



Exmouth
Community
College
Academy Trust

Recruitment Information & Job Pack

ASSISTANT SENDCO

Permanent

NJC Grade F

Closing Date: Monday 24 April 2023 at 10.00am

Interview Date: Tuesday 2 May 2023

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

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'.

Andrew Davis
Principal

The College



Exmouth Community College is one of the largest secondary schools in the country and is set in a leafy split-site location, connected by a dedicated footbridge. Our catchment area extends northwards towards Exeter city boundary and eastwards to include Budleigh Salterton and many attractive rural villages.

We have excellent contacts with our 14 feeder primary schools, which form the Exmouth Academic Council and range from within Exmouth town to the villages of Budleigh Salterton, East Budleigh, Lymptone, Otterton, Woodbury and Woodbury Salterton. 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.

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.

Our Vision


"You are always looking for ways to move the school forward."

Ofsted, 2021

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 excellent teaching delivered by reflective and skilled practitioners, a broad and differentiated curriculum model and opportunities beyond the classroom.







The ECC Way

Our College culture centres around The ECC Way. Being ready to do the right thing, making good choices and ensuring we are ready to learn. *Be Prepared, Be Kind, Be Engaged* and *Be Respectful* are the bedrock of The ECC Way and the heartbeat of our College. Through consistency of language, all students and staff know and speak of The ECC Way day in and day out.



Be Ready to Learn

Be Prepared <ul style="list-style-type: none">• Arrive at lessons on time• Sit where you are asked• Sit down straight away with the necessary equipment out ready to use	Be respectful <ul style="list-style-type: none">• Don't speak when the teacher is talking• Keep off task conversations for social times• Allow others to learn, do not disrupt or distract• Treat everyone and everything in the room with respect
Be engaged <ul style="list-style-type: none">• Stay in your seat• Phones and headphones should be out of sight and silent throughout lessons• Try as hard as you can	Be kind <ul style="list-style-type: none">• Listen when others are talking• Treat others how you would like to be treated• Help and support others

 Integrity Resilient Individuals Creativity Diversity The power of Education & Learning Embrace challenge Reflective learners

Curriculum

We believe that young people should be provided with an education that enables all to "Learn, Progress and Grow".

Our curriculum is broad and challenging; designed to stretch students of all abilities and develop powerful knowledge to enable our young people to become active citizens in their community and beyond. Due to the size of our College, there are exciting opportunities within the curriculum. 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. In addition, we offer the opportunity for some students with additional literacy needs to follow a more nurturing pathway to support them to access the wider curriculum.

"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

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.

"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

The College also provides opportunities beyond the classroom in sport, the arts, dance, foreign visits from Spain to New York and Vietnam, 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 to maintain their academic progress. There is a large SEND team consisting of a SENDCo and three deputy SENDCos. We also provide support for students through Study Centres and further Pupil Premium Support Workers.



Accommodation and Facilities

The College covers nineteen hectares in total and the buildings range in ages, from the 1930's through to our two most recent completed in 2023. Our new building on the Green Close site is over 5,000m² and spread over three floors. The building includes a Theatre, a Library Resource Centre, Technology and Humanities classrooms, Drama and PE Spaces, Science Laboratories, ICT Suites, reception and various other spaces. The new building on the Gipsy Lane site is an extension to the existing Maths Block, built in 2017, creating a further eight classrooms, a Café area and informal study spaces.

The site also has two large Astro Pitches, one of which was re-surfaced during the summer of 2022. The College hires out many of its facilities to the local community.

Our vision for the estate is very clear, we want to provide a safe, secure, and stimulating teaching & learning environment whilst considering the impact on the environment. We have more work to complete, however, the delivery of our vision is well on its way.

Workforce

We have approximately 300 staff split equally between teachers and non-teaching staff. A range of casual staff and volunteers also add to the College's workforce. The Senior Leadership Team consists of the Principal, two Deputy Principals, six Assistant Principals and a Director of Finance and Resources.

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. This 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.

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

Ofsted, 2020

Staff Health, Wellbeing and Development

Within our Academy Improvement Plan we have two key aims:

1. Healthy Culture
2. Improving progress to achieve more

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, we have an 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, scheme to support staff's physical wellbeing such as free access to our fitness suite and the option to use the Cycle to Work scheme. We regularly gain views from staff about issues and take action wherever we can to improve working conditions, including thinking carefully about the meeting cycle, position of Progress Evenings and quality departmental development time.

Governing Board

There are approximately seventeen Governors, including the Principal, on the Board with a wide range of experience in the fields of education, commerce and public life. The Board constantly seek to improve and enhance the College for the young people of Exmouth, both now and in the future. They are an active group, committed to comprehensive education and aiming to act as a "critical friend" in the true meaning of the phrase; there to provide support when needed, active in determining strategic direction, challenging where appropriate and sensible enough to know when to stand back and leave the College to manage the day to day without interference.





The Area

Exmouth is a town of over 35,000 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.

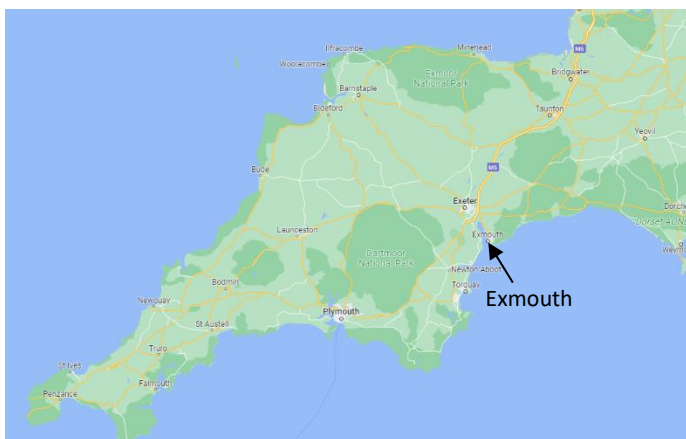
Exmouth is a very pleasant place to live. It is situated at the start of the Jurassic Coastline, which has been officially ranked alongside the Great Barrier Reef and the Grand Canyon as one of the natural wonders of the world. East Devon is an area of outstanding natural beauty.


The town has a marina and the two mile beach front offers a variety of water sports. Exmouth also has other excellent sporting facilities including a large Sports Centre with two heated pools, indoor tennis centre, fitness suites, squash and badminton courts. Exmouth hosts a weekly Park Run and Junior Park Run. 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 County Town of Devon, is just ten miles from Exmouth, a short drive or train journey away, and offers a wealth of shopping, sporting, cultural and historic attractions. Recognised as one of the most desirable cities in which to live, Exeter offers a thriving arts community, reflecting the presence of a major university. An array of independent stores plus all of the major shopping chains are represented in the city: the Princesshay shopping area has won awards for design. The city offers a wide variety of night life including top restaurants, night clubs, cabaret, three cinemas and theatres. The highly successful Exeter Chiefs and Exeter City Football Club call the city home and attract huge crowds to their home games.

Location of Exmouth Community College



 Images supplied by Google Maps

Job Description

Title:	Assistant Special Educational Needs and Disability Coordinator (SENDCo)
Contract Type:	Permanent
Start Date:	26 June 2023
Grade:	NJC Grade F
Salary:	£27,194 – actual starting salary per annum Annual progression to top of the Grade F (£30,363 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 8.00am – 4.00pm & Friday 8.00am – 3.30pm (includes a daily 30 minute unpaid break)
Reporting to:	SENDCo
Responsibility for:	Line management of approximately 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 SENDCo. The post offers a unique opportunity for an ambitious, creative and enthusiastic individual to jointly manage 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.

The Learning Support team consists of approximately 25 Learning Mentors, supporting students across the Curriculum. The team is managed by three Assistant SENDCos, with smaller groups being managed on a day-to-day basis by Senior Learning Mentors. In addition, the Learning Support Administrator supports the team. In conjunction with the SENDCo and Senior Learning Mentors, the post holders will help to ensure that all students that identify as having a Special Education Need (including those with statements or Education, Health and Care Plans) receive their full entitlement and have access to a relevant curriculum. The post holder will manage and coordinate the day-to-day provision made by the College for students with SEND.

Purpose of the Job

- Manage the processes that ensure students with additional needs are identified, supported, monitored and offered appropriate interventions if they are not making expected progress.
- Administer the processes involved in securing high quality provision for students with SEND.
- Provide and support the leadership and management of a significant number of people within the SEND Department (Learning Support office staff and the Learning Mentor team).
- 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

Supporting Leadership

- Maintain an ethos of high achievement and positive attitudes towards SEND amongst non-teaching staff to maximise achievement.
- Work alongside the SENDCo and Senior Learning Mentors to prepare for, attend, contribute to annual Reviews and produce reports (including ISPs) following the review.
- Attend meetings with relevant College staff to support effective planning, development and delivery of the curriculum for SEND students.
- Manage effective organisation of resources and allocation of staff.
- Commission external support where appropriate.
- Meet with external professionals and advisors to discuss students' needs and referrals.

Supporting Direction

- Complete necessary paperwork so that effective referrals, assessments and special arrangements are implemented in conjunction with external agencies as appropriate.
- Manage effective liaison with other schools to ensure continuity of support and learning when transferring students with SEND (for example by attending Year 5 and Year 6 Annual Reviews when possible, transition plans for students with EHCPs).
- Prepare and manage paperwork for statutory assessment.
- Contribute to an annual provision map, and update records to show how individuals and groups are supported.
- Correspond and meet with parents.
- Attend meetings with the Educational Psychologist and other professionals to discuss action to be taken for students whose needs are not being met at present.

Supporting Teaching and Learning

- Provide support in the appointment process for team members.
- Lead the appraisal process for the Learning Support team.
- Work alongside with the SENDCo to timetable Learning Mentors.
- Support Learning Support staff by providing training, support and feedback in a way which recognises good practice and supports progress against appraisal targets.
- Signpost relevant documentation to Learning Mentors for allocated students.
- Offer strategies and guidance to teachers on best practice with SEND students.
- Facilitate effective communication between teaching and non-teaching staff by updating relevant records with strategies and information for students (for example from EP/advisor's reports).
- Oversee and contribute to the production of Individual Support Plans through the team structure.

Supporting Monitoring

- Monitor SEND register to support SENDCo in keeping it up to date.
- Keep robust records and evidence collection systems.

In addition

- Promote equal opportunities so that all learners achieve their potential.
- Attend meetings with or on behalf of the SENDCo where necessary.
- Assist with lunchtime supervision of students when required.
- Any other duties commensurate to the post.

Working Conditions

- The College is located on a large, split-site. Walking between classrooms in all weather conditions is required.

Physical Demands

- Sedentary – Involves sitting for most of the time but may involve walking, standing and exerting minimal force/lifting light weights occasionally for brief periods of time.

Person Specification

Attributes	Essential	Desirable	How Identified
Qualifications			
A Levels / Level 3 qualification or equivalent training / experience	✓		Application, Certificates.
Degree / Level 5 qualification or equivalent training / experience		✓	
Meet Higher Level Teaching Assistants standards or equivalent training/ experience	✓		
Evidence of relevant Continuing Professional Development	✓		
Experience			
Working effectively within a school environment	✓		Application, Interview, Assessment/ Observation, Reference.
Successful line management experience, demonstrating competence in leading and managing the work of teams and undertaking the performance management process	✓		
Proven experience of working with or caring for students with SEND	✓		
Monitoring budgets and undertaking procurement	✓		
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 record keeping and administrative skills	✓		
Organised, resilient and flexible	✓		
Ability to work effectively, maintain standards and accuracy, prioritise workload and meet deadlines and complex demands whilst under pressure	✓		
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	✓		
Ability to signpost and co-operate with other relevant agencies when appropriate	✓		
Understanding of learning environment in which schools operate, including health and social issues and child development	✓		
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 and inspire, support and energise others to achieve a common purpose	✓		
Adaptable, flexible and creative	✓		
Enthusiastic and motivated	✓		
Problem solver, analytic and strategic thinker	✓		
Empathetic	✓		

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?