



Primary SENCo
MPS/UPS plus SEN Allowance
0.6 SENCo or Full Time 0.6 SENCo + 0.4 Teacher
Deadline: Noon Thursday 19th May 2022

The Governors and Principal are seeking an exceptional SENCo to work in the Primary phase of the School. The Primary SENCo will play a key role in the leadership and management of the School with particular reference to specified aspects of the School's Strategic Plan as determined by the Principal. Under the coordination of the Senior Assistant Principal: All Through Inclusion, to specifically lead on all aspects of inclusive practice within the Primary phase, acting as the Primary SENCo and part of the Extended Senior Leadership Team. This role is 3 days a week.

The role includes taking responsibility for all SEND or disadvantaged learners in the Primary phase, ensuring fully inclusive provision and support for Primary learners, with a focus on those with SEND or disadvantaged pupils, securing effective teaching, successful learning and promoting high levels of achievement and self-esteem for Primary pupils, irrespective of background, ethnicity, gender or disability.

A full-time position will be considered for a member of staff who is looking to remain as a teacher in the primary phase 2 days a week and Primary SENCo for 3 days a week.

The School

CFS is a non-profit making, state-funded school, established in response to real demand within the local area for a greater variety of schools. We have been open since 2013, and are now fully established in our state of the art facilities on the Carmelite Convent Site on the Hunston Road in the south of Chichester. We are full in all year groups from Years R to 11, with waiting lists in most phases of the School. Our PAN is 60 in primary, and 120 in secondary.

Since 2013, CFS has achieved two 'Good' Ofsted Inspections and three years of average Progress 8 at GCSE. Our 4+ English and Maths results have consistently been significantly above the national average. Outcomes in Primary are also strong and improving. As a school we are now striving to be outstanding and to achieve above average outcomes in all phases. Our values of 'nurture, challenge and inspire' influence everything we do as a school, and permeate all areas of school life.

CFS is open to pupils of all abilities. We do not have a catchment area, thus ensuring the School is fair and inclusive. We take part in the West Sussex County Council (WSCC) admissions process. As a Free School we benefit from the same freedoms and flexibilities as academies, and are subject to the same Ofsted inspections and rigorous standards as all state schools.

For more information on our ethos and values, prospective applicants are strongly encouraged to look at our website: www.chichesterfreeschool.org.uk.

The Team

The SEN team is led by our Senior Assistant Principal: All Through Inclusion and is supported by the Secondary SENCo and Primary SENCo. Within the SEN Team there are 3 full-time HLTAs as well as the equivalent of 19 full-time LSAs working across all key stages. We are also fortunate to have an Inclusion Manager in the Secondary phase of the School, an Access Coordinator responsible for assessing pupils for Access arrangements as well as a full-time ELSA in primary.

The Role

CFS is looking to appoint an exceptional Primary SENCo to work with SEND and disadvantaged pupils in FS, KS1 and KS2. This is a permanent position for 3 days a week and will include:

Leadership

- Oversee the Primary SEN department.
- Support in the day to day operational running of the School, offering reasonable cover for SLT duties (although not having this as a permanent part of the timetable).

Teaching and Learning

- Actively support teachers in the classroom with effective approaches to the teaching of pupils with SEND needs.
- Coordinate EHCP applications and other reports to access support for SEND and disadvantaged pupils.

Pupil Progress and Data

- Use internal and external data to closely monitor the progress of SEND and disadvantaged pupils throughout the year, identifying gaps and intervention needs.
- Identify pupils of concern and ensure that interventions are being actioned by other members of staff.
- Provide relevant data on Pupil Progress for SEND and disadvantaged pupils for the Principal as requested, for example for Governors' meetings and pupil progress meetings.

Assessment and Exams

- Ensure all relevant Primary pupils' needs are being addressed in day to day assessments, internal and external exams.
- Collect and interpret specialist assessment data, including that which support the needs for Access Arrangements.

Staffing, Curriculum and Timetable

- Contribute to interview panels for appointing staff.

Quality Assurance

- Contribute to the performance management of all teaching staff.

Reporting

Communicate with relevant parents both individually and in general on academic matters, explaining school policies and decisions.

The successful candidate will:

- Be a proactive member of the School's Extended Senior Leadership Team, attending meetings when invited by the Principal.
- Play an active role in the all-through approach, ensuring that most aspects of the outlined role take into consideration both phases of the School.
- Lead by example, providing inspiration and motivation, and embody for the students, staff, parents and wider community the vision, purpose and leadership of the School.
- Take responsibility for the day-to-day line management of designated staff, currently as follows (and maybe subject to change): Primary LSAs.
- Work with both Primary and Secondary colleagues to ensure continuity and progression.
- Support the Principal in developing positive working relationships with and between all staff, maintaining confidentiality as appropriate.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with special educational needs.
- Have the ability to work in different key stages.
- Provide a high standard of physical, emotional, social and intellectual care for children in all key stages.
- Contribute to raising standards of achievement for all pupils.
- Give support to other staff in the school.
- Implement and support the daily routines within the school.
- Contribute to the development and provision of a high-quality learning environment, which will meet the individual and collective needs of all children.
- Regularly evaluate the children's development and contribute to record keeping.
- Support all school staff towards maintaining a good team working relationship.
- Take part in the professional appraisal process as required by the School.
- Attend major School events.
- Conform to the Code of Conduct for Staff as detailed in the School's Employment Manual.

All staff at CFS commit themselves to contribute fully to the ethos and life of the School in and outside the classroom.

CFS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with our Child Protection Policy we are unable to process applications without a fully completed application form. The post is exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions and bind-overs, including those regarded as 'spent' must be declared when applying. The applicant may post such a declaration in an envelope marked 'Private & confidential for the Principal'. The successful applicant must obtain List 99 clearance and DBS clearance at enhanced level.

Person Specification

The School will seek to identify these attributes through the recruitment and selection process of application, certification, interviews, professional references and observation.

Skills Required

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| Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate. | Essential |
| Ability to work effectively as a member of a team, to show initiative and imagination, to have vision and the ability to inspire others. | Essential |
| First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities. | Essential |
| Strong analytical and problem solving skills, combined with a proactive and positive approach to change management. | Essential |
| Effective and energetic in instigating and implementing change. | Essential |
| Able to see through complex strategies from concept to conclusion. | Essential |
| Able to maintain a high work rate and to juggle a range of tasks and issues at the same time. | Essential |
| High level of classroom teaching skills | Essential |
| Excellent written and spoken English | Essential |

Knowledge Base

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| An awareness of recent important national educational developments. | Essential |
| A clear understanding of recent developments in teaching and learning. | Essential |
| Good working knowledge of common ICT applications, with a clear understanding of the potential for ICT in enabling more innovative and effective approaches to learning, teaching and school organisation. | Essential |

Qualifications/Attainment

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| A well qualified graduate with QTS or the equivalent gained through experience. | Essential |
| Postgraduate or educational leadership qualification such as SEN qualification. | Desirable |

Experience

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| Successful teaching experience across the relevant age range | Desirable |
| Some experience of strategic planning or of curriculum evaluation. | Desirable |

Attitude/approach

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| A sensitivity to the needs of young people | Essential |
| Personal integrity, honesty, energy, stamina, enthusiasm, resilience and creativity | Essential |
| A willingness to give generously of their time to support school events and activities. | Essential |
| Commitment to personal development and life long learning | Essential |
| Ability to enthuse young people | Essential |
| Enthusiasm for promotion of the School | Essential |
| Tact and diplomacy | Essential |
| Approachable and helpful attitude towards colleagues | Essential |
| A person who is able to command respect from students | Essential |
| Commitment to challenge underperformance | Essential |
| Commitment to an 'all-through-school' approach to learning | Essential |

Safeguarding

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| Commitment to promoting the health, welfare and safeguarding of children | Essential |
| Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school | Essential |



The Recruitment Process

For further information and informal discussion about this post, please do not hesitate to contact hr@chichesterfreeschool.org.uk or on 01243 792690.

Candidates should complete an application form and supporting statement addressing the criteria presented in the role description and person specification. Completed applications should be sent to hr@chichesterfreeschool.org.uk by noon on **19th May 2022**.

Short-listed candidates will be invited to interview on **Monday 23rd May 2022**.

A formal contract will be issued once the successful applicant has been appointed. It will be offered subject to a Disclosure and Barring Service (DBS, formerly CRB) check.

Job Description

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| Team | Extended Senior Leadership Team |
| Job Purpose | To play a key role in the leadership and management of the School with particular reference to specified aspects of the School's Strategic Plan as determined by the Principal. Under the coordination of the Senior Assistant Principal: All Through Inclusion, to specifically lead on all aspects of inclusive practice within the Primary phase, acting as the Primay SENCo. |
| Accountable to | Senior Assistant Principal: All Through Inclusion |
| Salary | MPS/UPS + SEN Allowance |
| Responsible for | Primary LSA Team |
| General Requirements | <p>All school staff are expected to:</p> <ol style="list-style-type: none"> Work towards and support the School's vision and the current school objectives outlined in the School Development Plan. Contribute to the School's programme of extra-curricular activities. Support and contribute to the School's responsibility for safeguarding students. Work within the School's health and safety policy to ensure a safe working environment for staff, students and visitors. Work within the School's Equality Policy to promote equality of opportunity for all students and staff, both current and prospective. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. Engage actively in the performance management process. Adhere to policies as set out in the Staff Handbook/Staff Policy folders Undertake other reasonable duties related to the job purpose required from time to time. |
| Accountabilities | |
| 1. Strategic Direction and Development | <ol style="list-style-type: none"> Assist the Principal in translating the vision for the school into agreed objectives and operational plans, in line with the School's planning cycles, and support the Senior Assistant Principal: All Through Inclusion in the following aspects of the School 's Strategic Plan: <ul style="list-style-type: none"> Taking responsibility for all SEND or disadvantaged learners in the Primary phase. Ensuring fully inclusive provision and support for Primary learners, with a focus on those with SEND or disadvantaged pupils. Securing effective teaching, successful learning and promoting high levels of achievement and self-esteem for Primary pupils, irrespective of background, ethnicity, gender or disability. |

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| 2. Leadership and Management of Others | <ul style="list-style-type: none"> a. Be a proactive member of the School's Extended Senior Leadership Team, attending meetings when invited by the Principal. b. Play an active role in the all-through approach, ensuring that most aspects of the outlined role take into consideration both phases of the School. c. Lead by example, providing inspiration and motivation, and embody for the students, staff, parents and wider community the vision, purpose and leadership of the School. d. Take responsibility for the day-to-day line management of designated staff, currently as follows (and maybe subject to change): Primary LSAs. e. Work with both Primary and Secondary colleagues to ensure continuity and progression. f. Support the Principal in developing positive working relationships with and between all staff, maintaining confidentiality as appropriate. g. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with special educational needs. |
| 3. Teaching and Learning | <ul style="list-style-type: none"> a. Provide a professional model for others, clearly demonstrating effective teaching, classroom organisation and display high standards of achievement, behaviour and discipline; demonstrate personal commitment to quality and excellence, and resolution in achieving them. b. Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher as outlined in the general job description. This will initially be on a 0 load, although maybe subject to change in discussion with the Principal. <i>This is on the assumption that the role is a part time position. 0.6 of the working week is currently dedicated to the SENCo role.</i> c. Oversee and work with middle leaders on academic interventions to support and drive pupil progress, especially in respect of SEND and disadvantaged learners. |
| 4. Monitoring, Evaluation and Assessment | <ul style="list-style-type: none"> a. Monitor and evaluate specific areas of responsibility in line with agreed school procedures, including evaluation against quality standards and performance criteria. b. Ensure the maintenance of accurate and up-to-date management information concerning specific areas of responsibility in order to inform the review and evaluation process. c. Identify and take appropriate action on issues arising from evaluation, setting deadlines where necessary and reviewing progress on the action taken. |
| 5. Communications, Marketing & External links | <ul style="list-style-type: none"> a. Participate as required in consultation processes with staff, pupils, parents, and the local community. b. Compile and publish information as required. c. Complete appropriate inspection information as required. d. In partnership with other members of the senior and extended leadership team, ensure that the School complies with all relevant statutory legislation as specified by the Department for Education, and other relevant bodies, to maintain a healthy and safe environment for all its students, staff and visitors. |
| 6. Management of Resources | <ul style="list-style-type: none"> a. Work with the Principal in establishing priorities for expenditure and monitoring the effectiveness of spending and use of resources with a view to achieving value for money. |

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| 7. Training and Development of Self and Others | <ul style="list-style-type: none"> a. Develop and maintain a culture of high expectations for self and others. b. Regularly review own practice, set personal targets and take responsibility for own development. c. Encourage all staff to be similarly active in their personal and continuous professional development. d. Lead groups of staff in developmental activities, and evaluate outcomes. e. Participate in the School's NQT/PGCE/new staff induction programmes to ensure that all new staff feel welcomed and appropriately briefed to undertake their responsibilities. |
| 8. Supporting the School in the Wider Community | <ul style="list-style-type: none"> a. Develop strong, positive relationships with WSCC/local colleagues, contribute to collaborative work across schools locally and support other staff to develop and share best practice. |
| 9. Specific Operational Responsibilities | <p>Leadership</p> <ul style="list-style-type: none"> • Oversee the Primary SEN department. • Support in the day to day operational running of the School, offering reasonable cover for SLT duties (although not having this as a permanent part of the timetable). <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Actively support teachers in the classroom with effective approaches to the teaching of pupils with SEND needs. • Coordinate EHCP applications and other reports to access support for SEND and disadvantaged pupils. <p>Pupil Progress and Data</p> <ul style="list-style-type: none"> • Use internal and external data to closely monitor the progress of SEND and disadvantaged pupils throughout the year, identifying gaps and intervention needs. • Identify pupils of concern and ensure that interventions are being actioned by other members of staff. • Provide relevant data on Pupil Progress for SEND and disadvantaged pupils for the Principal as requested, for example for Governors' meetings and pupil progress meetings. <p>Assessment and Exams</p> <ul style="list-style-type: none"> • Ensure all relevant Primary pupils' needs are being addressed in day to day assessments, internal and external exams. • Collect and interpret specialist assessment data, including that which support the needs for Access Arrangements. <p>Staffing, Curriculum and Timetable</p> <ul style="list-style-type: none"> • Contribute to interview panels for appointing staff. <p>Quality Assurance</p> <ul style="list-style-type: none"> • Contribute to the performance management of all teaching staff. <p>Reporting</p> <ul style="list-style-type: none"> • Communicate with relevant parents both individually and in general on academic matters, explaining school policies and decisions. |



The post holder will undertake other reasonable duties related to the job purpose required from time to time. This job description should be seen as enabling rather than restrictive and will be subject to regular review.

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the CFS Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Designated Safeguarding Lead or to the Principal.