

# 2024

## Recruitment Job Pack SENDSCO (EYFS)

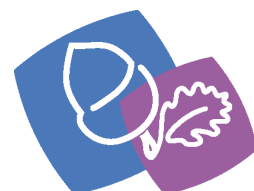


### Netley Primary School & Centre for Autism



You will find the following in this pack:

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Netley Campus, 74 Stanhope Street, London NW1 3EX Tel: 020 3772 0350

email: [admin@netley.camden.sch.uk](mailto:admin@netley.camden.sch.uk) [www.netley.camden.sch.uk](http://www.netley.camden.sch.uk)

Executive Headteacher John Hayes

Head of School: Gareth Morris

8th March 2024

The school is set in Netley Campus which includes Woodlands, Robson House PRU, Outreach and Language & Communication Team and an Adult Learning Centre. We are a large, culturally and socially diverse school with a strong inclusive ethos, driven by a committed and happy staff. The school is set in Regents Park estate, an area which has one of the highest poverty indices in England. We are very proud to have a centre for children who have Autism and Acorns, our provision for two year olds.

Our reputation for excellent SEND provision has meant an increasing number of parents are choosing to apply to Netley for a mainstream place. We are now looking to expand our SENDCo team to offer additional support to staff and to ensure our excellent provision is maintained. We are looking for an experienced and outstanding practitioner to join our team. Our experienced SENDCo will focus on Year 1-6 mainstream provision, whilst the newly appointed person will support Acorns, Nursery and Reception children/staff. This is an exciting opportunity to work in conjunction with an experienced SENDCo- to collaborate and further develop our innovative strategies to support children with SEND, and the teachers of children with SEND. There will also be an EYFS teaching commitment as part of the role.

Please refer to the Person Specification when completing the application form, addressing all of the essential criteria. Reference should also be made to any of the desirable criteria if applicable.

All completed application forms should be emailed to [jobs@netley.camden.sch.uk](mailto:jobs@netley.camden.sch.uk) marked '**EYFS SENDCO Application**'.

- Alternatively you may post or hand-deliver documents to Netley Primary School, 74 Stanhope Street, NW1 3EX, marked '**EYFS SENDCO Application**'.

You are strongly encouraged to visit the school and this can be organised by contacting the school on 020 3772 0350 or by emailing [jobs@netley.camden.sch.uk](mailto:jobs@netley.camden.sch.uk).

Completed application forms must be labelled 'SENDCO application' and received by **12 noon Monday 15<sup>th</sup> April 2024**.

Interviews will take place on the week of: **22nd May 2024**.

If you have not heard from us by this time, then please note that on this occasion, your application has not been successful. Good luck!

Yours sincerely



**Gareth Morris**  
**Head of School**



## Job Description

### SENDCO

*The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.*

*This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.*

**Grade:** MPS/ UPS +TLR2

**SENDCO (MPS/UPS + TLR2)** *This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.*

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**Line Manager To:** Child Support Assistants & Senior Playground Supervisor

**Line Manager:** Assistant Head (Safeguarding, children and families) and Head of School

#### **Job Purpose:**

The SENDCO will report to the Senior Leadership Team, contributing significantly to the strategic work of the school by raising awareness of SEND issues and ensuring that there is high quality provision and that parents have access to information which will support their child make progress. They will work closely with other members of the Inclusion Team; Autism Leader, Head of Early Years, Family Support Worker and Safeguarding Lead.

**In addition to the duties of a teacher, as set out in the schoolteachers' pay and conditions, the post holder will undertake the following responsibilities:**

- To be a highly credible professional role model for staff through their outstanding teaching, and ability to support, challenge and coach colleagues.
- To lead on the implementation of the SEND policy and procedures including any statutory assessment, and formulating the school's Local Offer ensuring this is communicated to the parents and keeping the website updated.
- To identify the needs of SEND children across Netley, in particular at entry points, make referrals, write EHC Plans and hold Structured Conversations. To lead on Annual Reviews and ensure all the accompanying paperwork is completed to a high standard and to statutory time frames. For children in EYFS and Woodlands, collaboration with the Autism Lead and Head of Early Years to identify SEND needs and complete referrals, paperwork and annual reviews.
- To lead on the provision map and ensure that the provision, planning and quality of teaching is differentiated to meet the needs of SEND pupils and lead on specialised intervention programmes
- To work closely with the Autism Lead and SLT to develop systems for monitoring and recording progress made by all pupils towards the achievements of targets set, including PIVATS and MAPP.

- To ensure that teachers and teaching staff have the reports, targets and multi-professional reports that they need in order to provide high quality teaching to the children in their class.
- To work closely with the Senior Leadership team to enable documentation for multi-agency meetings with professionals of external agencies is well prepared to ensure best possible outcomes for SEND pupils.
- To support the Senior Leadership Team to collate data, case studies and other relevant evidence for self-evaluation and Ofsted.
- To deliver staff training as directed by the Senior Leadership Team in SEND matters and contribute to the professional development programme for Child Support Assistants, in collaboration with all the stakeholders within Netley Campus.
- To provide regular information to the Senior Leadership Team on the evaluation of the effectiveness of the integrated provision for pupils to inform decision-making and policy review.
- To plan and allocate resources and track effectiveness once in place.
- To ensure that the school's policies on inclusion and equal opportunities are embedded in the curriculum and to keep abreast with the current thinking in research and disseminate good practice in SEND.
- To bridge the needs of SEND children in mainstream and the Centre for Autism to ensure an integrated approach to teaching and learning so that the needs of the SEND children are met.
- To lead multi-agency meetings and liaise with professionals of external agencies to ensure best possible outcomes for SEND pupils.
- To lead on pupil and parent surveys evaluating attitudes to school, learning and SEND.
- To work closely with the Senior Playground Supervisor on behaviour issues and provide relevant strategies for the staff.
- To keep abreast with the current thinking in research and pedagogy and disseminate good practice in SEND across the school.

This list is a summary of typical duties that you would be expected to fulfil in your role of SENDCO at Netley Primary School and Centre for Autism. This list is not exhaustive and we would expect reasonable flexibility to ensure that the needs of all the children are met in a timely manner.

## Person Specification

### SENDCO

The candidates are required to address the selection criteria in their letter of application.

Candidates must show **evidence** of the following criteria, which will be used as part of the selection procedure:

<b>Qualifications</b>	<b>Essential</b>
	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• National Award for SENCO</li> </ul>
	<b>Desirable</b>
	<ul style="list-style-type: none"> <li>• Evidence of continuous CPD with particular reference to Special Educational Needs (SEN)</li> </ul>
<b>Experience</b>	<b>Essential</b>
	<ul style="list-style-type: none"> <li>• Qualified teacher with at least three years' experience of teaching across the primary range , including EAL children</li> <li>• Experience of leading a team of teachers on a subject or curriculum initiative</li> <li>• Experience of training or supporting other teachers</li> <li>• Experience of working alongside other teachers in developing pedagogy</li> <li>• Successful experience of monitoring, evaluating and improving the quality of teaching and learning and recording progress</li> <li>• Experience of raising attainment for all pupils in challenging classroom environments</li> <li>• Experience of working in collaboration with parents</li> <li>• Evidence of continuing professional development</li> <li>• Evidence of working with multi agencies</li> </ul>
	<b>Desirable</b>
	<ul style="list-style-type: none"> <li>• Leading SEND provision and line managing staff to deliver SEND interventions</li> <li>• Experience of teaching the whole primary age range dealing specifically with a range of SEND needs and implementing appropriate strategies to support and access learning by the children</li> <li>• Experience of budget management</li> </ul>
<b>Knowledge and Understanding</b>	<b>Essential</b>
	<ul style="list-style-type: none"> <li>• Strategies for meeting SEND needs in a mixed ability class situation</li> <li>• The SEN Code of Practice and its practical application</li> <li>• A good understanding of the new SEND developments/research</li> <li>• The EHCP application process and the evidence needed</li> <li>• Behaviour management techniques for groups and individuals</li> <li>• Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills</li> <li>• Good understanding of factors promoting effective transfer of learners from one phase of education to the next</li> <li>• Good understanding of the principles of school improvement including planning, monitoring, review and evaluation of progress</li> <li>• Understanding the roles and responsibilities of educational psychologists, learning and behaviour support services, speech and language therapists and occupational therapists</li> <li>• Understanding of the role of assessment in enabling children to make progress in learning</li> </ul>
	<b>Desirable</b>
	<ul style="list-style-type: none"> <li>• Using comparative information about attainment</li> <li>• The funding support mechanism for SEND</li> <li>• Experience of completing additional funding applications</li> <li>• Devising and implementing pastoral support plans</li> <li>• An understanding of the broader secondary and primary context and Government initiatives to raise achievement</li> <li>• Knowledge and understanding to support EAL children</li> </ul>

<b>Skills and Abilities</b>	<b>Essential</b>
	<ul style="list-style-type: none"> <li>• Excellent organisational skills and the ability to manage a large complex workload</li> <li>• Empathise with the difficulties of SEND pupils in accepting the curriculum</li> <li>• Organise and sustain systematic support from a variety of providers for a range of SEND</li> <li>• Advise and motivate teaching and support staff with SEND initiatives</li> <li>• Present clearly a wide range of specialised information to both educationalists and non- educationalists</li> <li>• Make consistent judgements based on careful analysis of available evidence</li> <li>• Be an excellent classroom practitioner</li> <li>• Excellent communication skills, both written and oral</li> <li>• Good presentation skills with the ability to enthuse and motivate others</li> <li>• Confident in the use of information and communication technology.</li> <li>• Good influencing and negotiating skills</li> <li>• Excellent record keeping and time management</li> </ul>
	<b>Desirable</b>
	<ul style="list-style-type: none"> <li>• Makaton</li> <li>• Team teach</li> <li>• PECS</li> <li>• Sensory integration</li> <li>• SEMH Training</li> </ul>
<b>Personal Characteristics</b>	<b>Essential</b>
	<ul style="list-style-type: none"> <li>• Willingness to share expertise, skills and knowledge</li> <li>• Sensitivity to the aspirations, needs and self-esteem of others</li> <li>• Commitment to team working</li> <li>• Willingness to address challenging issues with clarity of purpose and diplomacy</li> <li>• Willingness to take on initiatives which will challenge and deliver an effective outcome for children</li> <li>• Sense of humour and ability to manage personal workload</li> </ul>

# The Selection Process in Detail

## Application Deadline

Completed application forms must be received by **12 noon on Monday 15th April 2024**

## To do this:

- Email to: [jobs@netley.camden.sch.uk](mailto:jobs@netley.camden.sch.uk) or
- Post/ hand-deliver documents to: Gareth Morris, Netley Primary School, 74 Stanhope Street, NW1 3EX  
**marked EYFS SENDCO Application form.**

## Completing Your Application

Candidates are asked to complete all the standard information required on the application form addressing all of the essential criteria on the person specification in turn. Reference should also be made to any of the desirable criteria.

## References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required.

## Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

The post will be offered subject to satisfactory completion of pre-employment checks.

## Interview Process

In order to make our recruitment process as effective as possible, we will follow the procedure outlined below:

- Shortlist applications against the criteria in the person specification
- Shortlisted candidates will be asked to :
  - o Teach a short 20 minute lesson to a Reception/Nursery class
  - o Make a 10 min presentation on a given topic
  - o Observe a lesson and provide feedback
  - o Be interviewed by a panel

# London Borough of Camden

Please complete in type or black ink and refer to guidance notes.

**Confidential**

## Return completed form to:

Gareth Morris, Netley Primary School, 74 Stanhope Street, NW1 3EX or email [jobs@netley.camden.sch.uk](mailto:jobs@netley.camden.sch.uk)

Applications to be marked EYFS **SEND**CO

Applicant or employee no :	Job reference no :
Post applied for :	
Where did you see this post advertised:	

## PART A PERSONAL DETAILS(use block letters)

Last Name:	Home tel. no :
First Name:	Daytime tel. no :
Title:	Mobile phone no :
Current Address :	
Email address :	

Are you applying for this post as a job share? YES NO

Do you require a work permit (please refer to guidance notes)? YES NO

## PART B EMPLOYMENT HISTORY, RELEVANT SKILLS & EXPERIENCE

Please tell us about all jobs, both full and part time, you have had since leaving secondary education, including voluntary or unpaid work. Starting with your most recent include details of leaving reasons and periods when you did not work. Continue on a separate sheet if necessary.

Name and address of present or most recent employer :	
Job Title :	Basic Salary:
Basic salary :	
Date started :	Until:



Until :	
Brief description of duties :	

From: "mmyy"	To: "mmyy"	FT/P T	Employer's name and address	Job title, brief description of duties and reason for leaving



**PART C EDUCATION, QUALIFICATIONS AND TRAINING**

Please give brief details of courses attended and examination results.

Secondary, further and professional education and qualifications

Education establishment attended	Date	Examination/Results

Other training courses attended (including short, in-service training)

Course title, level, results (if appropriate)	Date

Membership of professional bodies (including registration numbers)

(Teachers only) DfES no :		(Social Workers only) GSCC registration no :	
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### EXPERIENCE/RELEVANT SKILLS/FURTHER INFORMATION

Please state how your experience, skills, abilities and achievements to date would make you a suitable candidate for this post. Include details of any relevant unpaid or voluntary work. Please continue/attach a separate sheet if necessary.

## PART D REFERENCES

**Personal references will not be accepted.**

We will approach your last two employers, or your employers for the last five years (whichever is the longer), for references. Please provide contact details for all referees as required, one of which must be your current employer.

If you have not been employed please give the name of the head of education or training establishment and/or the manager of a voluntary group for whom you have worked.

A referee will normally be approached when/if a conditional offer is made.

Name :	Job Title:
Address :	
Email :	
Telephone no :	Fax No.
Name :	Job Title:
Address :	
Email :	
Telephone no :	Fax No.
Fax no :	

## PART E RELATIVES/OTHER INTERESTS

**Canvassing of Councillors or officers in relation to this appointment will disqualify you.**

Are you related to a Councillor/employee of the Council or Governor of the school to which you are applying?	Yes		No	
If yes, please give brief details :				
If appointed, do you have any business and/or financial interests which might conflict with the duties of this post?	Yes		No	
If yes, please give brief details :				
Have you left the employment of the London Borough of Camden in the last two years by reason of redundancy?	Yes		No	



## PART F CRIMINAL RECORDS DISCLOSURE

### Criminal record disclosure for safeguarding roles with Regulated Activity

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure by the applicant to the prospective employer and should not be taken into account by the prospective employer during the recruitment process.

Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website: [www.gov.uk/government/organisations/disclosure-and-barring-service/series/dbs-filtering-guidance](http://www.gov.uk/government/organisations/disclosure-and-barring-service/series/dbs-filtering-guidance)

Before answering the question below you will need to visit the website above, (or contact the DBS on 0870 909 0811), to determine whether or not there are matters you may need to disclose.

#### Do you appear on a barred list prohibiting you from working with children or vulnerable adults?

Children barred list	Yes		No	
Vulnerable Adults barred list	Yes		No	

#### Do you have any unspent or spent criminal convictions, cautions, reprimands and final warnings or outstanding criminal charges against you?

Yes - No

#### Have you ever been known by any other names? If yes, you must complete the full name(s):

Surnames:			
Forenames:			
From:		To:	

NOTE: You will also be asked to give full details of any previous names you have held when you complete a DBS application if you are the successful applicant. This will be in compliance with the [DBS Code of Practice](#).

**Withholding criminal record information may lead to the withdrawal of an offer of employment or, if following appointment, to disciplinary action which may result in dismissal.**

## PART G PREVENTION AND DETECTION OF FRAUD

We have a duty to protect public funds. We may use the information you have provided on this form for the prevention and detection of fraud. We may also share this information with other bodies administering public funds solely for these purposes.

## PART H DECLARATION

I declare that the information supplied as part of my application is true and complete, and for any of this information to be checked and verified. I understand that any deliberate omission, falsification or misrepresentation as part of my application may be grounds for rejecting my application or should the discovery occur following appointment, termination of my employment.

Signed:

Date:

# London Borough of Camden

The London Borough of Camden is committed to equality and diversity in employment. In order to monitor and ensure the effectiveness of this, all applicants are asked to provide the following information. Any information given will be treated in the strictest confidence, and will be used solely for the purposes of monitoring.

This part of the form will be separated from the rest of your Job Application Form upon receipt and will not be considered as part of the short listing or appointment process.

## What is your gender?

Male		Female	
Date of Birth			

## Disability:

Under the terms of the Disability Discrimination Act 1995 'a person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities'. Individuals with the following conditions can now automatically be classified as having a disability: HIV, cancer, multiple sclerosis, severe disfigurements, certified blindness or partial sightedness.

Do you consider yourself to have a disability as defined above?

Yes		No	
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## What is your ethnic group? Please tick (✓)

Our ethnic background describes how we think of ourselves. Ethnic background is not the same as nationality or country of birth. The groups listed below reflect the largest ethnic groups in Camden. You are asked to choose the ethnic group that is closest to how you see yourself and specify a more specific group if you wish.

### White:

Albanian (excluding Kosovan)		
Greek or Greek Cypriot		
Kosovan		
Turkish or Turkish Cypriot		
White British		White Irish
Any other White background, please specify:		

### Mixed:

White and African	
White and Asian	
White and Caribbean	
Any other Mixed background, please specify:	

### Black:

African Congolese		African Nigerian	
African Somalian		Black Caribbean	
Any other African background, please specify:			
Any other Black background, please specify:			

### Asian:



Bangladeshi			
Indian		Pakistani	
Any other Asian background, please specify:			

**Chinese or other ethnic group:**

Chinese	
Any other group, please specify:	