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Outstanding  
Provider



**Moorlands**  
Learning Trust



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**ASSISTANT SENDCO**

**September 2023**

**Ilkley Grammar School**  
**Assistant SENDCo**  
**Scale Pay Point 26 (Range 26 -28)**  
**Actual Annual Salary £28,697 - £30,695**  
**Pattern of hours will be 37 hours each week**  
**8.00am to 4.00pm with a 30 minute unpaid lunch each day and an early finish**  
**of 3.30pm one day each week**  
**Term time only plus 5 days**

Thank you for requesting details for the post of Assistant SENDCo. We are looking for a colleague to join our SEND provision at this successful, oversubscribed comprehensive Academy.

The successful applicant will have high expectations and an unwavering commitment to all staff, students and stakeholders.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. All staff have access to an Employee Assistance Programme, and we have an embedded schedule of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays to accommodate these sessions as well as to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

### **How to Apply**

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Thursday 14<sup>th</sup> September 2023

Provisional interview is scheduled for week commencing 18<sup>th</sup> September 2023

If you do not receive an invite to interview by the end of the day Tuesday 19<sup>th</sup> September 2023, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell  
Headteacher

## **PRIME OBJECTIVES OF THE POST:**

The nature of this role is to assist with the management of provision at Ilkley Grammar School for students identified as having special educational needs and/or disabilities (SEND). This will include the management of Education, Health and Care Plans (EHCP); intervention planning; provision mapping; supporting the high aspirations for learning and achievement for SEND students.

## **RESPONSIBLE TO THE ASSISTANT HEADTEACHER: INCLUSION & PERSONALISATION (SENDCO), THE POST HOLDER WILL:**

### **Main Responsibilities**

- To support the Assistant Headteacher: Inclusion & Personalisation and Deputy SENCO in the management and support of students with SEND.
- To establish and maintain positive and effective relationships with a range of stakeholders involved with the provision for students with SEND.
- To take a lead role in the completion of statutory documentation under the direction of the AHT: Inclusion & Personalisation.

### **Associated Responsibilities**

- To assist the AHT: Inclusion & Personalisation and Deputy SENCO in leading the provision for SEND with Ilkley Grammar School.
- Under the direction of the AHT complete EHCP Annual Review documentation and host annual review meetings.
- Prepare for and attend student review meetings.
- To support with the management of suitable resources for SEN and the Inclusive Learning department and ensure that these are being deployed effectively.
- To support with the implementation of the Inclusive Curriculum within the context of Ilkley Grammar School's policies.
- To support colleagues from within the Inclusive Learning Department to implement a range of intervention groups and student support.
- To liaise with external agencies and stakeholders as required by the AHT.
- To manage and maintain individual passports and learning plans for students.
- To support with reporting as required by the AHT: Inclusion & Personalisation and Deputy SENCO.

### **Specific Responsibilities**

- To support with the implementation of provision for students with SEND, including the allocation of support time and the writing of SEND paperwork.
- To liaise with relevant external agencies including the Local Authority to ensure that the needs of the students are met and statutorily compliant.
- Ensure that accurate and detailed records are maintained, kept and stored as appropriate.
- To inform and advise staff of student needs and provisions. Working within the Inclusive Learning Department to ensure that passports and plans are accurate and shared as required.
- Have familiarity with student data to be able to identify students who are seriously underachieving and where necessary, establish an action plan to support the individual.
- To work with the AHT: Inclusion & Personalisation to promote an inclusive curriculum.
- To liaise with the parent/carers of students with SEND.
- To support meetings for Inclusive Learning Department, communicate information to staff and co-ordinate resulting actions.
- To support with the examination access arrangements process with the designated Access Arrangement Assessors.
- To deputise for the AHT: Inclusion & Personalisation in matters relating to SEND as required by the AHT: Inclusion & Personalisation.
- To lead on some elements of small group/1:1 interventions as directed by the AHT: Inclusion & Personalisation.
- To support with the maintenance of the SEND Register and Provision Map software.
- To attend meetings as required by the AHT: Inclusion & Personalisation.
- To have a leading role in the EHCP processes including the management of documentation, leading annual reviews.

- To comply with whole school policies.
- To engage with training opportunities to contribute to you own continuing professional development.

**Responsibilities**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required, for example Fire Marshall
- To support, uphold and contribute to the development of the Academy’s Equality policies and practices in respect of both employment issues and the delivery of services to the community.

**General Accountabilities**

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience.**
- Be aware of the school’s duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

**VARIATION IN ROLE**

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy’s work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

**Recruitment and Selection Policy Statement**

The Academy’s Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles. this post is subject to the satisfactory completion of a six-month probationary period.

**Agreed by:**

**Post Holder:**

**Print name**.....

**Signature**.....

**Line Manager:**

**Print Name**

.....

**Signature**.....

**Date:** .....

**PERSONNEL SPECIFICATION**  
**Assistant SENDCo**

Qualification and Training	Essential/Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	D	Application form and selection process
<input type="checkbox"/> Recent experience working as an Assistant or Deputy SENCO	E	
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> National SENDCo qualification or willingness to complete the qualification	E	
<input type="checkbox"/> Good Honours Degree	D	
<input type="checkbox"/> Strong A Level qualifications	D	
Experience	Essential/Desirable E/D	How Identified
<input type="checkbox"/> Recent experience in the co-ordination and completion of EHCP annual reviews		Application form and selection process
<input type="checkbox"/> Significant measurable impact working with students with SEND in a secondary school	E	
<input type="checkbox"/> Successful experience of leading initiatives to engage learners with SEND and raise student achievement	E	
<input type="checkbox"/> Experience of significant partnership working with agencies, staff, parents, families, carers to improve outcomes for pupils with SEND	E	
<input type="checkbox"/> Recent experience of effectively using SEND assessment tools, interpreting and using the results to improve outcomes for pupils with SEND	E	
<input type="checkbox"/> Experience of leading initiatives relating to inclusion	E	
<input type="checkbox"/> Proven success of implementing specialist strategies to address difficulties in a range of areas including communication, social interaction, sensory regulation and extremes of behaviour	E	
<input type="checkbox"/> Experience of involvement with a DSP	D	
<input type="checkbox"/> A proven track record of outstanding secondary school teaching and results across the ability range	E	
<input type="checkbox"/> Evidence of high-level leadership skills and emotionally intelligent management to get the best out of people	E	
<input type="checkbox"/> Experience of leading whole-school improvement strategies with significant and sustained impact on the achievement and experience of students with SEND	E	
<input type="checkbox"/> Experience of leading CPD for groups of staff	E	
<input type="checkbox"/> Experience of e-learning in the curriculum	D	
<input type="checkbox"/> Experience of involvement in Quality Assurance processes including school review, self-evaluation and appraisal	E	
<input type="checkbox"/> Knowledge and understanding of the Ofsted framework	E	
Knowledge, Skills and Abilities	Essential/Desirable E/D	
<input type="checkbox"/> Excellent working knowledge of the SEND Code of Practice	E	Application and selection process
<input type="checkbox"/> An outstanding classroom practitioner, able to recognise outstanding learning and teaching and improve the skills of others	E	

<input type="checkbox"/> Able to lead, inspire, motivate and engage groups of staff and students	E		
<input type="checkbox"/> Able to support the development of a high-performing inclusion team and establish effective professional relationships built on trust and respect	E		
<input type="checkbox"/> Committed to holding colleagues to account, challenging underperformance and ensuring effective corrective action, support and follow up using professional integrity and emotional intelligence	E		
<input type="checkbox"/> Able to make clear, judicious decisions which may involve tough choices or considered risks	E		
<input type="checkbox"/> Excellent communication skills, both in writing and orally, to a wide range of audiences	E		
<input type="checkbox"/> An understanding of local and national educational issues particularly with regards to SEND/inclusion and be able to debate and discuss these at strategic level	E		
<input type="checkbox"/> Able to monitor and support staff performance, including setting targets and ensuring they are met	E		
<input type="checkbox"/> Able to analyse complex problems, make sound judgements and produce workable solutions	E		
<input type="checkbox"/> Able to analyse and interpret data	E		
<input type="checkbox"/> Able to consider new approaches, ways of thinking and challenges to the status quo	E		
<input type="checkbox"/> Knowledge of effective behaviour and attendance management strategies	E		
<b>Values</b>	<b>Essential/Desirable E/D</b>		<b>How Identified</b>
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion for all students across the Trust	E		Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students across the Trust	E		
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E		
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the wider trust community	E		
<input type="checkbox"/> An enthusiasm for developing enrichment including extra-curricular activities	E		
<b>Personal Qualities</b>	<b>Essential/Desirable E/D</b>	<b>How Identified</b>	
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with governors, partners and the wider community	E		
<input type="checkbox"/> Shows warmth, care and sensitivity to the needs of others	E		
<input type="checkbox"/> Is professional, self-motivated, hardworking and willing to give freely of time outside of the normal working day	E		
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity and resilience and a sense of perspective	E		
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate both own and the school's performance and take action to improve or develop them where necessary; confident in celebrating individual and collective success and tackling underperformance	E		

<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and an infectious enthusiasm!	E	
<b>Equal Opportunities</b>	<b>Essential/Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
<b>Circumstances - Personal</b>	<b>Essential/Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
<b>Safeguarding</b>	<b>Essential/Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary	E	
<input type="checkbox"/> Relevant experience and skills to be trained as a member of the Named Person team	D	