



RESPECT ASPIRATION DETERMINATION INDEPENDENCE



MESSAGE FROM THE CEO

Welcome to the Achieve and Learn Trust

“Ensuring the best outcomes for children and young people”

**Achieve
+ Learn
Trust.**

Better, together.

Our Vision

At the heart of the Trust's vision is a belief that students deserve the best educational experience with aspirational curriculum provision and enrichment opportunities. We strive for personal and academic achievement within a safe, inclusive and enriched learning environment: opening minds, opening doors to learning opportunities and opening up pathways to successful futures.

Our Aims

Our aim is to ensure that all schools within the Trust aspire to be 'Outstanding' and, with our support, hold a minimum of a 'Good Provider' rating from Ofsted.

Our Future

We have an appetite for continuous improvement and development, with an overall ambition of expanding the Trust to develop a local partnership of schools, covering both primary and secondary phases. This will enable us to foster true partnership and collaborative work that both supports and challenges member schools.



Ms Kim Earle, CEO
Achieve and Learn Trust

MESSAGE FROM THE HEADTEACHER

Welcome to Reddish Vale High School

‘Positively Changing Lives - through personal growth academic excellence’

I am very proud as Headteacher to welcome and introduce you to Reddish Vale High School (RVHS). Our school is emerging from a turbulent time of late and has already gone through an exciting period of transition and improvement. Through values driven leadership, which is underpinned by dedicated teaching and support staff, the school is on an exciting pathway in ensuring that all its learners are enabled in realising their full potential. This is my mission. Here at RVHS, we are dedicated to ensuring our vision to **‘Positively Changing Lives - through personal growth academic excellence’** becomes a reality for the entire school community.

High quality, committed staff, provide a positive, disciplined and nurturing environment that inspires a passion for learning so that every learner progresses and can thrive. Our learners are encouraged to achieve their best personally, academically and socially. As a result, we are seeing improved levels of academic attainment and progress throughout the school. High expectations and standards are driven through teamwork and underpinned through the school's core values of; **Respect, Aspiration, Determination and Independence.**

This provides only a brief introduction to our school community and a flavour of our ethos and values.

We are experiencing a period of significant growth and investment, allowing us to further enhance our school facilities, teaching resources, and staff development programs. As part of our continued growth and commitment to providing the best possible education for our students, we are seeking to appoint a number of talented and motivated individuals to join our dedicated team. Thank you for your interest in Reddish Vale High School, the learners, staff and I, look forward to welcoming you.



Mr Darren Moroney,
Headteacher
Reddish Vale High School

ROLE OVERVIEW

SENDCo

CONTRACT TERM:

Permanent

PAY SCALE:

Teachers Main/Upper, plus TLR1b

LOCATION:

Reddish Vale High School, Reddish
Vale Road, Stockport SK5 7HD

START DATE:

September 2025

If you would like to apply to be part of our school at this exciting time, please visit the 'Job Vacancies' page on our school websites - [Reddish Vale High School](#) where you will find an application form and more information about our school.

Please send your completed application form to recruitment@reddish.stockport.sc.h.uk

CLOSING DATE:

Monday 24th March 2025, 08:00 am

INTERVIEW DATE:

w/c 24th March 2025

Reddish Vale High School are seeking to appoint an experienced and dedicated **SENDCo** to lead and manage the Special Educational Needs and Disabilities (SEND) provision in our school. The successful candidate will work closely with teaching staff, parents, and external agencies to ensure that all students with SEND receive the appropriate support to succeed academically and socially. The SENDCo will have a strategic role in shaping the SEND policy and ensuring that the school meets the needs of all learners.

We are seeking a SENDCo who will:

- raise standards of SEND students attainments and achievements
- effectively evaluate the school's SEND provision and to strategically plan for the future development of these areas in line with the school's vision
- manage the support team within the SEND department and promote a person-centred, inclusive practice, in which the interests and needs of students with SEND and/or disabilities are at the heart of all actions
- support teaching staff in addressing the needs of SEND via Quality First Teaching.

Skills and qualities required:

- Qualified Teacher Status (QTS) and ideally a relevant SEND qualification or working towards one.
- Proven experience as a SENDCo or in a similar role within a school setting.
- Extensive knowledge of the SEND Code of Practice and current SEND legislation.
- Excellent leadership and management skills with the ability to inspire and support staff.
- Strong communication skills, including the ability to engage effectively with students, parents, and external agencies.
- Experience of working with students with a range of SEND, including but not limited to dyslexia, autism spectrum disorder (ASD), ADHD, and physical disabilities.
- A deep commitment to inclusion, equality, and ensuring that all students have access to a high-quality education.

We offer:

- Opportunities for continuous professional development (CPD) tailored to your career goals and personal interests.
- A supportive senior leadership team that values inclusion and is committed to creating a school culture that promotes equal opportunities for all students.
- A well-resourced SEND department with dedicated spaces for interventions and small group work.
- An ambitious and forward-thinking school to work at that is committed to providing a high-quality education and fostering a positive, inclusive learning environment.

JOB DESCRIPTION

JOB TITLE: SENDCo

JOB PURPOSE: To lead inclusion and the SEND provision in the school, under the direction of the Headteacher.

Accountable to: Headteacher

The Achieve and Learn Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Our Vision

Personal and academic achievement within a safe, inclusive and enriched learning environment: open minds and open doors.

Our Values

Ambition: we instil a lifelong love of learning and nurture skills and talents

Inclusion: we welcome and respect people from all backgrounds, valuing and celebrating diversity

Aspiration: we want people to be the best that they can be and for everyone to achieve their potential

Community: we develop local and global citizens of the future, always committed to working in partnership

Belief: we encourage everyone to believe in themselves and their future, providing opportunities to excel.

In all things, we expect our staff to work towards achieving the vision for our Trust, embracing our values and showing ethical leadership at all times.

Corporate Responsibilities

- To uphold our commitment to safeguarding and to promote the wellbeing of children.
- To actively promote the vision and values of our Trust with all stakeholders, including trustees, local governors, colleagues, parents, visitors and the local wider community of all our schools.
- To robustly follow all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Safeguarding, Equal Opportunities, Academy Trust Handbook, Financial Procedures, Health & Safety, Confidentiality, Data Protection, reporting any concerns to the Chief Executive Officer.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

Duties and Responsibilities:

In addition to the responsibilities of a class teacher as set out in the school teachers' pay and conditions document, the following will be undertaken:

Duties particular to the SENDCo role:

- Lead by example and secure and sustain effective learning and teaching of SEND & EAL learners
- Identify and adopt the most effective teaching approaches for learners with SEND and ensure their use is embedded across the school
- Monitor teaching and learning activities to meet the needs of learners with SEN.
- Identify and teach study skills that will develop learners' ability to work independently.
- Liaise with other external agencies and schools to ensure continuity of support and learning when transferring learners with SEN.
- Work with colleagues to set challenging targets for raising achievement among learners with SEN.
- Ensure robust tracking systems are in place to collect and interpret specific learner level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
- Set up systems for screening learners at "point of entry" identifying, assessing and reviewing provision for SEN children once identified.
- Develop understanding of learning needs and the importance of raising achievement among learners.
- Attend annual IEP review meetings, parent evening consultations keeping parents informed about their child's progress.
- Ensure the school SEN register is up to date and all stake holders are fully informed about support programmes in place/planned.
- Ensure SEN learner cycles of review are monitored regularly, are live documents and their impact is assessed and progress can be evidenced.
- Take the strategic lead in ensuring EAL learners' needs are met.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to learners with SEN and understand the importance of Quality First Teachers taking ownership of additional provision and the progress children (with SEN) make in their class/teaching group.
- Take the lead in constructing the schools provision map ensuring intervention programmes target the right learners and staff expertise is deployed appropriately.
- Provide training opportunities for teaching assistants and other stakeholders to learn about SEN and work with other colleagues to deliver training on specific intervention programmes.
- Disseminate good practice in SEN/EAL across the school.
- Identify resources needed to meet the needs of learners with SEN and advise the Headteacher of priorities for expenditure.
- Contribute to Senior Leadership Meetings on the effectiveness of SEN provision in the school and be prepared to share this information with other stake holders.
- Take the lead in liaising, co-ordinating and managing all external support offered to school locally and from the agency.
- Ensure that all additional educational funding is secured and resources maximised to secure the best possible outcomes.
- Responsible for the compilation, maintenance and dissemination of information related to the Special Needs Register.

- Responsible for the co-ordination, collation and completion of all documentation related to the various stages of the SEN Code of Practice, particularly the early stages of statutory assessment and the review of the EHCP.
- Update the Headteacher and the Trust on the effectiveness of provision for learners with SEN.
- Liaise with primary schools as part of SEN/EAL transition.
- Develop and maintain the school's SEN policy.
- Prepare for and meet regularly with the SLT link.
- Report termly on the progress of learners at both Key Stages.
- Analyse and evaluate these results for the purpose of informing development planning.
- Determine an annual Department Improvement plan which takes into account both school and department priorities, and which is reviewed regularly.
- Implement the developments and CPD required following department reviews and lesson observations.
- Oversee the production of learner reports and be responsible for the quality and accuracy of report writing within the department.
- Participate in the appraisal process and act upon its outcomes as appropriate.
- Provide information for the SEF and other whole school documents.
- Produce an annual SEN report for the Trust.
- Prepare the Department for visits by HMI, OFSTED and other external visitors.
- Liaise with the Headteacher in the development and maintenance of the SEN report for the school website.

General duties in line with all teaching staff:

1. Teaching and Learning

1.1 Planning

1.1a Planning teaching to achieve progression in students' learning through:

- i) identifying clear teaching objectives and content, appropriate to the subject and the students being taught, and specifying how these will be taught and assessed
- ii) setting tasks for whole class, individual and group work, including homework, which challenges students and ensure high levels of student interest
- iii) setting appropriate and demanding expectations for students' learning, motivation and presentation of work
- iv) setting clear targets for students' learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do
- v) identifying students who:
 - have special educational needs, including specific learning difficulties
 - are very able
 - are not yet fluent in English
 - are disadvantaged

and knowing where to get help in order to give positive and targeted support.

1.1b Through intelligent curriculum design, providing clear structures for lessons, and for sequences of lessons in the short, medium and longer term, which maintain pace, motivation and challenge for students

- 1.1c making effective use of assessment information on students' attainment and progress in teaching and in planning future lessons and sequences of lessons
- 1.1d planning opportunities to contribute to students' personal, spiritual, moral, social, aesthetic and cultural development and opportunities to promote good citizenship
- 1.1e where applicable, ensuring coverage of the relevant examination syllabuses and National Curriculum programmes of study.

1.2 Teaching and Class Management

- 1.2a Ensuring effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time
- 1.2b monitoring and intervening when teaching to ensure sound learning and discipline
- 1.2c establishing and maintaining a purposeful working atmosphere
- 1.2d setting high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships
- 1.2e establishing a safe environment which supports learning and in which students feel secure and confident
- 1.2f using teaching methods, which sustain the momentum of students' work and keep all students engaged
- 1.2g being familiar with the SEND Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, implementing and keeping records on individual education plans (IEPS) for students at Action Plus and above
- 1.2h ensuring that students acquire and consolidate knowledge, skills and understanding in their lessons
- 1.2i evaluating her/his own teaching critically and uses this to improve effectiveness.

2. **Accountability**

- 2.1 Assessing how well learning objectives have been achieved and using this assessment to improve specific aspects of planning and preparation/teaching
- 2.2 marking and monitoring students' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for students' progress
- 2.3 assessing and recording each student's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - (i) check that students have understood and completed the work set
 - (ii) monitor strengths and weaknesses and use the information gained as a basis for purposeful early intervention in pupil's learning
 - (iii) inform planning
 - (iv) check that students continue to make demonstrable progress in their acquisition of knowledge, skills and understanding
- 2.4 being familiar with the statutory assessment and reporting requirements and preparing and presenting informative reports to parents/carers
- 2.5 where applicable, understanding the expected demands of students in relation to each relevant level description or end of Key Stage description, and the demands of the syllabuses and course requirements for GCSE and other Key Stage 4/5 courses;
- 2.6 where applicable, understanding and knowing how to implement the assessment requirements of current qualifications

- 2.7 recognising the level at which a student is achieving, and assessing students consistently against attainment targets, where applicable, if necessary with guidance from an experienced teacher
- 2.8 understanding and knowing how national, local comparative and school data, can be used to set clear targets for students' achievement
- 2.9 using different kinds of assessment appropriately for different purposes

3. **Whole School**

- 3.1 Promoting the general progress and well-being of students
 - 3.2 contributing to students' personal, spiritual, moral, social and cultural development and promoting good citizenship
 - 3.3 providing guidance and advice to students on emotional, vocational and social matters
 - 3.4 supervising students in line with school policies, maintaining good order and discipline among students and safeguarding their health and safety both in school and when they are engaged in authorised activities elsewhere
 - 3.5 recognising the value of work across the curriculum and working with, and supporting, colleagues, attending meetings as requested by the Headteacher or line manager
 - 3.6 supervising, and so far as is practicable, teaching students whose teacher is not available to teach them in line with school, local and national agreements
 - 3.7 participating in examination procedures and arrangements for supervision of such examinations
 - 3.8 registering the attendance of students
 - 3.9 recognising the value of extra curricula activities and participating where appropriate
 - 3.10 following and promoting school policies and procedures.
4. Undertake such duties as may from time to time be reasonably assigned by the Headteacher operating within the provision of the School Teachers' Pay and Conditions of Employment.



ADDITIONAL INFORMATION

BENEFITS

- ❖ An engaging, creative and welcoming environment.
- ❖ Membership of the Teachers' Pension Scheme, with excellent employer contributions.
- ❖ Free on-site parking.
- ❖ On-site canteen facilities.
- ❖ Staff room with free refreshments.
- ❖ Employee Assistance Programme.
- ❖ Occupational Health and Counselling services available.
- ❖ Supported by a talented, highly motivated, committed and professional team of colleagues.
- ❖ Active and supportive Governing Bodies and Senior Leadership Teams.
- ❖ CPD opportunities for all staff.
- ❖ A great place to work.

CONTRACTUAL MATTERS

- ❖ The successful candidate will be expected to take up the appointment in April 2025 or as soon as possible beforehand.
- ❖ The position will be based at Reddish Vale High School, Stockport.
- ❖ You will be paid on either the Teachers' Main Scale or Upper Pay Scale commensurate to your experience, along with the relevant TLR.
- ❖ All our schools operate a no-smoking policy on the whole of its sites.

APPOINTMENT TERMS

The Achieve and Learn Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We fully support staff professional development and expect staff to be proactive in this area.

To be considered for this position, your application form should be completed in full by 08:00am on **Monday 24th March 2025**. Please note that we are unable to accept applications unless they are made on our own application form. Due to the large number of applications, we receive, please be aware that only shortlisted candidates will be contacted to be invited for an interview.

If your application is successful, employment with the Trust is conditional upon the completion a DBS Disclosure Application, receipt of two satisfactory employment references and a satisfactory pre-placement medical assessment. Any criminal record information that is disclosed to the Trust will be handled in the strictest confidence. Persons barred from working with children will not be considered for this post.

The Achieve and Learn Trust is committed to Equity and Equality of Opportunity and welcomes applications from all sections of the community.

Thank you for your interest in a position within the Achieve and Learn Trust. We believe that applying for a new role should always be seen as a two-way process, you have to be right for us, but the school also has to be right for you. So, if you are interested and would like any more information about the role or our Trust, please email recruitment@reddish.stockport.sch.uk.