

King's Ford Infant School & Nursery



**Appointment of
Deputy Headteacher SENDCo
Information for Candidates**



Where Everyone Matters and Every Day Counts

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Where Everyone Matters and Every Day Counts

Appointment of Deputy Headteacher SENDCo

School	King's Ford Infant School and Nursery
Telephone	01206 574524
Website	www.kingsford-inf.essex.sch.uk
School Group Size	Group 2 NOR:169
Salary Range	Deputy Headteacher (0.4) LS 6-11 £50,253 – £56,945 SENDCo (0.6) MS/UPS
Start Date	1 st September 2023

Dear Applicant

Thank you for your interest in becoming the next Deputy Headteacher SENDCO at King's Ford Infant School & Nursery. On behalf of the governors, I hope that you will find the enclosed information about the school and the role of Deputy Head/SENDCo teacher useful.

This vacancy arises due to the promotion of the Deputy Headteacher to Headteacher. As a result, we are looking for an inspirational leader with strong interpersonal skills, clear strategic vision and drive, who will join our committed team of staff and governors to build on solid foundations and move the school forward.

We are proud of our ethos that everyone matters and everyday counts, and we are looking for someone who will value every individual and encourage them to do their best. We are an inclusive school and promote a culture where pupils are happy and ready to embrace learning.

We warmly encourage applicants to visit the school and I would be delighted to show you around. Please contact Rachel Buchanan, School Business Manager, at sbm@kingsford-inf.essex.sch.uk or 01206 574524 to arrange a visit.

Applications will close at midday on Monday 19th June 2023

Interviews will take place the week beginning 26th June 2023

Yours faithfully

Mrs O Lawal

Mrs Ope Lawal
Chair of Governors



Where Everyone Matters and Every Day Counts

Our School

Positioned to the South of Colchester town centre, our school is located in the popular area of Shrub End.

The school currently has 150 pupils on roll in our main school and 52 pupils enrolled in our Nursery setting. We are two form entry and have close links with the neighbouring Junior School.



Every class is supported by a learning support assistant and interventions are provided by our HLTAs. Our excellent staff are led by a strong Senior Leadership Team, including the Deputy Head SENCO, EYFS lead, Maths lead and School Business Manager.

The school is member of the Colchester Consortium of Schools, which is an established network of 15 schools who work collaboratively across all phases of education to:

- improve the outcomes for children within the consortium's schools;
- support and challenge colleagues to drive school improvement;
- provide a programme of continuing professional development;
- provide mutual professional and emotional support for colleagues.

Pupils come from the immediate catchment area and neighbouring communities. The proportion of pupils who speak English as an additional language is 17 %, 22% of our pupils are eligible for Pupil Premium and 27% children are from Service Families. 23 children receive additional SEN support of which 5 have EHCP's.

All pupils are valued, inspired and respected within our happy, welcoming community. We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.



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All children have unique experiences to share. We celebrate this diversity by valuing the contribution of all pupils and provide an environment that encourages independence and autonomy in their learning. Children come from varying backgrounds, and we believe it is important that children's behaviour should be understood.

As a school, we continually review what and how we do things including our expectations of our children. We aim to make our school a place where little things are not ignored, where positives are praised and rewarded, and negative behaviour is challenged. Our school expectations have been written by the children, staff and parents and are always in effect. They are known as the SCARF Code; Safety, Caring, Achievement, Resilience and Friendship. This is used to encourage good behaviour and provide consistency throughout the school

A play therapist visits the school on a weekly basis to work with children who require therapeutic support and the Rainbow Room, run by one of our HLTAs, provides early intervention for children with social, emotional and behavioural challenges.

The school provides and fully subsidises after school extra-curricular activities for our children, and we are very proud of our Forest School area, which offers our children regular opportunities to achieve and develop confidence and self-esteem through hands-on learning in a natural environment.



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Our Vision & Values

We welcome everyone in our safe, secure, happy, caring and friendly community. Together we help each child to be the best they can and take pride in everything they do. Take risks and challenge ourselves with stimulating and exciting learning. Learn to be honest, respect each other, our culture and the world around us. This is underpinned by our values:

- Respect for everyone, our cultures and beliefs
- Value everyone, regardless of race, gender, age and ability
- Environment that is safe, secure, creative and stimulating
- Happy, friendly, calm and stable atmosphere
- Celebrating differences
- Positive behaviour
- Cross-curricular learning and teaching
- Teamwork
- High expectations
- Fun and enjoyment
- Nurturing
- Celebrating learning and achievement

Applicants are encouraged to view the school's website for an insight of life at King's Ford Infant School & Nursery.

www.kingsford-inf.essex.sch.uk



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Selection Arrangements

You are encouraged to apply for this post on-line, as feedback from colleagues and candidates for other roles have told us that using the Essex schools' website to apply for posts that they are interested in is easy and fast. You can access the website from any device, complete and save your application in full confidence that it cannot be seen or accessed until you finish your application form and press the 'Apply' button. When you apply on-line, the school's Recruitment Team will be sent an email automatically and you will receive an email via the system confirming that your application has been received.

Applying on-line is straightforward and the first step is to create your own profile, please follow the instructions below to apply for this post:

- Click [here](#) to register and create a profile;
- When you have created your profile, please click the 'Apply' button at the foot of the online advertisement and complete your details.

Prior to appointment, the successful candidate will need Occupational Health medical clearance, which will be arranged by the school.

A childcare disqualification form and SD2 criminal convictions form will need to be completed and returned to us at the shortlisting stage.

We look forward to receiving your application. Please do not hesitate to contact the School Business Manager on 01206 574524 or sbm@kingsford-inf.essex.sch.uk to arrange a visit or if you have any queries.

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

You will be required to physically sign any forms sent electronically at interview, including a copy of your application.

Deputy Headteacher SENDCo Job Description

Job Title	Deputy Headteacher SENDCo
Grade	Deputy Headteacher (0.4) LS 6-11 £50,253 – £56,945 SENDCo (0.6) MS/UPS
Character of the School	We are a thriving two form entry Infant School with a 52 place Nursery based in the Shrub End area of Colchester. Our pupils are well behaved and supported in our calm, purposeful and vibrant environment, where everyone matters and everyday counts.
Reports to	Headteacher
Responsible for	Alongside the Headteacher, leading the strategic direction of the school. Line management of the Learning Support Assistants and SEND provision across the school.
Liaison with	Colleagues, other agencies, our children and their families.
Job Purpose	To deputise for the Headteacher and be the special educational needs co-ordinator for the school.
Principal Accountabilities	<p>The Deputy Headteacher and SENDCo, under the direction of the Headteacher, will take a major role in:</p> <ul style="list-style-type: none"> • Formulating the aims and objectives of the school • Establishing policies for achieving these aims and objectives • Managing staff and resources to that end • Monitoring progress towards the achievement of the school’s aims and objectives • If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the Governing Board. • Determine the strategic development of special educational needs (SEN) policy and provision in the school • Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability • Provide professional guidance to colleagues, working closely with staff, parents and other agencies • Deputy Safeguarding Lead
Duties	<p>Qualities and knowledge</p> <p>Under the direction of the Headteacher:</p> <ul style="list-style-type: none"> • Support with the day-to-day management of the school • Communicate the school’s vision compellingly and support strategic leadership • Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils • Build positive relationships with all members of the school community, showing positive attitudes to them • Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally • Work with political and financial astuteness, translating policy into the school’s context

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- Seek training and continuing professional development to meet own needs

Pupils and staff

Under the direction of the Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

Systems and processes

Under the direction of the headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the Governing Board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

The self-improving school system

Under the direction of the Headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability

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- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

Support for pupils with SEND

- Identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Leadership and management

- Work with the Headteacher and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Governing Board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Be involved in self evaluation
- Identify training needs for staff and how to meet these needs

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	<ul style="list-style-type: none"> • Lead INSET for staff • Share procedural information, such as the school’s SEND policy • Promote an ethos and culture that supports the school’s SEND policy and promotes good outcomes for pupils with SEN or a disability <p>The Deputy Headteacher/SENDCo will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.</p> <p>Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.</p>
General	<ul style="list-style-type: none"> • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School’s Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

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

Deputy Headteacher SENDCo Person Specification

Please write your supporting statement / letter giving evidence of how you meet each of the essential criteria.

Qualifications, Training and Experience	<ul style="list-style-type: none">• Qualified teacher status• Degree• Professional development in preparation for a leadership role• Successful leadership and management experience in a school• Teaching experience• Involvement in school self-evaluation and development planning• Line management experience• Experience of contributing to staff development• National Award for SEND Co-ordination, or a willingness to complete it upon appointment• Experience of working at a whole-school level• Involvement in self-evaluation and development planning• Experience of conducting training/leading INSET
Skills and Knowledge	<ul style="list-style-type: none">• Data analysis skills, and the ability to use data to set targets and identify weaknesses• Understanding of high-quality teaching, and the ability to model this for others and support others to improve• Understanding of school finances and financial management• Ability to communicate a vision and inspire others• Ability to build effective working relationships• Sound knowledge of the SEND Code of Practice• Understanding of what makes 'quality first' teaching, and of effective intervention strategies• Ability to plan and evaluate interventions• Data analysis skills, and the ability to use data to inform provision planning• Effective communication and interpersonal skills• Ability to influence and negotiate• Good record-keeping skills
Personal Qualities	<ul style="list-style-type: none">• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality

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Recruitment and Selection Policy Statement

1. The Governing Body is committed to:
 - Safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefsand expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Governing Body recognises the value of, and seeks to achieve a diverse workforce, which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:
 - receipt of satisfactory references *
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness for the particular role
 - verification of qualifications and of professional status where required e.g., QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period
 - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
 - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

** In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made*

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

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6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

The Governing Body is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g., was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.

If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

Our procedures are operated in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory. The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

8. We process personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.