

# The Federation of Netley Abbey Infant and Junior Schools

Director of SEND

Application Pack



Together we can 'CLIC'



# Included in this pack is:

- Welcome to The Federation of Netley Abbey Infant and Junior Schools
- Letter from Executive Headteacher and Chair of Governors
- Job Description
- Person Specification
- Staffing Structure
- Application Process



# Welcome to our Federation

## Our Locality

The Federation of Netley Abbey Infant and Junior Schools, formed in 2020, comprises of two delightful schools serving the local community within the Itchen Valley. Both Netley Abbey Infant School and Netley Abbey Junior School share the same site within Hampshire with a variety of contrasting localities nearby; including the coastline, countryside, heritage site, a range of facilities and quiet villages. The shores of the Hamble River are a haven for yachtsmen and the school itself is only a short distance from the Royal Victoria Country Park which sweeps down to the water's edge at Netley and is an ideal place to pursue walking and water sports amongst many other leisure facilities.

The original primary school was opened in 1876 at Butlocks Heath. The first of the present school building was opened in 1974. The Infant school was then opened in 1984 on the junior school site, having moved from the village centre. Our infant school comprises of three classrooms within each year group for our Reception, Year 1 and Year 2 Pupils. Within the junior school, we are also three-form entry with two modular buildings on our large site for our Year 3, 4, 5 and 6 Pupils. There are various playground areas and extensive playing fields. The school grounds provide a pleasant environment for the pupils and this is well utilised within our curriculum.

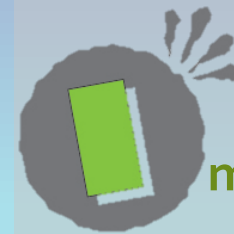
Within our Federation, we are committed to developing lifelong learners and responsible citizens with a clear vision for their future. Our high quality teaching and learning raises standards of achievement for all children within a seven year journey from Year R to Year 6. Our vision 'Together We Can CLIC' is embedded through the use of our Learning Character's at Netley Abbey Infant School and our Netley Learning Model at Netley Abbey Junior School; with CLIC at the heart of everything in school.



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# Welcome to our Federation

## Early Years Foundation Stage

In our Federation we believe that a strong foundation is vital for future success. We facilitate children's learning through inspiring them with irresistible opportunities and 'magical moments'. We find out what the children's fascinations and interests are as a starting point before children begin school with us in Reception. We aim to create a welcoming, engaging and stimulating learning environment which encourages the children to explore, investigate and take their learning forward with the help and support of the skilled adults. Children are encouraged to become independent learners and to take responsibility for their own lines of enquiry.

As the children begin their journey they are introduced to our learning characters via the 'Together we can CLIC' message. This is supplemented with our learning behaviours which aid and develop resilience, emotional stability, inquisitive minds, team spirit and problem-solving skills throughout their journey at Netley Abbey Infant School. Children learn in the Early Years Foundation Stage through child-led play as well as via teacher led inputs. Staff meet the individual needs, interests and stage of development of each child in their care. We know that children of this age learn in an unconscious way during informal interactions.



# Welcome to our Federation



## Key Stage One

As the children move into Key Stage 1, Netley Abbey Infant School allows for seamless transitions both environmentally and within the curriculum. This ensures the children feel safe and secure within their learning environment. Where we can we will use some staff, who know the children well, to move with them into their new year group. This enables all children to progress in their learning quickly without transition being a barrier.

The National Curriculum is divided up into learning adventures across the key stage. Planning has been carefully thought out so that there is little cross over between year groups. Each year group will aim for consistent planning opportunities across the three classes. All learning adventures are planned with the children's interests in mind and begin with a hook which draws in the children's curiosity and culminates with an exciting and usually hands-on outcome.

Outdoor learning is planned for within each learning adventure and outside areas are available for all classes in KS1 as well as the use of the field. This helps build on the foundations set within the children's first year in EYFS.





# Welcome to our Federation

## Key Stage Two

Our Teaching and Learning Principles are based upon the research of Mary Myatt ('High Challenge, Low Threat'), Guy Claxton ('Building Learning Power') and Jon Hattie ('Visible Learning').

Our staff training and development are based around Hattie's key principals; with all CPD opportunities and monitoring activities designed to allow staff to reflect on their own teaching and their colleagues' teaching. This has included the use of video recordings for a deeper reflection, alongside Peer Coaching as a supportive model of school improvement. The work of Claxton has formed the basis of our Netley Learning Model at Netley Abbey Junior School, which encourages children to use the skills of reciprocity, resilience, reflectiveness and resourcefulness; to access their learning effectively. Mary Myatt's curriculum development around challenge for all with low-threat task design has been key to our training across the junior school and has ensured all children experience a greater depth to their learning in all subjects. We learn to build knowledge and skills; because this gives pupils the best chances in life to achieve their best within our Federation, at secondary school and beyond!



# Welcome Letter



## Welcome

Thank you very much for your interest in our schools. Netley Abbey Infant and Junior Schools are both Ofsted-rated good schools! (Ofsted 2017, Ofsted 2018 )

We are seeking to employ an outstanding practitioner who has an expertise in developing an inclusive education for all of our pupils to take on the exciting position of Director of SEND across our federation.

If you are committed to promoting inclusivity for all and ensuring our staff have the skills and knowledge required; we feel this could be the ideal opportunity for you. This non-class based role, within a wider SEN team, is a rare opportunity for a candidate who has proven experience of co-ordinating a highly effective SEN provision.

Our children are happy and engaged in their learning. We have excellent facilities and well-resourced learning environments. Our fantastic grounds enable us to develop learning outside the classroom.

The staff team are extremely professional and very supportive, including our small highly effective Senior Leadership Team. You will be offered many opportunities to engage in professional development and support to implement whole school values.

Visitors to the school regularly remark on the good behaviour of our children and their enthusiasm towards learning. We are told our school has a welcoming, inclusive atmosphere and we would like you to experience this as well. Further details can be found in this pack and we are happy to answer any questions you have.

We would be delighted to receive your application and look forward to meeting you soon.

**Shirley Nicholas-Bond**  
*Executive Headteacher*

**John Forder**  
*Chair of Governors*

# Job Description – Director of SEND



## Main purpose

The Director of SEND, under the direction of the Executive Headteacher, will:

- 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
- Be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, complying with Federation and individual school policies
- Work within an Inclusion Team, leading aspects of the team as appropriate





# Job Description – Director of SEND



## Duties and responsibilities

### Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN 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 SEN or a disability
- Ensure the SEN policy is put into practice and its objectives are reflected in the school improvement plan
- Ensure the Information Report and Local Offer are kept up-to-date and are published on the Federation Website
- Keeping abreast of up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effectively
- Have an understanding of The Hampshire SEN Hub and its Processes (desirable)

### Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance and coaching to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact and the face of SEN for the Federation, the community and external agencies
- Analyse relevant Federation, local and national data, advising the leadership team on the level of resources required to maximise achievement
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness



# Job Description – Director of SEND



## Support for pupils with SEN or a disability

- Identify a pupil's requirements and disseminate the most effective teaching approaches for pupils with additional needs
- Co-ordinate provision (including Nurture) that meets the pupil's needs, and monitor its effectiveness, providing further guidance to teaching staff
- Consider the range of teaching strategies/resources that could be utilised for pupils with additional needs
- Ensuring that every pupil is excited by learning and given the opportunity to excel
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date (utilising and refining use of, Edukey)
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Maintain and evaluate learning plans in a timely manner
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is shared to support a smooth transition for the pupil; including transition across Key Stages within the Federation
- Promote the pupil's inclusion in the wider school community and access to the curriculum, facilities and extra-curricular activities
- Perform the duties of the designated teacher for looked-after children
- Be responsible for the ordering and maintenance of resources
- Ensure learning environments are stimulating and interesting and support pupils with SEND
- Have a knowledge of parenting support programmes and the process of inter-agency referrals



# Job Description – Director of SEND



## Leadership and management

- Work with the leadership team and governors to ensure the Federation 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
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Engage actively in the performance management cycle for self and support staff
- Being an outstanding practitioner and role model for teaching and learning, displaying a deep understanding of how young people learn
- Maintaining the vision and ethos of the Federation
- Prepared to undertake relevant DSL training
- Promote wellbeing, as lead across the Federation

The Director of SEND will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

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 SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher.



# Person Specification



CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"><li>• Qualified teacher status</li><li>• Degree</li><li>• SENCO National Qualification/Accreditation</li></ul>
Experience	<ul style="list-style-type: none"><li>• Successful leadership and management experience in a school</li><li>• SEN leadership experience</li><li>• Teaching or leadership experience (within Key Stages One and Two – desirable)</li><li>• Understanding of whole-school improvement</li><li>• Demonstrable experience of successful line management and staff development</li><li>• Knowledge of effective strategies for raising standards and achievements of pupils</li><li>• Working with a wide variety of needs</li><li>• Working with external professionals</li></ul>





# Person Specification



CRITERIA	QUALITIES
Skills and knowledge	<ul style="list-style-type: none"><li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li><li>• Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve</li><li>• Basic understanding of school finances</li><li>• Effective communication and interpersonal skills</li><li>• Ability to communicate a vision and inspire others</li><li>• Ability to build effective working relationships</li><li>• Empathise with the challenges faced by children with additional needs</li><li>• Contribute to the deployment of support staff</li><li>• Advise and motivate staff with SEND initiatives</li><li>• Able to influence and negotiate effectively</li><li>• Confident in the use of IT and a range of appropriate software</li><li>• Ability to interpret and apply information from assessments by outside professionals</li><li>• Produce excellent written and oral communication to a range of people</li><li>• Show strong organisational ability, prioritising tasks and managing time effectively</li></ul>





# Person Specification



CRITERIA	QUALITIES
Skills and knowledge	<ul style="list-style-type: none"><li>• Understanding of safeguarding procedures including child protection</li><li>• Creation of SEN Code of Conduct and its practical application</li><li>• Knowledge and experience of working with a wide range of additional needs, including dyslexia, dyscalculia, autism, ADHD and SEMH</li><li>• Knowledge of, and experience of, implementing a range of strategies within SEND</li><li>• Knowledge and experience of assessing pupils to establish need</li><li>• The process of applying for an EHCP and evidence required</li><li>• Behaviour management techniques</li><li>• Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills</li><li>• How children develop skills and expertise in their learning and how to support those who struggle to do this</li><li>• The roles and responsibilities of external professionals (EP, SALT, PBS)</li><li>• Knowledge and understanding to support EAL pupils</li><li>• The appropriate assessment criteria for testing access arrangements</li><li>• Knowledge/experience of Thrive, Zones of Regulation and management of Nurture Provision (desirable)</li></ul>



# Person Specification



CRITERIA	QUALITIES
Personal qualities	<ul style="list-style-type: none"><li>• Emotional resilience and ability to work under pressure</li><li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the trust and school</li><li>• Commitment to maintaining confidentiality at all times</li><li>• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li><li>• Commitment of lifelong learning and professional development with the ability to identify own learning needs</li><li>• Flexible, adaptable and persuasive</li><li>• Approachable and personable</li><li>• Resilient, committed and confident</li><li>• Both independent and happy within a team</li><li>• Ability to act as an ambassador and professional advocate for the Federation, with strong personal credibility and the capacity to build relationships</li><li>• Intellectually curious</li><li>• Ability to prioritise and be well organised</li></ul>



# Federation Leadership



# Application Process



Candidates should complete the application form (downloadable from the school website) and return it so that it is received no later than **noon on Tuesday 3<sup>rd</sup> May 2022**. Please address it to our Executive Headteacher, Mrs Shirley Nicholas-Bond :

Netley Abbey Junior School  
Westwood Road  
Netley Abbey  
Southampton  
Hants  
SO31 5EL

Other contact details:

Telephone: 02380 453731 E-mail address: [admin@netleyabbey-jun.hants.sch.uk](mailto:admin@netleyabbey-jun.hants.sch.uk)

You should provide a full statement in support of your application, which should not exceed one side of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

The shortlist will be drawn up on Tuesday 3<sup>rd</sup> May 2022. The selection process will take place on Wednesday 4<sup>th</sup> May 2022 Further details will be sent to those candidates called for interview.

Applicants will be advised within 5 working days after the shortlisting date whether they have been successful or not.



# Application Process



## Equality Monitoring

All applications will be required to complete an Equality Monitoring form.

## Receipt of Application

Applications are acknowledged if requested (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the school immediately on the number above.

## Postage

Insufficient postage occasionally leads to application forms being received after the closing date for application has passed. To avoid this, please ensure that you attach the correct postage to your application.

Please be aware we are unable to receive hand-delivered mail outside normal school hours 8:00am –4:00pm. E-mailed applications are preferred, but please do not send both paper and electronic applications.

## Safer Recruitment

The Federation of Netley Abbey Schools and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Data Protection Act 1998 –You should be aware that the information you have provided will be stored on the school's secure database and will only be used to process your application. It will not be passed to any other organisation.

## Education in Hampshire

Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

