

Kings Priory School



SENDCo

Candidate Information Pack

From The Principal

Philip Sanderson, MA (Oxon), MSt, PGCE, NPQH



KINGS PRIORY SCHOOL

a 21st century education at the heart of the community

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Dear Applicant,

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Thank you for your interest in the post of SENDCo at Kings Priory School.

Following the successful promotion of the current SENDCo to a Deputy Headship, Kings Priory School are looking for a dynamic and dedicated leader to continue the excellent work in our SEND department.

This advertised role is one of huge excitement. It is a whole school leadership role in an all through school. For the correct candidate this position may sit on the Senior Leadership Team or be an Assistant Principal.

This role is focused on developing consistently outstanding **SEND provision** throughout the school and includes responsibility for EAL, Access Arrangements, CLA and for the direct line management of some SEND specific middle leaders and LSAs. This role is an integral part of our pastoral and curriculum leadership team and works closely with Heads of Year, Curriculum Team Leaders and other Middle managers.

The role really does require the skills and resilience of both a deep strategic thinker and those of the Pied Piper.

Every role in our school is so important to us and the SENDCo, is no exception. This is because every visitor to Kings Priory School tells me that the first thing they notice as you step onto either of our unique sites is the warmth, energy and positivity of both staff and pupils, whether they are 4 or 18 years old. That is because we try our very best to foster relationships marked by friendship, tolerance and respect. With these values underlying what we do, together, pupils are encouraged and empowered to be ambitious and creative, exploring their learning in real depth and pushing themselves to unlock their full potential to excel in a wide variety of pursuits.

Kings Priory School is a school that cares deeply for its pupils and staff. We prioritise the safety and wellbeing of pupils and staff in order to ensure a nurturing and highly effective learning environment. The school is vital and vibrant; this provides a highly stimulating setting where skilled professionals can practice their tradecraft with expertise whilst also honing their skills. We strive for utter excellence in all we do and as such have incredibly high standards.

A culture of agile and ambitious leadership means that the expectations of excellence begin at senior leadership level and are promulgated throughout the school. Kings Priory School was judged good in its last inspection and we are now

doing all we can to be genuinely and authentically outstanding in all we do. The leadership team is relentless in its bid for continuous improvement: we are obsessive about securing the best possible outcomes for our young people and providing the best possible working environment for all colleagues. The successful candidates will work closely with us to do exactly that.

I am seeking a SENDCo who has the stamina, ability and educational intellect to ensure that we achieve and exceed our ever-changing goals. This is an exciting time to join Kings Priory School and the position offers exceptional career development opportunities for the right candidate.

The Job Description sets out the existing portfolio for the position. However, I am more interested in securing the services of the most appropriate candidate for the school, which means there is a degree of flexibility about in the role depending on the expertise and experience candidates offer. This can be discussed at interview. I look forward to receiving your application and meeting you in person.

If you would like an informal confidential conversation with me, or the current post holder, at any point between now and the closing date, please do get in touch.

Best wishes

A handwritten signature in black ink, reading "Philip Sanderson". The signature is written in a cursive style and is underlined with a long horizontal stroke that extends to the left.

Philip Sanderson
Principal

Kings Priory School

Kings Priory School is one of the highest performing schools in North East of England, providing high quality education to 1500 pupils aged 4 – 19. We are a school with excellent teachers, a family environment, motivated pupils and a commitment to educating the whole child both in and outside of the classroom. We are proud of our pupils who regularly achieve well above the national average in public examinations: in 2022 at GCSE, 94% of pupils achieved a grade 4+ in English and 89% of pupils achieved a 4+ in Maths.

As a result of the above, Kings Priory School is the top performing school in North Tyneside at Key Stage 4; pupils achieve exceptional outcomes which are well above national averages. We are also very proud of the outcomes pupils achieve in the Sixth Form, where, in 2018 - 22, the average grade was a B and many pupils went to read their chosen subjects at Russell Group universities. Kings Priory School was also named best Secondary School in the North East 2020.

The school operates across neighbouring sites in the centre of the attractive coastal village of Tynemouth with short commuting links into Newcastle upon Tyne. The school is close to the ancient Priory, the mouth of the River Tyne and the beach. This historical and picturesque setting provides a stimulating learning opportunity for all of our pupils.

We do not just teach subjects, we nurture the whole individual – mind, body and spirit. Classroom learning is marked by as much attention to how you learn as what you learn, recognising that for pupils to enter the next stage of their lives, they need to learn habits of mind that sustain their curiosity, build their skills in reading, communication and problem solving. As well as holding onto the strengths of a curriculum that draws out the best possible standards across a wide range of traditional subjects, we also hope to embrace the modern world as it is now.

Kings Priory School is part of Woodard Academies Trust multi-academy sponsor whose aim is to be a provider of world class education, transforming lives within and across communities. Our Christian faith helps to make our school a thoughtful community and we are welcoming, positive and open to pupils and staff of all faiths and none.

Our school day and curriculum are unique with a comprehensive co-curricular programme followed by a very large number of pupils. We offer a wide range of activities from musical opportunities, to a comprehensive sport and Duke of Edinburgh's award programme.

Pupils at Kings Priory School are well-mannered and articulate young people who work hard and achieve highly. We respect each other and celebrate our differences, always striving to put others before ourselves.

Kings Priory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer Recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

Woodard Academies Trust

The Trust is a collaboration of six schools across England, working together to meet our ambitious goals for pupils and staff and to deliver our vision:

- **Opening minds:** igniting a curiosity about the world, nurturing spiritual and cultural growth and developing a love of learning for life.
- **Raising expectations** of everyone in the Trust, staff, pupils and governors, of the standards we can reach and the outcomes we can achieve, irrespective of background.
- **Transforming lives:** a successful education will transform the lives of young people into adulthood so they have rewarding careers, strong relationships, and make positive contributions to their community and society.

The Trust's vision is supported by five core values, which guide the way we work and inform all of our decision-making:

• *Wisdom*

- We open our minds and take personal responsibility for making a difference in the world.

• *Ambition*

- We set high expectations and ambitions for ourselves and each other, and we are relentless about meeting them. We will always challenge under-performance.

• *Trust*

- We place trust at the heart of all we do: to facilitate open and honest debate, to support hope and mutual respect, and to enable us to respond to all challenges.

• *Unity*

- We value collaboration, promote well-being and invest in relationships: celebrating our individual and collective strengths and expertise, inspiring one another and learning from the best practice externally.

• *Faith*

- We welcome and embrace people of all faiths and none to our schools, which reflect the Christian beliefs and values of the Trust and the wider group of Woodard Schools.

Our Trust has an impressive heritage as part of the Woodard family of schools, created by founder Nathaniel Woodard in 1848 with the aim of providing an education based on Christian values and a belief in nurturing and enriching each individual child.

Woodard Academies are part of the wider family of Woodard Schools united around the shared commitment to providing a high-quality education in an actively Christian environment.

The characteristics of a Woodard education are:

A search for knowledge, meaning and truth

We believe that the search for knowledge is a search for meaning and truth. We encourage young people to ask why, to look for the connections between things, to bring to the surface the assumptions we have been making about the meaning behind and within things, to become more reflective, to reach beyond themselves a little, to take responsibility, to become more self-aware, to be honest with themselves and be courageous.

Developing moral character and disposition

We are committed to developing the inward moral character and disposition. We encourage young people to develop a moral framework, a rock-solid sense of what is right and wrong and a keen appreciation of themselves and others as spiritual beings.

Creating inclusive communities of learning

We are inclusive communities that cherish each person. Our schools will show a special care for the vulnerable and those in need – they all have a strong pastoral care system.

Valuing individuals

We acknowledge the value and uniqueness of every human being regardless of gender, age, ethnic origin, creed or sexual orientation. We believe that each person is of sacred value because they are made in the image of God. In our schools the atmosphere is pervaded by the conviction that there is something good in everybody.

Spiritual development

We provide ways (both formal and informal) in which members of the school community can develop their spirituality, for example through nurturing a sense of wonder, an appreciation of beauty, building positive relationships, worship, reflection and creativity.

Our main focus is school improvement, drawing on the skills and expertise across the Trust to ensure every school is at least 'good' and all pupils achieve well. Our 2020-23 strategy was developed collaboratively with all school Principals and representatives of the Board, Academy Council Chairs, Executive Team and members. We also took expert advice from Sir David Carter, Executive Director at Ambition Institute and former National Schools Commissioner and Chris Kirk Associates, who have contributed to research on the effectiveness of multi-academy trusts across the country.

It sets ambitious goals (to achieve by 2023) on:

Pupil Outcomes

All pupils, regardless of background, are successful learners who are equipped to lead fulfilling lives.

School Improvement

All our schools will be improving, well-led and safe, with high-quality teaching that develops pupils' knowledge, attitudes and character that enable them to succeed in later life.

Staff Engagement

We attract, recruit, retain and develop the best people who meet the highest professional standards and have uplifting, purposeful careers.

Growth

The Trust increases the number of pupils, staff and schools who benefit from being part of our effective multi-academy trust.

This is an exciting time for us with an ambitious new strategy for strengthening our leadership and governance, improving education for pupils and ensuring staff have uplifting, purposeful careers. **We want to give our people every opportunity to grow and develop their practice. With this in mind we put together 'WAT Highlights' - a monthly bulletin for all staff across the Trust, talking about everything CPD and compiling the best of education's recent blogs, webinars and articles.**

Job Description

SENDCo

The SEND department at Kings Priory School includes the:

- SENDCo
- Inclusion and Accessibility Lead
- Assistant to SENDCo,
- lead SEND teacher
- a team of 26 Learning Support Staff and HLTAs

The SENDCo holds a key role within our school's pastoral leadership structure and is line managed by the Vice Principal – Behaviour and Welfare. They will work closely with pastoral and curriculum leaders across the school. There is the opportunity for his role to sit on the senior leadership team at Assistant Principal level for the correct applicant.

This role is focused on developing consistently outstanding **SEND provision** throughout the school and includes responsibility for EAL and for the direct line management of SEND specific middle leaders and LSAs.

All staff of Kings Priory School should:

- Promote and support the distinctive Christian character of the school as demonstrated through its ethos and worship, service to the community, promotion of spiritual and moral values and its commitment to community cohesion.
- Understand the concept of *in loco parentis* and be concerned for the development and well-being of each pupil as a whole person through pastoral and spiritual leadership.
- Contribute to the whole professional life of the school which has successful learning and teaching as its core purpose supported by all staff contributing to Woodard's commitment to each pupil gaining meaningful enriching experiences.
- Take responsibility for their own professional development and support that of colleagues where appropriate.
- Engage in the school appraisal process and support colleagues in achieving their own targets where appropriate.
- Have regard to guidance on keeping children safe in education.
- Observe health and safety requirements and play their part in ensuring a safe working environment.

Main responsibilities:

- Contribute to the strategic leadership of SEND across the school.
- To inspire by example, setting high standards of professional teaching, planning, delivery and student progress.
- To liaise with relevant partner and feeder schools over special needs provision and individual students.
- To lead the provision for Special Educational Needs across all phases of the school.
- To undertake the role of SENDCO and meet statutory obligations arising thereon.

- To liaise with relevant external agencies in connection with special needs provision including collecting and interpreting specialist assessment data and advising senior colleagues.
- To secure and manage relevant services and provision for students for external agencies.
- To co-ordinate provision for pupils and students provided by the school staff to meet the needs of students with special educational needs.
- To ensure that provision with statements of special educational needs are fulfilled.
- To write and review Pupil Passports and provision mapping students with special educational needs, as appropriate.
- To build effective relationships with wider agencies to support additional educational needs within the school.
- To manage the deployment of learning and teaching assistants who support pupils with special educational needs.
- To keep abreast of current local and national educational theory regarding additional educational needs.
- To monitor the effectiveness of special needs provision through student progress.
- To liaise and provision information to parents of students with special educational needs.
- To work with relevant staff to regularly identify and ensure appropriate support for vulnerable learners, both within and beyond lessons.
- To contribute to the provision of CPD for staff on specific needs and strategies to support students with additional educational needs.
- To ensure that records of student's special educational needs and any provision made to meet those needs are maintained and kept up to date.
- To co-ordinate the annual review of EHCPs.
- To manage the in-school review of any learners with Special Educational Needs.
- Line manage, support and monitor the work of other managers, sharing in staff development and performance management.
- Contribute to the school self-evaluation strategies.
- Be a visible presence around the school, helping to ensure high standards of behaviour.
- Provide information, advice and support to the Academy Council.
- Present a coherent and accurate account of the school's performance to a range of audiences.

The SENDCo plays a major role in:

- Supporting and developing the mission, ethos and core purpose of the school.
- Supporting the Principal in developing the strategic direction of the school.
- Formulating the aims and objectives of the school.
- Establishing and monitoring the policies through which the aims and objectives will be achieved.
- Working as part of our pastoral team to ensure all pupils are cared for effectively
- Works as part of the extended curriculum leadership team to ensure pupils on the SEND register have access to a rich and varied curriculum.
- Managing staff and resources effectively.
- Managing staff performance issues.

Other:

Any other such duties as may from time to time be reasonably required by The Principal.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations in relation to the post holder's professional responsibilities.

Equal Opportunities

Kings Priory School is committed to equality of opportunity and applications from all sections of the community are welcomed.

Person Specification**SENDCo****Qualifications**

- A recognised teaching qualification e.g. degree plus a PGCE or equivalent.
- National Award for Special Educational Needs (SEN) Coordination (desirable)

Experience

- Recent experience of working successfully as a senior or middle leader in a school.
- Substantial, recent and successful teaching experience across either secondary and/or primary age and ability ranges.
- Experience of working in a school with pupils/students with social, emotional and learning difficulties
- Experience in communicating information effectively with external agencies, parents, other schools and pre-school providers
- Evidence of establishing and effectively leading and coordinating a whole school learning facility for pupils/students with varying needs ranging from educational to behavioural
- Evidence of on-going professional development in relation to leadership with special reference to provision for students with additional needs

Knowledge and Understanding

- Knowledge of the characteristics of effective teaching and learning styles in order to support pupils with SEN / learning/ behavioural difficulties/gifted and talented
- Knowledge and understanding of the SEN code of practice and equal opportunities legislation and how these apply to pupils with EHCPs as well as those without
- Understanding of the role of the designated teacher

- Knowledge of access arrangements and how they are acquired for pupils with SEND
- Excellent knowledge of inclusion and barriers to learning
- Understand how to translate data for use in classroom
- Excellent understanding of pupil/student learning, pedagogy, management and leadership in challenging circumstances
- Understanding of language, literacy and numeracy issues and how to improve them through innovation and enrichment as well as through the curriculum
- Up to date knowledge of statutory regulations and guidance relating to the post.
- A clear understanding of the characteristics of high-quality teaching and the variety of learning and teaching styles and how they impact on the quality of learning and pupil achievement.
- An understanding of an inclusive and ambitious curriculum and its requirements.

Professional Skills

- Ability to take initiative, lead, motivate, inspire and support others to achieve excellence
- Ability to lead and manage others.
- Excellent ability to communicate with external stakeholders
- Skills in 'coaching' to motivate and guide students with additional needs
- A clear understanding of how to lead whole school improvement
- Ability to think creatively and find alternative solutions to problems
- Able to demonstrate powerful commitment to continuous improvement and raising standards
- Ability to lead a diverse team and delegate as necessary
- Ability to manage students with behavioural issues and support others in doing so
- Ability and skills to analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement.
- Ability to develop and lead high quality professional development activities
- Ability to monitor performance and deal with underperformance
- Willingness to innovate
- Review whole school systems to ensure the robust evaluation of school performance and actions to secure improvements.
- Lead and manage a school team/s to successfully achieve agreed goals.
- Be an effective team player who works collaboratively and effectively with others.
- Develop and deliver effective and inspirational professional development for staff (including mentoring and coaching as appropriate).
- Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate).
- Demonstrate high quality teaching strategies.
- Support, motivate and inspire both colleagues and pupils by leading through example.
- Contribute effectively to the work of The Principal and Senior Leadership Team.
- Deal successfully with situations that may include tackling difficult situations and conflict resolution.

Commitment

- Equality and diversity.
- Promoting the school's vision and ethos.
- Establishing a high quality, stimulating learning environment.
- Relating positively to, and showing respect for, all members of the school and wider community.
- Resilience