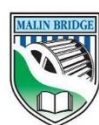
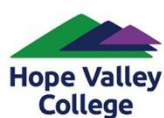


Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Job Advert

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. Through Chorus Trust's South Yorkshire Teaching Hub, it trains and develops teachers, giving staff and children access to the very best educational thinking and practice.



Silverdale School, Westfield School, Hope Valley College and Malin Bridge School will be joined by Eckington School on 1st April 2023. Two more primary schools will be joining the trust in September.

Chorus Education Trust is proud to support flexible working arrangements.

Director of Special Educational Needs, Chorus Education Trust

Pay Scale: L12 - L16 (£58,105 - £64,225)

Full time, permanent

To start: September 2023

About this vacancy

Chorus Education Trust is seeking an inspirational and driven leader of Special Education Needs who aspires to outstanding achievement for all. The successful candidate will work with the support of Chorus Education Trust colleagues to remove barriers to learning for our children and young people.

This is a new post. The Director of Special Educational Needs will have the opportunity to work within the collaborative environment provided by this growing, local trust, to lead the development and improvement of the provision for all children and young people with Special Educational Needs.

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to Jill Rishworth (Trust HR Officer) at: recruitment@chorustrust.org

Please note that CVs and Sheffield City Council / Derbyshire County Council application forms will not be accepted.

Deadline for applications: 11.59pm on Sunday 19 March 2023

Interviews to be held: Monday 27 March 2023

At Chorus Trust we are committed to the Safeguarding of all our pupils, please visit our website to access our Safeguarding & Child Protection policy <https://www.chorustrust.org/policies>

The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

Job Description

The post holder must at all times carry out his/her responsibilities within the spirit of school and trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the school(s).

The specific duties and responsibilities include but are not limited to:

Specific duties and responsibilities

- Ensure legal compliance and a consistent and high-quality approach to the support for students with Special Educational Needs across the Trust.
- Lead each school's SENCOs to evaluate current practice, develop improvement priorities and drive rapid improvement in areas identified.
- Determine the strategic development of special educational needs (SEN) policy and provision across Chorus Education Trust.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

Key responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the Trust, monitoring and reviewing the quality of provision.
- Contribute to Trust self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Make sure the SEN policy is put into practice and its objectives are reflected in the Chorus Improvement Plan and School Improvement Plan.
- Maintain up to date knowledge of national and local initiatives that may affect the Trust's policy and practice.
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective.

Operation of the SEN policy and co-ordination of provision

- Ensure that SENCOs in each school maintain an accurate SEND register and provision map.
- Provide guidance 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.
- Be aware of the provision in the local offer.

- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA).
- Analyse assessment data for pupils with SEN or a disability.
- Implement intervention groups for pupils with SEN and evaluate their effectiveness.

Support for pupils with SEN or a disability

- Ensure provision is in place in each school to identify a pupil's SEN.
- Co-ordinate the provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Ensure that the education, health and care plan (EHCP) is reviewed regularly with parents or carers and the pupil.
- Ensure that there is regular communication with parents or carers.
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Ensure that the SENCOs work with the designated teachers for looked-after children, where a looked-after pupil has a SEN or a disability.

Leadership and management

- Work with the CEO, trustees and headteachers to ensure the schools meet their responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the Trust Board and Local Governing bodies are required to publish.
- Contribute to the Chorus Improvement Plan, the School Improvement Plans and whole-trust policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the Trust's SEN policy.
- Promote an ethos and culture that supports the Trust's SEN policy and promotes good outcomes for pupils with SEN or a disability.
- Lead and manage all the SENCOs in the Trust.
- Lead the appraisals of SENCOs and produce appraisal reports.
- Review staff performance on an ongoing basis.

Other areas of responsibility

- The Director of Special Educational Needs will be required to safeguard and promote the welfare of children and young people and follow trust policies and the staff code of conduct.
- Undertake safer recruitment training and support the schools to follow best practice.
- Provide SEN reports to the Trust Board and ensure consistency in reporting to Local Governing Bodies.
- Model best practice and always uphold the principles of confidentiality and data protection.
- During term time, the Director of Special Educational Needs should always be available during school hours for SENCOs in the schools to discuss any SEN concerns. Ideally this will be in person but can also be via phone or video calling.

Support for the Trust (applies to all roles)

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the Trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the Trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall Trust team and may be required to aid colleagues in other areas from time to time commensurate with the role, skillset and grade.

Further Statement

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Head of School/CEO.

The job description and allocation of responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job title: Director of Special Educational Needs, Chorus Education Trust

| REQUIREMENTS | Essential | Desirable | Assessment method A = application I = interview D = documents |
|---|-----------|-----------|--|
| Qualifications & Training | | | |
| Qualified Teacher Status. | Y | | A, D |
| National Award for SEN Co-ordination | Y | | A, D |
| Degree | Y | | A, D |
| Experience | | | |
| Teaching experience | Y | | A, I |
| Experience of working at a whole-school level | Y | | A, I |
| Experience of working across more than one school/phase | | Y | A, I, |
| Involvement in self-evaluation and development planning | Y | | A, I |
| Experience of line managing staff | Y | | A, I |
| Experience of conducting training/leading INSET | Y | | A, I |
| Skills & Knowledge | | | |
| Sound knowledge of the SEND Code of Practice | Y | | A, I |
| Understanding of what makes 'quality first' teaching and of effective intervention strategies | Y | | A, I |
| Data analysis skills and the ability to use data to inform provision planning | Y | | A, I |
| Ability to plan and evaluate interventions | Y | | A, I |
| Good record-keeping skills | Y | | A, I |
| Effective communication and interpersonal skills | Y | | A, I |

| | | | |
|---|---|--|------|
| Ability to build effective working relationships | Y | | A, I |
| Ability to influence and negotiate | Y | | A, I |
| Personal Qualities | | | |
| Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school | Y | | A, I |
| Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability | Y | | A, I |
| Ability to work under pressure and prioritise effectively | Y | | A, I |
| Commitment to always maintaining confidentiality | Y | | A, I |
| Commitment to safeguarding and equality | Y | | A, I |
| A commitment to the vision, guiding principles and strategic goals of Chorus Education Trust | Y | | A, I |
| Personal and professional resilience in the face of challenging situations | Y | | A, I |