



Chipping Sodbury School



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Special Educational Needs
Co-Ordinator



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Dear Applicant,

Thank you for your interest in our school, I am delighted to introduce you to Chipping Sodbury School and do hope that you will find this application pack along with our website helpful. I know that this information will convey to you the immense sense of pride that we hold for our school and our community. However, if you are interested further and would like to visit to learn more, then please contact the school to make arrangements for a visit.

Chipping Sodbury School is an institution built on tradition and strong core values. It is these values which have developed so many young people over the years and provided them with the opportunities to develop and grow into successful individuals within the local community and beyond. The origin of the school dates back to the Middle Ages when the school was set up as an Endowed School to provide free education for the townsmen. It has gone through many transformations since then which have involved it becoming a Grammar School, a Comprehensive School in 1970, and then a Cooperative School in 2013 and it remains as this today. Whilst there have been changes over the years, the history remains central to the school's values and ethos. The Endowed Foundation still provides support for students and is an important part of the school. In order for all within our community to have the best opportunities in life, we believe that the four key values of Respect, Responsibility, Aspiration and Integrity are fundamental.

Our school is located on the edge of the Cotswolds, close to both Bristol and Bath and has great access via the M4 motorway which provides strong options for commuting for staff. This in turn has resulted in Chipping Sodbury being able to recruit some of the best professionals from across the region. It also provides a good opportunity for student learning outside of school and in particular experiences such as theatre visits, outdoor education, musical experiences and exploration of the arts is central to the wider curriculum.

We believe in providing students with the very best opportunities through achieving the strongest educational outcomes and to do this we have the highest of aspirations. To support this we engage with students from primary school and educate them right through to when they become young adults at 18. The school has strong links with the local primary schools and is one of three partners in the high achieving Cotswold Edge Partnership. Whilst three schools are involved in this partnership and there is shared teaching, the school retains a sixth form on site and students from across the partnership access the very best of teaching at Chipping Sodbury School as well as at Yate Academy and Brimsham Green School. This partnership not only supports students in a broad and balanced curriculum, but also is key in providing staff with professional development and the opportunity to teach A Level, Applied Technical and Applied General qualifications.

We seek to appoint a SENCo who will be committed to maximising the progress and achievement of every student in their care. You will be a dedicated and forward-thinking person who can contribute to the growth and development of the Inclusion team and be willing to make a full contribution to the life of the school.



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Thank you for your time and thought that you are taking in considering this application.

Katherine Turner
Headteacher



The Region – South Gloucestershire, Bristol and Bath

Chipping Sodbury School serves the immediate local community of Chipping Sodbury town and the wider villages and towns that surround Chipping Sodbury. The school remains oversubscribed on first preference and students access the school either via a short walk from Chipping Sodbury or via a range of school buses that bring children in from the wider South Gloucestershire area.

Chipping Sodbury is an ancient market town founded in the 12th century; it is close to the smaller villages of Old Sodbury and Little Sodbury and sits on the edge of the Cotswolds. The town is only a ten minute drive from the M4 which provides good access to the city of Bristol and the wider West Country Region. There is also very good access to the Roman city of Bath which is approximately a thirty minute drive.





Special Educational Needs Co-ordinator

School:	Chipping Sodbury School South Gloucestershire
Contract type:	Full-time
Contract term:	Permanent
Salary:	Main/Upper Pay Range + TLR 1A (£7,853 per annum) + an additional SEN Allowance (min £2,149 per annum) for line management of the Access Centre
Start date:	September 2019



We are seeking to appoint an enthusiastic SENCo to join this vibrant, diligent and supportive team. The successful candidate will be committed to developing learning strategies which challenge and interest all of our students and will have the drive and determination to move us closer to our ultimate goal of becoming an 'outstanding' school.

You will work with a wide variety of vibrant and energetic staff who believe in their own development. As a result of this, staff take responsibility in continuing their own professional learning and regularly lead or are involved in insight projects or lead staff professional learning. This focus on development of staff has led to many of our staff taking on additional responsibilities within Chipping Sodbury School or moving on to other promotions at other institutions; this is something we really value. As a school, we passionately believe in learning for all and are committed to not only developing our students, but all who work within our community and therefore, you will be supported with your professional development.



Application Process

Closing date for applications: Friday 17th May 2019 at 9am

Interviews: During week commencing 20th May 2019

Applications should be made by way of a letter (maximum 2 sides of A4) addressed to the Headteacher, Katherine Turner with an accompanying application form.

Your letter and application should aim to cover the following principles:

- Your vision for inclusion across the school community
- Strategies for supporting teaching and learning for SEND students
- Your reasons for applying for the job



Chipping Sodbury School is committed to safeguarding young people through its selection process.

Chipping Sodbury School: Respect, Responsibility, Aspiration, Integrity



SENCo : Job Description

POST TITLE: SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

Main purpose

The SENCo, under the direction of the Assistant Headteacher, 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 students with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents/carers and other agencies.
- As line manager to the Access Centre, support the development and day-to-day work of the team delivering bespoke education to the high needs autistic students on roll.

Leadership & Management

- Work with the headteacher 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 body is required to publish.
- Contribute to the school improvement plan and whole-school policy.
- Lead the structure for Inclusion that ensures that all students are taught to the highest standards through the efficient and effective use of personnel and physical resources.
- 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 students with SEN or a disability.
- Work in collaboration with the Access Centre Manager.
- Lead and manage teaching assistants working with students with SEN or a disability.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.
- Work as a member of a team with recognition that for some work there may be a need to work within another faculty or division.
- Meet regularly as needed with a line manager and participate in team meetings at both faculty and House level.
- Meet regularly with the Student Support Team, middle leadership and Inclusion Team.
- Take part in school meetings as per the school meetings cycle.



Curriculum & Teaching

- To have a teaching load of approximately 40% (ie 20/50 periods).
- To work with other members of staff to formulate, implement and review appropriate curricula and schemes of work in accordance with the National Curriculum, exam board syllabuses and any other appropriate frameworks.
- To teach, according to their educational needs, the students assigned to you including the setting and marking of work to be carried out by students.
- To plan and prepare courses and lessons.
- To monitor, evaluate and review the work of Inclusion in all its facets and use the results of such activity in improvement planning.
- To promote a variety of teaching and learning strategies across the school to support students with SEND.

Assessment

- To support the implementation of the school's marking, assessment, recording and reporting policies and procedures.
- To mark, review and assess student work and provide appropriate feedback through internal and external reporting and reviewing procedures.
- To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To support as necessary external assessment procedures.
- To support the use of assessment data at individual student level throughout the faculty.

Whole School

- To participate in appropriate whole school activities that promote the work of the Inclusion team.
- To participate in arrangements for further training and professional development as a teacher and middle leader especially in the context of performance management objectives and whole school priorities.
- To maintain good order and discipline among students and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- To contribute positively at all times to the ethos, wellbeing and further development work of the school and in particular to promote the whole school values of respect, responsibility, aspiration and integrity.

PARTICULAR RESPONSIBILITIES – SENCO

Work of the SENCo

- Oversee all work associated with students with EHCPs.
- Manage EHCPs and the review process.
- Advise the Inclusion team on issues regarding special needs and set up appropriate support where necessary.
- Monitor progress of named inclusion students.
- Liaise with outside agencies including making referrals to relevant professionals, eg Educational Psychologist.
- Monitor and review the work of the Teaching Assistants.
- Liaise with Heads of Faculty regarding students with SEND.
- With the Heads of Faculty, provide or set up training to the Inclusion team on SEN issues.
- Oversee and monitor the delivery of SEN related courses.



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- Resources and support**
- The post will carry Planning, Preparation and Assessment (PPA) time calculated on the basis of 10% of teaching time rounded to the nearest whole period.
 - Additional non-contact time will be provided which for a full-time main scale teacher means that approximately 20 periods from a 50-period cycle will be spent teaching.
- Review**
- The job description sets out the principal responsibilities of the post, but does not describe each of the tasks that it may be necessary to carry out.
 - The job description may be reviewed from time to time in consultation with the post holder in order to address changing circumstances or priorities within school.
- Special conditions**
- The post holder will be subject to an enhanced Disclosure & Barring Service check to satisfy child protection requirements. The post is exempt from the provision of the Rehabilitation of Offenders Act and all convictions must be declared.
 - The post is subject to satisfactory professional references.
 - The post is subject to a satisfactory medical reference