



**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**Mabel's Furlong, Ledbury, Herefordshire HR8 2HF**

**11-18 Mixed Comprehensive (NOR 884)**

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### **Assistant SENDCo (non-teaching)**

**JMHS Grade 7 (37 hours per week, term time only plus 1 week 39 weeks)**

**Starting salary £31,067 pro-rata to contract actual salary £26,727**

**Required for 1 January 2025, or earlier**

We are looking to expand our SEND team, with the appointment of an experienced professional who will take a leading role in the management of the SEND team. This role would suit a qualified teacher who is looking to use their knowledge to support students outside of the classroom, or an educational professional with experience working closely with students with SEND, such as an HLTA or pastoral worker. The role would also be suitable for either a full-time or part-time member of staff.

The successful candidate will understand the barriers that can prevent students from accessing the curriculum and be able to suggest strategies to support students with SEND in the classroom. They will also have a strong knowledge of the EHCP process and other legal requirements placed upon the school in terms of the inclusion of SEND students, or have a willingness to develop their knowledge in this area.

At JMHS, it is our ambition that students with SEND achieve as well as other students and we believe that the best support for students occurs in the classroom. We achieve this through simple, effective and research driven teaching, employing evidence based adaptive and responsive teaching strategies. Our Curriculum, Assessment and Teaching (CAT) policy has been designed to support all students, but to particularly support disadvantaged students and students with SEND. Further information about our CAT policy can be found on the school website.

The post holder will have the ability to play a key role in leading the SEND team. This will include allocating staff to support students in lessons, and planning and coordinating high-quality interventions to close the gap between students with SEND and other students. On occasion, it would be expected that the post holder would provide support to students with SEND within the classroom. This could include observing or working with a student with SEND, or covering for a TA or HLTA, as necessary. The post holder will also be expected to be a strong communicator able to work with a range of stakeholders, including the Senior Leadership Team, teachers, parents and carers, students and support staff.

JMHS was inspected by OFSTED in November 2022 who confirmed our good grading and whose comments included:

- Pupils behave well. They are polite to their teachers and considerate of their peers.
- Parents rate teachers' high expectations because they push pupils to do more. Many say teachers go 'above and beyond' for their children.
- Pupils can do unusual stuff at this exciting school.
- School leaders have constructed a rich and engaging curriculum.

In particular, inspectors made the following comments about the support for SEND students. “Leaders provide strong support for pupils with special educational needs and/or disabilities (SEND). This is because specialist staff accurately assess and identify their needs. Teachers and teaching assistants are skilled in adapting tasks for these pupils so that they can keep up with their peers.”

We welcome visits from prospective applicants. If you would like to have a tour of the school, please email Adem Osbourn (Deputy Headteacher: Curriculum, Assessment & Teaching) [adem.osbourn@jmhs.hereford.sch.uk](mailto:adem.osbourn@jmhs.hereford.sch.uk)

Applications forms should be emailed to [vacancies@jmhs.hereford.sch.uk](mailto:vacancies@jmhs.hereford.sch.uk). We do not accept CVs. If you wish to apply for this post, please submit a completed application form and a letter of application of no more than one side of A4, summarising:

- Your relevant past experience and how this shows that you meet the Person Specification and Job Description
- How you have contributed to improving educational outcomes in your current position
- Why you are interested in supporting students with SEND

Please note that only applications submitted on John Masefield High School application forms will be considered and we do not require CVs. JMHS is committed to the protection and safety of its pupils and therefore all appointed candidates will be subject to a Disclosure and Barring Service check at Enhanced Level. All shortlisted candidates will be subject to an on-line Google search.

**Closing date:** 9:00am, Friday 6 December

**Interview dates:** Week Commencing Monday 9 December

**Please note: We reserve the right to interview prior to the closing date so early applications are advised.**



## JOB DESCRIPTION for Assistant SENDCo

### Organisational information:

**Responsible to:** SENDCo

**Functional links:** Deputy Headteachers, Year Leaders, Student Support Assistants and ESLT

**Pay scale:** JMHS Grade 7 (37 hours per week, term time only plus 1 week for Inset)

### Main Purpose of Job:

Work with the SENDCo in implementing the strategic direction of the SEND team to ensure that the school meets all legal SEND requirements. Coordinate the provision for students with SEND to promote inclusive high-quality teaching that secures excellent educational outcomes for students with SEND.

### Main Responsibilities / Accountabilities:

1. Deputise for and advise the SENDCO
2. Support students with SEND identified at level K
3. Take a leading role in the management of the SEND team

### Job Activities (examples only):

#### 1. Deputise for and advise the SENDCO

- Work with the SENDCo to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Support the SENDCo to produce and review an annual SEND development plan.
- Attend Year Leader meetings, when necessary, to ensure that the educational and pastoral needs of all SEND students are identified and that whole school provision allows for their needs to be met.

#### 2. Support students with SEND identified at level K

- Work with students and parents to ensure that the needs of the individual students are correctly identified and an appropriate and relevant plan is provided to allow the student to make expected progress and develop emotional resilience.
- Communicate with teachers through the development of student needs profiles.
- Review the implementation of strategies in lessons during learning walks and SEND reviews.
- Work with the SENDCO and other stakeholders to apply for further support when current strategies are not working.
- Provide regular feedback to the SENDCO on the progress of pupils.
- Provide support within the classroom, as required. For example, working one to one with a student with SEND or, on occasion, providing cover for a TA, HLTA or classroom teacher.

#### 3. Take a leading role in the management of the SEND team

- Be a key point of contact for external agencies, especially the local authority (LA).
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support.
- Oversee the production of Student Needs Profiles which highlight barriers to learning and suggested adaptive and responsive teaching strategies.
- Manage the inclusion space (the Hub) including considering referrals from the pastoral team, defining objectives for students and reviewing the effectiveness of provision.
- Deploy Teaching Assistants to meet the needs of individual students.
- Provide ongoing support and training for Teaching Assistants.
- Set appraisal objectives, review and report on progress of objectives with team members.

*This job description covers the main duties and responsibilities of the job. Other activities commensurate with this Job Description may from time to time be undertaken by the Job Holder*

Nov 2024

## PERSON SPECIFICATION – Assistant SENDCo

	CRITERIA FOR JUDGEMENT	METHOD OF ASSESSMENT
<b>Qualifications, training &amp; experience</b>	<ul style="list-style-type: none"> <li>Significant experience of working in an educational setting and professional accreditation at an appropriate level within a public services / health/welfare organisation.</li> <li><b>or</b></li> <li>Qualified Teacher Status and successful teaching experience.</li> <li>Experience of line management, mentoring, or leading a team would be desirable but not essential.</li> </ul>	Certificates, letter of application and interview
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge of barriers that can prevent students from accessing the curriculum and strategies that can be used to overcome these.</li> <li>Knowledge of the EHCP process and other legal requirements placed upon the school in terms of the inclusion of SEND students would be desirable but not essential.</li> </ul>	Letter of application, interviews, and references
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>The ability to earn the respect of all stakeholders including students, staff, parents and governors</li> <li>The ability to communicate clearly with parents and other stakeholders such as SEND agencies plus Governors in order to share information plus review and inform intervention planning</li> <li>The ability to be resourceful and systematic in order to access limited funding to put in place appropriate support for SEND and other vulnerable students</li> <li>The need to be highly organised in terms of collecting evidence, completing timely referrals and reviews, and ensuring a consistent approach to matters such as Access arrangements and their application.</li> </ul>	Letter of application, interviews, and references
<b>Other factors</b>	<ul style="list-style-type: none"> <li>Willingness to engage in parental meetings and Faculty /Year leader meetings, information events which may fall outside the school day.</li> <li>Evidence of being a team player</li> <li>Commitment to equality and inclusion</li> <li>Disclosure &amp; Barring Service check at Enhanced Level</li> </ul>	Letter of application, interviews, and references

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