

a folio education trust school



Working at Coombe Wood School

Candidate Information Pack for 2020-21

SENCO



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<http://www.cws-croydon.co.uk/>

30 Melville Avenue, South Croydon, CR2 7HY

Coombe Wood School is in its 3rd academic year since opening. After two and a half years in temporary accommodation, the determination and enthusiasm of both CWS and Folio staff to have an engaged and vibrant body of students working within a £35 million state of the art new school building, has now finally come together. This pack is designed to introduce applicants to the ethos, values and high expectations that our students now live out in our new school building every day.

We hope you will find this inspiring and if your educational beliefs are aligned with our vision, your application will be welcomed.

Welcome from the Headteacher



Dear Candidate,

Welcome to Coombe Wood School and the opportunity to be a part of our demanding but rewarding project.

Having built the school from scratch since 2018 we have been determined to make the most of the unique opportunity to be able to only put into place the things in a school that make a positive difference to students, and nothing else. If it doesn't make a positive difference to the whole child, let's not do it!

We also genuinely believe that core characteristics of successful sports people - Teamwork, Respect, Enjoyment, Discipline and Sportsmanship – are equally characteristics that, when displayed by young learners, will lead to success in the classroom. As a result, the staff here drive our core values every day. They are constant in conversations across every part of the school, whether that be classrooms, extra-curricular clubs, assemblies or corridors.

Successful candidates will join a conscientious, vibrant and growing team of teachers and support staff. We do not talk about 'non-teaching staff' at CWS, We do not have 'non' anything. We are one staff, positive about helping our students to grow each day. My job and that of our leadership group is to serve the students and serve you, the staff and to help protect the most precious thing in our school – the learning environments. That is why we ensure we tour the school every period of every day, to support the staff who are busy owning and running those learning environments.

At CWS we are also passionate about helping you develop your career. CPD is very high on our agenda and the numerous internal promotions and appointments we have already made across the school since opening are testament to the rewards on offer for outstanding performers within our growing school.

I am, in short, looking for passionate team players with the intelligence to recognise what will make the biggest difference to our students and the drive to push that change through whilst focusing relentlessly on our 5 core values.

If having read this overview of life at CWS, you feel your work ethic and educational values are aligned with mine, then I would love to hear from you.

Yours faithfully,

Mr B Laker
Headteacher
Coombe Wood School

Mission Statement



Displaying and developing the human values of teamwork, respect, enjoyment, discipline and sportsmanship in our daily lives, as we journey together towards discovering and reaching our true personal bests.

TEAMWORK SPORTSMANSHIP

RESPECT

ENJOYMENT

DISCIPLINE

Teamwork – children working with their friends, parents and teachers to solve a challenging mathematical problem. Collaboration often leads to better outcomes.

Respect – treating others as you would wish to be treated when a mistake is made in carrying out a science experiment. It's ok to get things wrong, as long as you learn from your mistakes.

Enjoyment – life moves too fast not to enjoy school. We will encourage all students to take every opportunity on offer and participate to the best of their ability in activities such as a school play or one of the school sports teams.

Discipline – structure liberates and so a set of clear expectations for parents, staff and children will ensure our community is organised, positive and collaborative. All of these stakeholders are essential to achieving an outstanding education and parents / carers and students must agree to these expectations through our Home-School-Agreement before they set foot in Coombe Wood School.

Sportsmanship – by showing empathy we can intensify our celebration of people's achievements. We can also offer the necessary support to ensure we all reach our personal best together.

School Context



South Croydon is a combination of mixed housing with leafy suburbs. To meet the local rising demand, CWS opened in the heart of South Croydon in September 2018 to 180 Year 7 students. By adding a new Year 7 cohort every year and opening a 6th form in September 2021, it will be catering for years 7-13 by September 2022.

Our year groups are also full to bursting! Following a hugely successful opening period, CWS has received in excess of 1,350 applications for 180 Year 7 places in the last two years.

The school is located on a beautiful expansive green site opposite Lloyd Park in South Croydon, 150 metres from Lloyd Park tram stop. Beyond the £35 million new-build on our 30-acre site, we still have extensive green space at our disposal with outdoor learning opportunities including amphitheatres, chickens and bee keeping facilities already in the planning to enrich our students' life skills and experiences. Further details on this are in the facilities section.

Coombe Wood School students walk into lessons alive, engaged, resilient, respectful, empathetic and confident young learners because of positive and personalised Health Related Fitness experiences throughout the school day. They derive from a range of geographic locations and socio-economic backgrounds with a number requiring the specialist support of our Transition Group; this enables them to better access the secondary curriculum. Having worked hard to establish clear expectations, our students are a pleasure to work with.



Student Experience – Learning



KS3 and 4 curricular Features

The focus on learning and teaching at CWS is relentless. Whether it be teachers planning exciting lessons, students engaging and working to their very best, parents sending their children to school in stunning uniform after a good night's sleep or indeed the support staff at CWS making sure everything runs smoothly, it is fair to say that many people invest time every day in making our classrooms special places of learning. Our job is to make sure they stay special, every lesson, every day. That is why the leadership group visit every lesson every day and staff benefit from regular learning and teaching development sessions, looking for new ways to improve their teaching styles and techniques.

As part of Folio Education Trust we have adopted many of the curriculum and assessment practices put in place by our partner school, Wallington County Grammar School, to further enhance the outstanding provision we offer to our students.

We do not just have happy students, we have students who are going places and who, as our mission statement says, are given every opportunity to discover and reach their true personal best.

CWS focuses upon three main academic strands which, for some students, may overlap to provide them with a well-rounded education full of opportunity and memorable experiences.

Strand 1: Academic Studies (including non-vocational subjects leading to Further and Higher Education.)

Strand 2: Sport and Health Related Fitness.

Strand 3: Creative and the Performing Arts.

Year 7 provides the necessary support mechanisms to ensure that all students transition from Key Stage 2 to Key Stage 3 with minimal disruption. Student progress during Key Stage 3 is monitored carefully to ensure all students acquire and develop the core skills necessary to make informed choices regarding which strand they are best suited to for GCSE. By the time students are settled into Year 9 they should feel confident in their own ability, be able to choose the right GCSEs or Level 2 BTECs that will be on offer and should be ready for the next stage in school life.



Sixth Form

Not all students will progress through to Key Stage 5. The Sixth Form pastoral care team will ensure that students are able to make informed choices which will include other Sixth Form Colleges in the area. Our intention is that students do not stay at Coombe Wood School for reasons such as; familiarity, following the decisions of friends, etc. but will make decisions based upon aspirational career progression. For those students who choose to stay, their academic performance at GCSE will be of the highest level matching that of local selective provision. Their progress will be monitored by the school and the relevant targeted intervention applied. For those who choose to leave the school, their destinations will be monitored to ensure they find the right path. We will encourage the expectation that former students will continue to engage with Coombe Wood School to share pathway experiences with younger students. We expect the majority of Coombe Wood Sixth Form students to move into university study in the UK or to access the US College system with the support of the Trust.

At A level as well as at GCSE, CWS will draw and share expertise from its partner secondary school within Folio Trust, Wallington County Grammar School (WCGS), to establish a curriculum offering that is academically strong and challenging where appropriate. This school, with a current Progress 8 score of 0.84 sits in the top three percent of schools nationwide for progress, from which CWS can draw useful experience.

The belief at CWS is academic excellence for all students, whatever their starting points. We ensure that skilled teaching and excellent pastoral care combine to create outstanding provision for our students. In ensuring progress levels well above national averages and adding value to all students, we will achieve excellent outcomes.

Lessons at CWS

Students at Coombe Wood School have five, one hour lessons per day. Lessons at CWS should contain the following six strategies, this is what we believe makes an excellent lesson:

1. The big picture and measurable lesson objectives
2. Positive behaviour and environment for learning
3. Differentiation
4. Assessment for learning
5. Outstanding visible progress by all
6. Engagement and enjoyment

Lessons are expected to be clearly planned, the saying 'structure liberates' is very true for teaching and consistency conveys and reinforces expectations for all our students. However, we do not want to 'straight jacket' our teachers. We are looking for a sensible balance between common structure to bring a shape and focus to lessons whilst at the same time never wanting to curb or limit creativity in delivery.

Pastoral Care – The House system at CWS

Initially we have six houses named after people and places linked to Croydon history. Students and staff are assigned to houses and with the arrival of more year groups will create a vertical system bringing the age groups together and fostering healthy competition in creative and performing arts, sports and academic challenges.

Health Related Fitness

Coombe Wood School is not a 'sports college'. We are a school that has a relentless focus on Health Related Fitness through our core values – TEAMWORK, RESPECT, ENJOYMENT, DISCIPLINE and SPORTSMANSHIP. We are striving to become the healthiest school in the country.



Every student follows an individual HRF plan, which motivates them to make remarkable HRF progress. This happens in an individual and private way, from the student who has never played sport or even thought about HRF before, to our elite athletes (some but not all of whom may have gained a place via our sporting aptitude assessment,) who are already competing at a high standard of sport outside of school – and everyone in between. With the latest MyZone fitness tracking technology in place, our less confident HRF students can visibly see themselves getting fitter, this is likely to inspire them to want to compete in a chosen sport. Games lessons and after school clubs, all delivered by our professional coaching partners, give them the platform to begin to do this, as do our sporting house competitions.

We are committed to investing in MyZone technology to provide HRF monitoring belts for every student. HRF is not competitive between students; the only competition is each student pushing themselves along. The systems and technology we have in place enables students to see and take inspiration from the progress they are making on a daily basis. We celebrate the HRF progress students make but equally they are not allowed to be passive in this area. Our HRF programme is a real and positive step towards better student well-being, self-esteem, confidence and concentration.



LUOL DENG
FOUNDATION



Facilities

Over £35 million has been invested in a purpose built, state-of-the-art school funded by the ESFA, which includes enhanced sports facilities such as a competition venue within the sports hall for Basketball and Netball, a full-size 3G artificial floodlit football surface, and extensive music and performing arts facilities.

In addition to the sporting facilities, Coombe Wood School aims to be a centre for the Creative and Performing Arts developing close links with other providers and performance venues in the local area. We anticipate that our superb facilities including music and drama studios, dance/fitness rooms with sprung floors and a recording studio, will encourage our students to participate in their chosen activity in the evenings and at weekends, as well as creating a hub for extra-curricular activities.



Appraisal, CPD and staff well-being

Staff wellbeing and continuing professional development are priorities at Coombe Wood School. Staff are encouraged through the appraisal system to take ownership of how they structure their professional growth and develop their key areas of interest. In particular, as the school grows there will be ample potential for role development and staff may wish to explore this through their CPD time.

To ensure that internal CPD opportunities are beneficial to staff, a comprehensive CPD programme is run for all staff that includes the unusual feature of nine INSET days in our academic calendar. We offer access to online CPD platforms and bespoke CPD sessions for staff. Staff can also request external CPD across a range of areas.

Additionally, our approach to staff wellbeing goes beyond workload considerations. The physical and mental wellbeing of all of our staff is important to us. Staff are encouraged to make use of the stunning Health Related Fitness facilities at CWS for both individual and group activities, and all staff are offered the use of MyZone fitness tracking technology upon appointment. Our School Counsellor works extensively with students but also offers confidential drop in sessions for staff.

What the staff are saying:

'It has truly been a roller coaster so far, full of uphill challenges that sometimes cannot be expected, but also full of so many rewarding loop the loops!'

'I couldn't imagine anything better than working with such a close-knit and enthusiastic group of people who are striving to make a difference to Croydon. It is amazing to be able to mould the school and be a part of what will continue to be a huge project.'

'Working with more limited resources and space was certainly challenging but also threw up new ways of doing things, some of which I will never look back from and it is also pushing me to realise strengths I didn't know I even had!'

'I wake up feeling full of purpose each morning to experience the blueprint coming to life.'

'As an NQT I was attracted to the idea of being part of a growing team at a brand new school but at the same time apprehensive about the level of support I'd receive in this situation with limited subject specialists. However, the support has been second to none. My mentor is an English specialist, and I have been able to learn so much from her and apply it to my own subject. I have also been offered the opportunity and encouraged to undertake subject specific CPD in the near future. Being able to play a role in shaping the Geography curriculum at CWS has been exciting.'

'Our core values prepare students to be productive citizens and simply kind people.'

'I could also never have imagined how vibrant every member of the team is, and their passion rubs off on me. I can feel myself becoming a better teacher through the ethos and systems of the school which are all put in place perfectly to protect the learning environments. The students and parents/carers all understand and support these elements of the school. It's lovely that even the students feel that we are all part of the same family or team.'

Application procedure



Please complete the Trust's application form – available for download at www.cws-croydon.co.uk/career-opportunities and return this with (or including) your supporting statement careers@cws.foliotrust.uk (different from the enquiry email).

PLEASE ENSURE YOUR NAME IS PART OF THE TITLE OF ANY DOCUMENTS YOU SUBMIT. The title of the downloaded application form should be changed and saved to reflect this.

In compliance with Safer Recruitment Guidelines CVs will not be accepted.

Closing date: As advertised

Interviews: As advertised

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

Safer Recruitment

Folio Education Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

At Coombe Wood School, we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

The Candidate Privacy Notice can be viewed on the website at www.cws-croydon.co.uk/career-opportunities

Coombe Wood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our Candidate Privacy notice can be found on the Folio website.



SENCO – Job Description

Salary Scale: M1 – M6 or UPS - as detailed in your contract + TLR agreed

Duties: The duties and competencies outlined in this job description complement those covered by the latest School Teachers' Pay and Conditions Document. This role will support the school during the 2021-2022 academic year where we will be accommodating Year 7, 8, 9 and 10 students. It is anticipated that, dependant on performance, the TLR will expand and the responsibilities in the job description will become more focused on the SENCO role as the school moves towards its full capacity. Such changes are to be anticipated whilst still falling with the spirit and intent of this job description.

Responsible to: Members of the Senior Leadership Team

RESPONSIBILITIES

SENCO responsibilities

Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN student achievement.

- Put provision in place to ensure that progress of students with SEN improves relative to those without SEN.
 - *Created SEN profile by collating information from transition, but also contacting parents, primary schools and local agencies to build up SEN profile and provision map.*
 - *Provision map outlines general need (as outlined in EHCs), specific need, external agencies involved and in school support.*
 - *Create and develop school intervention programme overseeing the running and tracking of SEN intervention groups.*
 - *Coordinate the progress tracking of these groups in line with school development plan and SEN policy and practice.*
- Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.
 - *Meet with parents to develop individualised student provision maps for EHCP students.*
 - *Notify staff of these students before their arrival at the school, and provide snapshot support provisions of how to support these students in and around the school.*
- Support all staff in understanding the needs of SEN students.
 - *Deliver a training session during INSET outlining vision of SEN at the school.*
 - *Successful promotion of the "Lightbox" and the role it plays within the school.*
 - *Open-door policy with supporting staff with individual students and open dialogue of support using progress monitor on Google Drive*
 - *Fortnightly SEND update for staff*
 - *Hold fortnightly meetings with Transition teaching staff and SEN teaching assistants to track progress.*
- Monitor progress towards targets for students with SEN.
 - *Student CVs to demonstrate termly progress monitoring.*
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.



- Undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies.
 - *Meetings with parents, external agencies (EP, SALT, OT) on a daily basis.*
 - *Ongoing correspondence with parents regarding updates with students, providing ideas and support for home.*
- Support the identification of and disseminate the most effective teaching approaches for individual students with SEN.
 - *Provide Lightbox profiles for snapshot provisions for each student.*
 - *Maintain library of base documents, including resources for students, to aid progress (prompt cards, instructions etc.).*
- Work with staff to develop effective ways of bridging barriers to learning through:
 1. Assessment of needs
 2. Monitor teaching quality and student achievement
 3. Target setting - IEPs, or Provision Maps, PSP, CAF
 4. Keep accurate records.
- Analyse and interpret relevant school, local and national data.
- Collect and interpret specialist assessment data to inform practice.
 - *Reading dyslexia reports, phonics tests, EP reports, CAMHS reports, OT assessments and SATs scores to develop learning.*
- Work with senior leaders, teachers, key stage co-ordinators and pastoral staff to ensure all students' learning is of equal importance and that there are high and realistic expectations of students.
 - *Ensure that progress is key and that expectations remain high of all students.*

Other

- Provide professional guidance to staff to secure good teaching for SEN students, through both written guidance and meetings.
- Lead on the performance management process for SEN teachers and SEN TAs and ensure that these members of staff are effectively deployed within the classroom.
- Ensure that class teachers have a clear understanding of tasks that SEN TAs are able to complete to support in the classroom.
- Ensure that lines of communication between SEN TAs and class teachers are structured to enable SEN TAs to effectively support in the classroom.
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Manage the PEP review and support process for Looked After Children.
- Provide regular information to the Headteacher and Local Advisory Board on the evaluation of SEN provision
- Effective deployment of staff and resources and utilise resources with maximum efficiency; maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies; work with external agencies to maximise resources made available.
- Co-ordinate all Annual Reviews and reviews of Individual Education Plans and/or PSPs and CAFs where appropriate and attend / chair when necessary.
- Attend Year 6 Annual Reviews for primary students with statements to help facilitate continuity and progression through the development of a transition programme.
- Liaise with Year 5 students requiring advice about provision.

- Ensure that, in liaison with your line manager, you are monitoring termly student data drops for SEND students. Liaise with class teachers re appropriate interventions for students who are not making expected progress and record all interventions within guidelines of existing school intervention programmes.



For any Teaching Responsibilities:

Ensuring high standards of Teaching, Learning and Assessment:

- Deliver high quality lessons in the spirit of the vision for learning set out by the school and your subject leader.
- Plan effectively for high quality teaching, learning and assessment through the creative design of lesson plans, assessments, assessment schedules and schemes of Work.
- Engage in a collaborative approach to planning as far as possible.
- Engage in or deliver appropriate Continual Professional Development opportunities to enhance the quality of teaching, learning and assessment.
- Maintain a high awareness of current pedagogical and subject specific developments and adopt as appropriate.
- Assist in, and engage with, the monitoring and evaluation of the quality of teaching, learning and assessment within your Subject Area, in line with school policy, through the frequent use of learning observations, drop ins, works samples, student/parent/staff voice and assessment moderation.
- Ensure homework is used effectively to enhance and develop student learning.
- Accept and use regular feedback from monitoring and evaluation exercises.
- Plan and lead high quality educational trips and events that will enhance learning.
- Create a high quality learning environment in the subject area through learning focussed displays and resources.

Ensuring excellent outcomes for students:

Students must be exceptionally well prepared for the next stage of their education (Key Stage 4 and Key Stage 5), comparing well against national progress measures. All students are given opportunities to start to discover future career plans so that they are confident in making the correct GCSE, BTEC and A Level option choices at the end of Year 8 and at the end of Year 11.

- Students are able to articulate their knowledge and understanding in an age appropriate way. They can hold thoughtful conversations with each other and adults.
- Maintain a high awareness of how students can secure excellent outcomes in public examinations within your Subject Area through CPD, examination board marking and thorough analysis of past papers, recalled scripts and examiners reports.
- Give students effective feedback in line with the school's assessment policy that is responded to effectively to enable them to be successful.
- Use school and departmental systems to track student attainment, progress, effort, conduct and organisation.
- Ensure attainment and attitudinal data, as well as written progress reports, are submitted to the school in line with school expectations.
- Use internal and external attainment, progress and attitudinal data to identify students or groups of students causing concern for any reason including low attainment, slow rates of progress, poor effort, poor conduct or poor organisation.



- Design and implement high impact interventions both in and outside of lessons that remedy these concerns and close attainment/progress gaps between groups of students such as SEN and Pupil Premium and the rest of the cohort.
- Use attainment and progress data to differentiate effectively in lessons to ensure appropriate levels of challenge for students.
- Liaise with Form Tutors, Year Leaders, Senior Leaders and any other relevant people to communicate key information about student attainment, progress and behaviour.
- Communicate key information about students to parents/carers in a timely manner through appropriate forms of communication such as email, phone calls, face to face meetings or parents' evenings.
- Use Individual Education Plans and advice from key professionals to ensure personalised provision and high rates of progress for disadvantaged students.

Ensuring high standards in Personal Development, Behaviour and Welfare:

This includes students' spiritual, moral, social and cultural development which must equip them to become thoughtful, caring and active citizens in school and in wider society.

- Students are confident and self-assured learners. They are proud of their achievements and of their school.
- Students are provided with opportunities to discuss and debate issues in a considered way showing respect for others.
- Deliver a curriculum that successfully enhances students' social, moral, spiritual and cultural development and reinforces key British values.
- Ensure there is a positive culture within your areas of work in which students are passionate about learning and conduct themselves impeccably.
- Build excellent, professional relationships with students based on mutual respect and trust.
- Use the school's Behaviour and Culture and Ethos policies correctly and effectively.
- Ensure students in your care are safe at all times and work in accordance with current school and nationwide child protection procedures.
- Record and log all sanctions, praise and intervention in accordance with subject Area and School policy.
- Be visible before school, during break and lunchtimes and after school, offering support for staff and students within your subject Area
- Model high standards of professional conduct and dress at all times when representing the school.
- Deliver high quality form time sessions following guidance provided by Year Leaders when given.
- Mentor and intervene with members of your form group where appropriate, accurately logging interventions and monitoring their impact.
- Encourage your students to understand the importance of staying fit and healthy and make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Promote an excellent understanding of how students can stay safe online and encourage an awareness regarding the inappropriate use of technology which includes social networking.



Effectiveness of Leadership and Management:

- Maintain high quality working relationships with staff that contribute to creating a productive and happy working environment.
- Engage with the School's appraisal system and use it proactively to develop as a professional.
- Prepare for subject area meetings using the 'common agenda'. Also attend all other meetings as timetabled or required in directed time.
- Support the school in fulfilling the School Development Plan.
- Work with school leaders internally and externally in reviews and partnerships to develop good practice.
- Contribute to the formulation and review of school policies and procedures.

Other duties

- Attend all training and events required as part of directed time.
- Perform supervision duties as required.
- Contribute to the wider life of the school.
- Perform all other reasonable requests from the Headteacher.

Outcomes

The work carried out helps raise student motivation, aspiration and achievement, improving behaviour and contributing to a wide range of school objectives within the School Development Plan (SDP).

SENCO - Person Specification



Area	Essential	Preferred
Qualifications	<ul style="list-style-type: none"> ➤ Good Honours Degree ➤ PGCE, QTS 	<ul style="list-style-type: none"> ➤ Higher degree or evidence of further study ➤ A commitment to obtain further qualifications
Professional Development	<ul style="list-style-type: none"> ➤ Evidence of relevant Continuing Professional Development (CPD) 	<ul style="list-style-type: none"> ➤ Teaching Advanced Level ➤ Experience of researching and initiating subject focussed initiatives ➤ Experience of subject focussed self-evaluation
Experience	<ul style="list-style-type: none"> ➤ Experience of teaching good and outstanding lessons ➤ Experience of raising student attainment in an aspect of school work ➤ Experience of planning and managing change within an aspect of subject based school work ➤ Experience of working with a group of students offering pastoral support. 	<ul style="list-style-type: none"> ➤ Teaching across two Key Stages ➤ Teaching Advanced Level ➤ Experience of researching and initiating subject focused initiatives ➤ Experience of subject focused self-evaluation
Knowledge and Skills	<ul style="list-style-type: none"> ➤ An outstanding subject knowledge and understanding of its place within the national curriculum ➤ The ability to teach good and outstanding lessons ➤ The ability to communicate how to teach outstanding lessons ➤ Strong interpersonal and communication skills ➤ Highly effective time management, organisational and administrative skills ➤ Up-to-date knowledge of best pedagogic practice and an understanding of strategies to improve Teaching & Learning ➤ Familiarity with or understanding of specific subject focused curriculum development initiatives for students aged 11-19 ➤ Advanced ICT skills and an imagination about the future impact of ICT on learning ➤ Aware of how to deal effectively with child protection issues 	<ul style="list-style-type: none"> ➤ Ability to analyse data for specific subject and pastoral focused purpose ➤ Previous experience of working with students with SEND ➤ Working knowledge of autism spectrum conditions and/or Downs syndrome ➤ Experience in efficient behaviour management in the classroom ➤ An understanding of basic health and safety requirements.
Personal Qualities	<ul style="list-style-type: none"> ➤ Swiftly earn respect from staff and students ➤ A drive for continuous improvement ➤ High standards embracing honesty, integrity, loyalty and trustworthiness ➤ Strong intellect, energy and a positive approach to opportunities and challenges and resilient in times of adversity ➤ Capacity to think incisively and strategically ➤ Ability to be flexible and to welcome change ➤ Ability to maintain sound judgement under pressure ➤ Good team player and collaborative worker ➤ Supportive of the drive for health and fitness among the school community 	



SENCO – “Average” tasks per time period

“Average” tasks per time period - SENCO

Daily

- Monitor the “Lightbox” and meet welfare needs of students within it
- Meetings with parents, external agencies (EP, SALT, OT): avg. 1-1 ½ hours per day
- Email correspondence with parents
- Liaise with external agencies reg. Progress of students on caseload
- Create and update student CVs for review by students, staff and parent/carers
- Update records system of interaction history logs with parents
- Create, update and organise SEN record keeping system
- Updating resources for staff to independently support SEN, and answer questions regarding further support
- Update SENCO calendar
- Work with students in intervention groups
- 1:1 support with SEN students
- Coordinate deployment of Support Assistants and SEN admin support.

Weekly

- Update Lightbox profile with any relevant information for teachers
- Progress report on transition group
- Improve knowledge of students and needs by undertaking learning walks and listening to student voice
- Networking with other SENCOs/Inclusion managers in Croydon/London
- (Fortnightly) meet with transition teachers to discuss outcomes of certain students

Half-Term

- Creating SEN Information report outlining the schools Local offer
- Review and adapt the Folio Trust SEN policy and adapt for CWS
- Assessing implementation of EHCP plans
- Staff training

Term

- EHCP review meetings to coordinate with parents, Octavo and relevant teachers.
- Collate termly progress monitors from staff to update student CVs.
- Meetings with parents and students to discuss progress
- Assess and write-up progress reports and evaluate interventions

Folio Education Trust - Welcome from the Chief Executive Officer



Dear Candidate,

Thank you for your interest in this unusual but thrilling opportunity to participate in the growth of a brand new school. CWS offers a unique chance for the staff to shape and influence the future of many Croydon students and lead the development of fresh, innovative subject delivery in a modern, multi-purpose learning environment.

The success of our Free School bid was underpinned by the distinctive ethos that contributed to the "Outstanding" Ofsted inspection at Wallington County Grammar School (January 2017), the other secondary phase school in Folio Education Trust. Consequently, the team at Folio are keen that this is shared and developed at Coombe Wood School, and they buy into and embody this ethos, while developing what is unique to CWS.

The recent completion of our state-of-the-art building, coupled with a stunning collection of virtual open evening presentations and tours, has resulted in three years of oversubscription for places. The children who come to CWS are delighted to have gained a place and their 'buy in' to the core values is instant as a result.

Joining a dynamic team will offer you ready access to expertise and support within the Trust, but the flexibility and independence to develop your career. If you are up for this challenge, then please apply to join us on the journey to create something unique.

Yours faithfully,

Jonathan Wilden
Chief Executive Officer
Folio Education Trust



What do we believe as an organisation?

We believe in the power of collaboration and the importance of developing schools who instil ambition and the desire in every staff member and every young person to discover and achieve their personal best, overcoming any challenge they may face. The Trust is committed to the pursuit of excellence, with young people at the heart of everything we do and personal wellbeing prioritised at every stage. We believe in ourselves. We believe in each other.

Our Mission and Purpose – why do we exist?

To provide inspiring and safe places to learn, where young people are respected, their talents nurtured and where they are able to thrive. Folio Schools offer young people the best chance to lead happy, healthy lives and to be responsible, active citizens.

In Folio Schools;

Young people are healthy and happy.

Young people feel safe.

Young people have good relationships.

Young people become active and involved in school life and the wider world.

Our Vision and Goals – where will we be by 2025?

By 2025, we aim to establish a wider family of collaborative Primary and Secondary Schools supporting over 5,000 young people and 500 staff all working towards the following outcomes;

- Goal #1 - We will deliver outstanding educational standards across all Folio Schools ensuring we have the capacity to create a sustainable and collaborative model of school improvement which continually evaluates, develops and celebrates success.
- Goal #2 - We will recognise the rights of all young people ensuring that daily school life gives children the best chance to lead happy, healthy lives and the opportunity to become responsible, active citizens.
- Goal #3 - We will be an employer of choice, providing good people management, transformational leadership and opportunities for all staff to fulfil their potential. We will recognise the importance of investing in staff and focussing upon people's well-being.
- Goal #4 - We will provide a shared services model for all Folio Schools which listens, understands and anticipates the needs of the people that are being served. Through a process of identifying and mitigating risks we will deliver excellent value for money and efficient resource management.



**We Believe in
ourselves
We Believe in
each other**