

**Regional SENDCO Application Pack**

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**Letter from Catherine Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**CEO**

# Our Cornerstones and Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago Touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role

**Regional SENDCo at REAch2 Academy Trust**

Do you want the chance to actively contribute to the process of shaping England’s largest primary academy trust?

Do you want to be part of a leadership team which is passionate about making a difference to the lives of children?

Do you have the passion and motivation to inspire others, and the ability to lead change and deliver excellence?

Do you have specific skills in SEND?

If you answered ‘Yes’ to all of the above, then REAch2 might just have the perfect post for you!

We are seeking to appoint two exceptional individuals as Regional SENDCo, to help raise the quality of education, provisions, attainment and opportunities for children across REAch2 and to support the implementation and embedding of our REAch2 SEND Strategy. With a national reach and over 60 primary schools divided into two regions, the Regional SENDCo will report directly into REAch2’s Head of SEND and work with individual schools, clusters, school leaders and the wider education team.

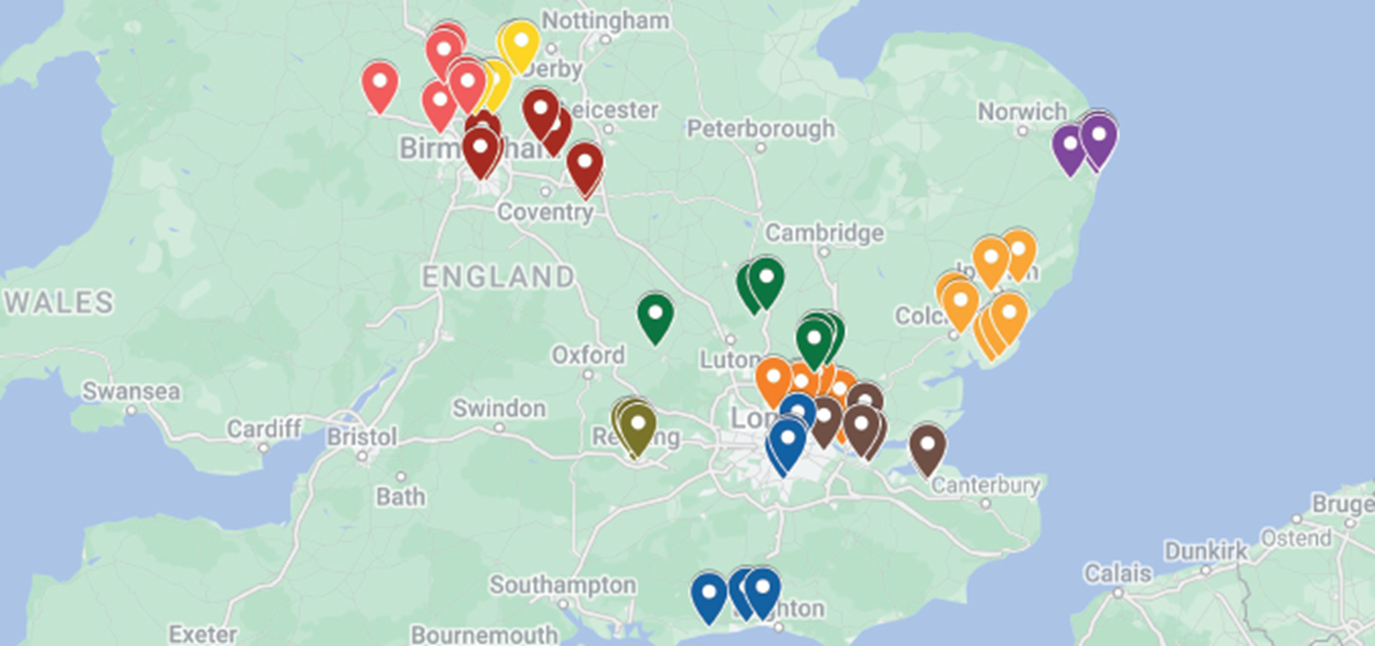
This is an exciting new role for someone who is passionate about developing Special Educational Needs provision and supporting the Trust. To be successful in this role you will have:

* Experience in the analysis of performance data for the purposes of target setting and evaluation.
* Experience of having led, or made a significant contribution to, the success of a school, through its leadership, pupil outcomes and ethos.
* Experience of supporting staff to optimise attainment and progress of pupils, espially those with SEND.
* Extensive experience of successfully and effectively working with children with a wide range of significant barriers to learning.

One of the main areas of focus initially will be the targeting of those schools with the highest number of outstanding EHCP assessments and supporting with collating paperwork and chasing outstanding evidence. Therefore, it would be desirable that the successful individuals have extensive experience of the graduated response and needs assessment processes.

This is a home-based position that will involve travel to schools in your assigned clusters on a regular basis. The cluster grouping is as follows:

|  |  |
| --- | --- |
| Regional SENDCo One | Regional SENDCo Two |
| Cluster 1 - Cannock, Staffordshire, Telford and Wolverhampton (Red)  Cluster 2 - Burton upon Trent, Staffordshire and Lichfield (Yellow)  Cluster 3 - Rugby, Atherstone, Birmingham and Nuneaton (Purple)  Cluster 4 - Letchworth Garden City, Hitchin, Harlow and Aylesbury (Green)  Cluster 9 - Reading (Dark Blue) | Cluster 5 - Lowestoft and Beccles (Lilac)  Cluster 6 - Essex, Clacton on Sea, Colchester and Ipswich (Orange)  Cluster 7 - Croydon and West Sussex (Light Blue)  Cluster 8 - Kent, Gravesend, Bexley Heath, Purfleet and Deptford (Grey)  Cluster 10 - London - Waltham Forest, Chigwell, Dagenham, Leyton and Romford (Black) |



**Benefit**

We offer a flexible work location for this role, paid travel, very competitive salary plus membership of the generous Teachers Pension Scheme, A wide range of professional development opportunities and the opportunity to work with some of the best educational professionals in the country,

As part of REAch2 employee benefits we also offer an eye care scheme, access to an Employee Assistance Programme for you and your immediate family and membership of ‘perks at work’ – which includes discounts on holidays, shopping, family days out and much more.

REAch2 is working towards improving the diversity of the governance and leadership of the Trust, and the experience for our staff from diverse backgrounds. We are keen to hear from all candidates with the appropriate experience who feel they can make a real contribution to leading our Trust. If you can bring a fresh perspective to the challenges we face whether through your background as someone from an ethnic minority or you live with a disability (visible or not), are open about your faith, religion or belief or about being LGBTQ+, your application will receive a warm welcome. As will applications from all suitable candidates.

# The application

You are invited to submit an application form to **Rachael Stevenson, Head of SEND** **[recruitment@reach2.org](mailto:recruitment@reach2.org)**

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact **Rachael Stevenson, Head of SEND** using [**Rachael.stevenson@reach2.org**](mailto:Rachael.stevenson@reach2.org)

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | Tuesday 2nd January 2024 at Midday |
| **Activity Day: Interviews:** | Tuesday 9th January 2024  Thursday 11th January 2024 |
| **Contract Details:** | Permanent – Term-time only plus 5 days |
| **Salary:** | Leadership Scale Points 6-10 (subject to job evaluation) |
| **Start date:** | Easter 2024 or September 2024 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. We will endeavour to contact all unsuccessful applicants in a reasonable time scale, but If you have not been contacted by Friday 5th January then unfortunately you have not been shortlisted for this position.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

**Post: Regional SENDCo**

**Salary: Leadership Scale Points 6-10**

**Responsible to: Head of SEND**

**Core Purpose**

* To raise the quality of education, provisions, attianment and opportunties for children across REAch2, particularly those with SEND children. By supporting, advising and developing Senior Leaders and SENCos within our schools using your SEND expertises.
* To support the implemention and embedding of our REAch2 SEND Strategy.

**Responsibilities**

* To work with individual schools, groups of schools, school leaders and the wider education team.
* To work as part of the SEND Team in the development of Inclusion, SEND and Behaviour across the Trust.
* To work within the SEND team to support in the writing, provision and delivery of training for SCITT, ECTs, senior leaders, SENCos, subject leaders, teachers, support staff and parents.
* To carry out data analysis for your Regional schools and work with leaders, SENCos and teachers to carry out moderation activities.
* To support SEND Development Days.
* To provide support and challenge in pupil progress meetings.
* To develop central resources and support materials for SENCos and school staff.
* To support the SEND Team in providing regular updates and leadership sessions for SENCOs across the Trust and ensure central resources and support materials are regularly updated.
* To support in the implementation of the SEND Strategy and other specific strategies across the Trust as the need arises.
* To work on specific projects across your Region in line with Trust Strategies.
* To attend Ofsted inspections when required to support leaders and staff.
* To model lessons and learning opportunities and/or team teach to support in the development of teachers.
* To support schools to adapt their curriculum, ensuring they have high ambition for SEND, are broad and balanced and all opportunities are inclusive.
* To review SEND documentation, across the schools in your Region, to ensure they meet staturory expectations as per the Code of Practice and supporting schools leaders/SENCos whjere required. (E.g. Information Reports, SEN Lists)
* As part of the SEND Team develop a range of approaches to support schools with inclusive practice and SEND provision, including the dissemination of up to date information, clear guidance and best practice in relation to SEND pupils, as well as other vulnerable groups.
* Drive and inspire a passion for learning in every member of the school community.
* Mentor and motivate staff to build a culture of personal responsibility, high levels of commitment, standards and drive for success.
* Provide a model of outstanding practice to all staff in teaching and school leadership.
* Keep informed of developments within the National Curriculum and other relevant curriculum development sources, to ensure that the curriculum is accessible to all children rich and contributes to outstanding educational and whole-person outcomes.
* Keep informed of developments within national accountability for schools, including the OFSTED framework and national assessment requirements, to ensure effective advice and guidance can be given to schools.
* Be responsible for the effective and efficient use of resources
* Support schools in achieving the aims of SEND section of school’s School Development Plan.
* Ensure that all children make optimal progress including where there are barriers to learning, through clear, consistent and excellent systems and provision for all, actively promoting inclusion.
* To maintain worklogs and be accountable for the work carried out**.**
* Promote, embed, secure and monitor all agreed REAch2 policies.
* Ensure all safeguarding procedures are rigorously followed.

# Person Specification

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Right to work in the UK | **\*** |  |
| **Knowledge/Qualifications and experience** | | |
| Graduate with Qualified Teacher Status | \* |  |
| Experience of working as a SENDCo for at least five years |  | \* |
| SENDCO Qualification (National Award) |  | \* |
| NPQH /NPQSL (or equivalent) achieved or underway |  | \* |
| Experience in the analysis of performance data for the purposes of target setting and evaluation. | \* |  |
| Experience of monitoring and improving the quality of teaching and learning. | \* |  |
| Experience at deputy or assistant head level (or equivalent). |  | \* |
| Experience of having led, or made a significant contribution to, the success of a school, through its leadership, pupil outcomes and ethos. | \* |  |
| Experience of supporting staff to optimise attainment and progress of pupils. | \* |  |
| Experience of teaching in, or leading, more than one phase of education or subject area. | \* |  |
| Extensive experience of successfully and effectively working with children with a wide range of significant barriers to learning. | \* |  |
| Strong knowledge and understanding of Inclusion, SEND and Behaviour Management. | \* |  |
| Strong knowledge of multi-agency working to support the needs of vulnerable pupils, particularly those with SEND. | \* |  |
| **Skills , abilities and personal attributes** | | |
| Evidence of a commitment to safeguarding and promoting the welfare of children and young people | \* |  |
| Commitment to promote and support the aims of REAch2 | \* |  |
| Flexible approach. | \* |  |
| Willingness to travel. | \* |  |
| Able to work anywhere within the Trust when required. | \* |  |
| Understanding and ability to communicate and successfully implement strategies. | \* |  |
| Ability to objectively evaluate the quality of teaching: identifying strengths and areas for improvement including appropriate CPD/actions to improve. | \* |  |
| Outstanding teacher. | \* |  |
| Sufficient numeracy skills to interpret statistical data. | \* |  |
| An understanding and competent use of ICT to aid and promote the quality of teaching, accessability to learning and administration. | \* |  |
| Excellent organisational skills. | \* |  |
| Well-developed interpersonal and communication skills. | \* |  |
| Ability to engage with a wide range of professional colleagues in different contexts, including providing supportive feedback to secure improvement. | \* |  |
| Clear understanding of the ethos and strategies required to establish consistently high standards in outcomes, progress, attitudes and behaviour. | \* |  |
| Demonstrate a personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising the quality of their education. | \* |  |
| Demonstrate personal and professional integrity, including modelling values and vision. | \* |  |