



THE
Eastbourne
ACADEMY
Your future at your fingertips

Deputy SENCO /ASC Lead
INFORMATION



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Dear Applicant

Welcome to your first step in becoming part of The Eastbourne Academy.
My name is Dan Wynne Willson and I am both proud and privileged to be Headteacher here.

We are a well-established school in East Sussex which continues to go from strength to strength

The Eastbourne Academy is set in the picturesque seaside town of Eastbourne, surrounded by the beautiful South Downs . We are fortunate to have excellent buildings with modern resources which provide a warm, welcoming and friendly place to learn that challenges everyone to be their best. With easy train links to Hastings, Lewes, Brighton and London, schools, colleges and universities nearby and plethora of tourist attractions on our doorstep, it really is a wonderful place to live and work.

At The Eastbourne Academy we believe that learning is our core priority. We recognise that continually striving to improve the quality of teaching and learning is key to securing high levels of achievement for all. We aim to foster each student's unique strengths and talents whilst meeting their needs and raising their academic and social aspirations. Students of all abilities will be given every opportunity to learn in order to achieve their full potential. We aim to achieve this by creating a stimulating learning environment where high expectations, and the use of digital technologies are the norm. Every student and teacher is equipped with technology that helps bring subjects to life and supports learning in an exciting and innovative way.

Academic and personal excellence are at the heart of The Eastbourne Academy's curriculum intent. Endeavouring to provide the highest quality education for all, we strive to equip students with the knowledge they need to gain and maintain employment and independence.

We recognise that qualifications are the stepping stone to employability, but also that high aspiration and strength of character are the foundations for long term success.

A wide range of student leadership, arts and sports programmes, trips and visits, and extra-curricular opportunities ensure that the curriculum extends beyond the classroom.

Students will leave The Eastbourne Academy with the essential knowledge and attributes they need to be fully rounded and educated citizens who will be prepared for whatever the future may bring.

This could be your first step to becoming part of this vibrant, successful and inclusive learning community, where both students and staff thrive. I invite you to come and see for yourself what makes us so special.

Kind regards,



Mr Dan Wynne Willson
Headteacher



Ms Liza Leung
Executive Headteacher

JOB DESCRIPTION



Job Title: Deputy SENCO / ASC Lead
Grade: MPS/UPS + TLR2C (£3,214)
Responsible to: SENDCo

Purpose of the Job:

Responsible for providing support to young people within our ASC (Autistic Spectrum Condition) facility, in accessing the curriculum and social opportunities.

Assist and support the work of the SENCO and other qualified teachers, and work within the statutory frameworks relevant to the role.

Support the academy to raise ASC student aspirations, challenge student learning and engage students in their own learning.

To ensure students within the ASC Facility have the relevant support, interventions and are tracked appropriately, highlighting the impact of their provision.

Contributing to the awareness and strategies to support quality first teaching via the CPD programme in accordance with the need of the academy

Main duties and responsibilities (Accountabilities):

Deputy SENCO: -

- To ensure you have sound knowledge of the SEND Code of Practice and subsequent school policies, keeping abreast of any changes to legislation and statutory guidance.
- To support pupils' learning and to contribute effectively and with confidence to the classes in which you are involved.
- To be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing / examination frameworks in the subjects and age ranges in which you are involved.
- To understand the aims, content, teaching strategies and outcomes for lessons in which you are involved and the place of these in the related teaching programme.
- To use ICT to advance pupils' learning, and use common ICT tools for personal and pupils' benefit, e.g. Google Suite and Classcharts
- To have sound knowledge of up to date key data systems in the school, e.g. Bromcom, FFT Aspire.
- To adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour.
- To demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with.
- To have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
- To use clearly structured teaching and learning activities, to interest and motivate pupils and advance their learning.

JOB DESCRIPTION



Deputy SENCo (Continued):

- To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
- To work collaboratively with colleagues, knowing when to seek help and advice.
- To contribute effectively to teachers' planning and preparation of lessons. To ensure that key staff have accurate and up to date information about the SEND children in their class by coordinating the three layers of provision management and learning support folders.
- Working within a framework set by the teacher, to plan your role in lessons including how to provide feedback to pupils and colleagues on pupils' learning and behaviour.
- To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.
- To support the SENCo and teachers in evaluating pupils' progress through a range of assessment activities and contribute to maintaining and analysing records of pupils' progress.
- To monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn, e.g. Language Link and Speech Link Assessor for the school, carry out DST accredited assessment and subsequent work.
- To provide administrative support for the SENCo to complete all outside agency referrals and follow up work in school.
- To monitor pupils' responses to learning tasks and modify your approach accordingly.
- To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- To support the SENCo to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- To support the SENCo and Inclusion Manager to be responsible for line managing support staff, including their annual & interim reviews, staff development and identifying relevant training to support this specialist area.
- To guide the work of other adults supporting teaching and learning in the classroom and provide specialist training when necessary, e.g. Jump Ahead, Lego Therapy, Articulation.
- To ensure that support staff have smart targets for identified groups and progress against those targets is recorded using the agreed provision management proforma.
- To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- To organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned.
- To liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning. To attend internal and external meetings with parents and external agencies.
- To improve your own practice, including through observation, evaluation and discussion with colleagues.
- To monitor school attendance and work with parents/carers to identify why children are not achieving good attendance and assist in the implementation of measures to address this.

JOB DESCRIPTION



ASC Lead: -

- Ensure effective day to day running of the ASC unit.
- To support identified students, classes and groups as directed by SENCo.
- To mentor individual students with ASC, supporting them to keep on top of all aspects of school life.
- To hold annual reviews for all students with EHCP's within the facility
- Provide appropriate levels of individual attention, reassurance and help for students(s) needs as identified in Pupil Passports.
- Support student(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets.
- Support the specific needs of specified students with ASC – academic, physical, emotional and/or behavioural.
- Ensure that teachers are aware of the specific learning needs of identified students.
- Support students in working independently.
- To deliver, as directed by the SENCo, 1-to-1 or small group intervention programmes to students.
- To coordinate ASC interventions and ensure impact is tracked and outcomes measured.
- Provide information, advice and direction to students about their behaviour within the agreed framework of school policies on behaviour.
- Provide praise and encouragement to students to recognise and promote positive student behaviour in accordance with school rewards system and behaviour policies
- Where necessary, correct student behaviour, supporting the teacher in maintaining order and discipline both in the classroom and in the school environment.
- Work closely with the SENCo to ensure ASC provision is highly effective for students in the Facility
- Promote attendance to extra-curricular activities and enrichment opportunities for all ASC students.
- To maintain and update pupil records relating to medical, welfare and SEN needs; sharing information with colleagues as appropriate.
- Under the direction of the SENCo, maintain and update medical care plans / Pupil Progress records / APDR's and other intervention plans.
- Under the direction of the SENCo collate and prepare information relating to assessments, statements and referrals to other agencies.
- Under the direction of the SENCo, undertake routine liaison with external agencies and parents / carers.
- Arrange in- school appointments with visiting medical / therapeutic practitioners – e.g. school nurse, physio, speech and language, play therapist, school counsellor.

In additional all members of the school community are expected to:

- Display a commitment to child protection and safeguarding. Report to the Headteacher any behaviour by colleagues, parents and children which raises concern.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To carry out the above duties in accordance with the Trust's Equalities Objectives Policy.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

PERSON SPECIFICATION



| Qualifications | Essential / Desirable |
|--|-----------------------|
| Teaching Qualification | D |
| English, Maths and Science GCSE at C grade or above (or equivalent) | E |
| NVQ Level 2 / 3. | E |
| Experience | |
| Experience of working with children or young people particularly students with ASC. | E |
| Experience of using SEN modules on SIMS, BromCom or other school systems. | D |
| Experience of planning, delivering and evaluating interventions | E |
| Skills and Abilities | |
| Ability to contribute effectively to teachers' planning and preparation of lessons. | E |
| Ability to plan own role in lessons including how feedback will be provided to pupils and colleagues on pupils' learning and behaviour. | E |
| Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests. | E |
| Ability in evaluating pupils' progress through a range of assessment activities. | E |
| Ability to monitor pupils' responses to learning and modify the approach accordingly. | E |
| Ability to contribute to the maintenance and analysis of records of pupils' progress. | E |
| Ability to work in an organised and methodical manner and maintain accurate records. | E |
| Ability to convey information clearly and accurately orally and in writing to a range of people. | E |
| Ability to communicate effectively and sensitively with pupils to support their learning. | E |
| Ability to work collaboratively with colleagues as part of the school team. | E |
| Ability to guide the work of other adults in the learning environment. | E |
| Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning. | E |
| Ability to recognise and respond effectively to equal opportunities issues as they arise. | E |
| Ability to take personal responsibility for organising day to day workload. | E |
| Ability to work effectively and supportively as a member of the school team. | E |
| Able to deal calmly, tactfully and effectively with a range of people. | E |
| Ability to show sensitivity and objectivity in dealing with confidential issues. | E |

PERSON SPECIFICATION



| Knowledge | Essential / Desirable |
|--|-----------------------|
| Demonstrate a clear understanding of the work of a school. | E |
| Demonstrate an understanding of SEN, medical and welfare issues in a school setting. | E |
| Demonstrate an understanding of confidentiality and child protection issues in a school setting. | E |
| Knowledge of a range of computer applications – including work Word / Excel / Powerpoint / Google suite. | D |
| Specialist knowledge and experience e.g. in behaviour management, pastoral care, early years, special educational needs or individual subject areas. | E |
| Knowledge of the legal definition of Special Educational Needs (SEN), and familiarity with the guidance about meeting SEN given in the SEN Code of Practice. | E |
| Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour. | E |
| Knowledge of the key factors that affect the way pupils learn. | E |
| Knowledge of the statutory framework relevant to the HLTA role. | D |
| Personal Attributes | |
| A commitment to the learning of all pupils. | E |
| A commitment to improving own practice through observation, evaluation and discussion with colleagues. | E |
| A commitment to the Trust's Equalities Objectives Policy. | E |

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Peacehaven
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on swale.at website. Completed forms can be sent to casey.rose@swale.at or by post to the following address:

Mrs Casey Rose
The Eastbourne Academy
Brodrick Road,
Eastbourne,
East Sussex
BN22 9RQ

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



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