also to work as member of a staff team and to lead a team / working party. To develop and maintain good relations with all members of the school community. To work co-operatively with all staff and relevant agencies as required.

To enjoy challenges, be adaptable and be prepared to lead by example in all areas of school life.

To be a role model to other professionals in actions, communication and attitude.

### Skills & Attributes

Ability to deliver high quality learning over time to all pupils in a class.

Ability to provide effective pastoral care.

Evidence of knowledge about current factors affecting education and a clear vision of what child centred education looks like.

Ability to use assessments to identify areas for development and report on the progress and attainment of pupils.

Evidence of the skills and abilities required to advise teachers in their planning, facilitating and assessing all areas of learning.
Capacity to work alongside colleagues, contributing effectively to a team.
Ability to quickly establish and maintain positive relationships with pupils, staff and families.
Understanding of safeguarding issues and promoting the welfare of children and young people.
Well-developed communication skills, including high level of written and oral literacy and competent ICT use.



## How to find us



### By Car:

Please see map. Parking is available on and off site on the roads surrounding the school. Please do not obstruct the residents' garages.

### By Train:

The nearest station is **Ifield Station** (see map).

### By Bus:

Bus routes: 1 and 20, disembarking at Gossops Green Parade (shops)

**Gossops Green Primary School**  
Kidborough Road, Gossops Green, Crawley RH11 8HW

☎ 01293 525449

✉ [office@gossopsgreen.org.uk](mailto:office@gossopsgreen.org.uk)

💻 [www.gossopsgreen.com](http://www.gossopsgreen.com)