



Ellesmere Park  
High School

*Enriching Lives, Inspiring Ambitions*

# RECRUITMENT PACK

Deputy SENDCO



Consilium  
Academies

*Enriching Lives, Inspiring Ambitions*

# Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Deputy SENDCO at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton  
Chief Executive of Consilium Academies.

# Welcome from the Headteacher

Dear Candidate,

Thank you for your interest in working at Ellesmere Park High School.

Our aims as a school are founded on the values that are encapsulated by our motto 'Vibrant, Inclusive, Proud'. We will ensure that all of our students experience the fullness of life by:

- Providing them with an exciting, engaging and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our school and our community to the full.

I am very clear in what I want our school to deliver to our current and future students: the education that they deserve in a school that prepares them for successful and enriching lives. They deserve the very best education that can be provided. My leadership of the school will be defined by a desire to deliver this, to serve our community and to help make the ambitions of our community and young people a reality.

We are seeking to appoint a qualified, creative and enthusiastic individual to join our motivated team in a School that is committed to offering a warm, friendly and purposeful setting for all our students to flourish.

I can't think of a better time to join Ellesmere Park High School as we look forward to an exciting and bright future.

I look forward to hearing from you.

Kind regards,

J I Ross  
Headteacher



## About the School

Ellesmere Park High School is a co-educational academy, part of Consilium Academies, based in Salford, with approximately 750 students on role.

Our values of Vibrant, Inclusive, Proud are at the core of everything we do.

**Vibrant:** Our school is a vibrant school, where all are encouraged to be expressive, creative and enjoy their learning in a positive atmosphere.

**Inclusive:** Our school is an inclusive school, where all are valued and thrive in a safe, caring and supportive environment. We welcome everyone to our diverse community and encourage friendly and mutually respectful relationships.

**Proud:** Our school is a proud school, where all aspire to be successful in whatever they do. We strive to enable all to be lifelong learners, equipped to fulfil our dreams.

We aspire to make education lively, memorable and exciting. Ellesmere Park welcomes and nurtures people from diverse backgrounds with wide-ranging talents and abilities, and we actively strive to remove barriers.

Ellesmere Park High School will always strive to fulfil each child's potential and provide our students with a broad and balanced curriculum which will enable them to move on to college or work with the right skills and qualifications needed to maximise their life chances.

# About the Trust

## The Consilium Mission

*"Enriching Lives, Inspiring Ambitions"*

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

## WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

# Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.

Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.

Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.



# About the Role

**Job Title:** Deputy SENDCO

**Start Date:** ASAP

**Hours:** Full time

**Contract:** Permanent

**Salary:** MPS/UPS plus TLR 2b (£5029 per annum)

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This role is an exciting opportunity to join a school and be part of a growing Trust, with a genuine commitment to partnership and collaboration. As the school progresses on its journey to improved outcomes, the school is seeking to appoint a Deputy SENDCO.

Do you want to work in a school where there are no barriers put in place to prevent children from being successful and where ceilings are never placed on potential or opportunity?

Ellesmere Park is a great place to work and is backed by a Trust that exists to give young people an entitlement to the best education possible. We are looking for someone who believes in our vision and contribute to taking Ellesmere Park to the next level for our students by assisting the SENDCO in leading an amazing SEN provision within the school.

The successful candidate either needs to hold the SENCO qualification or is willing to work towards a formal qualification and have experience of working with students who have additional, special educational needs.

We are ideally looking for someone with experience of teaching in either a primary, secondary or specialist setting who has a real passion to work with and champion our SEND learners. This role will involve working strategically with senior leaders in school to develop and evolve our provision and is therefore a fantastic opportunity for anyone looking for a first or next step into middle leadership.

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic, dedicated and well-resourced team, committed to ensuring that students fulfil their potential, then we would like to hear from you. Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Hayley Silcock, Business Support Officer at [Hayley.silcock@consilium-at.com](mailto:Hayley.silcock@consilium-at.com)

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

**The closing date for applications is Friday 9<sup>th</sup> December at 9am**

**Interview date TBC**

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

*Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.*

### Job Description

Job Title:	Deputy SENDCO
Reports to:	SENDCO
Based at:	Ellesmere Park High School
Grade:	MPS/UPS + TLR 2b

### Main purpose of the Role

- To deliver a curriculum to students according to their educational needs, including the setting and marking of work.
- To assist and support students' academic progress and emotional development.
- To work with colleagues as appropriate to raise standards of achievement and attainment.
- To comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Assisting in leading the work of the SEND team.

### Core Responsibilities & Tasks

#### Main Duties

- To maintain the highest professional standards as set out in the Teachers' Standards document.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
- To plan their teaching to achieve maximum progression in pupils' learning
- To assess records and reports on the attendance, progress, development and attainment of students, and produce such records as are required.
- To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To use a variety of teaching methods, including ICT, which sustain the momentum of pupils' work and keep all pupils engaged
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships.
- To set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through the development of positive and productive relationships
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written, verbal and diagnostic feedback as required following school policies to maximise pupils' progress.
- To evaluate their own teaching critically and to use this to improve their effectiveness

#### Operational/Strategic Planning

- To assist in the development of appropriate syllabus, resources, schemes of work, marking policies and teaching strategies at Ellesmere Park.
- To contribute to the department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to whole school planning activities.

#### Curriculum Provision

- To assist the department and whole school in ensuring a range of teaching is provided for students, which complements the school's strategic objectives.

#### Curriculum Development

- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's aims and strategic objectives.



### Staffing

- To take part in the school staff development programmes, by participating in arranged training for professional development.
- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To engage in the Performance Management Review process.
- To ensure the effective and efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relationships within the school.

### Quality Assurance

- To help implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation within the department area in line with agreed school procedures; including evaluation against quality standards and performance criteria. To seek, implement modification and improve where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS – registers, behaviour log etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

### Communication and Liaison

- To communicate effectively with the parents/guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communication in the school
- To take part in parents' evenings
- To contribute to the development of effective subject links with external agencies.

### Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the department to identify resource needs, and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of departments and students.

### Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students.
- To liaise with the Pastoral Team/Head of Year to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons, and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files, and other reports.
- To alert the appropriate staff of issues/concerns/problems concerning students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents/guardians of students, and with persons/bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship, and enterprise according to school policy.
- To apply the Behaviour for Learning Policy so that effective learning can take place.
- To ensure that appropriate safeguarding procedures are in place and applied.

### School Ethos and Other

- To play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.
- To ensure that appropriate safeguarding procedures are in place.
- To participate in the school extra-curricular programme.

### SENDCO Responsibilities

- To assist the SENDCO in leading the provision for SEND within school.
- To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely
- To develop curriculum resources to ensure that pupils identified as having SEND have the required levels of support

- To support the SENDCO in managing the implementation of an inclusive curriculum across the school.
- Within the context of the school's aims and policies, to work with the SENDCO to develop and implement intervention groups and support.
- To provide all those with involvement in Special Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.
- To support learning of students as allocated by the SENDCO and in coordination with Directors of Learning.
- To manage and maintain provision maps.
- To liaise with relevant outside agencies to ensure that individual pupil SEN are met effectively and that the requirements of statements of SEN are met fully.
- Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Ensure that staff are kept informed of SEND pupil's and advise on areas to develop and support.
- Working with the SENDCO and other staff to ensure that Pupil Profiles are used to set subject specific targets and match work well to pupils' needs.
- To work with the SENDCO to promote an inclusive curriculum.
- To liaise with and inform parents/carers about the specifics of the SEND provision for their child under the direction of the SENDCO.
- To offer and advice and support to teaching staff in providing a quality first teach approach, under the direction of the SENDCO.
- To support the process of access arrangements in liaison with the Exams Officer.
- To deputise for the Assistant Headteacher / SENDCO in matters relating to SEND.

### Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

### Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust or Academy.
- The Trust operate a no smoking policy.

## Person Specification

	Essential/ Desirable	Method of Assessment
<b>Qualifications</b>		
Qualified Teacher Status; degree level or higher	E	AP/I/R
Honours Degree	E	AP/I
Awareness of current GCSE syllabus development	D	AP/I/R
Other professional development in the area of SEND	E	AP/I
National SENDCO Award	E	AP/I
<b>Behaviour &amp; Safety</b>		

Suitability to work with young children	E	AP/I/R
Able to form and maintain appropriate relationships and personal boundaries with children and young people	E	AP/I/R
Emotional resilience in working with challenging behaviours	E	AP/I/R
Positive attitude and authority in maintaining discipline within both the practical and classroom environment	E	AP/I/R
<b>Knowledge/Experience</b>		
Sound knowledge of the SEND code of practice	E	AP/I
A sound grasp of the concept of inclusive practice	E	AP/I
Experience of chairing SEND review meetings	E	AP/I
Able to enthuse, motivate and discipline students	E	AP/R/I
Experience of teaching across the full age and ability range of an 11-16 school	E	AP/R/I
Other Attributes	E	AP/R/I
Ability to teach to KS2, KS3 and GCSE	E	AP/R/I
To be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them	E	AP/R/I
Enthusiasm to inspire in students a desire to learn and participate	E	AP/R/I
Ability to have the vision to plan ahead and to get things done	E	AP/R/I
Efficient manager and administrator	E	AP/R/I
Good, up-to-date, subject knowledge and skills	E	AP/R/I
Full working knowledge of the National Curriculum requirements for English	E	AP/R/I
To be able to work as a member of a team	E	AP/R/I
To be able to work effectively with pupils, staff, parents and members of the community	E	AP/R/I
To make a significant contribution to extra-curricular activities	E	AP/R/I
Interest in innovation in the classroom including interactive whiteboard skills	D	AP/R/I
To be able to assist in the planning and organisation of school trips/visits	D	AP/R/I