



Exmouth
Community
College
Academy Trust

Recruitment Information & Job Pack

ASSISTANT SENDCO (EXAM ACCESS ARRANGEMENTS)

Permanent

NJC Grade F

Closing Date: Friday 1 July 2022 at 10.00am

Interview Date: Friday 8 July 2022

Exmouth Community College, Gipsy Lane, Exmouth, Devon. EX8 3AF

www.exmouthcollege.devon.sch.uk

Principal: A J Davis BSc(Hons), PGCPSE, NPQH

Letter from the Principal



Dear Applicant

Thank you for your interest in Exmouth Community College. We have an exciting opportunity for you to join our College and work with highly motivated staff, enthusiastic students, supportive parents and knowledgeable Governing Board. We are a hardworking, dedicated and supportive learning community.

The College is committed to recruiting the very best staff for our young people and as a result I have the pleasure of working alongside a fantastic team of both teachers and support staff. Staff at the College work hard and set high standards for our students and ourselves. Consequently, the College is a stimulating place to work and the professionalism of staff here ensures that the College is constantly moving forward.

In terms of student outcomes, at both GCSE and Post 16 we have been delighted with our continued improvements in this area following a major revamp of our curriculum at GCSE. Equally, we are proud of the work that has been done to keep everyone safe during Covid alongside continuing to provide a high quality education for our students. This work was recognised by OfSTED during a recent monitoring inspection. We have implemented a range of changes to further improve outcomes such as re-sequencing our curriculum offer, introducing a totally new approach to assessment and reporting and moving to a coaching model for staff development based on Tom Sherrington's Walk Thru programme. We are sure that with our excellent staff, both teaching and non-teaching, we will continue to provide a great education for the students within our community.

If you are looking for a College which is completely focussed on ensuring consistently great learning experiences for our young people, both in and out of the classroom, investing in your well-being and professional development, and where your passion and ideas will be welcomed enthusiastically, we would love to hear from you.

I hope that you find the information in this pack to be both interesting and informative. I would also urge you to explore our website to get a deeper understanding of why we are so proud of this dynamic College: www.exmouthcollege.devon.sch.uk

Having myself only joined Exmouth Community College in September 2017, I recognise that much time and thought goes into preparing an application which I thank you for in advance and we, in turn, will give your application serious consideration.

If you require any further information regarding the post or the application process, please do not hesitate to contact us.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Andrew Davis', with a stylized flourish at the end.

Andrew Davis
Principal

The School

"Pupils follow a broad curriculum. Pupils and parents appreciate the breadth of choice the school offers at GCSE and in the sixth form."

Ofsted 2020

Exmouth Community College is one of the largest secondary schools in the country with 2,250 students currently enrolled (over 300 of these in Post 16). The College, which converted to Academy status in April 2011, is set in a leafy split-site location.

Our catchment area extends northwards towards Exeter city boundary and eastwards to include Budleigh Salterton and many attractive rural villages. The College embraces working as part of the community and has strong local partnerships.

The College's mission is to provide a positive, enjoyable and structured approach to learning, where success is rewarded and students' individual aptitudes are given the chance to develop. We are an inclusive College and we pride ourselves on catering for all abilities. We offer a safe, secure, non-threatening environment in which students develop consideration for others, self-discipline and positive relationships. We aim to provide a thorough education which prepares students for their future.



"For pupils who need greater support to regulate their behaviour, specialist staff provide a bespoke curriculum. This is successful and many pupils reintegrate into the main school seamlessly."

Ofsted 2020

As an Academy, we have more flexibility in the way we manage the College. The Exmouth Community College Trust is overseen by the Governing Board who are committed to delivering the best comprehensive education for the young people of Exmouth and the surrounding villages.

We believe that young people should be given the opportunity to develop the qualities we expect of good citizens. Our curriculum is broad and challenging; designed to stretch students of all abilities and to provide the widest range of opportunities. Due to the size of our College there are exciting opportunities for curriculum development. This is reflected in the breadth of our offer both at GCSE and Post-16 which includes subjects from Engineering to Criminology. In addition, we are able to differentiate within subjects such as PE and Business Studies to allow students to follow different examination routes tailored to each individual student. We also offer Latin from Year 7 all the way through to GCSE and into A Level with almost a 100 students currently studying the subject in their first year with us. In addition, we offer the opportunity for some students with additional needs to follow a more nurturing pathway leading to a wide range of GCSEs that are taught in a way that gives greater time for students to process information. Our curriculum leads to good outcomes for students and high rates of progress into Post-16 and ultimately apprenticeships, employment and university, with students regularly gaining places at top universities including Oxbridge.

"The new behaviour management policy responds positively to pupils' better behaviour. The school is calm and orderly as a result."

Ofsted 2021



The College also provides opportunities beyond the classroom in: sport, the arts, dance, foreign visits from Spain to New York and Cambodia, Ten Tors and Duke of Edinburgh award to a gold standard.

The College has a strong pastoral system organised on a Key Stage basis and excellent contacts with partner primary schools. This provision is supported by our REACH centre which provides support for students struggling with SEMH issues, STEPS which helps to re-track students with their behaviour and a large SEND team. We also provide support for students through Study Centres and two further Support Workers for students.

Your Health, Wellbeing and Development

Within our Academy Improvement Plan we have three key aims:

1. Culture
2. Curriculum, teaching and learning
3. Consistent implementation of our behaviour policy

Culture is all about making sure the climate at the College is based around mutual respect, transparency, openness, intelligent accountability and integrity. We recognise that working in the College, as a member of teaching or support staff can be very rewarding but is also tough at times.

To help us develop a great culture, 18 months ago we internally appointed a new Assistant Principal (Staff) who focusses on key issues for staff, such as communication and quality professional development as well as making sure staff are well looked after by organising events such as a hog roast, individualised “Thank you” cards from a local artist, yoga for staff and free access to our fitness suite. We also run our own on-site Nursery “Happy Days” which caters for the children between the ages of 0 and 5 of many of our staff. We regularly gain views from staff about issues and take action wherever we can to improve the working conditions, including thinking carefully about the meeting cycle, position of Parents’ Evenings and quality departmental development time.



We have approximately 300 staff split equally between teachers and non-teaching staff with support staff leading teams around data, IT, HR, facilities, administration, attendance and student receptions to support the work of teachers in getting the best education possible for our young people.

Our aim is to have the best trained staff in the South West and to this end we have invested in the National College of School Leadership resources to provide online access to training for support and teaching staff. We have recently

supported staff through National Professional Qualifications and welcomed nationally recognised external speakers such as Daniel Sobel to the College. For the next academic year, we are looking forward to welcoming Tom Sherrington and John Tomsett to the College to work with staff. We have moved away from stand alone performance observations towards a non-hierarchical peer to peer coaching model based around incremental and continuous improvement. All teaching staff have been trained and are engaged in this process across the College.

Our Vision

Our vision is to create a College for the whole of our community that emphasises the importance of progress and innovation alongside more traditional values such as integrity, honesty and respect. For everyone we will provide the skills, knowledge and awareness to enable all to play an active and positive role in their families, workplace and global community. We will do this through world-class teaching delivered by reflective and skilled practitioners, a broad and differentiated curriculum model and opportunities beyond the classroom.

*“You are always looking
for ways to move the
school forward.”*

Ofsted 2020

Characteristics of our Students

Prior to Covid we had renewed our vision and values for the College by talking to a wide range of stakeholder groups. These groups also identified eight key characteristic traits that any students from Exmouth Community College should be able to demonstrate and have been given opportunities to learn and develop these during their time at the College:



1. Know how to be healthy and stay safe.
2. Always endeavour to show resilience to be the best they can be.
3. Be aspirational and understand their career options.
4. Know how to behave well and respect other members of our community.
5. Have confidence and communicate effectively.
6. Be mutually tolerant and empathetic individuals.
7. Be knowledgeable and able to deeply understand and recall information easily.
8. Be skilled in applying this knowledge in a range of circumstances.

These key characteristics have been identified and embedded into our curriculum.

The Area

Exmouth is a town of 40,000+ inhabitants situated at the mouth of the River Exe. As with so much of the South West, employment in Exmouth is largely in the service sector and the College is by far the largest employer in the town. Employers also include primary schools, Exmouth Hospital and a thriving retail and tourist trade.



Exmouth is a very pleasant place to live. It is situated at the start of the Jurassic Coastline which has been officially ranked alongside the Great Barrier Reef and the Grand Canyon as one of the natural wonders of the world. East Devon is an area of outstanding natural beauty.

The town has a marina and the two mile beach front offers a variety of water sports. An indoor tennis centre is attached to the College campus and is used on a daily basis by both the College and the public. Exmouth also has other excellent sporting facilities including a large Sports Centre with two heated pools, fitness suites, squash and badminton courts. The town has a wide range of hotels and restaurants and a number of pubs as well as shopping facilities.

On the outskirts of Exmouth is Woodbury Common. It is a huge and beautiful moorland, ideal for walking, riding, mountain biking and picnics. The common is also the home of Woodbury Golf and Country Club offering two golf courses, one to championship standard. Exeter, the capital city of Devon, is just 10 miles from Exmouth and offers a wealth of shopping, sporting, cultural and historic attractions.



"Pupils are tolerant of different beliefs and cultures. They enjoy putting democracy into practice in school council elections. Pupils have been keen to help others by training as mental health first aiders. Pupils appreciate the support the school gives them to prepare for their next steps."

Ofsted 2020

"Pupils say the school wants the best for them. The school helps them to develop their interests and talents. Many pupils take part in school productions, dance performances and sporting activities. Pupils say the school provides a wide range of courses that match their interests."

Ofsted 2020

Job Description

| | |
|----------------------------|--|
| Title: | Assistant SENDCo (Exam Access Arrangements) |
| Contract Type: | Permanent |
| Start Date: | 5 September 2022 |
| Grade: | NJC Grade F |
| Salary: | £25,511 – actual starting salary per annum Annual progression to top of the Grade F (£28,680 actual salary per annum) |
| Hours: | 37 hours per week x 40 weeks of the year (term time + 5 non-pupil days + 5 holiday days) Monday to Thursday 8am – 4pm & Friday 8am – 3.30pm (includes a daily 30 minute unpaid break) |
| Reporting to: | SENDCo |
| Responsibility for: | Line management of 3 Senior Learning Mentors. Overall shared management of the Learning Support Team. |

Introduction to the Post

Exmouth Community College is seeking an outstanding, committed and efficient member of non-teaching staff to assist the Special Educational Needs and Disability Coordinator (SENDCo). The post holder will take a lead role within the College to identify and address the needs of students who require particular help to overcome barriers to learning. The post offers a unique opportunity for an ambitious, creative and enthusiastic individual to assist with the management of the SEND Department within the context of the whole College vision.

The post holder will support the SENDCo in the role defined in the SEND Code of Practice, School Teachers Condition of Service Document and College policy documents and the JCQ Access Arrangements and Reasonable Adjustments Guidance Document.

The Learning Support team consists of approximately 25 Learning Mentors, supporting students across the Curriculum. The team is currently managed by two Assistant SENDCos (increasing to three with this post), with smaller groups being managed on a day-to-day basis by Senior Learning Mentors.

In accordance with the Joint Council of Qualifications (JCQ) guidelines, the post holder will be required to:

- Hold a recognised teaching qualification (QTS), or
- Be a Higher Level Teaching Assistant with a degree qualification

In addition, the post holder must also hold, or be willing to obtain, a post-graduate certificate relating to individual specialist assessment of the SpLD Assessment Practising Certificate as per JCQ guidelines. If the successful candidate does not yet hold the appropriate post-graduate certificate, they will be required to commit to achieving this qualification at the earliest available opportunity.

Purpose of the Job

- Be responsible for the management and development of a specialist area within the school.
- Coordinate and undertake assessments for exam access arrangements and specialist (cognitive) assessments of disability and/or learning difficulty.
- Plan, prepare and deliver learning activities for individual/groups in intervention programmes and to monitor students' achievement, progress and development.
- Manage other Learning Mentors including allocation and monitoring of work, appraisal and training.
- Take a lead role within the College to address the needs of pupils who require particular help to overcome barriers to learning.
- Work under the direction of the SENDCo to ensure there is consistency within the SEND Department in the implementation of College policies and procedure, in order to ensure that the expectations of students are consistently high.

Key Responsibilities

- Organise and implement the planning cycle for Exam Access Arrangements (EAA).
- Ensure that student assessment, testing and EAA assessments are completed within a structured timescale.
- Work with academic staff to advise on support strategies, ensuring that teaching/intervention strategies and materials are appropriate for the learners' needs.
- Deliver interventions to small groups/individuals.
- Develop and maintain resources, ensuring they are fully utilised.
- Have a thorough understanding of the current edition of the JCQ publication 'Access Arrangements and Reasonable Adjustments' and the principles, procedures and accountabilities involved.
- Writing Form 8's and subsequent AAO applications.
- Line manage a team of Learning Mentors.
- Manage the EAA budget.

Duties:

- Administer and assess/mark tests and invigilate exams/tests for EAA and individual pupil referrals e.g. LASS testing.
- Manage record keeping systems and processes.
- Inform parents and carers of EAA.
- Plan delivery of learning objectives in interventions and evaluate and adjust lessons/work plans as appropriate.
- Support students' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, implementing and evaluating interventions as appropriate.
- Provide objective and accurate feedback and reports as required to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Liaise with the Exams Team to ensure smooth running of the EAA application process.
- Establish constructive relationships with parents/carers and exchange information when required.
- Undertake administrative duties e.g. deal with correspondence, make/take phone calls etc.
- Organise and manage an appropriate learning environment and resources.
- Monitor and evaluate student responses to interventions through a range of assessment and monitoring strategies against pre-determined objectives.
- Provide objective and accurate feedback as required on pupil achievement and progress and ensure the availability of appropriate evidence.
- Support the writing and reviewing of SEN plans.

Supporting Students:

- Arrange the assessment and provision for students with EAA.
- Guide students, who have an EAA in place, on effective ways to make use of readers/scribes by planning and delivering appropriate sessions such as assemblies or small group meetings.
- Establish productive working relationships with students and act as a positive role model.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work cooperatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.

Supporting the Curriculum:

- Determine the need for, prepare and use specialist resources to assess students.
- Actively seek information regarding the utilising the range of activities, organisations and individuals which can provide support for students to broaden and enrich their learning.
- Use ICT effectively to support learning activities, develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Supporting the College:

- In conjunction with the Exams Team, review and update the relevant policies pertaining to EAA.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and report all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicating with other agencies/professionals.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Contribute to the overall ethos/work/aims of the College.

Line Management:

- Manage Learning Mentors.
- Liaise between managers/teaching staff and Learning Mentors.
- Hold regular team meetings.
- Represent Learning Mentors at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other Learning Mentors.

Other:

- Promote equal opportunities so that all learners achieve their potential.
- Attend meetings with other agencies where necessary.
- Any other duties commensurate to the post.

Working Conditions

- Normal office environment and classroom based activities.

Physical Demands

- Light – Involves walking or standing to a significant degree, exerting negligible amount of force to move objects.

Person Specification

| Attributes | Essential | Desirable | How Identified |
|--|-----------|-----------|---|
| Qualifications | | | |
| Qualified Teacher Status or meet Higher Level Teaching Assistant standards and hold a degree qualification | ✓ | | Application, Certificates. |
| Post-graduate certificate relating to individual specialist assessment or SpLD Assessment Practising Certificate as per JCQ guidelines (or willingness to obtain within an agreed timeframe) | ✓ | | |
| Evidence of relevant Continuing Professional Development | ✓ | | |
| Experience | | | |
| Successful line management experience, demonstrating competence in leading and managing the work of teams and undertaking the performance management process | | ✓ | Application, Interview, Assessment/ Observation, Reference. |
| Proven experience of working with or caring for students with SEND | ✓ | | |
| Experience of preparing, prioritising, initiating and delivering intervention strategies | ✓ | | |
| Monitoring budgets | | ✓ | |
| Skills and Knowledge | | | |
| Organised, able to prioritise workload and meet deadlines while maintaining accuracy under pressure | ✓ | | Application, Interview, Assessment/ Observation, Reference. |
| Capacity to take responsibility, use initiative, work independently and demonstrate a proactive approach | ✓ | | |
| Ability to adopt a variety of leadership and management styles | ✓ | | |
| Ability to work actively, productively and flexibly as part of a team | ✓ | | |
| Confident user of ICT, including Microsoft Office packages | ✓ | | |
| Excellent written skills and ability to communicate clearly with people at all levels in a professional and sensitive manner | ✓ | | |
| Awareness and understanding of data protection and confidentiality | ✓ | | |
| Use of SIMs or willingness to learn | ✓ | | |
| Full understanding of range of support services/providers | | ✓ | |
| Use of Read and Write Gold software | | ✓ | |
| Full working knowledge of relevant policies/codes of practice/legislation | ✓ | | |
| Working knowledge of National Curriculum and child centred intervention programmes | | ✓ | |
| Good working knowledge and understanding of the child development and learning process and in particular, barriers to learning | ✓ | | |
| Personal Qualities | | | |
| Ability to relate well to children, young people and adults | ✓ | | Application, Interview, Assessment/ Observation, Reference. |
| Proactively generate positive working relationships | ✓ | | |
| Adaptable, flexible and creative | ✓ | | |
| Enthusiastic and motivated | ✓ | | |
| Problem solver, analytic and strategic thinker | ✓ | | |

Additional Criteria

We have an expectation that all staff employed at Exmouth Community College will:

- Commit to the safeguarding and welfare of all students
- Understand and recognise the principles of equality and diversity
- Commit to regular and on-going professional development and high standards
- Demonstrate and promote good practice in line with the ethos of the College

Important Information

Please read the *Application and Recruitment Guidance Notes* available from the College website before completing your application.

We are committed to providing the best possible care and education to our pupils and safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment. As part of our commitment, we need to ensure that all potential employees satisfy our employment checks. Please note that where appropriate, shortlisted and/or potentially suitable applicants will be required to undertake further checks. A satisfactory Enhanced DBS Disclosure (with Barred List check) will be required before the successful candidate can commence employment at Exmouth Community College.

Exmouth Community College will treat applicants who have a criminal record fairly and do not discriminate because of a conviction or other information revealed. As part of the recruitment process such information will only be considered in light of its relevance to the post for which you are applying. Failure to disclose previous criminal history could result in the withdrawal of an offer of employment. All information disclosed will be treated in the strictest confidence.

All shortlisted candidates will be required to declare information on any convictions, cautions, reprimands or final warnings, which would not be filtered in line with current guidance (see: [DBS filtering guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/db filtering guide)). Therefore, if your application is shortlisted, and if you have received a conviction or caution which would not be filtered in line with current guidance, you must provide details on the Self Declaration form which will be provided to you.

This involves engaging in regulated activity relevant to children. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

To Apply

Please complete the Non-Teaching application form available from the College website. Your completed application form should be submitted before 10am on the closing date.

Email to: recruitment@exmouthcollege.devon.sch.uk

Or post to: Human Resources, Exmouth Community College, Gipsy Lane, Exmouth, Devon, EX8 3AF

Equated Pay Adjustment

This is for non-teaching term time only employees.

When leaving the College's employment or changing to a new role within the College, an adjustment will be made depending on whether or not the service of the employee included more or less time off during school holidays, to the proportion of time they worked. This will compare the hours worked to the hours paid and make the required payment/deduction.

Questions?

For further information about this post, please contact Amanda Day:

Email: amanda.day@exmouthcollege.devon.sch.uk

Phone: 01395 255687



Exmouth
Community
College
Academy Trust

The ECC Way

"Be prepared, be respectful, be engaged, be kind"

Our rules

- **Be kind**
- **Be respectful**
- **Be engaged**
- **Be prepared**

Our routines

1. Line-ups are quiet and in a straight line
2. Meet and Greet
3. Equipment out
4. Stand behind chairs/check uniform
5. Register in silence

When we go 'above and beyond'

- We give genuine verbal praise
- We acknowledge on our 'Recognition Board'
- Class Charts praise points
- We share positive comments with parents/carers with a phone call/written praise home

We will...

Praise **in public**

Remind **in private**

We are...

We are calm

We have routines

We think about what we say

We notice the BEST

We repair relationships

Our in-class steps

1. Reminder/first warning
2. Last chance verbal warning
3. Appropriate consequence
4. Repair/2 min conversation or a restorative 10 min conversation later—during lunch/break

Our phrases

1. "I've noticed that..." (e.g. having trouble getting started)
2. "It was the rule about..." (e.g. lining up/staying on task)
3. "You have chosen to..." (e.g. move to the back/catch up)
4. "Can I remind you about..." (previous good behaviour)
5. "That is who I need to see today..."
6. "I need to speak to you at .. today" (2 min conversation)
7. "Thanks for listening"

We manage moments

"I understand that... but our rules at ECC are be prepared, be respectful, be kind, be engaged"

"You know my expectations about..."

Keep emotion out of responses

We rebuild and repair

What happened?

What were you thinking?

What do you think/feel about it now?

Who's been affected? How has this affected you?

What's needed to make things right?

What have we learned from this?