

Welcome to Woodlands, a wonderful place to be.

**Application pack for the post of
Deputy Special Educational Needs Coordinator**

Application closing date
9am Wednesday 29th June 2022



ALLESTREE
WOODLANDS
SCHOOL

Courage | Optimism | Regard | Endeavour

**"Woodlands has
a friendly, safe
and welcoming
feel about it.
The school is
ambitious and
wants the best
for its students."**

Ofsted

16th June 2022

Appointment of: Deputy Special Educational Needs Coordinator

Thank you for your interest in the position of Deputy Special Educational Needs Coordinator at Allestree Woodlands School.

The successful candidate will join us at a very exciting time. Now in my third year as Headteacher, we are at a highly developmental phase as we strive to raise standards further and ensure that we provide an excellent curriculum and learning experience for all of our students.

Our school is a very special place to work and be; staff universally refer to the warmth and supportive nature of the school and their colleagues. The importance of this is not to be underestimated. Working in schools presents many challenges and knowing that you are part of a team and that others are with you is vital.

We are an oversubscribed school with an increasing PAN, a very broad curriculum offer at all key stages and a thriving 6th form. We value sports, creative and performing arts and technologies alongside an academic core; our key objective is to ensure that all students can benefit from a knowledge-rich learning experience that develops qualities of courage, optimism, regard and endeavour. We are fortunate to have excellent facilities at our disposal and make good use of these for curriculum and enrichment.

If what you see and read appeals to you and you would like to play a part, we would love to hear from you. In return for commitment to us, the successful candidate will join a friendly staff, will receive excellent professional learning and training opportunities and will be able to feel that they do something important that changes lives for the better.

If you think that we sound like a school you want to be part of, please apply using the application form (CV's are not accepted), attaching a letter of up to 1200 words size 12, Arial font, in which you outline:

- a) How your experience to date has prepared you for this role.
- b) What you would bring to the team.

We look forward to receiving your application; by email to k.challands@woodlands.derby.sch.uk by 9am Wednesday 29th June 2022.

Yours sincerely
Gemma Penny
Headteacher

Our Vision: Aspire & Achieve

Enabling aspiration and achievement for all students through delivery of a knowledge-rich curriculum underpinned by our **CORE** values.

CORE Values:

- Courage** – to be brave in the face of challenge
- Optimism** – to look for solutions and see positives
- Regard** – to care for and be kind to others and yourself
- Endeavour** – to work hard and persevere to achieve one's full potential



Our School

We are an inclusive secondary school in north Derby for over 1300 students aged 11-18 with

- a broad and balanced curriculum in years 7-11.
- a wide educational offer in years 12-13.
- a great range of extra-curricular opportunities in sports, technology and the creating and performing arts.
- excellent facilities and outdoor space.
- provision for those with additional needs including an enhanced resource facility for the hearing impaired.

What does this look like?

- People who are inspired, dream big and are self-motivated to strive to achieve their best
- Across all subjects, students including those who are disadvantaged and those with Special Educational Needs & Disabilities progress in line with national averages or better.
- A regularly reviewed, inspiring curriculum that is relevant to our students and society, encouraging them to expand their horizons.
- Wide enriching experiences within and beyond the classroom, leading to personal growth.
- A thriving sixth form integrated into the school community.
- Students well equipped for their next steps after Allestree Woodlands School.
- A professional learning community where staff are supported to develop continuously their expertise and skill.
- A climate that encourages personal wellbeing and good mental & physical health, encouraging positive relationships with support structures including peer mentoring.

- A refusal to accept discrimination; promotion of cultural diversity, British values and the acceptance of difference.
- A school community including (but not limited to) students, staff, parents, carers and alumni that celebrates success for all, where all voices are heard, fostering a sense of pride and belonging.
- Aspiring to lead by example in our care for the environment and move towards being a carbon neutral school.
- Broad engagement, partnership and collaboration within the school and across the community including with other schools, employers, parents and carers.
- The school of choice for the families in our catchment and wider community.

Enablers

- Safeguarding – we are committed to safeguarding, promoting the welfare of our students and expect all our staff, governors and volunteers to share this commitment.
- Staff – we aim to have the best possible teaching staff, support staff, leaders, governors and volunteers to enable our students to achieve their full potential.
- Relationships – a clear understanding of expectations, consistent implementation supported and maintained by all.
- Wider community – engaged and supportive parents and carers with effective two-way communication.
- Facilities & Financial responsibility – buildings, IT, website and subject specific facilities that enable the curriculum and wider development of our students within a balanced and controlled budget.

Adopted by the Governing Board July 2020.

Location and Facilities

A beautiful and functional space for everyone joining Woodlands.

We have wonderful, modern facilities including science laboratories, specialist classrooms, music rooms, a drama studio, technology rooms and an Atrium with Café.

All the classrooms are spacious with good natural light and equipped to a very high standard across all our curriculum areas. We are constantly upgrading our ICT provision and further enhance our teaching and learning with a well-stocked library, staffed by dedicated library staff within the Learning Resource Centre.

Our school is named Woodlands for a reason – we are surrounded by trees and green spaces and are fortunate to have extensive outdoor spaces for students to play and relax.

A high quality learning environment is very important to us, and we strive to maintain our grounds, buildings and facilities to high standards.

In addition we have a modern sports hall, fitness suite, swimming pool, two floodlit all-weather pitches, extensive sports fields and state-of-the-art theatre facilities – all of which we also use to support our partner primary schools and the surrounding community.



Enhancing Learning

Our SEND team is currently led by an assistant headteacher for inclusion who is our SENCo and a deputy SENCo who takes the lead in our ERF for deaf students. They are ably supported by a team of teaching assistants and communication support workers. We also offer an internal alternative provision which has a designated lead and TA support. We have recently appointed a dedicated administrator to the team.

We are looking to strengthen our SEND provision further through the appointment of a second deputy SENCo. Experience in SEND is essential, as is a willingness to undertake the SENCo award if this has not already been achieved. Full support for this will be provided by school. The successful candidate will be a highly effective and experienced classroom teacher, and form tutor, and will use this to aid development of class-based support across school. Subject specialism is not a determining factor in this appointment.

In our recent Ofsted inspection in March 2022, we were proud that inspectors noted, "This is an inclusive school". We work hard to encourage participation by SEND pupils in a range of opportunities and pride ourselves on making our wide curriculum available to all. We welcome visits from prospective candidates.



Job Description

Post Title: Deputy Special Educational Needs Coordinator
Post Grade: Teachers Scales and TLR 2a + SEND Allowance
Line Manager: Asst. Head Inclusion (including SENCo)

Role Summary:

- The Deputy Special Educational Needs Coordinator will be a key member of the SEN Team and will work closely with the Assistant Headteacher (SENCo).
- The Deputy Educational Needs Coordinator has a critical role in raising standards, both academic and pastoral, to ensure Woodlands retains a reputation for high quality education for all students with SEND.
- The person appointed will assist in the oversight of all SEND provision.
- Undertake teaching responsibilities across the age and attainment range.
- Be a form tutor, take a care and guidance responsibility within the school and teach Personal, Social, Health and Citizenship Education (PSHE)
- Work in accordance with the statement of the School's Values and Aims and the School's Improvement Plan.
- Maintain an effective learning environment in and around the teaching and SEND base.

Responsibilities

- The Deputy SENCo will be accountable to the Assistant Headteacher (SENCo) and the Headteacher
- Demonstrate the Teachers' Standards
- Fulfill those professional duties as contained in the current School Teachers' Pay and Conditions Document
- Become familiar with statutory orders and any other legislation relevant to SEND or wider school areas such as safeguarding.
- Plan and teach lessons to meet the needs of all the students in your classes and enable effective learning.
- Plan and deliver effective PSHE lesson and tutor time programme.
- Manage student behaviour in your classroom and around the school by promoting and building positive relationships and dealing with any issues that arise in line with school policy.
- Treat students as individuals, call them by their first name, greet them at the start of lessons and make them feel welcomed.
- Regularly evaluate students' progress by assessing their work, offering constructive feedback (written and verbal) and engaging parents/carers as appropriate and responding to their concerns.
- Contribute to the development of resources and student assessment and tracking
- Assessment of students' needs
- Development and implementation of individual education programmes and page profiles.
- Support SEND students to be fully involved in school life both academically and socially.
- Liaise closely with subject teachers to ensure that SEND students achieve their potential.
- Advise teachers of the appropriate classroom strategies to assist SEND students.
- Assist with the review process of students' process including internal and formal annual reviews.
- Assist with INSET and CPD for staff.
- Maintain regular contact with parents.
- Attend the various parents' evenings as indicated on the school calendar.
- Assist with annual reviews of students with an Education and Health Care Plan and collate the relevant documentation.
- Maintain records of student progress.
- Liaise with outside agencies who have involvement with SEND students.
- Implement the SEND code of practice.
- Support the delivery of cross curricular developments.
- Play an active part in faculty, subject and staff meetings.
- Give general support to school activities.
- Promote the ethos and values of the school particularly the CORE values of courage, optimism, regard and endeavour as attributes we appreciate, demonstrate and develop.
- Undertake professional duties that may be reasonably assigned by the Headteacher.

Job Title:	DEPUTY SPECIAL EDUCATIONAL COORDINATOR	Essential	Desirable
Education and Qualifications			
Qualified Teacher Status		✓	
A good honours degree		✓	
SENCO award or willingness to train		✓	
Teacher of the Deaf qualification			✓
Minimum BSL Level 2 or higher			✓
Other post graduate study (MA, MSc)			✓
Involvement in recent, relevant professional development		✓	
Experience			
Teaching across the secondary age range		✓	
Implementation of strategies to meet needs and improve outcomes for SEND pupils		✓	
Influencing others to achieve a goal			✓
Support or teaching of deaf children across a variety of age ranges and abilities			✓
Partnership with families and other agencies			✓
Leadership of an initiative or area of development		✓	
Knowledge			
Understanding of barriers to learning that face SEND pupils		✓	
Have an up-to-date knowledge of the SEND Code of Practice		✓	
Knowledge and understanding of the nature of hearing impairment and the impact on social, emotional, cognitive, and behavioural development			✓
Competence and confidence in the use ICT as a learning tool, including the use of the interactive whiteboard		✓	
Skills and Abilities			
Highly motivated with the ability to motivate and enthuse others		✓	
Able to communicate effectively with a range of people both verbally and written		✓	
Reliable and displays flexibility		✓	
Well organised, practical and resourceful.		✓	
Personal Qualities			
Courage		✓	
Optimism		✓	
Regard for self and others		✓	
Endeavour		✓	
Team player who is not scared to use initiative		✓	
Commitment to school improvement and personal professional development		✓	
Openness to ideas and flexibility to adapt		✓	
Perseverance and a 'can do' problem-solving approach		✓	
Belief in the power of education to change lives		✓	
Enjoy working with young people		✓	
Willingness to engage with appropriate professional learning and training		✓	
Humour and humility		✓	
Excellent Communication Skills		✓	

'This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'

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Courage | Optimism | Regard | Endeavour

ALLESTREE WOODLANDS SCHOOL

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