

CRISPIN

ASPIRATION • COMPASSION • EXCELLENCE

SENDCo

INFORMATION FOR CANDIDATES



Contents

3-4 Letter from the Headteacher

5 Advertisement

6 The SEND Faculty at Crispin

7 Welcome to Street

8-11 Job Description

12-13 Person Specification



LETTER FROM THE HEADTEACHER

Thank you for your interest in joining us at Crispin. We believe that Crispin is a great school to be a part of whether as a student or colleague. We are a friendly, inclusive, highly successful school of 1060 students who make strong progress academically, but who also receive a great many wider opportunities to learn in the fullest sense of the word.

Crispin is a popular school with a strong reputation. We unashamedly have high expectations of all members of our community and we believe in challenging and supporting students to achieve their very best. Visitors regularly refer to our students and colleagues very positively. Relationships between staff and students are a strength of the school and colleagues are committed to providing every opportunity for students to have a broad experience and to be successful. We are committed to educating the whole child to ensure they enter adulthood as happy, supported young people with a love for learning. There is a sharp focus on learning and students receive excellent support. At all times we seek to be a compassionate institution.

It is important to state that Crispin has a very strong safeguarding culture which we would expect potential colleagues to wholeheartedly support.

We have a wide-ranging curriculum and have recently expanded the opportunities for students. We offer two Languages, a range of Arts and Technology options and have recently introduced new examination courses in areas such as Business, Engineering, Health and Social Care and Sport. Students have the opportunity to study Philosophy and our popular new course, Curriculum for Life. We have a high uptake of EBacc subjects but this sits alongside a commitment for students to retain a considerable degree of choice over which courses to follow. There are also a wide range of enrichment activities for students ranging from residential visits to school productions; sports to music; an enrichment week to work experience. We have recently expanded our 'Employability' programme considerably and we are also fortunate to have a successful Alumni Scheme.

We are proud of our vertical House system which is comprised of four Houses (Corvus, Falco, Sturnus and Tyto). This system allows for a wide range of opportunities for students from collaboration to competition, student leadership to support. All colleagues are members of one of the Houses.

We are fortunate to have a well-equipped site which includes extensive grounds, a range of curriculum area blocks and an astroturf pitch. We are also extremely fortunate to have opened a new purpose-built Innovation Hub in November 2020. This has been the most substantial development of the site since the opening of Crispin.

This post is a really exciting one and would be a great opportunity for the right candidate. Other than the basic details in the person specification, we do not have a pre-existing idea of what the successful candidate's career to date will have been. We realise that prospective colleagues will have a range of skills and experience and we would fully support the successful candidate to develop professionally. SEND is an important and high profile area of provision at Crispin. The Faculty works in a collaborative and supportive manner. We are passionate about providing a wide range of opportunities for all colleagues and this is often referred to favourably by colleagues. Every year colleagues are seconded as Associate Assistant Headteachers, have the opportunity to join the Extended Leadership Team as well as a wide range of other opportunities to develop their careers.

Crispin joined the Wessex Learning Trust on 1 March 2023. We have been working closely with the Trust since the end of the last academic year and our membership will offer a range of opportunities

for the successful candidate.

The most important thing is that you are passionate about the prospect of co-ordinating SEND provision across Crispin. Above all else you should be:

- An excellent, reflective and caring colleague.
- Always seeking to maximise the success and happiness of students.
- A colleague with the highest expectations of what all members of the school community are capable of.

Should you require any further information, would like to discuss the post with me or would like to visit Crispin before an application, do not hesitate to contact us by email: HeadsPA@crispinschool.co.uk

To apply for this role simply click on the quick apply button on TES.com and complete the online application form. Your supporting statement / letter (of no more than two sides) should outline your skills and experience and how you meet the person specification.

After reading through the application information pack I hope you decide to apply for the post and I look forward to reading your application.



Paul Reddick
Headteacher



ADVERT

SENDCo

L5-9

Full time, permanent contract from September 2023.

This is a fantastic opportunity to work as the SENDCo in a collaborative, supportive and happy school. Are you driven by sharing your passion for learning and ensuring students with SEND reach their potential? If so then we would love to hear from you.

Please read on to find out more information about Crispin and how to apply for the role. In addition, for a more comprehensive insight into Crispin and the role itself, including Job Description, Personal Specification, Letter from the Headteacher and an overview of SEND at the school, please download the Applicant Information Pack below.

Crispin is a friendly, inclusive and highly successful school of 1060 students. Students at Crispin achieve excellent examination results and the school has a strong reputation. We are committed to educating the whole child to ensure they enter adulthood as happy, supported young people with a love for learning. We are looking for a committed and inspirational SENDCo to join our highly successful team. You would also serve as an important member of the Extended Leadership Team. We would be delighted for you to visit Crispin or for you to have the opportunity to discuss the post prior to an application. If you wish to do either please contact the Headteacher's PA by email at HeadsPA@crispinschool.co.uk (Please note the school will be closed for the Easter Holidays from Monday 3 April until Friday 14 April 2023).

Closing date for this post: 10:00 Monday 17 April 2023

Supported by the Governing Body, our staff work hard to deliver a rich and challenging curriculum to prepare young people for the next stages of their education and careers.

It is an exciting time to join the Wessex family as we grow, we can offer:

- Professional induction, training and continued professional development opportunities.
- Extended Leadership and other opportunities to develop your career.
- Excellent collaboration across Trust Schools, extensive learning communities and specialist subject leads, to enhance the learning of our young people and enhance your development.
- Staff benefits including reduced leisure centre membership and cycle to work scheme.
- A staff assistance programme with a specialist provider, CareFirst who provide a 24/7 free phone helpline, or face-to-face counselling for every employee in the Wessex family.

The Wessex Learning Trust is committed to safeguarding young people and promoting the welfare of children, and all staff appointed will undergo online checks and be required to undertake an enhanced Disclosure and Barring Service Check. This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement of the role.

SEND FACULTY INFORMATION

At Crispin we aim to ensure all students are supported and challenged to make the best possible progress. The SEND faculty plays an important part in this whole school objective.

The Faculty is currently made up of a SENDCo, Assistant SENDCo and 11 Teaching Assistants, 4 of whom are HLTAs. The HLTAs have responsibilities for a particular area, these include Social, Emotional and Mental Health, Communication and Interactions, Physical and Sensory Needs and Exam Access Arrangements. We currently are looking to fill the HLTA role for Cognition and Learning. We currently have an intervention hub where the Assistant SENDCo is based and where the interventions take place. Extremely vulnerable students with complex needs or medical needs are based here to re-integrate them back in to school or support them during their time with us. We also have a Student Support Base in the centre of the school where teachers can refer students should they need support or co-regulation during a lesson. It is also open at breaks and lunchtimes for any student who needs a space to go.

There are strong links with primary schools to ensure the support for students with SEND commences some time before they arrive at Crispin. Meetings take place with primary colleagues and additional support for transition is in place. On joining Crispin, students take Cognitive Ability Tests and New Group Reading Tests which are an important source of information in terms of students' profiles. We also run PASS tests which assess students' attitudes to self and school as learners which can really help identify students who worry about school.

The most important environment for all students is the classroom as this is where the majority of the students' learning takes place. Colleagues are required to teach in an adaptive manner in response to the learning needs of all students in their classroom. We have an appointed lead teacher for adaptive teaching who carries out lesson observations and supports teachers in developing their practice and supporting students with additional needs. We deliver training on areas of SEND through twilight sessions and there is an existing referral process for all staff should they have concerns about a student.

All students on the SEND register have clear One Page Profiles which are reviewed annually and an invaluable source of information for colleagues at school. This is currently saved on the TEAMS channel but we will look to move towards provision maps which is in line with the Wessex Learning Trust's way of working.

In addition, to what takes place in the classroom there are a number of additional interventions for students with additional needs. These range from Lexia (an online reading programme), dyslexia screening, to support with literacy and numeracy; ELSA work, talk about and Lego therapy; sessions to support communication to the Foundation Project Qualification in Years 10 and 11. The development of planned interventions is an important area at Crispin.

We have good links with other local schools and the Local Authority and the Educational Psychologist who has supported the school is an excellent partner who has provided advice and assessments on a variety of students. The assistant Educational Psychologist runs sessions with our students and helps train the TA's to be able to run sessions and group work independently and these partnerships are invaluable.

WELCOME TO STREET

Crispin is a secondary school on the eastern edge of Street, a large village in Somerset with a population of around 12,000. It is situated on the Somerset Levels close to Glastonbury, Wells and the Mendips. The village has an interesting history with evidence of Roman occupation. Street is home to Clarks, the world famous footwear retailer and its headquarters is still in the village. Much of the Street site now houses the popular and thriving designer outlet shopping complex of 'Clarks Village'.

Somerset generally is a warm and friendly county and Street is no exception. The village itself contains a good range of leisure facilities including a theatre which hosts live performances and a wide range of films, sports facilities and an open air swimming pool. The Glastonbury Festival also takes place very near to the village. There are also a good range of local shops. As one resident of Street said 'if you choose you can walk to pretty much everything you need'. There is easy access to the coast and there are a number of National Trust properties in the area as well as nature reserves and areas of outstanding natural beauty.

As well as being located in a beautiful part of Somerset, Street is well connected by road being close to the M5, A303 and on a number of bus routes. There are also nearby rail links to London, Bath, Bristol, Devon and Cornwall. Bristol Airport is also close with a wide range of destinations from Iceland to Egypt. There are a number of interesting towns and cities nearby including Glastonbury, Wells and Frome. A little further afield, one can easily reach the likes of Bath and Bristol which are both major European cities and home to a very wide cultural and sporting life including excellent music venues, theatres, cinemas, restaurants and professional sports clubs including football and rugby.

Housing is still relatively affordable in Street and many of the surrounding towns and villages. Many colleagues talk of how the area is a safe, yet vibrant area to bring up families with a range of good schools and a college which shares its site with Crispin. Yet at the same time there are a myriad of excellent leisure opportunities and major cities within an hour's travel.



JOB DESCRIPTION

Post Title:	Special Educational Needs Coordinator (SENDCo)
Purpose:	To be responsible for the academic progress and wellbeing of students with a special educational or disability related need across the school. To be responsible for the implementation of the SEND policy and ensure legal requirements are met.
Reporting to:	Headteacher
Liaising with:	Headteacher, Deputy Headteacher, Assistant Headteachers, Heads of House, Heads of Faculty, Teachers, Teaching Assistants, relevant non-teaching support staff, parents
Working Time:	Full time
Salary/Grade:	L5-9
Disclosure level:	Enhanced

Main (Core) Duties:

Leadership:

- Lead the team of teaching and non-teaching staff working in the Special Educational Needs Department.
- Coordinate the development, implementation and review of the SEND policy.
- Complete the annual SEND audit.
- Develop strategies for early identification of students with additional needs.
- Lead the CPD across the school concerning the most effective teaching and learning approaches for students with SEND and additional needs.
- Lead the development and implementation of the most effective interventions for students with SEND and additional needs.
- Develop and maintain effective links with external agencies and partnerships with other providers.
- Identify the key implications for the school of changes in national approaches to SEND and exercise a key role in assisting the Senior Leadership Team and Governors with the strategic developments of SEND policy and provision.
- Lead effective multi-agency meetings.
- Advise on the development of effective classroom environments to meet the needs of all students and groups.
- Develop student voice of students with special educational needs.
- Oversee the appraisal of non-teaching staff.
- Responsibility for transition of SEND students in all key stages.
- Ensure the needs of all SEND students are met through the effective and efficient deployment of resources.
- Support the recruitment, induction, training and development of new staff.
- Liaise with Heads of House, Department Leaders and Examinations Officer in order to advise on appropriate provision for SEND students.
- Initiate, and where appropriate, organise curricular, extra-curricular and educational enhancement activities for SEND students.
- Hold regular departmental meetings and work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence

JOB DESCRIPTION (CONTINUED)

and relevance to the needs of students and to the aims, objectives and strategic plans of the school.

- Serve as the school representative for Looked After Children.

Management:

- Manage the SEND budget and be accountable for provision, objectives and outcomes which deliver best value.
- Maintain regular and productive communication with parents and carers.
- Undertake day-to-day coordination of SEND students' provisions through close liaison with staff, parents/ carers and external agencies.
- Coordinate transition programmes and events for students with additional needs and SEND.
- Develop and write policies where appropriate.
- Coordinate organisation, of and take responsibility for, concessions for examinations.
- Implement school policies and procedures across the department.
- Ensure that Health and Safety policies and practices, including Risk Assessments for the faculty are updated where necessary.
- Ensure that students with a Statement of Special Educational Needs have an annual review and all statutory procedures are followed.
- Make any required applications to the Local Authority regarding individual children with more complex Special Educational Needs.

Teaching:

- Provide excellent teaching and learning opportunities both in the classroom and in terms of eLearning.
- Provide an excellent environment and culture for learning.
- Ensure own practice is of a high standard and continue to develop your professional skills and knowledge.
- Develop and deliver innovative schemes of learning and assessment in line with specifications, curriculum requirements and related pedagogy.
- Promote and inspire learning through planning which takes into account the needs and progress of all students.
- Facilitate peer observation and professional dialogue.
- Actively seek student voice/feedback to raise standards.
- Involve Teaching Assistants (TAs) in planning to provide high quality individual support with targeted intervention.

Achievement and Standards:

- Continually assess student progress.
- Provide students with high quality feedback in order to drive attainment.
- Provide parents with high quality feedback about their child's progress.
- Use available data to plan, review and monitor progress of all students in order to promote rigorous improvement of attainment.

JOB DESCRIPTION (CONTINUED)

- Promote equality of performance and achievement of all students and student groups.
- Maintain an understanding of developments within teaching practice and methodology and initiatives at a local, national and global level.

Personal Development and Wellbeing:

- Inspire and support students to develop leadership skills and qualities.
- Establish a positive ethos in the school by promoting and demonstrating high standards.
- Take responsibility for own Professional Development.
- Promote, reinforce and model the school's commitment to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.
- Adopt coaching and restorative approaches where relevant.

Other specific duties:

- To play a full part in the life of the school community in implementing its vision, mission and ethos and support staff and students to do likewise.
- To carry out other responsibilities as determined by the Headteacher, following consultation.

A review of the post and its responsibilities will be undertaken periodically and may result in modification to the tasks of the post-holder.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are required to be courteous to colleagues and students and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued

employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION

Qualifications

Essential

- Qualified Teacher Status
- Good First Degree. SENDCo National Award or willingness to complete it

Experience

Essential

- Successful teaching of the full ability range
- Evidence of appropriate, up-to-date CPD
- High level of progress and attainment from students taught
- Successfully ensuring students with SEND are supported to make excellent progress

Desirable

- Leadership experience outside of the role of classroom teacher

Knowledge and Skills

Essential

- To be fully committed to change and able to adopt and promote a forward thinking and innovative approach to improvement
- Excellent subject knowledge
- Excellent classroom management
- Clear commitment to excellent assessment and feedback
- Ability to work under pressure and meet deadlines
- Ability to relate extremely well to students, colleagues and parents / carers and demonstrate excellent oral and written communication skills
- Ability to use ICT to support learning
- Successful involvement in enrichment activities
- Ability to inspire and liaise with colleagues across the school to develop excellent SEND provision
- Strong vision for excellence in SEND provision
- Engage, inspire and foster a love of learning for students with SEND
- Excellent knowledge and understanding of the SEND Code of Practice
- A deep personal interest and knowledge of SEND education and an ability to share that enthusiasm

Crispin's Values and Ethos

Essential

- Value the contribution that each individual brings to the school community
- Respect and value diversity and promote equality
- Promote and model mutual respect
- Commitment to the importance of coaching and restorative justice
- Commitment to inclusive education
- Committed to safeguarding and promoting the welfare of children and young people

PERSON SPECIFICATION CONTINUED

Personal Qualities

Essential

- A passion for working with students with SEND
- Adopt a collegiate and collaborate approach to leadership
- Willingness to constructively challenge the work of self and others to continually improve own and team performance
- Seek to work collaboratively to resolve conflict
- Enthusiasm to support young people to develop intellectually and personally
- A strong commitment to ongoing professional development
- Resilience
- High degree of emotional intelligence
- Demonstrated leadership potential
- The ability to speak fluent English
- To be calm under pressure
- Highly organised

Desirable

- Potential for future promotion
- Possess an excellent sense of humour

