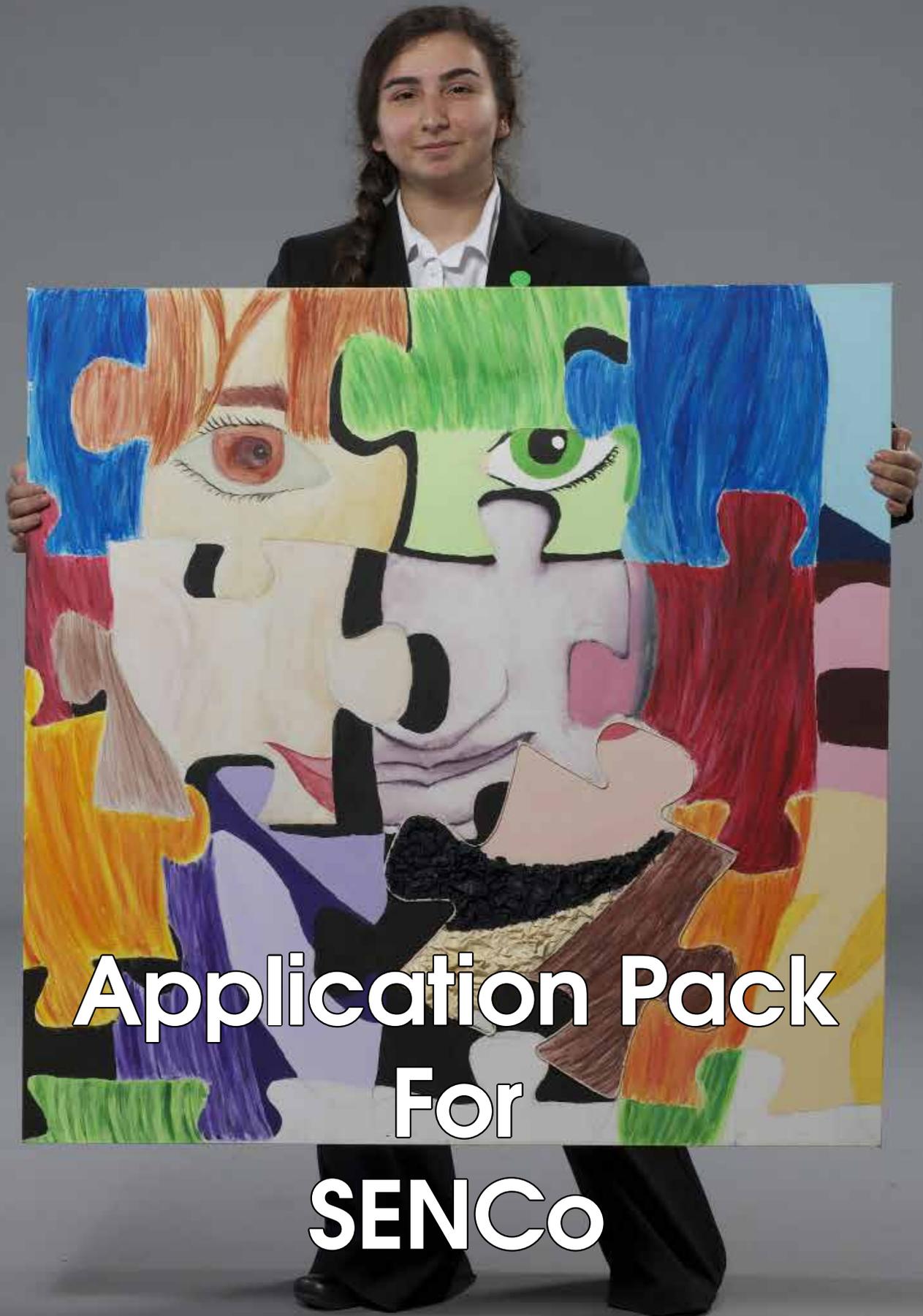




Francis  
Combe  
Academy



Application Pack  
For  
**SENCo**

# Welcome

Dear Candidate

I am delighted that you have expressed an interest in working at Francis Combe Academy.

If you were to be successful in your application, you would be joining an Academy that is showing excellent improvement and is really going places. Results are on an upward trend, and we achieved our best results as an Academy this summer. We are also very fortunate in benefiting from a major new building, which opened the doors to its first phase last year. This £25 million investment has cutting edge technology, flexible learning areas, inspiring internal and external spaces, and real links with the local community. All in all, it will be a wonderful place in which to work and learn.

Our sponsors, the Mellor Educational Trust (MET), bring expertise and provision in a range of areas, allowing us to broaden our already impressive offer.

We are keen to recruit high calibre, forward-thinking staff who wish to be part of the current and future success story of Francis Combe Academy. You would be joining an exceptional team and fantastic students who inspire each other and visitors to the Academy as we raise aspirations, exceed potential and further the culture of developing successful, well-rounded young people who are building the personal, vocational and academic tools that will enable them to make the most of their lives.

If you are passionate about working within education, and really believe that you can make a difference, then I warmly encourage you to take the time to complete our Academy Application Form.

I look forward to receiving your application.

Yours faithfully

Deborah Warwick  
Principal





Transforming lives through learning

## Contents

Welcome Letter	2
Job Description	4
Person Specification	6
How to Apply	7
Facilities	8
Area Information	10
Selection process	12

# Job Description

Job Title: SENCO

Line Managed by: Principal

Main Purpose:

Purpose

- To work as a key and effective member of SLT
- To collaborate as a member of the Academy Senior Leadership Group in order to build a shared vision of excellence and high standards for all students.
- To lead and manage aspects of inclusion and intervention for students with Special Educational Needs and Disabilities in the Academy.
- Ensure that the objectives of the SEND policy are reflected in the Academy improvement plan.
- Liaise with and coordinate the contribution of external agencies.
- To be responsible for the strategic leadership and day to day operation of SEND provision.
- To ensure that the Academy upholds its duties according to the Code of Practice.
- To review and revise the Academy policies with regards to special educational needs.
- To lead, co-ordinate, monitor and develop provision for students with Needs and Disabilities according to national and local guidelines, the SEND policy, handbook and Academy procedures.
- To raise standards of attainment and achievement across the whole area and to monitor and support students' progress.
- Co-ordinate and conduct, in accordance with the Academy's framework, the formal

Performance Management of the SEND Team.

- To develop effective working practices with staff, parents, agencies and the governing body.
- To support the Principal to ensure that all teachers plan and teach lessons that are accessible to and raise attainment of all students.
- To promote and provide equality of access and opportunity across the Academy.
- To contribute to the Academy's aim of raising standards of attainment and achievement.
- To share and support the Academy's responsibility to provide monitor opportunities for personal and academic growth.

Responsible for

- The effective and timely identification of

students whose barriers to learning impact on their ability to achieve their potential.

- The provision of individualised programmes of intervention according to student needs and assessment data.
- The provision of support for learning.
- The creation and monitoring of an EAL register, SEND register, register of CLA.
- The creation, monitoring and strategic use of an SEND provision spreadsheet or similar agreed record of provision and use of resource.
- Ensuring dissemination of information and strategies with regard to students who are experiencing barriers to learning.
- The assessment of students for, and the associated paperwork and liaisons related to the provision of access arrangements for examinations.
- Co-ordinate the management of SEND Teaching Assistants, EAL Tutors, Library and outside agencies.
- The provision of relevant information to staff as well as training and advice on strategies to reduce barriers to learning and differentiation.
- Ensuring that students with Education, Health and Care Plans receive their entitlement.

MAIN/CORE DUTIES:

Operational/Strategic Planning

- To develop and monitor the Academy Policy for meeting the needs of students with SEND.
- To work with the Principal and staff in developing effective and innovative strategies and practices that bridge barriers to learning through:

Assessment of needs

Developing appropriate interventions that are additional to and different from those employed through quality first teaching.

Target-setting and dissemination of information.

Close monitoring of progress to inform practice.

Provision of inset activities and relevant advice.

- To undertake the day to day co-ordination of learning support.
- To ensure the preparation and monitoring of the EAL register, SEND register and CLA register.
- To ensure the creation, monitoring and strategic use of an SEND provision spreadsheet..
- To oversee and guide the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the faculty.

- To collect and interpret assessment data from a variety of courses to inform interventions, resources, policies and teaching strategies within the department.
- To collaboratively develop the area Improvement Plan and monitor its implementation.
- To liaise with Pastoral curriculum and subject staff to ensure that there is early identification of needs.
- To ensure that there is a co-ordinated approach to intervention across the Academy and to update and monitor the Academy intervention documents.
- To attend all appropriate meetings.
- To contribute to the whole Academy's planning activities and INSET.

#### Curriculum Provision and Development

- To ensure that the area provides a range of teaching that is relevant and effective in raising attainment.
- To lead in the process of curriculum and process development both within the area and across the Academy.
- To identify the demands of the curriculum and to advise on and aid the development of strategies and differentiated activities that can be used across the Academy.

#### Staff Development

- To participate in the Academy's staff development programme.
- To keep specialist qualifications up to date.
- To attend appropriate further training and professional development in order to keep abreast of new developments.
- To engage in the performance management process.
- To undertake performance management reviews.
- To be responsible for the effective deployment of the learning support team to comply with legal requirements and to ensure that the needs of identified students are met.
- To lead the learning support team and to contribute positively to that team and to effect working relations within the Academy.

#### Quality Assurance

- To regularly review teaching methods and programmes of intervention to ensure that they remain effective responses to the needs of the students.
- To regularly review students' progress and to liaise with teachers and teaching assistants to ensure that provision is relevant and

appropriate.

- To liaise with other professionals to ensure that the Academy's provision is moderated appropriately.

#### Management of Information

- To maintain appropriate records of both assessment and teaching and to provide relevant, accurate and current data as required to ensure that students' files are up to date and accurate.
- To co-ordinate all Annual and Interim Reviews, creating and maintaining transition plans in Year 9 and KS4/5.
- To attend or delegate attendance at Year 6 Annual reviews where possible and to liaise with feeder school SENCos and Inclusion Co-ordinators with regard to developing positive transitions from primary school for vulnerable students.
- To create and maintain individual programmes of intervention as current working documents and share these as appropriate.
- To create and maintain individual provision plans for assigned students.
- To ensure preparation of relevant assessments and documentation for access arrangements for examinations and references.
- To respect and maintain confidentiality of information according to the Academy's policies and legal requirements.

#### Management of Resources:

- To monitor effectiveness of resources in meeting the needs of students and the objectives of the Academy.
- To lead the team process of identifying resource needs and selecting appropriate materials in order to improve teaching and learning within the area and to support differentiation across the Academy.
- To ensure safe keeping of materials and technical equipment.

#### Teaching and Learning

- To plan and prepare programmes of intervention according to students' needs.
- To deliver programmes of intervention to students.
- To provide support in class by team teaching and preparation.
- To ensure all students' work is thoroughly marked and used diagnostically alongside formal/informal assessment to inform planning and raise achievement.
- To monitor support by teaching assistants and to provide their performance management.

- To ensure that all planning and interventions aid student independence and support their learning across the Academy.
- To ensure a high quality learning experience for students which positively affects their attainment, achievement and wellbeing, both within focused interventions and across the curriculum
- To use multisensory teaching techniques to meet students' needs.
- To monitor programmes of intervention regularly to ensure their relevance and appropriateness.
- testing at Year 7 (CATs) and reading ages

#### Assessment and Monitoring

- To assess, record and report on the development, progress and attainment of students with SEND and those who are under-achieving in compliance with Academy requirements and the Code of Practice.
- To ensure interventions are regularly monitored in terms of effectiveness and fitness for purpose.
- To provide or contribute to oral and written assignments, reports and references relating to individual students and groups of students.
- To contribute orally or in writing to the recording and reporting systems within the area and the Academy.
- To provide detailed reports as required.
- To ensure provision of access arrangements for examinations where these are appropriate.
- To liaise with parents, teachers and agencies to refer students causing concern to appropriate agencies and assessments.
- To keep detailed records of all aspects of student progress as appropriate.
- To keep individual intervention plans and targets up to date and ensure that this information is disseminated appropriately without disregarding confidentiality.
- To ensure personal, staff and student adherence the Academy's policies.

#### Other Duties

- To undertake any duties as specified by the School Teachers' Pay and Conditions Body.
- To be familiar with Safeguarding requirements as outlined in the document Guidance for safer working practice for adults who work with children and young people in educational settings and comply with its requirements to safeguard and protect the welfare of children, young people and vulnerable adults
- To Co-ordinate provision for Children Looked After by the Local Authorities.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the Staff Code of Conduct.

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

# PERSON SPECIFICATION

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>▪ QTS</li> <li>▪ Successful teaching experience in a secondary school</li> <li>▪ Hold National Award for Special education Needs Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of Continuing Professional Development relevant to the SENCO role.</li> <li>▪ Leadership Team Experience.</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>▪ Experience of effective deployment of staff or resources</li> <li>▪ Experience in managing a team</li> <li>▪ Experience of working with external providers to enhance curriculum delivery and pastoral care for students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of introducing new initiatives and/or of managing change</li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding of national and regional education issues relating to provision for students with additional needs</li> <li>▪ Understanding of effective teaching and learning strategies including behaviour for learning</li> <li>▪ Has the knowledge and understanding of current and national issues in relation to student development, student progress and raising achievement at KS3,KS4 and 6th Form</li> <li>▪ Good understanding of best practice and current educational thinking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge and experience of school improvement planning</li> <li>▪ Knowledge and experience of monitoring, evaluation and review processes</li> <li>▪ Understanding of how to track student achievement using data and of intervention strategies to raise achievement</li> </ul>
<b>MOTIVATION AND SOCIAL SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Vision to develop SENCO role within an Academy on its journey to outstanding</li> <li>▪ Ability to motivate, lead and support staff and students</li> <li>▪ Excellent communication and interpersonal skills</li> <li>▪ Ability to analyse problems, reach considered judgements, resolve issues and delegate effectively</li> <li>▪ Personal organisation and time management skills</li> <li>▪ Ability to communicate effectively, both orally and in writing with a range of audiences</li> </ul>	
<b>PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>▪ Dynamic nature with innovative ideas and a passion for teaching and learning</li> <li>▪ The highest levels of personal and professional integrity</li> <li>▪ Energy and drive</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Ability to motivate self and others</li> <li>▪ A commitment to raising the aspirations of the whole school community</li> </ul>	
<b>PLANNING, TEACHING AND CLASS MANAGEMENT</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates clear strategic thinking on how to support students with identified needs to make progress</li> <li>▪ Plans teaching and personalisation to achieve progression in students' learning</li> <li>▪ Makes effective use of assessment information on students' attainment</li> </ul>	
<b>MONITORING, EVALUATION AND REVIEW ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>▪ Has the skills and aptitude to lead and manage teams and be accountable for outcomes to SLT</li> <li>▪ Is able to monitor student and staff performance</li> <li>▪ Is able to evaluate and review progress and evaluate change</li> </ul>	
<b>OTHER PROFESSIONAL REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>▪ A commitment to, and understanding of, the wider aspects of student development, including Numeracy and Literacy</li> <li>▪ Has the ability to plan and lead on whole school initiatives</li> <li>▪ Successful practice that embodies the principles of Every Child Matters</li> <li>▪ Has the ability to work with parents, external agencies and the wider community</li> <li>▪ Is flexible, able to work under pressure and meet deadlines</li> </ul>	

# How to Apply

## Interviews:



To apply, candidates should submit the following:

- Completed Application Form, which must be completed in full. We regret we cannot accept CVs
- Supporting statement (letter of application) of no more than two sides of A4

The application form is available in electronic format and can be downloaded from our website [www.franciscombeacademy.org.uk](http://www.franciscombeacademy.org.uk)

Please save your application form and supporting statement in Word (.doc) format.

For more information about this position or to have an informal discussion about your application, or if you require any assistance, please contact Jacqui Hurst (email [J.hurst@franciscombeacademy.org.uk](mailto:J.hurst@franciscombeacademy.org.uk)) or telephone (01923 620747).

NB We will request references for those selected to interview within two days of finalising the shortlist.

All completed application forms and supporting statements should be emailed no later than the 17th Feb 2019

We look forward to hearing from you.





# Facilities

**Francis Combe Academy boasts state of the art facilities**

The cutting-edge facilities offered by our brand-new £25 million building mean that both students and members of staff work and learn in an environment that inspires creativity and achievement, and creates an array of avenues for success through learning.

A flavour of our facilities include the following areas of the Academy, and we look forward to showcasing the rest of our facilities if you wish to visit the Academy prior to application, or as part of the interview process.

**Brand *new* and  
bang *up to date***



The Agora: outside amphitheatre which is an excellent space for outside learning and productions.



Sports hall - State of the art sports facilities and fabulous grounds.



The Plaza - our fantastic Plaza offers a wealth of learning resources and laboratories including a wonderful central open plan learning space.



Art & Design - An amazing space creating 5 classrooms, over two open plan floors, 2 food tech rooms and outstanding design and technology suite.



# WHAT'S GREAT ABOUT WATFORD

Watford is a compact and prosperous town whose economic fortunes and lifestyle opportunities have undoubtedly been influenced by its big brother 16 miles down the road, London.

As Hertfordshire's largest town, situated in the south of the county between the M25 and M1 motorways, Watford is well-served by a network of communication links that make it appealing both for everyday commuters and for those contemplating moving away from the overcrowded conurbations of the capital.

## Getting around Watford

Watford is one of the most well-connected towns in Britain, located equidistant from the M25 orbital ring road and the M1 motorway along with the main A41 trunk road that runs through the town from Aylesbury to the north west and the centre of London 16 to the south east.



Watford Junction is the main train station and is conveniently located a short distance from the town centre which links the town with nearby St Albans, Hemel Hempstead, Bushey, Harrow & Wealdstone and Kings Langley. The Metropolitan line of the London underground also stops in Watford, the station being located in Cassiobury Park Avenue. Not forgetting London Euston.

Alternatively, all major bus routes that serve the town centre pass through the main bus station close to the train station,



with services run by a number of bus operators.

## Eating, drinking and shopping in Watford

Watford is a major retail hub and at the heart of the town is the Intu Shopping Centre. With over 140 shops and several



restaurants, the Intu is Watford's premier shopping offering and is home to a number of leading high street names, including John Lewis, Marks & Spencer, Zara, H & M, BHS, River Island and Next.

And when it's time for some respite, Watford has its fair share of coffee shops in and around the town centre.

Watford's restaurants are never too far from the rest of the town's nightlife, with High Street, Intu Centre and The Parade having the lions share of eateries with the usual culinary delights – Indian, Chinese, Italian and Greek.

Live entertainment is provided by the Palace Theatre, and various clubs who welcome the best from London's thriving stand-up scene. Elsewhere, the Pumphouse Theatre and Arts Centre hosts a number of performances and exhibitions. And there is a Vue multi-screen cinema and a bowling alley in the Woodside Leisure Park in Garston. When it comes to sport, the town is home to Watford FC and Saracens Rugby Club

play in the Guinness Premiership. But if you prefer to participate rather than spectate there are a number of leisure centres in the area along with several private health and fitness clubs.

### Housing

Whether you want a flat or house, town centre or countryside, to buy or to let, Watford has the ideal place for you to live. Watford has everything from modern town centre flats to large, spacious, family homes in the countryside all easily accessible through the great transport links.

### Residential

Watford is an ideal place to purchase a property that is well connected to both



the centre of London and the open countryside giving an enjoyable mix of both lifestyles. There is a great mix of housing with everything from stunning homes to flats in the town centre.

### Lettings

Watford has a wide range of properties that are available to let to suit all budgets. Whether you are looking to rent a family home or a town centre flat, Watford has something to suit your requirements.

A list of a few local estate agents (This list is not exhaustive)



Aitchisons  
Telephone 01923 231662



Claytons  
Telephone: buying 01923 599041, letting 01923 599040



Connells  
Telephone: buying 01923 599022, letting 01923 230403



Lettings Plus Property Management Services Ltd  
Telephone: 01923 608636

***The Academy's HR Department is always on hand to assist new members of staff with any accomodation/housing reqiurements, to ease your transition into your new role.***



# Selection Process

The process is split into three stages:

## 1 Application

Through your application form we are looking for:

- Previous experience as a good to outstanding teacher
- Your experience of implementing strategies to improve student achievement and successfully raising standards
- What positive impact you could have on our Academy

## 2 Interview tasks

Shortlisted candidates will be asked to carry out the following tasks:

- Deliver a lesson
- Learner discussion activity

## 3 Interview

TBC

11th -17th Feb

Potential candidates have an opportunity to contact the Academy to find out more information about the role.

17th Feb

Deadline for Applications is noon. Applications should be emailed to [j.hurst@franciscombeacademy.org.uk](mailto:j.hurst@franciscombeacademy.org.uk)

TBC

Candidates will undertake two tasks prior to the formal interview stage. All candidates will be contacted – both those successful and those not successful.

If anyone wishes to visit the Academy prior to shortlisting please contact Jacqui Hall via e-mail at [j.hall@fcacademy.org.uk](mailto:j.hall@fcacademy.org.uk)