

# Briefing Pack for Applicants Assistant SENDCo (non-teaching)



STOCKSBRIDGE  
HIGH SCHOOL  
— This is Just the Start —

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***

## Section 1: Post Advertisement

**Post:** Assistant SENDCo (non-teaching)  
**Location:** Stocksbridge High School  
**Pay scale:** NJC Grade 6, covering Points 21: £30,825 to 26: £34,834 gross per annum pro rata (pay award pending from 1 April 2024)  
**Actual Annual**  
**Salary:** £27,873.32 to £31,498.44 (under 5 years' service)  
**Contract:** Full Time, 37 hours per week x 41 working weeks (term time plus an additional 2 weeks)  
**Start date:** 15 April 2024 or sooner if possible

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

This is an exciting opening to join the team at Stocksbridge High School providing support to our pupils with SEND. These appointments are a key opportunity to join a developing, supportive, and committed team. The successful applicants will have:

- Recent experience of working with children and young people with a range of special educational needs, SEMH needs and provide support for the assessment of needs, identification of reasonable adjustments and production of plans/reports including EHCP's.
- Awareness of processes and recent experience of working with multi-agency professionals to provide support and participation in reviews.
- Excellent interpersonal skills with the ability to listen, question, negotiate and reflect.
- Excellent written and verbal communication skills and the ability to deal with a wide range of audiences including senior managers, parents/carers and external agencies.
- The ability to deal with difficult situations and behaviours.
- The ability to empathise with students, developing trust and respectful relationships.
- Five good GCSE's including a minimum Level 2 in English and mathematics and a Level 3 qualification in a relevant field such as supporting teaching and learning, special needs and teaching assistant or other child development experience.
- Knowledge and understanding of procedures for supporting and leading learning activities for children and young people with SEND/SEMH needs including adapting activities and identifying appropriate resources and materials for a given task.
- The ability to advise and influence the practice of colleagues to best support young people to be successful in school
- The ability to empathise with young people, has a flexible approach and takes pride in their work.
- The ability to support, monitor and manage pupil's behaviour, attendance and academic progress in order that they can succeed.

- The ability to analyse and present data to inform next steps and actions.
- The ability to work independently and as part of a team.
- The ability to forge positive relationships with staff, pupils, parents and outside agencies.

**The closing date is 9am on Tuesday 16 April 2024 and interviews will take place shortly afterwards.**

Candidates are encouraged to visit the school or have an informal discussion about the role with Mr Andy Ireland, Headteacher, arrangements for this can be made via e-mail to: [htaylor@stocksbridge-mlt.co.uk](mailto:htaylor@stocksbridge-mlt.co.uk)

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#) The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the Minerva Learning Trust's and Stocksbridge High school's website <https://minervalearningtrust.co.uk/vacancies> - [Stocksbridge High School](#)

**Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-2018 the Trust brought together four secondary schools to create a new partnership which will support the teaching and learning of around 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

### Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration.

Stocksbridge High School and Minerva Learning Trust are inclusive organisations that ensure all is done to are support young people in being successful students. Key to this is the excellent pastoral support the school provides to our students. This position is an exciting opportunity for an ambitious and diligent candidate to join an effective and collaborative team to make a real difference to young people and their life chances.

Opportunities for professional development and for sharing practice within the school and across the trust enable staff to continually develop their skills and experience. The school has made huge strides in recent years which is evidenced in student engagement and performance. We are ambitious for our students and work well with our local community to raise aspiration and success.

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.



Andy Ireland  
**Headteacher**

## Section 4: About Stocksbridge High School

### ...THIS IS JUST THE START...

#### Our Mission

All Students will be challenged to build ambitious future plans. Working together we will develop their character, skills and capacity to make their ambitions a reality.

#### Our Vision

Our vision is based upon the principles of "Believe, Achieve, and Succeed".

- **Believe** - Students will have belief in their own potential. They make positive choices, can acknowledge and celebrate their successes and tackle obstacles to progress with hard work and determination.
- **Achieve** - Students are challenged in every learning experience, every day to produce the highest quality work, through which they achieve their personal and academic goals.
- **Succeed** - Successful students have high expectations of themselves and strive to meet these expectations every day.

#### Our Values

Our values underpin all that we do as a school and are brought to life in all areas of our organisation.

- **Be positive** - We will be positive in all that we do.
- **Be caring** - We care for and support each other.
- **Be courageous** - We make choices to enable us to succeed, even when those choices are difficult.
- **Be reflective** - We consider the impact of our actions on ourselves and others.

#### Our Beliefs

- We will celebrate the achievements of all members of our school community recognising that achievements are personal to each individual.
- We will create an environment in which all members of our school value and enjoy learning.
- We will work to remove barriers to learning for all our students.
- We will do all that we can to ensure all members of our school community are safe and happy.
- We will ensure that all learning experiences are of the highest possible quality.

## ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality first teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [Stocksbridge High School](#)



## Section 5: Job Description



# Minerva Learning Trust Job Description



***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

<b>POST TITLE</b>	Assistant SENDCo (non-teaching)
<b>GRADE/SALARY</b>	NJC Grade 6, covering Points 21: £30,825 to 26: £34,834 gross per annum
<b>RESPONSIBLE TO</b>	SENDCo
<b>RESPONSIBLE FOR</b>	Supervision of Teaching Assistants supporting students with SEND
<b>PURPOSE OF THE JOB</b>	<p>Under the leadership and direction of the SENDCo:</p> <ul style="list-style-type: none"><li>• To ensure that special educational needs and/or disabilities (SEND) provision within the school is effectively supported and delivered.</li><li>• To support the provision of services for pupils with SEND and SEMH and adhere to all legal and statutory requirements</li></ul>
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"><li>• Good standard of education with a minimum GCSE or equivalent level 2 in literacy and numeracy.</li><li>• Level 3 qualification in teaching and learning or SEND or relevant field</li><li>• Evidence of appropriate and recent professional development related to the nature of the post.</li></ul>

### **Specific Duties and Responsibilities**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

## **Main Duties**

### **Working with the SENDCO and a member of the Senior Leadership Team, to deliver the following responsibilities:**

- To work collaboratively with the SENDCO and other professionals to ensure that the highest standards of delivery are provided to support pupils with SEND and SEMH.
- To oversee the day to day operation of the SEND policy.
- To ensure the statutory duties of the school in relation to SEND are met, including conducting annual reviews.
- To support the co-ordination the provision for pupils with SEND and SEMH.
- To liaise with and attend meetings with external agencies and voluntary bodies and ensure accurate records are maintained.
- Arrange and support the facilitation of parental meetings regarding SEND and SEMH including annual reviews.
- Play a key role in the effective transfer of students to and from other schools and ensuring arrangements are put in place for the effective continuation of SEND/SEMH support or arrangements for additional support.
- To contribute to the quality of teaching delivery throughout school through the provision of information to staff regarding SEND/SEMH needs, agreed plans and strategies to meet them.
- Support in the assessments and delivery of access arrangements for external examinations
- To deliver small group work or individual learning or intervention sessions where appropriate.
- Support the SENDCO to monitor the quality of provision by establishing effective systems to collate information regarding the identification and needs of students, maintaining up to date records, preparing documentation and highlighting any issues.
- Keep up to date with national and local initiatives which may impact upon policy and practice and work with the SENDCO to ensure leaders and colleagues are updated on these matters and supported to implement requirements.
- Support the monitoring, progress, welfare and engagement of students and to follow up on EHCP's or other support through liaison with colleagues, external agencies and parents/carers where appropriate.
- Liaise with subject departments, feeder schools and post-16 destinations to ensure transition is managed smoothly and effectively.
- Support the evaluation of the impact of interventions for students with SEND through the administration and management of pre and post assessments.
- To support the SENDCO in the supervision and deployment of Teaching Assistants working with pupils with SEND/SEMH

### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, Health and Safety, security and confidentiality, reporting all concerns to the appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.

- Participate in training and other learning activities and performance management as required.
- Assist with the supervision of students out of lesson times, for example, clubs, extra-curricular activities.

## **Communication and Liaison**

- To communicate effectively with parents/carers of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- Contribute toward the development of effective subject links with external agencies.
- The post-holder is required to work closely and liaise on a regular basis with:
  - The Senior Leadership Team
  - The SENDCO
  - Inclusion team
  - Teachers and teaching assistants
  - Attendance team
  - Other Pastoral Leaders
  - Parents/carers
  - MAST and Safeguarding team
  - EWO manager

## **Quality Assurance**

- To work alongside the SENDCO to develop impact reports to the senior team on the progress of students with SEND/SEMH.
- To work collaboratively with colleagues to ensure the quality of provision for students with SEND/SEMH.

## **Management of Resources**

- Assist SENDCO to identify resource needs and contribute to the efficient/effective use of financial and physical resources.
- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the students and the school.

## **Safeguarding**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **Health and Safety**

- To maintain equipment and via the Business Support Manager and ensure Health and Safety requirements are upheld within the curriculum and performance areas, for example, inspection of resources, etc.
- To maintain associated Health and Safety record.
- To carry out routine inspection and support the compliance process.



## **Other Specific Duties**

- To actively promote school and Trust policies.
- To engage in personal professional development as agreed and engage actively in the performance review process.
- To undertake any other reasonable duties in-line with the nature of the post not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification

 <b>Minerva</b> Learning Trust	<h1>Minerva Learning Trust</h1> <h1>Person Specification</h1>	 <b>STOCKSBRIDGE</b> <b>HIGH SCHOOL</b> — This is Just the Start —
<b>Post title: Assistant SENDCo</b>		
<b>Minimum Essential Requirements</b>		
<b>QUALIFICATIONS AND TRAINING</b>		
Minimum GCSE or equivalent level 2 literacy and numeracy.		AF/I
Level 3 qualification in a relevant field such as supporting teaching and learning, special needs and teaching assistant or other child development experience.		AF/I
<b>KNOWLEDGE AND EXPERIENCE</b>		
Prior experience supporting young people in an educational role.		AF/I
Prior experience developing the learning of young people, especially those with SEND		AF/I
Prior experience contributing to the personal and social development of young people		AF/I
Prior experience of using school-based information systems		AF/I
<b>PROFESSIONAL DEVELOPMENT AND WORK RELATED CIRCUMSTANCES</b>		
Evidence of appropriate and recent professional development related to the nature of the post.		AF/I
Willingness to undertake further professional development		AF/I
Willingness and ability to travel to all work locations within the Trust and outside of the city where required		AF/I
<b>SKILLS</b>		
Knowledge and understanding of school or other education environment		AF/I
Knowledge of Schools Information Management Systems (e.g. SIMS)		AF/I
Knowledge and understanding of procedures for supporting and leading learning activities for children and young people with SEND/SEMH needs including adapting activities and identifying appropriate resources and materials for a given task.		AF/I
Excellent written and verbal communication skills		AF/I
<b>QUALITIES AND ATTRIBUTES</b>		
High expectations of self.		AF/I
The ability to listen, question, negotiate and reflect whilst motivating others.		AF/I
The ability to establish effective working relationships with individuals, groups and organisations.		AF/I
The ability to empathise with young people, has a flexible approach and takes pride in their work.		AF/I
The ability to remain calm and diffuse situations.		AF/I
The demonstration of a concern for excellence in one's professional work and the achievement of students.		AF/I
A commitment to support the school's aims, vision, and ethos.		AF/I
Adaptability and resilience, with the ability to cope with periods of work pressure, meet deadlines with good humour and a sense of proportion.		AF/I
Energy and commitment to professional responsibilities and to the betterment of all students.		AF/I
A willingness to contribute to the wider life of the school.		AF/I

The ability to work independently and as part of a team.	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**Key:** AA = Assessed activity  
AF = Application form

I = Interview  
R = Reference

## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form  
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training  
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment  
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment  
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees  
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application  
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview  
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview  
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
9. Feedback  
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment  
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications  
When you have completed your application, the completed form and covering letter should be e-mailed to htaylor@stocksbridge-mlt.co.uk by the closing date.