



VALLEY INVICTA  
ACADEMIES TRUST

# SENCO

## Valley Invicta Primary Schools



## Shaping Tomorrow's Future Together

Valley Invicta Academies Trust is a dynamic, vibrant, multi-academy trust comprising of nine schools – five primary and four secondary – and Valley Invicta Teacher Training, all based in the Maidstone and Malling area of Kent.





# Trust Welcome

Valley Invicta Academies Trust (VIAT) consists of an exceptional cluster of five primary and four secondary schools at the heart of the local community. Four of our five primary schools have KCC Commissioned Specialist Resource Provisions (SRPs) for pupils with EHCP's and a primary need of Autism. We put the children at the very centre of all we do. Our staff are equally at the heart of our schools.

We are now recruiting for a SENCO to join our VIAT SENCO team and build further capacity to support our staff, pupils, and families. This is an exciting opportunity for someone with a passion and interest in SEN, to join our highly skilled SENCO team.

We are looking for an experienced, passionate and effective practitioner to join our team.

This person will have a sense of purpose, positive outlook and have the ability to support and develop inclusive and person-centred approaches for pupils with SEND.

This is a unique opportunity to join our well-established SENCO teams for someone who is interested in developing their own expertise and career within SEND.

# Vacancy

## Who are we looking for?

We would like to appoint an enthusiastic, dedicated and passionate team player to join us as SENCO in one of our primary schools to add capacity across the Trust.

This is a wonderful opportunity for someone with an interest in and experience of SEN, to develop their interest and leadership by joining our well-established specialist teams.

As SENCO, you would have knowledge and understanding of the different Areas of SEND and the statutory processes involved in providing high quality support and provision to pupils with SEND.

You would work closely with the Trust Director of SEN, staff and leaders in our schools and support with identifying and meeting the needs of our pupils with SEND.

You will have a good understanding of inclusive teaching pedagogy and ways to support all staff to understand and be able to meet their statutory responsibilities for SEND through high quality inclusive teaching strategies and approaches. You will be able to model key approaches and strategies and support staff with their planning for meeting the needs of the pupils in their class.

You will work closely with the wider VIAT SENCO team and contribute to the sharing and development of high quality and evidence-informed approaches and practices to meeting the needs of pupils with SEND,

## Are you the right candidate?

We would like to hear from you if you are:

- Passionate about meeting the needs of pupils with SEN;
- Have experience of statutory processes for pupils with SEND – e.g. Provision Plans and Annual Review meetings;
- Able to work positively, reflectively, and flexibly within a team;
- Able to take your own initiative and lead in the review and development of effective practices;
- Able to use knowledge of current research and own experiences to support the development of specialist practices and interventions to support pupils with SEND;
- Able to provide positive and proactive support to all staff in developing their pedagogy and curriculum planning to meet the needs of pupils with SEND.



**Position**

SENCO

**Responsible to**

VIAT Director of SENCO

**Basis**

Permanent, full-time

**Commencement**

September 2023

**Salary**

Competitive



# Application Process

We welcome visits to our schools prior to making a formal application so that you can meet with our Director of SEND and find out more about our SEND team.

Candidates wishing to have an initial conversation with the Trust Director of SEN about the role can also arrange for a telephone call by emailing the Trust Director of SEN: [a.ekins@viat.org.uk](mailto:a.ekins@viat.org.uk)

When ready to apply, interested candidates are invited to complete an online application detailing why they are suitable for the role. This can be submitted via the following link:

[www.viat.org.uk/630/current-vacancies](http://www.viat.org.uk/630/current-vacancies)

Valley Invicta Academies Trust 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.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Closing date for applications

Friday 12 May 2023

Interviews and assessment activities

To be confirmed



# Job Description

**Responsible to:** Director of SEN

**Responsible for:** SENCO

## **Particular Responsibilities:**

- To take responsibility for the identification and monitoring/review/evaluation of the SEND needs of pupils within the school;
- To regularly review the identification and placement of pupils with SEND on the SEND Register;
- To ensure that appropriate information regarding the pupils' SEND and support strategies are shared with all staff;
- To provide support to staff to set up, review and evaluate Provision Maps;
- To meet with staff, parents, and pupils to set up, review and evaluate SEND Support plans and Provision Plans;
- To prepare Annual Review documentation and lead the Annual Review of EHCPs with pupils, their parents and involved professionals;
- To liaise as needed with outside professionals working with pupils with SEND;
- To contribute to the Quality of Education across the school by providing support with the planning and delivery of evidence-based and effective SEND strategies and support to meet the needs of pupils with SEND;
- To provide outstanding teaching to pupils with SEND and provide support and modelling to colleagues to contribute to the development of high-quality inclusive teaching approaches across the school;
- To work with colleagues responsible for Behaviour and Inclusion to support the development and implementation of evidence-based strategies and approaches to meet the social, emotional, and mental health needs of pupils;
- To undertake additional assessments of specific learning needs as needed.



# Person Specification

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional postgraduate certificate qualifications in areas of SEND;</li> <li>• National Award for SEN CO-ordination.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of being a SENCO within a school setting;</li> <li>• Experience of meeting the needs of pupils with SEND;</li> <li>• Experience of the primary school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching pupils with SEND in a primary school context.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of the SEN and Disability Code of Practice (DfE/DoH, 2015);</li> <li>• An understanding of the Annual Review and statutory assessment processes;</li> <li>• A good knowledge of how to set meaningful end of Key Stage SEND outcomes and plan effective provision to enable all pupils with SEND to make good progress;</li> <li>• A knowledge of a range of specialist SEND interventions and strategies that can be used to support students with SEND;</li> <li>• An understanding of how literacy, numeracy, RSE and personal development and ICT can be used to support teaching;</li> <li>• A good up to date working knowledge and understanding of a range of teaching and learning and behaviour management strategies;</li> <li>• An understanding of a range of approaches that can be used for assessment;</li> <li>• An understanding of how to personalize provision to meet the learning needs of the full range of pupils;</li> <li>• An awareness of current legal requirements regarding the safeguarding of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist knowledge of an area of SEND;</li> <li>• Knowledge and ability to use a range of specialist assessment tools to assess and track progress and gaps in learning.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Be able to prepare and lead Annual Review meetings;</li> <li>• Be able to complete Provision Maps, and reviews/evaluations of the impact of interventions;</li> <li>• Have good communication skills and be able to implement them to build positive relationships with pupils, parents, and colleagues;</li> </ul>	

# Person Specification cont'd.....

Area	Essential	Desirable
Skills cont'd.....	<ul style="list-style-type: none"> <li>• Be able to provide a range of support to teaching colleagues to help them to best understand and meet the needs of pupils with SEND;</li> <li>• Be able to provide opportunities for pupils to develop literacy, numeracy, RSE and personal development and ICT skills;</li> <li>• Experience of working effectively with a range of other professionals and services.</li> <li>• Be able to plan and teach challenging and well-organised lessons;</li> <li>• Be able to use a range of teaching strategies and resources to motivate and engage pupils with SEND;</li> <li>• The desire to work as a team member.</li> </ul>	
Attributes	<ul style="list-style-type: none"> <li>• High expectations of pupils and a commitment to ensure that they can fulfil their potential;</li> <li>• A desire to be part of a team to develop and deliver outstanding SEND practice and provision;</li> <li>• An inclusive approach to meeting the needs of all pupils;</li> <li>• Positive values and attributes and high standards of professional behaviour;</li> <li>• Up to date knowledge and understanding of the professional duties of teachers and SENCOs;</li> <li>• Highly developed communication skills;</li> <li>• A commitment to improving practice through appropriate professional development;</li> <li>• The desire to act upon advice and feedback and be open to coaching and mentoring;</li> <li>• Able to work independently and manage workload in a calm and efficient manner;</li> <li>• Effective organizational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to engage in further study to further enhance existing skills and knowledge.</li> </ul>

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children.



# Benefits at Valley Invicta Academies Trust

VIAT is a dynamic organisation with many career opportunities for new and existing staff.

Here are just some of the benefits the Trust offers:

- An open and collaborative working environment, but across the Trust;
- A career in an organisation that values individuality and diversity.

## Professional development opportunities:

- Regular training and access to a range of internal and external programmes tailored to your learning needs throughout your career;
- Opportunities for career progression across our family of schools;
- Subsidised MA opportunities with local and national universities;
- Coaching and Mentoring Programmes.

## Financial:

- A competitive salary whereby pay progression is possible on an annual basis, following successful performance;
- Access to an attractive pension plan;
- Access to a range of benefits and discounts through Kent Rewards.

## Equipment and facilities:

- Apple MacBook Air;
- A great working environment with some brand new facilities, and further developments in discussion;
- Free car parking;
- On-site catering, reasonably priced for staff;
- Social networking opportunities across the Trust to create new relationships both inside and outside the work setting.

VIAT also offers access to a range of health, wellbeing and personal support.

Our schools continually evolve in our drive for excellence; we aspire to provide Outstanding Care, Outstanding Education and Outstanding Opportunities.







# Trust Vision and Values

VIAT believes in the benefits of cross-phase education whereby all pupils, regardless of background, are taught a broad curriculum by specialist teachers across all ages; thereby enabling them to master the knowledge and skills they need to achieve their full educational and personal potential.

Our team work tirelessly to ensure that every child can be the best they can be along with providing an innovative and interactive curriculum based on the arts and academia; we aim to be at the forefront of developing new approaches to learning, embedding the 'mastery' approach to teaching and learning; securing the very best outcomes for pupils.

Our children only get one chance in their education, and it is our responsibility to provide the very best for them.

All our schools have a strong and cohesive outlook, reflecting our inclusive vision; staff and pupils are inspired to embed the values of respect and resilience, while developing personal character through additional wider curriculum activities and opportunities which motivate and enable them to grow in confidence, while cultivating thinking skills, and creative potential beyond typical expectations.

This secure foundation ensures an ambitious and aspirational approach, as well as a broader commitment to, and proactive engagement in, wider society, enabling our pupils to be fully ready - academically and personally - for their transition from primary into secondary school and a lifetime of influence beyond.



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