

# Albany Academy

## SENCO - APPLICATION PACK

MARCH 2023

**ALBANY ACADEMY**  
**SENCO**  
**Required September 2023**  
**Full-time MPS / UPS (TLR 2c)**

We are looking to recruit an enthusiastic and energetic SENCO to join our 'world class school'.

Albany Academy is a highly successful and popular 11-16 school situated in Chorley, Lancashire. With 725 pupils currently on roll, the school provides an excellent education within a nurturing and caring environment where every student is well known by every member of staff.

The governors are looking to appoint an excellent teacher who believes that the vast majority of children are capable of high performance, as our SENCO. Working alongside an experienced Assistant Headteacher, the SENCO will help develop colleagues, work closely with parents and support students with SEND and lead our Pupil Support Faculty.

The successful candidate will join the school at an exciting time:

- We are a Living Wage Employer.
- The school is part of Albany Learning Trust, a tight knit academy trust and has links across the region, nationally and internationally with other schools, trusts and education organisations.
- Behaviour of students in our schools is excellent.

The successful candidate will:

- Be an excellent classroom practitioner.
- Have a strong commitment to helping pupils of all abilities succeed.
- Be innovative and inspirational to both pupils and colleagues.

Application documents are available to download in the vacancies section of the school website [www.albanyacademy.co.uk/vacancies](http://www.albanyacademy.co.uk/vacancies)

**Apply online by the closing date of midday, on Monday 27<sup>th</sup> March 2023, to:**  
[\*\*vacancies@albanyacademy.co.uk\*\*](mailto:vacancies@albanyacademy.co.uk)

**Interviews will take place on Wednesday 29<sup>th</sup> March 2023.**



March 2023

Dear Applicant

Thank you for your interest in the post of SENCO. We are a truly inclusive school and are fortunate to serve children with diverse needs and backgrounds. We currently educate 37 children with EHCPs. You will be a successful teacher with an optimistic approach and a strong belief that high performance is for the many and not the few.

Albany Academy is a highly regarded small school located in the south of Chorley, an area that boasts excellent schools and colleges in all phases. The academy is a high performing school, which has an excellent reputation in the local area and is heavily oversubscribed. It is consistently in the top 10 schools in Lancashire for pupil progress. We are highly ambitious for our students, our staff and the wider educational community and we provide support for other schools, work closely with other providers and have established the first Multi-Academy Trust of its kind in Lancashire. Further details can be found on the trust website <https://www.albanylearningtrust.com>. We have strong links with local teaching schools and local primary schools and we are part of the SSAT Leading Edge network. Several of our staff provide support to other schools.

Behaviour of students is rated as outstanding by Ofsted, attendance is above national averages and students are well prepared for the next steps in their lives. Students receive support in developing positive behaviour, their aspirations, resilience and leadership within lessons and beyond.

If successful, you will work with an experienced Assistant Headteacher and you will lead a strong team of pupil support staff including an assistant SENCO, six teaching assistants and two cover supervisors. We use an evidenced based approach to our support and intervention, including EEF effective use of TAs recommendations.

We take the development of our staff very seriously and this pack contains a job description, our Professional Development framework for teachers and a copy of the Albany Way. Our [Teacher Training Map](#) also gives a summary and examples of how we train and develop teachers.

As an employer Albany Learning Trust offers the following benefits:

**Pension:** Access to either the teacher pension scheme or local government pension schemes. These offer defined pension benefits, including generous death in service contribution.

**Salary:** We are proud to be a living wage employer. We offer competitive rates for all roles.

**Travel:** Membership of cycle to work scheme, which offers up to 40% off the price of a bicycle, including e-bikes.

**Support:** Our Employee Assistance Programme (EAP) provides confidential support for staff and their families for both personal and work-related matters.

- We train staff in [Chimp Management](#), which helps with people to manage their mind more effectively, with an approach grounded in neuroscience.
- We have free access to Headspace app, which offers meditation and mindfulness for any mind, any mood and any goal.
- We offer membership of the tech scheme, which offers up to 40% off the cost of personal IT equipment and white goods.

**Priority:** Children of staff have priority admissions to their school.

**Development:** Our high-quality training ensures personal, professional development and allows staff to become expert in their role. A clear progression route within the Trust also provides opportunities to prepare staff for their next career step. Partnerships with the top professional bodies and training providers ensures high quality, evidence-based training is always available to all staff. All our classroom staff receive training in [High Performance Learning](#) teaching and have access to HPL training pathways. Our leaders are trained by [Leadership Matters](#) and have access to professional leadership qualifications including NPQs.

Our school and trust websites provide a great deal more information about the school which you may find useful as part of the application process. Prospective candidates are always welcome to visit the school and visits can be arranged by contacting Mrs Shaw on 01257 244020.

We may use internet searches using information held in the public domain to perform due diligence on candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

If you are successful as a candidate for this post, you will be a welcome new addition to our staff. Albany Academy is a small friendly school with a strong sense of identity that engenders real loyalty amongst all who are associated with it.

Please return a completed application form, along with a supporting letter of no more than two sides of A4, showing how you meet the person specification, before the closing date of mid-day on Monday 27<sup>th</sup> March 2023. Applications should be submitted electronically to [vacancies@albanyacademy.co.uk](mailto:vacancies@albanyacademy.co.uk). Interviews are scheduled to take place on Wednesday 29<sup>th</sup> March. I look forward to receiving your application.

Yours faithfully

P Mayland  
**Headteacher**

# Job description: special educational needs co-ordinator (SENCO)

Albany Academy is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

## Job details

**Job title:** Special educational needs co-ordinator (SENCO)

**Salary:** TLR2c

**Contract type:** full-time, permanent

**Reporting to:** Assistant Headteacher

**Responsible for:** SEND Team

## Main purpose

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

## Duties and responsibilities

### Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school 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 school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school'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

- 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 and lead intervention groups for pupils with SEN, and evaluate their effectiveness

### Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate 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
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Oversee pupil transfers to and from other schools to support a smooth transition for the pupil and ensure that all relevant information is conveyed
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

## Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> <li>• Degree</li> <li>• NPQ</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching experience</li> <li>• Experience of working at a whole-school level</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading INSET</li> <li>• Experience of using evidence based approaches to SEND and teaching</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>

## Notes:

This job description may be amended at any time in consultation with the postholder.

**Last review date:**

**Next review date:**

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# The Albany Way

*We succeed because we care.*

## Community

This is a *community* where everyone is valued, can make a contribution and is empowered to take control of their own destiny. Where everyone *works together* and learns from each other.

## Aspiration

We hold *hope* for every individual member of our community. In recognising their personal circumstances and by offering opportunities, we lay the foundations for their *future success*.

# Resilience

Within our nurturing community we recognise that success is built on *effort*, a 'can do' attitude, ensuring the little things are done well and having no fear of failure. Everyone sets themselves the highest expectations and maintains a *hunger for improvement*.

## Enthusiasm

As a result, we develop *well rounded human beings*, who are prepared to make a positive contribution to our wider community; who demonstrate mutual respect, empathy, an acute appreciation of fairness and a *strong sense of self-worth*.



## ALBANY ACADEMY PERSONAL PROFESSIONAL DEVELOPMENT FRAMEWORK

Career Stage	What can I do?	PPD opportunities in school	PPD opportunities through Links	PPD opportunities through national & international links
<b>Induction Year</b>  Work towards achievement of <b>National Induction Standards</b>	<input type="checkbox"/> Join a professional association <input type="checkbox"/> Complete Career Entry and Development Profile <input type="checkbox"/> Start a Professional Development Portfolio <input type="checkbox"/> Reflect weekly on teaching <input type="checkbox"/> Work with a mentor	<input type="checkbox"/> Albany Academy induction programme <input type="checkbox"/> Observe teaching by department colleagues <input type="checkbox"/> Meetings with mentor and ITT Leader <input type="checkbox"/> Receive developmental feedback from a colleague <input type="checkbox"/> Attend staff PPD – INSET days <input type="checkbox"/> Lesson observation programme <input type="checkbox"/> Receive in-class support <input type="checkbox"/> Observation of exemplar practice during open door weeks <input type="checkbox"/> Plan and lead assemblies <input type="checkbox"/> Shadow an experienced member of staff on parents' evenings <input type="checkbox"/> Support in writing student reports	<input type="checkbox"/> Visit other schools <input type="checkbox"/> Observe other teachers <input type="checkbox"/> Meet with strategic leaders within school such as Literacy & Numeracy, E-safety, safeguarding, HA, educational visits	<input type="checkbox"/> HPL induction
<b>Development</b>  <b>Years 2, 3 &amp; 4</b> Opportunities for teachers to begin to work towards exceeding some of the <b>National Teaching Standards</b>	<input type="checkbox"/> Maintain a Professional Development Portfolio <input type="checkbox"/> Record, reflect and self-evaluate your PPD <input type="checkbox"/> Undertake personal research <input type="checkbox"/> Be aware of trends in education via internet/twitter/professional sites <input type="checkbox"/> Analyse and interpret pupil data <input type="checkbox"/> Look at opportunities to lead training for other staff <input type="checkbox"/> Reflect weekly on teaching	<input type="checkbox"/> Observe teaching by colleagues – and have the opportunity to deliver feedback <input type="checkbox"/> Be observed and receive developmental feedback <input type="checkbox"/> Attend staff PPD – INSET days <input type="checkbox"/> Share good practice at faculty meeting <input type="checkbox"/> Share good practice at a Staff Meeting <input type="checkbox"/> Receive in-class support <input type="checkbox"/> Be coached by a peer <input type="checkbox"/> Arrange an out-of-school educational visit for pupils <input type="checkbox"/> Plan and lead an assembly <input type="checkbox"/> Opportunities to present to staff/parents <input type="checkbox"/> Take part in NQT/ITT mentoring <input type="checkbox"/> Focused discussion about your PPD needs as part of appraisal <input type="checkbox"/> Deliver Open door exemplar lessons <input type="checkbox"/> Lead a department initiative <input type="checkbox"/> Opportunities for team teaching <input type="checkbox"/> Standardization meetings for subject <input type="checkbox"/> Be responsible for a tutor group	<input type="checkbox"/> Early Professionals Development courses <input type="checkbox"/> Visit other schools <input type="checkbox"/> Observe other teachers <input type="checkbox"/> Participate in local network meetings <input type="checkbox"/> NPQLT	<input type="checkbox"/> Early Professional Development courses <input type="checkbox"/> Take part in certificate, diploma or masters degree programmes. <input type="checkbox"/> SSAT Leadership Legacy
<b>Enhancement</b>  <b>Years 4, 5 &amp; 6 and subsequent years</b> The PPD entitlement provides opportunities for all teachers to work towards exceeding all of the <b>National Teaching Standards</b> . Apply for Threshold.	<input type="checkbox"/> Maintain a Professional Development Portfolio to show planning, progression, data analysis, work samples and PPD opportunities <input type="checkbox"/> Participate in on-line discussion groups <input type="checkbox"/> Undertake classroom and action research <input type="checkbox"/> Develop your observation and coaching skills <input type="checkbox"/> Read academic and professional journals <input type="checkbox"/> Become an exam marker/moderator <input type="checkbox"/> Reflect weekly on teaching <input type="checkbox"/> Preparation for threshold application	<input type="checkbox"/> Lead Staff Training – INSET Days, PPD Sessions <input type="checkbox"/> Opportunities to attend a Middle Leaders meeting <input type="checkbox"/> Present to staff/parents and Governors <input type="checkbox"/> Shadow senior colleagues <input type="checkbox"/> Lead a whole school initiative <input type="checkbox"/> Develop observation and coaching skills <input type="checkbox"/> Chair a meeting <input type="checkbox"/> Study/evaluate lessons with colleagues <input type="checkbox"/> Opportunities for team teaching <input type="checkbox"/> Coaching by a peer <input type="checkbox"/> Become a coach <input type="checkbox"/> Mentor a junior colleague <input type="checkbox"/> Focused discussion about your PPD needs as part of Appraisal Cycle <input type="checkbox"/> Middle Leaders PPD <input type="checkbox"/> Join T and L group <input type="checkbox"/> Participate in QA process <input type="checkbox"/> Work shadow appraiser <input type="checkbox"/> Participate in Budget training <input type="checkbox"/> Develop and facilitate links to primary schools/colleges	<input type="checkbox"/> Visit other schools <input type="checkbox"/> Observe other Teachers <input type="checkbox"/> Attend subject moderation meetings <input type="checkbox"/> Contribute to or participate in courses, conference or seminars	<input type="checkbox"/> Take part in certificate, diploma or masters degree programmes <input type="checkbox"/> Take part in regional specialist networks <input type="checkbox"/> Take part in Higher Education networks or research groups



<b>Post-Threshold Subject or Middle Leader Focus</b>	<input type="checkbox"/> Maintain and progress through UPS1 to UPS2 to UPS3 <input type="checkbox"/> Maintain a Professional Development Portfolio <input type="checkbox"/> Prepare for Specialist Leader in Education (SLE) <input type="checkbox"/> Reflect weekly on teaching	<input type="checkbox"/> Observe/Feedback to ITT / NQT / SCITT students <input type="checkbox"/> Participate in Peer Subject review <input type="checkbox"/> Mentor colleague in Department in development/delivery of SOW <input type="checkbox"/> Coach colleague <input type="checkbox"/> Be a Reviewer for Appraisal <input type="checkbox"/> Facilitate an Action Research project <input type="checkbox"/> Take responsibility for a budget <input type="checkbox"/> Assist in the organisation of a whole school event	<input type="checkbox"/> NPQLTD <input type="checkbox"/> HPL Lead Teacher	<input type="checkbox"/> Take part in certificate, diploma or masters degree programmes <input type="checkbox"/> Teaching fellows programme <input type="checkbox"/> HPL middle leadership
<b>Developing the Leadership Role / Lead Practitioner</b>  The PPD entitlement provides opportunities for all teachers to <b>begin</b> to work towards a whole school and system wide role. <b>The National Standard for Head teachers (NPSL)</b>	<input type="checkbox"/> Contribute to academic and professional journals, books or websites <input type="checkbox"/> Research NCTL website <input type="checkbox"/> Maintain a Professional Development Portfolio to show planning, progression, data analysis, work samples and PPD opportunities <input type="checkbox"/> Become a governor representative <input type="checkbox"/> Become a Specialist Leader in Education <input type="checkbox"/> Reflect weekly on teaching	<input type="checkbox"/> Work with a range of agencies <input type="checkbox"/> Chair meetings <input type="checkbox"/> Take part in selection of new staff <input type="checkbox"/> Support/team teach with junior colleagues <input type="checkbox"/> Shadow a senior colleague <input type="checkbox"/> Take on a Lead new role/initiative <input type="checkbox"/> Attend and lead Staff Training <input type="checkbox"/> Opportunities to present to staff/parents and Governors <input type="checkbox"/> Organization of a whole school event	<input type="checkbox"/> Support colleagues in other partner schools <input type="checkbox"/> Lead training in partner schools <input type="checkbox"/> Make presentations at conference/ meetings <input type="checkbox"/> Lead training for ITT /SCITT students	<input type="checkbox"/> Attend Leadership Conferences <input type="checkbox"/> Establish links to Senior leaders at other schools/colleges <input type="checkbox"/> Complete NPQSL
<b>Assistant/Deputy Head teacher</b>  The CPD entitlement provide opportunities for senior staff teachers to <b>continue</b> to work towards and evidence their achievement of: <b>The National Standard for Head teachers (NPQH)</b>	<input type="checkbox"/> Maintain a Professional Development Portfolio <input type="checkbox"/> Record, reflect, self-evaluate and plan your PPD <input type="checkbox"/> Join a professional association for senior leaders <input type="checkbox"/> Reflect weekly on teaching	<input type="checkbox"/> Lead Staff Training – INSET Days, PPD Seminars. <input type="checkbox"/> Plan program of PPD events <input type="checkbox"/> Organization of a whole school event <input type="checkbox"/> Attend SLT meetings <input type="checkbox"/> Be an appraiser <input type="checkbox"/> Line-manage/Coach a Faculty <input type="checkbox"/> Attend/make presentations to Governors <input type="checkbox"/> Rotate roles <input type="checkbox"/> Take responsibility for a significant part of the school's self-evaluation <input type="checkbox"/> Take a lead on a whole school strategy <input type="checkbox"/> Contribute to the SIP <input type="checkbox"/> Take part in preparation for OFSTED <input type="checkbox"/> Act as Headteacher in Headteacher's absence (Deputies)	<input type="checkbox"/> Attend local Senior Leaders' meetings and networks	<input type="checkbox"/> Complete NPQH <input type="checkbox"/> Attend Leadership Conferences

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