



Job Application Pack

SENDCo

Scale: MPS plus TLR 2a (£3,017 per annum)

Closing Date: Monday 17th April at 9am or sooner

Contract: Permanent, full time

Commencing: September 2023

Letter from the Head Teacher

Dear Candidate,

Thank you for expressing an interest in the post of SENDCo here at Melton Vale Sixth College. I am delighted that you are considering us as your potential next step in your career.

I am incredibly proud to lead such an outstanding college providing top class A level education for the students of Melton Mowbray and the surrounding area. Specialist A level teaching staff, superb purpose-built facilities, an academic curriculum and expert support are the cornerstones that we provide our young people with. However, look more closely and you will also see students who embrace the ethos of the college and participate in a whole host of extracurricular and enrichment opportunities that are on offer.

Central to our vision, are exciting, engaging and inspiring lessons. The staff at Melton Vale Sixth Form College work very hard to ensure that all students grow both personally and academically, enjoy their learning experiences and secure high levels of progress. It is our core belief that every student has the innate ability to succeed. The outcomes for the college in recent years have been significantly above average and see us as one of the leading Sixth Form Colleges in Leicestershire.

This is a really exciting opportunity for an ambitious and dynamic SENDCO or aspiring SENDCo to have a real impact on the educational experiences of the young people of Melton Mowbray and the surrounding rural areas.

We are seeking to appoint a highly motivated practitioner who will also possess excellent subject knowledge in their field of expertise to be able to deliver teaching at KS5, equivalent to 0.4FTE as part of this role. We offer a broad range of BTEC and A Level subjects, so are open to any subject specialism. A proven track record of success is desirable to join our strong and supportive staff team.

If you share this ambition, have the capacity to deliver outstanding learning experiences and are looking for an opportunity to have a real impact on the lives of young people, I would be delighted to hear from you.

Leah Miller

Acting Head Teacher

Letter from the CEO

Dear Candidate,

I am delighted to be able to introduce you to Melton Vale Sixth Form College and the tremendous opportunities this school offers the young people of Melton Mowbray and the surrounding area.

Melton Vale Sixth Form College is a member of the Nova Education Trust. As an outstanding school (Ofsted 2015) we aim to set the standard for all post 16 education schools within our trust.

We aim to be a 'great' college with recognition both nationally and internationally for the standard of education that we secure.

Critical to this, is the appointment of dynamic and innovative staff who can bring energy and initiative to the work of the school.

This is a tremendous opportunity to make a difference to the lives of young people, and will suit an ambitious professional looking to make their mark.

Thank you for showing an interest in working at Melton Vale Sixth Form College, and we look forward to receiving your application.

Ashfaq Rahman
CEO
Nova Education Trust

Application Details

Thank you for your interest in position of SENDCo at Melton Vale Sixth Form College. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

The online application form for this role is located on the current vacancies page of the school website www.mv16.org.uk. Wherever possible, please provide email addresses for your referees. We reserve the right to contact any of your previous employers for a professional reference.

All gaps in employment must be accounted for as required by Safeguarding regulations. If you have been out of work for any reason please specify this in your employment history and give the reason why.

Closing Date

Please ensure your application arrives by Midnight on the closing date of the closing date specified on the cover page. We may close this campaign earlier if applications from suitable applicants are received sooner than the closing date.

Interview

Date for interviews are to be confirmed. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Safeguarding

Melton Vale Sixth Form College is committed to safeguarding and promoting the welfare of children and young people, and we expect all staff and volunteers to share this commitment. All staff will be required to undergo an enhanced Disclosure and Barring Service search in line with DfE requirements.

Job Description

Post:	SENDCo
Responsible to:	Head Teacher
Hours of Work:	Full time, Monday - Friday
Contract:	Permanent

Key purpose

This role involves strategically leading the learning support department and the SEND provision in our college, and encompasses taking responsibility for:

The day to day operation of provision made by the college for students with special educational needs, disability or a medical condition, and other learning needs as well as teaching students within subject specialism, in order to ensure that their learning is of the highest quality.

Ensuring all SEND and low prior attaining students make progress and achieve their potential.

Working collaboratively with feeder schools and outside agencies to ensure the best support for all children with learning needs.

Maintain strategic leadership of SEND across the college, including leadership of quality first teaching provision for SEND students in lessons as part of the Wave 1 intervention

As SENDCo, you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery and is fully committed to raising attainment across all years.

Responsibilities of a Special Educational Needs Co-ordinator

- To assist the Head Teacher and the Governing Body in the management and development of the College, in line with the College's vision and the College's development plan;
- Set the vision and direction for SEND provision across the college and oversee the day-to-day operation of the college's SEND policy;
- To keep up-to-date the register of need and share with teachers. This includes keeping the colleges MIS, Bromcom, up-to-date;
- To maintain a strategic overview of SEND across the college and co-lead on quality assurance of curriculum and delivery for SEND students in partnership with our Quality of Education lead;
- To organise, manage and lead a team of Learning Support Assistants, to ensure that all students have access to the curriculum and are empowered to make progress;
- To be accountable for the overview of provision mapping for all SEND students, SEN K, SEN E and those with emerging needs, ensuring that students learning needs are met;
- Be able to monitor the effectiveness of SEND provision across the college with confidence and co-ordinate a multi-agency approach;
- To offer support and guidance to teaching staff in adapting their curriculum to ensure all students can access learning;
- Lead on EHCPs including drafting and applying when required, and updating and chairing of annual reviews;

- To deliver and present updates to the local governing body on the progress of SEND provision across the college and headline progress data on students with SEND;
- Monitor the progress and attainment of SEND students, identifying where students need additional support and designing the support required alongside teachers;
- Monitor the attendance, behaviour and attitudes of SEND students, identifying where students need additional support;
- Set targets for raising achievement among students with SEN;
- Collect and interpret specialist assessment data;
- Develop systems for identifying, assessing and reviewing SEN;
- To be the named Medical Needs Lead and lead of Supporting Students with Medical Needs and Conditions, including maintaining registers and IHPs;
- Update college policies in relation to SEND, accessibility and medical needs as per schedule;
- Support the in-coming Year 12 students with appropriate transition support, including undertaking Secondary School visits and appropriate home visits;
- Provide regular information to the Head Teacher and Governing Body on the evaluation of the effectiveness of provision for students with SEND, to inform decision making and policy review;
- To establish an effective partnership with parents / carers and external agencies to meet the needs of SEND students;
- Liaise with staff, parents, external agencies and other colleges to co-ordinate their contribution, provide maximum support and ensure continuity of provision; and
- Support all staff to understand the needs of SEND students and ensure staff are able to meet those needs in their classrooms, in small groups and 1:1 support;
- Deliver regular whole college training on SEND including key aspects of conditions, the SEND Code of Practice and adaptive teaching techniques;
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEN;
- Provide regular additional training opportunities for learning support assistants and other teachers to learn about SEN
- Lead on initiatives that positively engage parents of SEND children;
- Complete risk assessments and PEEPs as and when required;
- Implement and maintain the trusts MIS for SEND;
- Attend cluster and network meetings as required;
- Access funding to enable appropriate support for all students.

Curriculum

- To identify and assess students who may have SEND, ensuring that curriculum provisions meet their needs;
- To devise learning and behaviour strategies and programmes including IEPs and PSPs which span the curriculum, in response to individual student needs;
- To lead on the assessment of the learning needs of SEND students at risk of underachieving and provide pathways to develop students through intervention and staff development;
- To develop strategies ensuring that SEND students make outstanding progress;
- Monitor teaching and learning activities to meet the needs of students with SEND;

- To review students with statements of SEND / Education Health Plans and IEPs, as required;
- To liaise with Educational Psychologists, LEA support team, Educational Welfare Service, Education Social Worker Service and any other agencies working with students as required;
- Coordinate and lead the review process for students with Special Educational Needs.

Other

- Undertake other various responsibilities as directed by the Head of College/Senior Leadership Team: and
- Undertake the main professional duties of a teacher.

Responsibilities of a classroom teacher

- Teach students within allocated classes, enhancing their learning and providing the opportunity for achievement for all students;
- Planning and preparing tasks which challenge students and ensure high levels of interest during lessons;
- Monitor the academic progress of students within allocated classes and implement appropriate strategies to address underachievement;
- To assess, record and report on the progress and attainment of all students within allocated classes;
- To register the attendance of students in class;
- To set appropriate homework;
- To mark student's work and give appropriate and constructive feedback;
- To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials;
- Manage student behaviour in the classroom and on college premises, and apply appropriate and effective measures in cases of misbehaviour;
- Communicate with parents and carers over students' progress and participate in departmental meetings, parents' evenings and whole college training events;
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD); and
- Undertake critical self-evaluation and then participate in continuous professional development designed to enhance the quality of teaching or other working practices.

Responsibilities of a form tutor

- To address any issues concerned with the wellbeing, personal development and academic progress of students within the tutor group;
- To check uniform and general appearance on a daily basis; and
- To monitor the behaviour of students in the tutor group.

Performance Management responsibilities

- All members of staff are required to participate fully in the college's performance management system.

Other professional requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the college;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct; and
- Contribute to the corporate life of the college through effective participation in meetings and management systems necessary to coordinate the management of the college.

Person Specification

	Essential	Desirable
Education and Qualification	<ul style="list-style-type: none"> • Honours Degree (First or Second Class) • Qualified Teacher Status – Degree or Equivalent • Evidence of applying continued professional development • SENCO qualification or commitment to complete the course within 18 months 	<ul style="list-style-type: none"> • Higher professional qualification
Knowledge & Experience	<ul style="list-style-type: none"> • Relevant teaching experience or teaching practice in the subject up to A Level • Experience of teaching a wide range of abilities. • Experience of working with young people with learning needs. • To be an existing SENCO or have experience of working with SEND students and be willing to undertake SENCO training. 	<ul style="list-style-type: none"> • Experience of pastoral/tutor role.
Skills and Abilities	<ul style="list-style-type: none"> • Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments. • A clear understanding of the characteristics of high-quality teaching and learning and achievement for all students. • Capacity to use ICT as integral part of teaching. • Knowledge and understanding of the value-added agenda, including levels of progress. • Ability to lead initiatives, support the process of change and work effectively in a team. • Understanding of equal opportunities issues and their application to work. • Experience of teaching and leading within mainstream Secondary settings. • Clear understanding of current legislation regarding SEND; Have SENCO accreditation or be prepared to work towards achieving it. • Ability to lead and manage an inter-disciplinary team. 	<ul style="list-style-type: none"> • Knowledge/involvement in other cross curricular initiatives/projects or whole college developments.
Personal Qualities	<ul style="list-style-type: none"> • Ability to use own initiative. • A commitment to the vision of the college. • A commitment to inclusive education. • Ability to form good working relationships with students and staff and other interdisciplinary teams • High standards and expectations. • Ability to use student assessment data to raise achievement. • Outstanding communication skills. • Reliability and integrity. • A commitment to safeguarding and promoting of welfare of children issues. • A willingness to contribute to extra-curricular activities; • A vision for the development of the department; • A commitment to personal and professional development. • Be able to be adaptable in a fast-paced environment. 	<ul style="list-style-type: none"> • A willingness to contribute to extra-curricular activities • A vision for the development of the department. • A commitment to personal and professional development.

Overview of the Trust

Nova Education Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children.

Overview of the School

Ethos

Melton Vale Sixth Form College has a very clear and distinctive ethos. We believe that through continually reviewing and reflecting upon every aspect of our work we provide students with the very best educational opportunities.

We encourage staff to be creative, independent and ambitious. We expect them to challenge and inspire our students, providing them with the motivation and support necessary to achieve their full potential.

We value commitment, independence and courtesy from all our students. We demand the very highest standards from our students and in return we value and respect their ideas and opinions. Through our Student Ambassadors and the Student Voice Committee, students at Melton Vale Sixth Form College have an active and important role in developing and improving their college.

To summarise

- We have high expectations of students and staff;
- We believe every student can succeed;
- We ensure barriers to learning are challenged and overcome;
- We expect teaching to be well planned, varied and stimulating;
- We expect learning to be active, focused, social and engaging; and
- We insist on high standards of behaviour at all times.

Achievement

At Melton Vale Sixth Form College we believe that examination success allows our students to make the very most of their lives and student achievement is at the very heart of everything we do.

We have developed a curriculum designed to challenge and engage students, offering them the very best preparation for examination success and the skills and confidence required to make full use of those qualifications.

Exciting, engaging and inspiring lessons lie at the centre of our curriculum and as a College we constantly strive to provide your child with the very best educational experiences.

Should a student require additional support Melton Vale Sixth Form College provides a range of support services that will ensure every student's success, whatever their individual educational needs.

Melton Vale Sixth Form College has an excellent track record with over 100% of students achieving A* to E. Students regularly secure places at Oxford, Cambridge, Russell Group Universities, Higher Education colleges, Degree Apprenticeships and employment.

Pastoral

At Melton Vale Sixth Form College we pride ourselves on the quality of care, guidance and support given to individual students. At Melton Vale students benefit from their own personal tutor who will monitor their progress, achievement and approach to learning on a regular basis offering one-to-one support. This system provides students with the care they need whilst allowing them to nurture friendships and develop a strong sense of community.

Students' progress through Melton Vale Sixth Form College and their attainment and well-being is closely monitored, ensuring that they are recognised and rewarded when they succeed but also supported when things are more challenging.

There are regular updates of students' progress through termly reports and Parents' Evenings.

Melton Vale Sixth Form College is a very caring community and the health, happiness and well-being of students underpins our overall ethos and philosophy.

Curriculum

Melton Vale offers a wide variety of A level courses, ranging from the traditional facilitating subjects to courses not normally available in secondary school. In addition, we offer a small number of BTEC courses. We have over 25 courses on offer and the flexibility to combine almost any subjects.

Student Voice

Student voice is active within the school and they meet throughout the year.

Students are involved in all aspects of college life and contribute to the interview process for new staff and assist at college open evenings and events. They have also delivered feedback to staff on aspects of teaching and learning, such as marking.

Safeguarding and Child Protection

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the Trust will be subject to an enhanced DBS check.

Each school in the Trust has a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.