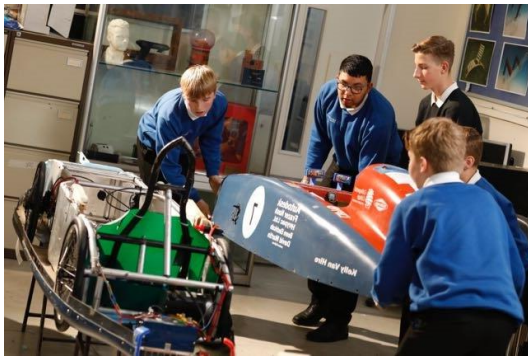




Collingwood
College
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Collingwood College Recruitment Information

Deputy SENCo



Dear Applicant,

Our vision for Collingwood is to be the College of first choice for all our parents and we are currently on a journey to move from Ofsted Good to Outstanding!

Collingwood College is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals.

Our students are the focus of everything we do. We have found that by listening to students' views and offering them the opportunity to work with each other, staff and governors, they are an integral part of our relentless drive for improvement.

Collingwood College offers all students an inclusive, flexible and stimulating educational experience. With a strong emphasis on personal development and a very wide range of leadership opportunities and extra-curricular activities, we are able to offer challenges that motivate and appeal to all individuals.

Our academic performance is consistently high and in recent years students have achieved excellent results at pre and post 16 level. In 2022, the percentage of students who gained 5+ good passes at GCSE was almost 80% and in the sixth form 60% of qualifications were at A*-B (or equivalent). Our ALPS progress measure for both GCSE and sixth form was 3 (Excellent, top 25% nationally). This continued level of success is down to the hard work of our students and their teachers.

We believe that our staff are the foundation upon which the success of the College depends and recognise that our employees are the most important asset of the college.

Collingwood welcomes and encourages applications from Early Careers Teacher (ECTs). We have an outstanding induction programme for ECTs and we were recently awarded 'exceeding expectations' for provision and support provided to ECTs by our Appropriate body, Hampshire County Council.

We empower our employees to utilise their talents and skills to make a positive and significant contribution to the quality of teaching, learning and personal development that the College provides for its students.

We look forward to receiving your application for this post.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Eden Tanner', with a long horizontal flourish extending to the right.

Mr Eden Tanner
Principal

Deputy SENCo

The Role

To support the successful implementation and development of the school's academic and pastoral programme as a member of the Special Needs Department. The role is Full Time with a 50% teaching timetable, which is solely or predominately teaching small groups of around 8 in Aspire (additional literacy, numeracy and Social and Emotional Aspects of Learning).

We welcome applications from those returning to work after a career break and those with a passion for supporting students with SEND who are willing to commit to CPD. You will be DSL trained (or be prepared to complete the DSL training) and support the Lead DSL here at Collingwood. You will be responsible for managing a case load, which will mean leading on provision for some SEND students. You need to be able to decipher and interpret data to make strategic decision around SEND support and be solution focused. Developing relationships with outside agencies, students and parents is essential so we can all work together as a team to secure the best outcomes for our students. This role is not suitable for NQTs

The Department

Collingwood College has a well-established supportive SEND department, where progress of students with SEND is above National Average and we have aspirations to go even further, ensuring students with SEND excel and have the best long-term outcomes.

The Department endeavours to ensure that students find our department curriculum and interventions stimulating, enjoyable and highly relevant to supporting their progress; personalising and adapting the curriculum and interventions to meet the needs of our students. The Department has high expectations of all students and is focused on helping them achieve their very best, in classwork, home learning, exams and support their personal development. The Department provides pupils with a rich variety of lessons and a broad range of opportunities to extend their learning. The Department continually explores new and interesting ways to teach the key skills, in order to engage pupils at every level and ensure all reach their full potential.

We are a friendly department and strongly support CPD to encourage you to keep on learning. This is a fantastic opportunity to lead on interesting projects within SEND and gain valuable management and strategic experience. Teaching is an Art and our Aspire curriculum offers you the ability to be creative and develop fun and exciting schemes of work where you can adapt lessons to meet the needs of students. We are a reflective department and open to change and new ideas. This is a chance to really make a difference to students who need support the most. In addition to this, you will develop relationships with outside agencies and work with the SENCo to be a key decision maker when it comes to SEND provision. No two days are the same, if you are looking for a fresh challenge or perhaps you are already working in SEND and want to join us; we are very much looking forward to receiving your application.

Application Process

An application form can be obtained on our website www.collingwoodcollege.com . Completed application forms should be returned to the HR Department hr@collingwood.surrey.sch.uk

Closing Date: Sunday 16th April 2023

Interview Date: Tuesday 25th April 2023

Suitable candidates may be interviewed before the closing date and Collingwood College reserves the right to withdraw the position if an early appointment is made.

Collingwood College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Interviews

The format of the interviews will depend on whether the school is open to students. If this is the case then each short-listed applicant will be invited into the school and asked to complete a lesson observation, have a tour of the school and if successful following this process be interviewed by the recruiting manager and the Principal.

If the school remains closed due to Covid-19, Microsoft Teams interviews will be conducted and this will include responses to a pre-released task, relevant to the role i.e. Planning a Lesson or given a presentation of a subject area.

Probationary Periods

All posts are subject to a probationary period. For teachers this is 2 full terms, for support staff this is 6 months. Collingwood College's Probationary Policy is available upon request.

Remuneration and Benefits

Collingwood College has its own generous pay scale and the financial package offered will be commensurate with the responsibilities of the post and the experience of the person appointed.

All new staff appointments are subject to verification of fitness to work, receipt of two satisfactory references, qualification verification, clearance from the Disclosure and Barring Service at Enhanced level as well as other checks relevant to the role.

Access to other benefits including:

- Outstanding facilities, including free on-site parking
- BUPA Health Care Cash Plan
- All Collingwood College teachers up to the age of 75 are eligible to belong to the Teacher's Pension Scheme, and will automatically become members unless they opt out. Further information can be found at www.teacherspensions.co.uk Member of the Teachers' Pension Scheme
- 24/7 Employee Assistant programme for staff and their families
- Exclusive savings, discounts and offers through My Staff Shop including Cycle to Work Scheme
- Flexible leave of absence policy

Training and Development

At Collingwood we are committed to providing a well-structured staff development programme to enhance personal and team development. All new staff received the following training:

- Collingwood College Company Induction
- Safeguarding and Prevent Training
- Mandatory and Compliance Training including Fire Awareness and Health and Safety at Work

- Training linked directly to the job role, which may be delivered by other colleagues or external trainers

In addition, staff can have:

- An opportunity to access other training as detailed in the termly training calendar
- An opportunity to access training outside the college linked directly to your role or career aspirations
- Other on-line training relevant to the role.

For New Qualified Teachers we have developed a specific training programme to support you through your induction year.

Teaching and learning Responsibility (TLR2)
Job Description & Person Specification
Deputy SENCo

Whole school area of accountability:	Teaching and learning responsibility as a Deputy SENCo
Grade:	In Line with College's pay plus a SEN Allowance
Responsible to:	The Principal, members of senior leadership team (SLT), SENCo and the governing body
Supervisory responsibility:	HLTA's and LSA's (Insert as applicable)
Direct Involvement with	SENCo, Exams team, Higher Level Teaching Assistants, Learning Support Assistants, Year Managers, Pastoral Assistants, parents, students, outside agencies as appropriate.

Key Responsibilities

To plan, deliver and evaluate high quality learning experience to designated groups of SEN students.

To manage the delivery of personalised courses aimed at raising pupil attainment (for example Aspire) within the Accelerated Learning Centre.

To implement interventions for students with SEND who are in danger of significant underachievement.

To support the DSL in any safeguarding matters and ensure that DSL training is up-to-date (once qualified).

Main purpose of the job:

- Within the framework laid down by current legislation, the School teachers' Pay and Conditions Document and the Contract of Employment the Deputy SENCo is responsible for working with the SENCo to plan provision for of SEN students.
- To implement and deliver specific curriculum subjects as directed by the SENCO, incorporating national curriculum requirements and in line with the curriculum policies of the College.
- To facilitate, support and monitor the overall progress and development of designated groups of students to ensure that they achieve their potential.
- To be responsible for the monitoring and tracking of all students with SEND.
- To be responsible to complete statutory responsibilities in a timely fashion, for example annual reviews.

Duties and responsibilities

In addition, carrying out the duties of a class teacher as outlined in the current *School Teachers' Pay and Conditions Document*, the post holder receives a TLR2.3 for Deputy SENCo

Leadership and Management

- To monitor the progress of all students with SEND, reporting to the SENCo on a termly basis.
- To maintain records of intervention and progress for all students with SEND through writing and maintaining SEND arrangements.
- To implement and evaluate intervention strategies with a view to improving attainment of SEN students.

- To provide training for staff in the area of SEND.
- To conduct Annual Reviews, one page profiles, SEND Arrangements Plans for students with Special Needs.
- To liaise with outside agencies with regard to vulnerable students, attending meetings where appropriate.
- To contribute to and on occasion lead Early Help Assessments for vulnerable students (where appropriate).
- To apply for Education, Health & Care Plans for students who are at risk of serious underachievement or permanent exclusion
- In liaison with The DSL and the Pastoral; Team to contribute to Child Protection meetings as and when appropriate.
- To undertake and monitor staff appraisals, inductions and probationary processes

Teaching and learning responsibility

- To ensure a high-quality learning experience for students, which meet good internal and external quality standards.
- To use a variety of delivery methods, appropriate to students' learning styles (including multi-sensory approaches) and the varying demands of curriculum.
- To provide a positive, conducive and safe learning environment, and encourage high standards in punctuality
- To set high expectations for students' behaviour and maintain a good standard of discipline through well focused teaching.
- To make effective use of planning, preparation and assessment time (PPA) to plan lessons thoroughly in advance, to record outcomes and to compare and review the performance of students with colleagues as appropriate.
- To plan all lessons, differentiating work and materials to meet the educational needs of the students' and students' different abilities. This includes due recognition to provide challenge to all students / students including those on the Gifted and Talented
- Contribute to the Special Educational Needs register in discussion with the SENCO.
- To use the principles of Assessment for Learning to inform lesson planning.
- To ensure work is marked (using summative and formative techniques), assessed and recorded appropriately.
- Apply strategies as per the school's policy for behaviour management to ensure correct procedures have been carried out before any progression of an issue is referred to the SENCo.

Monitoring and assessment

- To contribute to the development of the Accelerated Learning Centre curriculum and take on some strategy development areas of the SEN department Development Plan as part of professional development.
- To collate and analyse information relating to the standards achieved in your classes for presentation to the SENCo.
- To seek out support from key staff on the content and delivery of any aspects of the school that you need guidance (behaviour, policies, teaching and learning, tracking, etc).

General Requirements

- To attend Parents' Evenings and Department Meetings as appropriate.
- Maintaining and develop up-to-date knowledge of student progress

- To adhere to the school's procedures to register accurately and codify attendance and absence, and to complete class registers on time electronically – currently via SIMs - for all groups taught.
- To communicate effectively with parents of students and with persons or bodies outside the school who are concerned with the welfare of students, after consultation with appropriate staff
- To support and contribute to the school's responsibility for safeguarding children.
- To contribute to extra-curricular activities according to school policy.
- To actively engage in performance management.
- Work with LSAs and other support colleagues to jointly plan, prepare, implement, mark and assess your curriculum lesson appropriate to the needs of the children.
- Attend all appropriate staff training, parents' evenings and other directed time events.
- Participate in school self-evaluation activities.
- Use data to track the performance of individuals and groups in order set appropriate targets for achievement.
- To promote inclusive classroom practice.
- To ensure your learning spaces contain stimulating, engaging and student contributed displays as well as show level descriptors and assessment criteria in your room. Set cover work in the event of your absence, which is detailed enough to show the college lesson format and shows differentiation and extended learning opportunities for students.
- To play a full part in the life of the school community, and support its ethos
- To follow and actively promote the school's policies
- To actively pursue own personal and professional development

Staff Development

- Act as a reviewer with the arrangements for the appraisal of all identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure your keep up to date with current developments in your TLR area and disseminate information as appropriate

Note

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must have regard to the Teachers' conditions of Employment.

This job description is not necessarily a comprehensive description of the post. It may be reviewed once a year and it may be subject to modification or amendment at any time after consultation with the post-holder in order to ensure the smooth running of the school

Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

CATEGORY	ESSENTIAL/DESIREABLE	EVIDENCE
Qualifications and Training	<p>QTS or Recognised equivalent (E)</p> <p>SENCO qualification (D)</p> <p>A further qualification (for example Level 7 qualifications in assessing students for access arrangements) is desirable but not essential. (D)</p>	<p>Application Form</p> <p>Letter of Application</p>
Experience	<p>Experience of teaching across a variety of age ranges relevant to the post.(E)</p> <p>Recent experience of successfully co-ordinating or leading a curriculum area (E)</p>	<p>Application Form</p> <p>Interview</p>
Professional Knowledge	<p>A clear understanding of the essential qualities (E)</p> <p>necessary for improving the quality of learning and teaching. (E)</p> <p>In depth knowledge of the curriculum/area as relevant to the TLR role being applied for. (E)</p> <p>Up to date knowledge of statutory regulations and guidance relating to the post. (E)</p>	<p>Letter of Application</p> <p>Interview</p> <p>Lesson Observation</p>

Professional Skills	<p>Can demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. Demonstrate consistently high-quality teaching strategies. (E) 2. Support and motivate both colleagues and pupils by leading through example. (E) 3. Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate). (E) 4. Manage a team to successfully achieve agreed goals. (E) 5. Develop and deliver effective professional development for staff as appropriate. (E) 6. Be an effective team player who works collaboratively and effectively with others. (E) 7. Analyse data to evaluate this TLR area for the performance and achievement of pupil groups, pupil progress and be able to plan appropriate course/s of action for improvement. (E) 8. Contribute effectively to the work of the Principals and the senior leadership team. (E) 9. Deal successfully with situations that may include difficult situations and conflict resolution. (E) 10. Demonstrate a personal acceptance of change and actively engage in the process. (E) 11. Be able to manage time effectively and meet deadlines. (E) 12. Willing to take on board new initiatives and apply oneself with full commitment to any initiative undertaken. (E) 13. Have an inquiring mind seeking creative solutions to issues. (E) 14. Contribute to the positive College /Faculty team spirit and demonstrate respect to all staff members. (E) 15. Able to demonstrate knowledge and understanding of the SEND CODE of Practice 2015 (E) 	<p>Letter of Application</p> <p>Interview</p> <p>Lesson Observation</p> <p>Presentation</p>
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	16. Familiar with Surrey's Graduated response / profiles of need. (E) 17. Familiar with yearly JCQ updates with regards to access arrangements. (E)	
Committment	1. Demonstrate a commitment to: (E) <ul style="list-style-type: none"> a. equalities b. promoting the school's vision and ethos c. high quality, stimulating learning environment d. relating positively to and showing respect for all members of the school and wider community e. ongoing relevant professional self-development f. safeguarding and child protection 	Letter of Application Interview Lesson Observation Presentation