



Support Staff Vacancy Details

The Park is one of two 11-16 comprehensives in Barnstaple. Park was opened in 1972 following the re-organisation of selective education in the town; however, the origins of the school date back to 1910, with the site housing both the Boys and Girls grammar schools. Many elements of the original buildings remain and these help to link the school to its proud and strong history.

The school currently educates 1472 students, mainly from the town of Barnstaple and outlying villages. In recent years, the popularity of the school has meant that the geographical catchment has increased, with many students now travelling some distance to join us.

This role is critical to the smooth running of the school day and supporting the needs of our community users who use the facilities during the evening and at weekends. It involves a wide range of tasks across a large campus, so if you like to be busy, are physically fit and like working as part of a team, this could be the role for you. All essential training can be provided for the right candidate.

The school is a founding member of The Tarka Learning Partnership (TLP), an academy trust with a vision to empower young people in North Devon through learning. The Trust includes Park's main feeder primary schools - Eden Park Academy, Sticklepath Community Primary Academy, Landkey Community Primary Academy, Roundswell Community Primary Academy, Newport Community School Primary Academy, Fremington Primary School along with North Molton Primary School. TLP is also the employer of staff in both the Devon Primary SCITT, a partner dedicated to primary school teacher training.

TLP supports Park and ensures academic rigour, collaboration and the further development of teaching and learning. Park also has strategic alliances with the North Devon Academic Board, and is a member of Dartmoor Teaching School Alliance and the North Devon Teaching School Alliance. This reflects a key focus of our vision and governance to ensure continual school development.

As part of the Tarka Learning Partnership we are a Safe Employer and thorough checks will be carried out as part of our commitment to Safer Recruitment. We do not accept Curriculum Vitae. All successful applicants will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.

Job Title: Assistant to SENDCo

Contract Term: Permanent

Vacancy Closing Date: 9am on 5th July 2024

Interview Date: 10th July 2024

How to Apply

Please visit: <http://www.theparkschool.org.uk/working-for-us> to download the relevant application form. If you would like to discuss any aspects of the vacancy in advance of applying please contact 01271 373131 or email hr@theparkschool.org.uk. Please note we do not accept Curriculum Vitae.



Job Description

Job Title:	Assistant to SENDCo
Responsible to:	SENDCo
Responsible for:	SEND Administrators
Work Pattern:	Full time, Term Time only, Monday - Friday, core hours 8am - 4pm. 37.5 hours over 38.8 weeks.
Grade:	NJC Grade F Scale Point 24 - 28. Salary Range £33,024 - £36,648. Actual starting salary £28,643 per annum, including holiday pay but pending any pay award.
Job Purpose:	To support the SEND team in partnership with the SENDCo and Deputy SENDCo to enhance inclusion and improve student outcomes for all students on the SEN register and highlighted with additional needs. The Assistant to SENDCo will be line managed by the SENDCo and will line manage First Aid. You will be required to work closely with the wider pastoral team, class teachers, parents, and external agencies to ensure that all students are receiving the support they need to be successful in school and in their exams as well as assisting in all aspects of the department.

Principle Accountabilities

1. To work in partnership with the SENDCo and Deputy SENDCo in leading SEN provision and promote our responsibility for SEND in line with the SEN Code of Practice (2015), the Equality Act (2010) and Professional Standards for Teaching Assistants (2016) in addition to school policies and procedures.
2. As part of the SEND team, lead and manage the services and arrangements for students requiring Educational Health Care Plans (EHCP), Health Care Plans (HCP) and Personal Emergency Evacuation Plans (PEEPs). To ensure the best possible use of resources to support these students and to demonstrate the impact thereof; to actively pursue further resources through liaison with DCC and other professionals.
3. Line manage HCPs and principle First Aider.
4. Line manage and support the SEND Administrators.
5. To support the SENDCo with the creation, monitoring and quality assuring of student Health Plans, PEEPs and EHCPs.
6. To support the SENDCo in managing the implementation of an inclusive curriculum.
7. To support the SENDCo in developing an outstanding SEND offer for the students of Park School.
8. To coordinate the management of student cases and allocate resources appropriately.
9. To support the SEND department by:
 - Assisting in leading the work of the SEND Department
 - Leading on processes and meetings around Educational Health Care Plans
 - Leading on all processes, assessments and meetings for Health Care Plans and PEEPs
 - To lead and support with the Assess Plan Do Review process, requests for statutory assessments and annual review process
 - To ensure student information is shared securely and safely in line with the Code of Practice and GDPR guidance
10. To deputise in the absence of the SENDCo and Deputy SENDCo.

Shared Responsibilities:

1. Foster community links;
2. Liaise with TLP, service providers, schools and colleges;

3. Inform and monitor whole school targets;
4. Work to strengthen and enhance The Park Community School's values and culture;
5. Safeguarding and promoting the welfare of children and young people
6. This post will involve working with children in regulated activities on a daily basis and therefore will be subject to an enhanced DBS check and the post holder is required to be alert and active on issues relating to pupil welfare, safeguarding and child protection. To raise significant and low-level concerns, make appropriate referrals and follow up on all matters which may affect the wellbeing of a pupil

Key Function 1: Responsibility and accountabilities for:

- To assist in leading the SEND team alongside the SENDCo
- To assist the SENDCo in leading the provision for special educational needs within school
- To help manage and allocate appropriate resources for Special Needs and the SASC and ensure that they are used efficiently, effectively and safely
- Act as a key worker for students with an EHCP & HCP across the school
- To make sure that resources to support the curriculum development of the HLTAs have been purchased and available in a timely manner to ensure that students identified as EHCP and HCP on the SEND Register have the required levels of support
- To support the SENDCo in managing the implementation of an inclusive curriculum, including link courses and arrangements
- Support the writing of EHCPs and HCPs
- To support the HLTAs supporting students with an EHCP and HCP
- Within the context of the school's aims and policies, to work with the SENDCo to develop and implement Learning Support policies, plans, targets and practices
- To support the provision of SEN, including the allocation of support time and the writing of pupil profiles
- Support the SENDCo in producing the SEND Department Improvement Plan as part of the School Improvement Plan, to include staff development and training implications
- Monitor with the SENDCo the day-to-day management of the Study and Support Centre, creating a safe, effective and stimulating environment for the teaching and learning
- Support meetings of SEND staff, communicate information to staff and co-ordinate resulting action
- Work to raise awareness of the needs of EHCP/HCP students across the school and facilitate CPD for colleagues

Key Function 2: Systems, Processes and Administration

- Work in partnership with all stakeholders (SEND team, pastoral team, class teachers, support staff, external agencies and parents) to provide holistic support that improves the outcomes for students with additional needs
- Devise and maintain systems and processes to support the deployment of resources
- Devise and maintain systems for identification, review and quality assurance of EHCP, HCP and PEEPs
- Using data effectively to identify students who are seriously underachieving and where necessary create and implement effective plans of action to support those students
- Liaise closely with families and external agencies in support of the above processes
- Work with SENDCo and Transition Coordinator in supporting new admission students at Year 7 and mid-year if supported by an EHCP, HCP or PEEP to ensure the smoothest transition
- To ensure that EHCP applications are quickly evidenced and processed
- Identify students that might require a planned intervention
- Refer children to specialist services and external agencies in discussion with the SENDCo and families
- To arrange and chair meetings involved in the EHCP and HCP cycle, including Annual Review
- Use data effectively to identify students who are seriously underachieving and where necessary create and implement effective plans of action to support those students
- Help and support providing the administrative support for students that require access arrangements
- Liaise with the SENDCo & Exams Officer to identify, coordinate and review individual EHCP/HCP students to receive access arrangements for public examinations

- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies
- Ensure that the SEND provision maps are kept up to date and liaise with admin to ensure that changes are made are communicated with teaching staff and teaching assistants
- To liaise closely with Devon County Council to review and allocate resources and funding effectively
- To liaise with the School Business Manager, SENDCo, and partner schools to ensure that IAR is maximised for EHCP students
- Liaise with relevant outside agencies to ensure that individual student special educational needs & those with EAL are met effectively and that the requirements of EHCPs and HCP students are met fully
- Review the funding allocation of EHCP students termly and actively pursue cases where further funding may be available in support of a student via maintaining up to date and accurate provision maps provisions,

The above duties are also subject to redesignation or alteration from time to time, by negotiation, as directed by the Headteacher and/or the Headteacher’s representative.

Safeguarding Level B:

This post will involve working with children in regulated activities on a daily basis and therefore will be subject to an enhanced DBS check.

To be alert and active on issues relating to pupil welfare, safeguarding and child protection. To raise significant and low-level concerns, make appropriate referrals and follow up on all matters which may affect the wellbeing of a pupil.

Person Specification

We expect our staff members to role model positive behaviours for young people, be resilient and adaptive in a school with rapidly changing needs, and help promote a supportive and compassionate working environment.

Shortlisting will be ranked based on the essential criteria (set out in the table below) being evidenced where possible in your application form. Candidates who are successfully shortlisted, will be invited to an interview to explore their suitability for the job.

The Park Community School, and Tarka Learning Partnership, is a Disability Confident Committed employer. If you are disabled and meet the minimum essential criteria (highlighted), you will be guaranteed an interview. Please complete the information on Page 15 of the Application Form.

We know there is no ‘perfect’ candidate, so if you meet most of the criteria and feel you would be an asset to the team, we would encourage you to apply. We provide training and mentoring to give you the best opportunity to excel in your role. The table below is not exhaustive and many more personality traits and skills are required to join the team.

In addition to the interview you may be required to perform a Task and, or undergo an Observation of skills in practice.

Category	Requirement	Essential/ Desirable
Qualifications, Education, and Training	Degree level qualification Evidence of professional development relevant to this post - relevant training in SEND Health Care qualification	D D D

Professional Knowledge and Skill	<p>Knowledge and experience of policies and procedures for SEND</p> <p>Technical knowledge and understanding of personalised risk assessments</p> <p>A knowledge and understanding of the SEND Code of Practice</p> <p>Knowledge of provisions to support SEND and the EHCP process</p> <p>Knowledge of how to support students to make excellent progress in literacy and numeracy</p> <p>Knowledge of the current Ofsted Inspection Framework</p> <p>An awareness of support systems for students</p>	<p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p>
Experience	<p>Experience of working with SEND students</p> <p>Experience of developing and reviewing EHCPs</p> <p>Experience of delivering first aid or working in health care</p> <p>Line management and performance management</p> <p>Experience of working in education settings</p> <p>Experience of budget management</p> <p>Track record of raising achievement through interventions</p>	<p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>D</p> <p>E</p>
Professional Skills and Attributes	<p>An interest in - and passion for - supporting students with SEND</p> <p>Analytical and problem solving skills</p> <p>Strong interpersonal & Communication Skills</p> <p>Ability to empathise and communicate and collaborate confidently and effectively at all levels from students; suppliers, staff, governors and senior leadership</p> <p>Strong ICT skills to a high level</p> <p>Physical Skills- manual dexterity in operating equipment; manual handling and people handling</p> <p>Good personal organisation and time management</p>	<p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p>
Attitudes	<p>Empathy</p> <p>Enjoys working as part of a team</p> <p>Able to work under own initiative and independently</p> <p>Able to reflect and learn from experience</p> <p>Resilient and able to function well under pressure</p> <p>Propensity for attention to detail</p> <p>Willingness to undertake further professional development</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>