



# SEN Administrator

Application pack



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## Principal's introduction

Thank you for your interest in our school and the post of SEN Administrator at Caroline Chisholm School. Our school is a dynamic and heavily oversubscribed all-through academy which covers an age range from 4 to 19. The school caters for over 2000 students across our Primary phase, Secondary phase, and Sixth Form.

We are currently seeking a part-time Administrator to work on a Thursday and Friday in our Special Needs department within the fully inclusive, all-through learning community. The post holder will be part of the whole school administration team with specific responsibility in the Special Needs team.

It is a busy and exciting time at Caroline Chisholm. We were delighted that our long-awaited Ofsted review resulted in a 'Good' outcome with 'Outstanding' in our early years provision. We aim to continue to rapidly improve to become one of the highest performing schools in the Northamptonshire area.

My vision for the school is that it becomes a centre of excellence in developing innovative teaching as well as being a school that focuses on developing success, confidence, and ambition in all our students. It is therefore important that the successful candidate has a true passion and determination for improving attendance across the school and enabling students to fulfil their potential.

If you feel that our school ethos fits your ambitions, we would very much like to hear from you. This position is available to start as soon as possible.

Regards,

A handwritten signature in black ink, appearing to read 'D J' followed by a long horizontal stroke that ends in a small loop.

David James  
Principal

## Digital learning

Prior to the pandemic, the school made the decision to equip all students in secondary phase (Year 7-11) with pen enabled laptops. These devices were rolled out at the start of the 2020-21 academic year.

Students from Y7-13 also have their own dedicated device storage locker.

Students in primary phase, we have a 1 to 2 laptop policy with students having access to a touch enabled laptop.

Sixth form students are expected to bring their own device to school – although devices are provided to students if these are needed.

Classroom based staff are provided with their own device, either in the form of a pen enabled laptop or an iPad.

In total we have around 1900 portable devices managed by the school system, with the addition of another 300 desktop devices managed on the wired network. Giving us a network of well over 2100 devices.

Digital learning has become increasingly used within the school; use of Microsoft Class Notebook is augmented with the use of Microsoft Teams.





Student mobile devices are monitored extensively using the SENSO safeguarding system which allows classroom teachers to monitor students work in real time.

Our digital infrastructure is strong, we have a 2Gb/s internet connection and a state of the art "Wireless 6" network that covers all teaching spaces.

We have a team of 3 specialist and highly trained network technicians who are responsible for IT infrastructure across the school.

There is considerable strength in the school in using and developing the use of digital technology, with each subject area in secondary developing their expertise in how digital technology can be used effectively.



## Our school

We are an oversubscribed, academically successful school that strives to develop young people into ambitious, extraordinarily successful, happy, and resilient young adults.

We make learning enjoyable from reception right up to the sixth form. We provide a challenging academic curriculum, coupled with an incredibly supportive pastoral system that values the strengths and talents of the individual student.

Since our opening in 2004, we have progressed as a school to offer both incredible facilities and teaching. In January 2020, we welcomed a visit from Ofsted and were awarded a 'Good' status. They were keen to note that,

**“Pupils are well supported for their next steps in education and training. Opportunities for extra-curricular activity are highly regarded. These include a wide range of sports, dance, drama and visual arts.”**

Ofsted, 2020

Extra-curricular involvement is not considered an “add on” at our school.

Engagement in sports, the arts, school trips and out of class activities allow us to build the qualities of determination, commitment, courage, compassion, and enterprise that we value as a school.

Our purpose-built, state of the art, all through (4-19) provision makes us school a school for the 21<sup>st</sup> Century.

You can be assured that we will work hard to look after all students to unlock their potential and provide every opportunity to make their time with us fun, engaging, rewarding and successful – so that they can be the best they can be.



## Our vision and values

Our school is a safe, secure, and inspirational learning environment at the heart of our community where everyone is equally valued and respected - a community built on:

### Ambition

By developing the school culture, where everyone:

- strives to be the best they can become
- aspires to ambitious goals
- nurtures and supports

### Confidence

Where everyone develops self-belief by:

- overcoming challenges
- taking calculated risks
- upholding our shared values

### Success

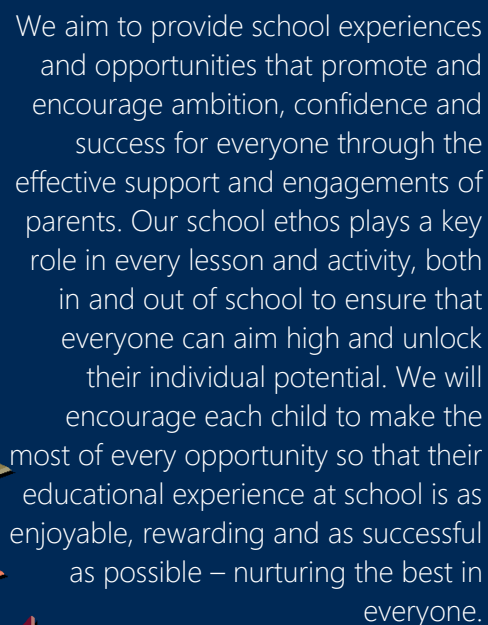
Where everyone is inspired to:

- become a high performing learner
- embrace a range of rich and diverse opportunities
- celebrate achievement in all its forms

Academic attainment across all phases is consistently above national averages and in 2019, 83% of students obtained the expected standards in reading, writing and maths at the end of Key Stage 2. In addition, 78% of students obtained grade 4+ in both English and maths at GCSE.

Our school ethos 'Everyone, Every Lesson, Every Opportunity' carries across all phases of our school. If our ethos fits with your ambitions, we would very much like to hear from you.

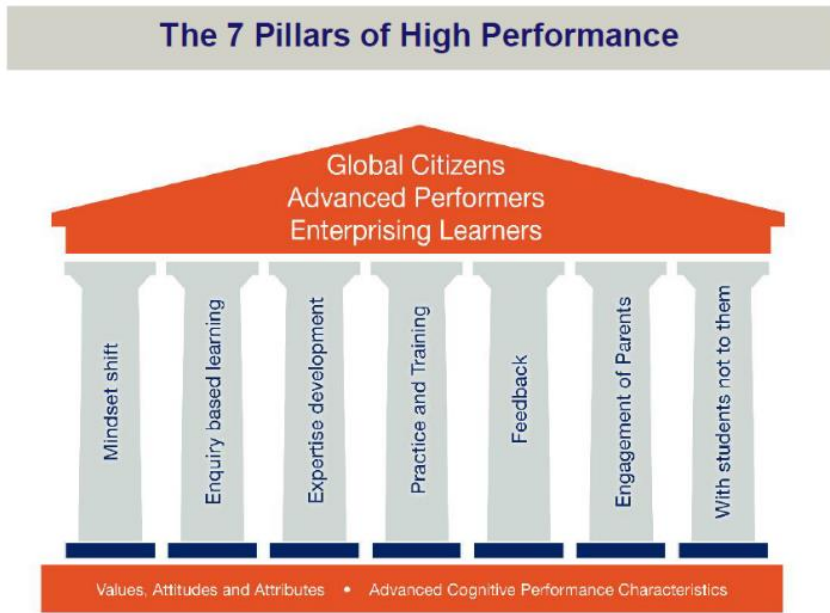
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject to an Enhanced DBS Disclosure. All applicants should read the school's Child Protection and Safeguarding Policy (which is available on our website) and are required to declare any information, as requested, on the online application form.



We aim to provide school experiences and opportunities that promote and encourage ambition, confidence and success for everyone through the effective support and engagements of parents. Our school ethos plays a key role in every lesson and activity, both in and out of school to ensure that everyone can aim high and unlock their individual potential. We will encourage each child to make the most of every opportunity so that their educational experience at school is as enjoyable, rewarding and as successful as possible – nurturing the best in everyone.

# High Performance Learning

Our approach to Teaching and Learning is driven by the “High-Performance Learning Framework”. The framework is a practical method for schools and teachers to develop their students' intelligence. At the basis of the framework are the “Advanced Cognitive Performance Characteristics (ACPs)” and “Values, Attitudes and Attributes (VAAs)” that students can develop to become high performers.



The background to the “High-Performance Learning” philosophy is our growing understanding of how to create more high performing students. This requires a decisive move away from expecting only a small proportion of students to be able to achieve academic success and towards expecting high performance to be the norm in the school.

We are proud to be recognised as a World Class School for High Performance Learning (HPL). This award is a prestigious, globally recognised award that celebrates the achievements of schools which are amongst the best in the world. Achievement of the award is a confirmation of the school’s ability to provide an exceptional level of education for its students; using the High-Performance Learning approach to enable them to reach high levels of academic performance.



- We believe that everyone in the school, regardless of background or starting point, can achieve the highest academic standards.
- Every member of staff works hard to ensure that students will be equipped with the values, attitudes and attributes that will serve them well in their next endeavours - be that university, apprenticeship, the workplace, and their lives.

Staff joining are given CPD and support to help them implement the High-Performance Learning Framework in their own classroom as part of our induction programme.



## How to apply

To apply, please download the application form and attach a supporting statement to tell us about your experience and suitability for the post with reference to the attached job description and person specification.

An on-line search will be conducted for all shortlisted candidates prior to interview.

If you have any immediate questions, or you are interested in visiting the school prior to application, please do not hesitate to email Jane Trevellick, Payroll and HR Coordinator using email address: [jtrevellick@ccs.northants.sch.uk](mailto:jtrevellick@ccs.northants.sch.uk)

Please note that all applications must be submitted by: **midday on 14<sup>th</sup> April 2023**

If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion. References will always be requested before interview.

### Interview

- Interviews for the post will take place week commencing **24<sup>th</sup> April 2023**
- The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.



## Job Description SEN Administrator

Responsible to: Assistant Principal – Inclusion

Hours per week: 14 hours per week (Thursday and Friday) 39 weeks per year

Salary: Grade F

Salary for 14 hours, 39 weeks: £7,118.08 - £7,247.68 dependant on experience.

*(A higher salary is paid for those with post 5 years continuous service)*

## Duties and Responsibilities:

The post holder will be part of the whole school administration team with specific responsibility in the Special Needs team.

### Working in the environment:

- Assist in maintaining an efficient, purposeful and pleasant Special Needs base
- Handle parents' enquiries
- Ensure that LSAs and teachers have access to the documents and resources they need

### Working with the people:

- Initiate, build and maintain good working relationships with staff, students, parents and colleagues from other agencies
- Support the SENCO by setting up meetings, writing and distributing minutes of review meetings
- Work effectively as part of the administration team, supporting other colleagues in their roles and participating in relevant training and professional development
- In curriculum support role, complete administrative and clerical tasks; help with display

### Working with the resources:

- Organise and provide administrative support for annual reviews and other meetings
- Maintain filing system
- Use SIMS and other management software as required to maintain special needs records

### Working with information:

- Manage students' special needs records
- Ensure that teaching staff and LSAs have access to the information they need in order to deliver students' individual education plans

## Notes:

- Whilst every effort has been made to explain the main duties and responsibilities of post, each individual task undertaken may not be identified

“Every teacher I have is incredibly passionate in the subject they teach. We engage with them, because they engage us. They want to be with us in the classroom.”

- Sixth Form Student



## Whole school duties and responsibilities

### School culture and behaviour

- Create a culture where students experience a positive and enriching school life
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism and support teams when required.
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school’s behaviour policy

## Person specification

<b>SEN Administrator</b>				
<b>Essential</b>	<b>Requirements</b>	<b>Assessment Criteria</b>		
		<b>Interview</b>	<b>Application</b>	<b>Appointed</b>
<b>Experience</b>				
E	Experience in working with young people and families			
E	Experience in working with members of the public and / or colleagues from other agencies		✓	
E	Experience in carrying out administrative tasks with an emphasis on attention to detail	✓	✓	
E	Experience in working to an agreed performance level and taking part in performance review	✓	✓	
<b>Education Training and Skills</b>				
E	Good education with minimum of 4 GCSEs or O Levels at Grade C or above, including English and Maths		✓	
E	Competence in the use of ICT to a level appropriate to the post applied for	✓	✓	
E	Able to communicate effectively using both the spoken and the written word	✓		
E	Appropriate level of data protection, security and confidentiality awareness	✓		
<b>Applicable to all staff</b>				
E	Genuine interest in the education of young people and ability to contribute more widely to the life and community of the school		✓	
E	Undertake training as required to fulfil the requirements of the role	✓	✓	
E	Play an active role in terms of safeguarding all students and adults	✓	✓	