



Saint GREGORY'S
Bath



*An outstanding
Catholic education for all*

Application pack for the post of:

Deputy SENCo, 0.6 FTE

MPS/UPS

Closing date: Midnight Tuesday 7 December

Interviews: Tuesday 14 December

"In Christ we flourish"

Saint Gregory's, Bath
Combe Hay Lane, Bath, BA2 8PA
T 01225 832873
www.st-gregorys.org.uk

Welcome

Dear Prospective Applicant

Thank you for your enquiry regarding the post of **Deputy SENCo** at Saint Gregory's, starting **Easter 2022 (or sooner if possible)**.

The post of Deputy SENCo is a new teaching management role which provides a fantastic opportunity to demonstrate professionalism and specialist knowledge, balanced with warmth and sensitivity and to make a genuine contribution to the Inclusive practice at St Gregory's.

There is an incredibly hard working, professional and talented Inclusion Team at St Gregory's who all share in their commitment to ensuring the best possible inclusive practice for our students. They work closely with colleagues across the school to serve our school community with SEND needs, and ensure that the welfare, safety, health and happiness of every student is at the core of our purpose.

We are a school community which prioritises the safety and wellbeing of our students and staff. Everyone at St Gregory's is responsible for the safeguarding and wellbeing of our staff and students and we are committed to following safer recruitment practices to ensure we provide a safe environment for our students to flourish.

Saint Gregory's is an over-subscribed high achieving school with a national reputation for excellence. Our most recent Ofsted and Diocesan inspections judged us to be outstanding in every area and we are committed to maintaining and developing that high standard.

As a Catholic school we provide our students with a moral compass based on Catholic Social Teaching that supports their growth and development. We are an inclusive school that places the student at the heart of everything we do. As a Catholic school our values are explicitly Christian, however you do not have to be of the Catholic faith to apply for this post.

There is a warm, welcoming family atmosphere at Saint Gregory's that underpins our culture as a school. By working together we aim to provide the very best opportunities for all our students and staff.

If you possess the necessary skills and experience and would like to apply for this post, please submit your application by midnight on **Tuesday 7 December**. Interviews will be held on **Tuesday 14 December**. If you would like to arrange a confidential discussion prior to application please do not hesitate to contact Mrs Amy Morriss, Assistant Headteacher for Inclusion and SENCo, via email to morrissa@st-gregorys.org.uk.

Yours faithfully

Ms A Cusack
Headteacher

Mission Statement

“As a Catholic school, our inspiration is Jesus Christ. We therefore promote the dignity and well-being of every child and ensure that they flourish with us in a safe, happy and enriching environment.

We believe that everyone is gifted and called by God to fulfil some definite service for the greater good of society. We will help our students to discover their vocation in life, to achieve their full potential and to use their gifts for the greater glory of God.”

Mission Statement, approved by the Governing Body

Deputy SENCo

Post: Deputy SENCo, to start Easter 2022 (or sooner if possible)
Contract type: Part time (0.6 FTE), permanent contract
Salary: MPS/UPS
Allowance: TLR 2.1 Full time equivalent £7,017 actual £4,210 (for 0.6 FTE)
Closing date: Midnight on Tuesday 7 December
Interview date: Tuesday 14 December

This is an excellent opportunity for a talented and enthusiastic colleague to join Saint Gregory's and to be instrumental in developing and enhancing inclusive practice that ensure the best possible outcomes for all children and young people.

Saint Gregory's is a high performing, oversubscribed 11-18 co-educational school which has maintained its Outstanding judgement in its most recent Ofsted and Diocesan inspections. Saint Gregory's is founded on Catholic Christian values with a strong family and community ethos. These values are the foundation of learning for our students, providing them with an academic start to life that is supportive, nurturing and inspiring.

The Deputy SENCo will assist the Assistant Headteacher for Inclusion/SENCo in developing and managing the provision for students with Special Educational Needs and Disabilities including promoting high quality teaching, effective use of resources, and high standards of learning, achievement and personal development for all students.

The Inclusion Department has undergone radical reorganisation under the leadership and management of the Assistant Headteacher for Inclusion/SENCo who joined St Gregory's in September 2020. This has included:

- Re-location to a new larger area of the school with refurbished accommodation including a dedicated Study Room and Wellbeing Room (including ELSA area) and Inclusion Office.
- LSA (Learning Support Assistant) Upper and Lower School Co-ordinator posts alongside a number of LSA 'Champion' roles for:
 - SEMH
 - ELSA
 - Literacy and Numeracy
 - Upper and lower School SALT
 - Down Syndrome/Occupational Therapy
- Enhanced professional development for staff including face to face CPD from MITA (Maximising the Impact of Teaching Assistants)
- Providing every LSA with a 'Toolkit' comprising of Chrome Book and a variety of resources to support student learning in lessons
- Every faculty in the school now has a SEND linked teacher Champion
- Introduction of Edukey Provision Map software

The Deputy SENCo role is the next step in the Inclusion Department's strategic organisational journey. We are particularly interested to hear from candidates who are primary teachers (Upper KS2) who would like to develop or diversify their professional career in a secondary setting.


The successful candidate will not have a whole class teaching timetable, but will be expected to lead on and further develop 1:1 and small group literacy and numeracy interventions for students significantly behind Age Related Expectations.

The successful candidate will have primary oversight of students with SEND in Year 7 and Year 8 including those with an Educational Health Care Plan (EHCP). This will include chairing Annual Review meetings and liaising with parents, carers, colleagues and external agencies as necessary.

If the successful candidate does not currently possess the National Award for SEND Co-ordination, they must be willing to complete it within three years from the date of commencement.

For an open conversation about the role prior to application or to arrange a visit prior to submitting your application, please contact Mrs Amy Morriss, Assistant Head of Inclusion morrissa@st-gregorys.org.uk to arrange a suitable time.

We are committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to an enhanced DBS check.



"Saint Gregory's is simply the best school in every possible way. My children have gone from strength to strength due to excellent teaching and pastoral care. They are confident, capable, well-rounded and above all, happy."

Parent

About Saint Gregory's

Saint Gregory's is a Catholic voluntary aided secondary school which was established by the Diocese of Clifton. It primarily serves designated Catholic parishes in Bath and North East Somerset, North West Wiltshire and the north of the County of Somerset and admits students of 11-18 years. We are a popular co-educational school, founded on Catholic Christian values and with a strong family and community ethos. These values envelop the learning of our students, providing them with an academic start to life that is supportive, nurturing and inspiring. Saint Gregory's has a well-deserved reputation for academic excellence, outstanding pastoral care and an excellent enrichment programme.

In 2019 we were recognised once again as an 'Outstanding' secondary school in our Section 48 Diocesan Inspection, highlighting our school as a flourishing educational community where every child is valued and encouraged to grow as individuals.

Our GCSE and A Level results are excellent, and not just in raw terms but also in the context of value-added. Such measures seek to identify the progress that every child makes during his or her time with us and show that our students make outstanding progress.

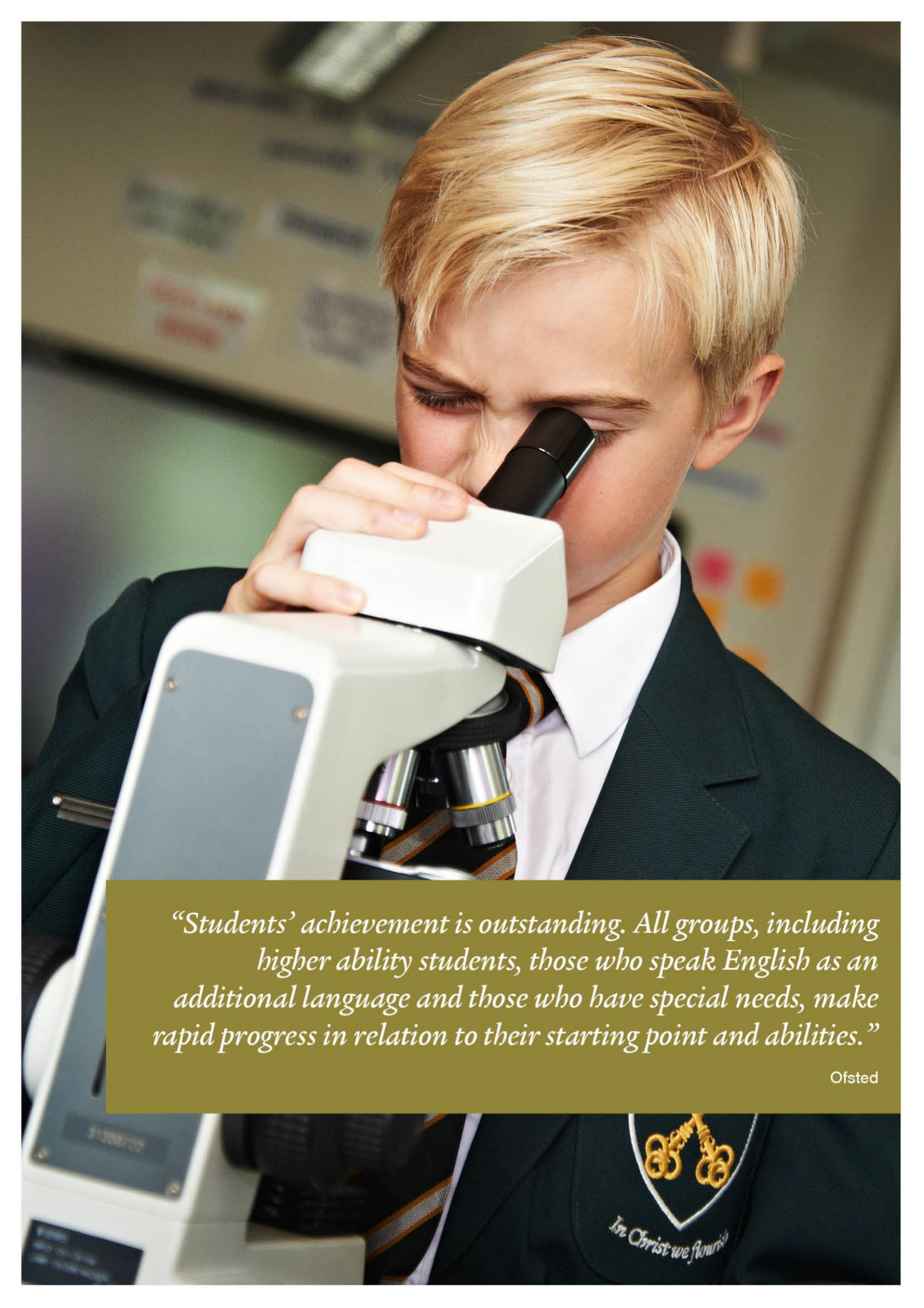
The achievement of our students consistently places our school as one of the top achieving state schools in the country. Students leaving Saint Gregory's progress to some of the very best academic institutions including Oxford, Cambridge and the Russell Group but, more than this, they leave having acquired the academic success, confidence and skills they need to continue their educational or career journey of choice.

We are located at the southern gateway to the World Heritage City of Bath with beautiful views towards the Severn Estuary and over Bath. Access to the school is easy as it is on main bus routes and next to the Odd Down Bath Park and Ride terminus.

The World Heritage City of Bath itself needs little introduction. Over four million tourists a year come to visit its many attractions such as its Georgian architecture, its festivals, theatres, museums, restaurants and shops. It boasts excellent schools, rugby and football teams and Olympic standard training facilities at the University of Bath.

In 2017 Bath was named as the safest place to live in the UK. It is also a regular feature of the Sunday Times and Telegraph lists for best places to live in the UK, offering a very high quality of life. In 2018, it was named as the best UK city to raise a family by Money Supermarket.

Bath is served by many attractive towns and villages, and our staff and students come from diverse locations.



“Students’ achievement is outstanding. All groups, including higher ability students, those who speak English as an additional language and those who have special needs, make rapid progress in relation to their starting point and abilities.”

Ofsted

The Inclusion Department

Thank you for your interest in the position of Deputy SENCo at Saint Gregory's.

The Assistant Headteacher for Inclusion is the named Special Education Co-ordinator for the school, leading on strategic development of special educational needs and disability (SEND) policy and provision in the school. Over the past five years there has been a significant demographic change at the school, with an increasing number of Education, Health and Care Plans. The Senior Leadership Team and Governing Body are seeking to appoint a Deputy SENCo who will support the SENCo in leading on and developing the day to day operation of the SEND policy, co-ordinate specific provision to support individual students with SEN or a disability and lead on the advancement of inclusive practice in lessons across the school. More information about the school's SEND Policy, Information Report and Local Offer can be found on the school website.

The Inclusion Department currently consists of the Assistant Headteacher for Inclusion/SENCo, SEND Manager, a SEND Administrator and 20 Learning Support Assistants. It is a supportive and positive department who pride themselves on working well as a team, sharing best practice, ideas and resources.

The successful candidate will support the SENCo in leading on inclusive practice at Saint Gregory's, with strategic influence across year groups and departments, to ensure the best possible outcomes for students with SEND. This is an exciting opportunity for anyone with vision, a passion for education and a desire to play a key role in the Inclusion Department at Saint Gregory's and help form our future.

We are particularly interested in hearing from candidates who have experience of teaching at primary level (especially upper KS2 English and Maths) and can share their experience in helping to further develop the provision at Saint Gregory's.

Job Description

This job description should be read in conjunction with the professional duties set out in the School Teachers' Pay and Conditions Document, the governors' Pay Policy and Performance Management Policy including the Teaching Standards.

The Governors of Saint Gregory's are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and follow school policies and the staff code of conduct.

1. Core Purpose

The successful candidate will assist the Assistant Headteacher for Inclusion/SENCo in managing the provision for students identified as having SEND, and assist in leading the work of the Inclusion Department:

- 1.1 As Deputy SENCo, assist the SENCo in determining the strategic development of special educational needs and disability (SEND) policy and provision in the school.
- 1.2 Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEN or a disability, specifically (but not limited to) students in Year 7 and Year 8.
- 1.3 Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- 1.4 The teaching allocation for this post will not be subject specific however there is an expectation that a proportion of the Deputy SENCo's timetable will be used to support the development of teaching and learning in respect of SEN and inclusion, e.g. modelling best practice, team teaching, coaching, delivering 1:1 and small group literacy and numeracy interventions.

The statutory requirements for this role are set out in the Children and Families Act (2014), the SEND Regulations (2014) and the SEND code of Practice (DfE and DoH 2014, 2015)

The Deputy SENCo will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

2 Key Areas of Responsibility

1. Strategic development of SEND policy and provision

- 2.1 Assist in having a strategic overview of provision for students with SEN or a disability across the school, regularly monitoring and reviewing the quality of provision.
- 2.2 Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability.
- 2.3 Work with the SENCo to ensure the SEND policy is put into practice and that the objectives of this policy are reflected in the school improvement plan.
- 2.4 Maintain an up-to-date knowledge of key legislation linked to Special Educational Needs and Disabilities and helping to ensure that this is disseminated appropriately across the staff body.
- 2.5 Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- 2.6 Assist in evaluating whether funding is being used effectively and propose changes to make use of funding more effective.

3. Support for students with SEN or a disability

- 3.1 Work in partnership with parents/carers and, where appropriate, external agencies to identify a student's SEND.
- 3.2 In conjunction with the SENCo and SEND Manager, co-ordinate provision that meets each student's individual needs, share information with key staff and monitor the effectiveness of interventions termly.
- 3.3 Ensure records are maintained and kept up to date, including student passports, support plans, provisions and other key information.
- 3.4 Secure relevant services for students with special educational needs and disabilities.
- 3.5 Where appropriate, make applications and provide evidence for an assessment for an education, health and care plan in partnership with parents/carers and students.
- 3.6 Review education, health and care plans with parents or carers and the student, ensuring all relevant staff are aware of individual student targets and completing Annual Reviews in line with statutory guidance.
- 3.7 Assist with developing and implementing systems to enable regular communication with parents and carers which includes SEND staff, tutors, and subject specialist teachers in line with statutory guidance.
- 3.8 Promote students' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- 3.9 Lead on primary to secondary transition collaboratively with the Head of Year 7 and SEND Manager, liaising with primary schools to gather relevant information and sharing information with key members of staff in a timely fashion.

4. Leadership and Management

- 4.1 Work with the SENCo to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- 4.2 Support the SENCo in implementing the vision and strategic direction of SEND provision by helping to provide effective leadership and management of students, Learning Support Assistants and the entire Inclusion team.
- 4.3 Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEN or a disability.
- 4.8 Work in close partnership with the Family Services team and within the Designated Safeguarding Lead team, especially for vulnerable children with SEN or a disability, to carry out school safeguarding duties.
- 4.9 Within the school's aims and policies to work with the SENCo and SEND Manager to develop and implement intervention groups and support, specifically but not limited to students in the lower school.
- 4.10 To deputise for the SENCo in matters relating to SEND.

5. Teaching and Learning

- 5.1 Contribute to the development and delivery of CPD for teachers and support staff ranging from the delivery of INSET training to team teaching and coaching/mentoring to support the implementation of evidence-based interventions, inclusive pedagogies, etc.
- 5.2 Contribute to the development and implementation of whole-school and whole-class inclusive approaches.
- 5.3 Continue to model Quality First Teaching, through model lessons, co-teaching and lesson study, across the school, particularly for students who may need additional support with literacy or numeracy, e.g. working within primary levels.
- 5.4 Develop and support procedures for promoting high expectations, quality teaching, learning and assessment amongst staff and students. Thereby impacting positively on the progress of students with SEND at Saint Gregory's.
- 5.5 Work with the SENCo to contribute to the development of the whole school curriculum ensuring a focus on maximising success for all students.
- 5.6 Share in the monitoring, reviewing and improving teaching and learning through regular classroom observations, learning walks and book scrutinies, particularly for students in the lower school.

6. Behaviour and Safety

- 6.1 Promote and safeguard students' welfare and personal development, liaising with the Designated Safeguarding Lead as appropriate.
- 6.2 Keep up to date with welfare, safeguarding and wellbeing issues relevant to students on the SEND Register, and work with the SEND and Pastoral teams to develop effective strategies for information, advice and guidance.
- 6.3 Attend weekly Pastoral Team and Faculty meetings (where possible), providing advice on how to support students with possible unidentified SEND, and following up relevant actions in line with a graduated approach, implementing interventions and liaising with the appropriate school staff and/or external agencies.
- 6.4 Assist in overseeing the monitoring of students' attendance and punctuality, for students on the SEND Register, and implement effective support strategies.

7. Additional Responsibilities

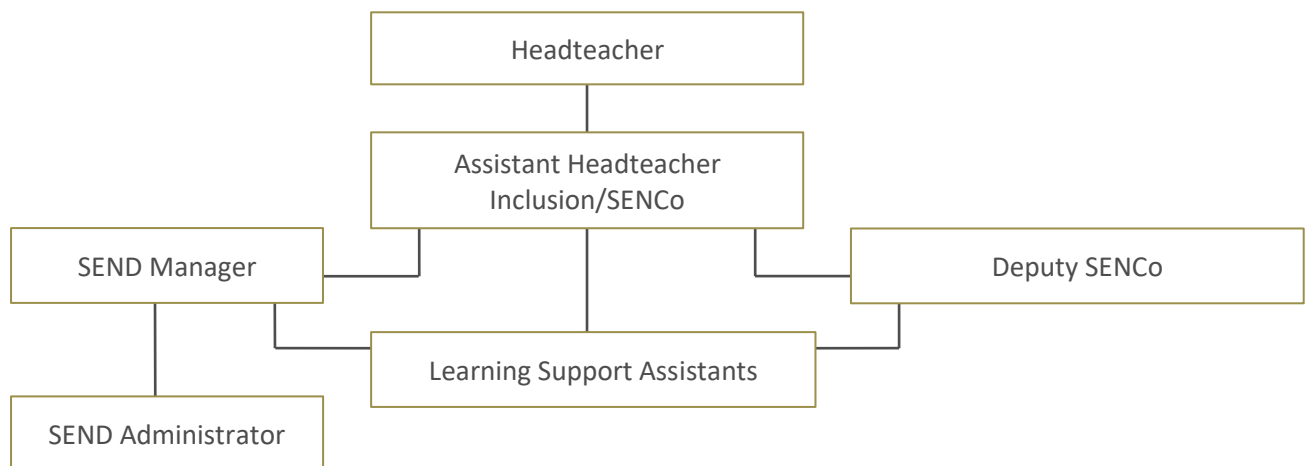
- 7.1 To perform, in accordance with any direction which may reasonably be given to you by the Headteacher from time to time, such particular duties as may reasonably be assigned to you (see: STPCD).

8. Safeguarding

- 8.1 An enhanced certificate from the Disclosure and Barring Service is required for this post prior to commencement.

9. Organisational Management Chart

This job description will be reviewed annually or more frequently if necessary by the Headteacher in consultation with the post holder.



Person Specification

| Deputy SENCo | Essential | Desirable |
|--|-----------|-----------|
| Safeguarding Children | | |
| A clear understanding and commitment to safeguarding and promoting the welfare of children and young people | ✓ | |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | ✓ | |
| Appropriate attitudes to the use of authority and maintaining discipline. | ✓ | |
| Qualifications and Professional Development | | |
| Qualified teacher status (QTS) | ✓ | |
| National Award for SEND Co-ordination or a willingness to complete it within three years of appointment | ✓ | |
| Good honours degree or equivalent | ✓ | |
| Evidence of relevant and recent CPD | ✓ | |
| Further study or post graduate work | | ✓ |
| Experience/Knowledge | | |
| Experience of Leadership | | ✓ |
| Teaching experience | ✓ | |
| Experience of conducting training/leading INSET | | ✓ |
| Experience of coaching/mentoring staff | | ✓ |
| Experience of the monitoring of teaching, learning and assessment in order to track student progress and raise standards | ✓ | |
| Assessment for Learning | ✓ | |
| Range of teaching and learning styles | ✓ | |
| Specialist knowledge of the Primary Curriculum (Maths and English) | ✓ | |
| Experience of developing and sustaining positive collaborative relationships with a wide range of internal and external stakeholders | | ✓ |
| Proven record of raising student achievement | ✓ | |
| Evidence of strategic planning leading to measurable improvements of standards in at least one area of the school | | ✓ |
| Experience of SEND Leadership | | ✓ |
| Skills and attributes | | |
| The ability to tackle difficult issues in a proactive and positive way | ✓ | |
| The ability to deal sensitively with people and to resolve conflicts | ✓ | |
| The ability to foster an open, fair and equitable culture | ✓ | |
| The ability to analyse data, identify patterns and devise meaningful targets | ✓ | |
| Outstanding communication and interpersonal skills | ✓ | |
| The ability to think creatively to anticipate and solve problems | ✓ | |
| The ability to promote the school's aims positively | ✓ | |
| The ability to establish and develop positive relationships with students, parents, colleagues, governors and the community | ✓ | |

| | | |
|--|---|---|
| The ability to think strategically | ✓ | |
| The ability to inspire, challenge and motivate others to attain high goals | ✓ | |
| The ability to plan collaboratively, prioritise and delegate effectively | | ✓ |
| A willingness to assist in the delivery of the annual Y6-7 transition Summer School (with additional remuneration) | | ✓ |
| The skills to model professionalism to all members of the school and wider community | ✓ | |
| Strong organisational skills | ✓ | |
| Strong record keeping skills | ✓ | |
| Strong people management skills | ✓ | |
| Professional knowledge and understanding | | |
| Sound knowledge of the SEND Code of Practice | ✓ | |
| Understanding of what makes 'quality first' teaching and of effective intervention strategies | ✓ | |
| Understanding of the four broad areas of special educational need | ✓ | |
| Understanding of the graduated approach | ✓ | |
| Ability to plan and evaluate interventions | ✓ | |
| Data analysis skills and the ability to use data to inform provision planning | ✓ | |
| Knowledge of best practice and procedures for safeguarding children and young people | ✓ | |
| Knowledge and understanding of IT in order to improve education provision | ✓ | |
| Good understanding of Ofsted framework and lesson expectations | ✓ | |
| Monitoring, assessment, recording and reporting of students' progress | ✓ | |
| Equalities, Health and Safety, SEN and safeguarding legislation | ✓ | |
| Formative and summative assessment and reporting to parents and other appropriate stakeholders | ✓ | |
| The ability to manage, analyse and use data to bring about school improvement and raise achievement | ✓ | |
| Up to date initiatives on assessment, Progress 8, EBACC and Life without Levels | ✓ | |
| The ability to identify improvement opportunities whilst recognising existing good practice | ✓ | |
| Knowledge and understanding of key issues in post 16 education | ✓ | |
| Experience of managing sensitive pastoral and disciplinary situations with students and parents | ✓ | |
| Personal qualities | | |
| A positive role model for students and staff | ✓ | |
| A commitment to comprehensive education | ✓ | |
| Act with honesty and integrity | ✓ | |
| Reflective, self-critical and resilient | ✓ | |
| A natural authority and strong presence in the school and in the wider community | ✓ | |
| Strong leadership, underpinned with the skills to motivate effective team working whilst being open to challenge | ✓ | |
| Willingness to listen to, reflect and act on feedback | ✓ | |
| A passion for vitality for teaching and learning and working with young people | ✓ | |
| A capacity to work in challenging, time limited situations with personal flexibility and good humour | ✓ | |



“Sporting, artistic and dramatic opportunities are outstanding and all students take full advantage of the range of opportunities to develop clear, personal values and to make an impact on school life.”

Ofsted

Applications

Closing date: Midnight on Tuesday 7 December

Interviews: Tuesday 14 December

Please note that due to the current situation with regard to COVID-19 interviews may have to take place remotely. Full details will be given in the invite to interview letter for shortlisted candidates.

Applicants are asked to submit their application to:

The HR Department by email to hr@st-gregorys.org.uk

Applications can be made online at [TES.com](https://www.tes.com)

We are not currently able to accept postal applications at this time.

No other material (such as testimonials, résumés or CVs) will be considered during the selection process.

We follow safer recruitment practices and appointments are subject to an enhanced DBS check, satisfactory professional references, qualification verification, overseas certificates of good conduct and the right to work in the UK.

All staff are expected to undertake comprehensive child protection training and must share in the school's commitment to the safeguarding and wellbeing of our students and staff.

A copy of the Safer Recruitment Policy and our CP Policy can be found on our website at www.st-gregorys.org.uk/useful-information/key-documents.

For an open conversation about the role, please contact Mrs Morriss, Assistant Headteacher for Inclusion and SENCo by email at morrissa@st-gregorys.org.uk to arrange a suitable time.

We are an equal opportunities employer and are committed to safeguarding and promoting the welfare of children.

Student Creed

“ At St. Greg's, we are a family.
We walk together in the footsteps of Jesus.
We are all equal in the sight of God
So everybody deserves dignity and respect.
We believe that we are all blessed with gifts
And called by God
So let's do something special,
Let's work together for a better future.

In Christ we Flourish.”

Written by the students of Saint Gregory's, Bath



Saint GREGORY'S
Bath

"In Christ we flourish"

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