



Strive
4Academy Trust

Candidate Information Pack

Ray Lodge Primary School

SENDCo



Introduction from our Chief Executive



Through a model of learning that creates a collaboration and partnership of inspirational and inclusive schools that share the same values, our Trust provides the drive for educational excellence and dynamic innovation. Our academies work closely and collaboratively together, along with our partners, aiming to deliver school to school improvement and exceptional learning experiences for both children and staff. It seeks to develop a 'family' of schools where communities are striving for excellence; where going that extra mile for all the children is part of the fabric. Strive4 is passionate that all children are able to achieve; it challenges the myths that only some can. To maximise the levels of achievement across each of our learning communities, all activities are focused on improving the life chances of the children in our care. The Trust believes, that in terms of learning, every second counts.

As of 01 September 2021, our Trust comprises of two large Primary Schools, educating around 1,300 pupils, and employing over 150 talented staff. The Trust has partnerships with Havering Education Services, Redbridge Education Partnership and the Best Practice Network and is currently delivering high quality CPD for those at the start of their careers right through to those looking for leadership progression through the National Professional Qualifications of Leadership. The Trust has ambitious plans for growth over the next 5 years which makes this an extremely exciting time to join our Trust.

We are now recruiting for a SENDCo of Ray Lodge Primary School: an exciting opportunity within our highly successful and financially sound, geographically local Trust. We are looking for someone who is ambitious for the children and wider community of Redbridge, who will, as part of a dynamic and outward facing team, enhance children's life chances, make them eminently employable and provide a bright future for them and their families.

Our successful candidate will receive encouragement, support and guidance to develop their own career within the Trust. You will work with other colleagues and a dedicated Local Governing Body as Ray Lodge Primary continues its journey of remaining a truly inspirational school. This is an exciting opportunity and we look forward to hearing from professionals who are ready for their next step.

Thank you for your interest in Ray Lodge Primary and Strive4 Academy Trust. We very much look forward to receiving your application.

Amanda Jennings, BA (Hons), PGCE, NPQH, NPQEL

CHIEF EXECUTIVE
Strive4 Academy Trust



Strive4 Academy Trust – Who we are

Strive4 Academy Trust is a non-profit making charitable company limited by guarantee, based within the London Borough of Redbridge, in North-East London. The Trust exists to support and assist schools to build upon their existing strengths and to help them achieve educational excellence. It has a proven track record of school development and transformation and significant experience in running schools. It includes both a sponsored academy and a school which has chosen to convert to academy status.

The Trust was formed in 2017 with the linking of Ray Lodge and Farnham Green under one Executive Headteacher. It encompasses over 1300 pupils in Woodford and Seven Kings.

Ambition & Aspiration – Shaping the Future

Our Principles of Excellence:

- Where all actions are taken with perception and moral discernment and all decisions are taken with **children at the centre**.
- A culture where **every second counts**; not a moment is wasted and one where every child can succeed.
- Where thoroughness and commitment to bespoke professional development for staff and aspirational life ambitions for children ensures that all are **empowered for excellence**.
- Where the **uniqueness of each academy** is encouraged and celebrated and where innovative curriculums reflect the values and ethos with the whole school community.
- Leadership with **vision and efficacy**; where collective expertise, accountability and financial efficiency adds value and leads to ever improving and aspirational outcomes for children.
- Where **excellence in teaching and learning** is a moral compulsion.

Advantages of being part of Strive4 Academy Trust:

- Substantial investment in cross-Trust initiatives to improve teaching and learning.
- Strong central services for finance, HR, IT, facilities and business functions.
- Innovative approaches to teacher recruitment and retention.
- Fast track development of leaders for promotion opportunities.
- Close collaboration between senior leaders across the Trust.
- High quality strategic governance with wide business and professional experience.
- Robust delivery models (as government policies, rules and measures change).

The Role

Position: SENDCo

Location: Ray Lodge Primary School

Reports to: Head of School

Contract: Permanent

Commencement Date: September 2025

Salary: MPS/UPS - Possibility of a TLR and SEND Point depending on experience

We are now recruiting for a SENDCo for Ray Lodge Primary School; an exciting opportunity within a very successful primary school.

We are looking for an incredibly unique and special person – only the best will do for the wonderful children of this school.

As a teacher within Strive4 Academy Trust, you will have the opportunity to make a real difference to the future lives of our children whilst developing your own professional skills and expertise. Joining our team will offer a wealth of opportunities, including personalised career development programmes, access to well-being support programmes, social activities in and around school and the chance to become part of an ambitious and supportive network of professionals. You will already be a very successful practitioner at a school with real ambition to improve the life chances of the pupils at Ray Lodge Primary School. We will expect the successful applicant to further enhance our uniquely positive culture where every child is expected to excel and where their progress is supported each step of the way.

Please contact us if you are:

- A passionate, dedicated teacher able to inspire pupils to reach their full potential
- Experienced in supporting and teaching pupils with special educational needs and disabilities
- Able to provide meaningful, motivating and memorable learning experiences to all children
- Thoroughly committed to inclusion and working in partnership with all stakeholders
- Ambitious to make a difference to the lives of children

We can offer you:

- A competitive salary, along with well-being support programmes and access to private healthcare.
- An exciting career path with opportunities for further progression in the future.
- A personalised career development programme.
- Guidance and support on your journey from close collaboration with a small central team to a larger group of talented executives to share best practice and innovation.



The Responsibilities

Strive4 Academy is a highly successful multi-academy trust. Its model of education enables pupils to reach their full potential, transforming their lives and ultimately the communities in which they live.

Purpose of the job

The SENDCo is required to carry out the duties of a school teacher as set out in the school Teachers' Pay & Conditions Document and the Teachers' Standards.

Overall responsibility:

The SENDCo, under the direction of the Head of School, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- To lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching, to coach and train colleagues and to teach across the school
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate

Key Accountabilities

Strategic direction and development of SEN provision in the school:

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEN pupils

Operation of the SEN policy and co-ordination of provision:

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies

- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability:

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- Review the accessibility plan on an annual basis and report to governors and leadership team
- Write PEEPs or any pupils who require this additional risk assessment for emergency evacuation

Leadership and management:

- Work with the Head of School, inclusion leader and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage learning support assistants working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Other areas of responsibility

- To be the point of reference as the midday supervisor regarding lunch time provision and timetabling.
- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Head of School
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

The SENDCo will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head of School.

Note: The postholder will be expected to comply with any reasonable request from the CEO/Academies Director to undertake work of a similar level that is not specified in this job description.



Person Specification

We seek to recruit talented individuals who can not only help to build the success of our schools but also people who are engaging and passionate about everything they do.

When we recruit, we look for specific experiences and qualities. However, we also value diversity because we recognise the importance of people bringing their own backgrounds, experiences, perspectives and ideas to the school and the Trust. Our ideal candidate for this role will already be an outstanding senior leader within a successful Primary School/Academy.

Selection criteria – all are essential except those marked * which are desirable	
Qualifications and experience	1. Qualified teacher status
	2. National Qualification for Special Educational Needs Co-ordination
	3. Proven track record of CPD
	4. Further specialist qualification in an aspect of SEN eg. ASD, SpLD *
	5. At least 5 years successful teaching experience within the primary age range
	6. Evidence of sound knowledge of effective quality first teaching and intervention strategies
	7. Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community*
	8. Experience of monitoring and evaluating effective teaching and learning*
	9. Proven experience in effective liaison with a range of outside agencies*
	10. Involvement in self-evaluation and development planning
Professional knowledge and understanding	1. Knowledge and understanding of the expectations within the new EYFS and National Curriculum
	2. Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care
	3. Knowledge of the range and types of interventions available
	4. Confident use of ICT, including classroom technologies
	5. The effective management of provision for SEN
	6. Understanding of child protection procedures and safeguarding children
	7. Sound knowledge of the SEND Code of Practice
Abilities and skills	1. Ability to use performance data to inform provision mapping and planning
	2. Ability to lead and manage people to work effectively, both individually and in teams
	3. Produce and update CAF forms, EHC plans and other statutory documents
	4. Ability to deal sensitively with people
	5. Show excellent time and management skills and analyse, prioritise and meet deadlines
	6. Ability to communicate effectively, considering the views of others, including effective oral and written communication and excellent presentation skills
	7. Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals
	8. Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens
	9. Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best
	10. Data analysis skills and the ability to use data to inform provision planning
	11. Good record keeping skills and a knowledge of GDPR
	12. Ability to influence and negotiate
Personal qualities	1. A commitment to inclusive education and a willingness to respond to the needs of all learners
	2. Ambition, energy, enthusiasm, determination and drive to develop your role
	3. Reliability, professionalism and integrity
	4. Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
	5. Ability to work under pressure and prioritise effectively
	6. Commitment to maintaining confidentiality at all times
	7. Commitment to safeguarding and equality
	8. Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school

Additional Information

Arranging a visit to the Academy and/or discussion with the Head of School

On the basis that interested candidates will be keen to visit the school before making a formal application, you can arrange this by emailing our Recruitment Team at recruitment@strive4academy.co.uk

Candidates wishing to have an initial conversation with the Head of School about this role can also arrange for a telephone/video call. Those wishing to do so should in the first instance also email our Recruitment Team at recruitment@strive4academy.co.uk

Application and Selection Process

We are seeking to appoint the best possible candidate and therefore the application process will reflect this.

Suitable and interested candidates are invited to complete an application, please click [here](#). This can be submitted via email to recruitment@strive4academy.co.uk. If you are shortlisted, you will be asked to sign the application form upon arrival at interview.

Application Closing Date:	Monday 24th February 2025 (midday)
Shortlisting Committee:	Monday 24th February 2025
Interview Date:	Wednesday 26th February 2025

We will endeavour to notify the successful shortlisted candidates on **24/2/2025**. Information about the interview process and any necessary preparation will be circulated to all shortlisted candidates as soon as possible after this.

The successful candidate will be contacted as soon as possible after the interview day and an offer will be made subject to references, contract, and an enhanced DBS check.

If you have any queries on any aspect of the application process or need additional information, please contact the school directly on 0208 504 7301.

The Academy is committed to safeguarding children and successful candidates will be subject to an Enhanced DBS check. Our commitment to safeguarding is underpinned by robust processes and checks which are in place across the Trust.

Thank you for your interest in joining Ray Lodge Primary School.

