



# Francis Baily Primary School



Application Pack

SENCO

# WHAT WE BELIEVE

At Francis Baily, we are unapologetically focused on children achieving fantastic outcomes, and are committed to fostering an inclusive and nurturing environment where every child is valued, supported, and empowered to thrive. We are dedicated to ensuring every child achieves and reaches their full potential. We employ staff who embody this and strive to ensure all children leave school with the best life chances.

Our school is based around six core values—resilience, aspiration, respect, curiosity, courage and collaboration. These are at the core of everything we do and underpin our teaching and learning.

The school's curriculum is rich in knowledge because we believe knowing things provides a foundation for being able to do things. It is underpinned by our mission to create independent, confident learners who aspire to improve every single day, and develop a sense of their place in the world.

As a school we are clear about the journey ahead and staff are committed to working together.

Learning in the classroom is structured around our 7 Principles for Learning (PfL), which are central to the way children learn. This is supported by a toolkit to ensure staff understand the research informed practice and adopt our PfLs as their own.

We value staff time and prioritise staff wellbeing in all decision making. Staff are provided opportunities to develop and lead fulfilling careers both within the school and within the Equinox Learning Trust.

If you are a dedicated and inspirational with the passion to ensure children are given the best life chances with every child achieving, then we would welcome your application to be part of our team at Francis Baily.



# LETTER FOR APPLICANT

Dear Applicant

Thank you for your interest in our vacancy for SENCO. We are a friendly and collaborative school and would be excited to welcome a forward-thinking and passionate SENCO to the team.

This position is suitable for experienced staff as well as newly qualified SENCOs. It has a start date of January 2025 (date can be discussed).

Francis Baily has and continues to be on an improvement journey. Most recently within the implementation of the Read Write Inc, Talk for Writing and Mastery Readers scheme within school. As a school we have high aspirations and expectations to improve the outcomes for children.

A successful candidate must have the desire and commitment to provide exceptional life chances for all children when they leave the school in Year 6. As well as this they must have a passion for teaching and learning and high expectations of children to enable them to achieve their best. They will work closely with the SLT with a strong focus on improving outcomes for our SEND students. They will have the skills, drive, and commitment to help us achieve our ambitions for the school as we enter the next phase of our improvement journey.

Staff are supported with a Professional Growth programme built upon research-based evidence within school. Staff are encouraged to engage with professional development. Francis Baily provides many opportunities for staff to develop their skills.

If you're undecided about applying, we would love to welcome you for an informal visit at your convenience. If you would like to discuss this or any possible job opportunities at Francis Baily please contact the school office at [office@francisbaily.co.uk](mailto:office@francisbaily.co.uk) to arrange a suitable time.

If you've already decided to apply, applications are via our application form with supporting statement available from our website. Please also provide us with the names, addresses (including email) and telephone numbers of two appropriate referees. Please submit completed applications by email to [office@francisbaily.co.uk](mailto:office@francisbaily.co.uk).

Applications must be received by Monday 30 September 2024 (9:00am). Interviews to take place on Thursday 3 October 2024.

Yours faithfully



Miss E Hobbs  
Headteacher

Job Title: SENCO

Salary: MPS/UPS (£30,000 - £46,525) with SENCO allowance

Contract: Full-time (Permanent)

Required for: January 2025 (can be discussed)

# WHY WORK FOR US?

...because we support and value our staff!

Professional development at Francis Baily is centred on investing in individuals. We spend well above the national averages on professional development and have teachers on NQOs, leadership apprenticeships and MA programmes. Our aim is to help every member of staff be the best they can be. As a Trust we have a Leadership Behaviours Framework which clearly articulates what defines excellent leadership behaviours in our organisation.

Evidence-based inset programme has a real impact on teaching and learning across the school. Teachers work collaboratively across departments to focus on a question of their choice whilst engaging with current research in education. This programme is about trusting teachers to shape their own learning and giving them the time to explore issues relevant to their expertise and subject.

An unwavering focus on learning is at the heart of everything we do. We remove as many barriers as we can, administrative or otherwise, to keep learning at the top of everybody's agenda.

Lesson observation and feedback is designed to be helpful and supportive, but also encourage development and improvement, at least twice a year. We also run a coaching programme which supports teachers as well as contributing to wider conversations about what excellent teaching and learning means to us.

Staff Learning Hub: access to specialist training platforms online along with a structured professional growth conversation for all staff. This is matched by our teaching and learning toolkit and we are developing a digital Professional Development Hub, open to contributions from all.

Career Opportunities arise frequently in large schools and we actively seek to help our teachers develop their careers and move into positions of responsibility.

Our new staff and ECT+ programmes are bespoke for all new staff and particularly for NQTs, which include supportive observations, training and other opportunities across the school. We have recently introduced a programme to support staff throughout the first three years of their career from NQT to preparing for a post of responsibility.

Staff Perks include a cycle to work scheme with a tax free allowance, protected team PPA time, learning visits to other schools, access to a leisure centre within the Trust (with discounted memberships) and an active social committee. We have a number of other benefits including free flu jabs and Office 365.

In addition to this, we offer membership of the **Teachers' Pension scheme and the Local Government Pension Scheme**. Childcare vouchers, through the Government scheme, can also be offered.

Well-being is prioritised for staff. With this staff have success to the Employee Assistance Programme, a Trust counsellor as well as events organised by the well-being committee within school.

Should I apply? We value diverse backgrounds, life experiences and perspectives and have a supportive and inclusive organisational culture. We would like our organisation to be representative of our community and the users of our services and welcome applications from candidates from all backgrounds.



# JOB DESCRIPTION

## 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,

## Strategic Development

- 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 Policy and 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

- 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
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- **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

# PERSON SPECIFICATION

Criteria	Essential	Desirable	How identified
Qualifications & Training			
Qualified Teacher Status (QTS)	✓		Application Form
Degree level qualification	✓		
Evidence of ongoing professional development		✓	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	✓		
Knowledge & Abilities			
Sound understanding of the SEND Code of Practice	✓		Interview and Selection Process
Understanding of what makes "quality first" teaching, and of effective intervention strategies	✓		
Ability to plan and evaluate interventions	✓		
Data analysis skills and the ability to use data to inform provision planning	✓		
Effective communication and interpersonal skills	✓		
Ability to build effective working relationships and work as part of a team	✓		
Ability to influence and negotiate	✓		
Good record-keeping skills	✓		
Up-to-date knowledge of a range of teaching, learning and behaviour management strategies and how to implement these effectively	✓		
Thorough understanding of the National Curriculum	✓		
An understand and use a range assessment requirements and arrangements	✓		
Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion	✓		
Knowledge of computer software relevant to the curriculum	✓		
Knowledge and understanding of the potential of computer technology to enhance the curriculum	✓		
Know the legal requirements, national policy and guidance on the safeguarding of children	✓		
Solid IT skills including use of Microsoft Word and Excel	✓		
Good organisation skills	✓		
Ability to prioritise and manage time effectively	✓		

Criteria	Essential	Desirable	How identified
Personal Qualities			
Professional and well-presented, with the ability to demonstrate impact and presence	✓		Interview and Selection Process
Passionate about the importance of education	✓		
Able to listen and understand, as well as being reflective and self-aware	✓		
Ambitious and motivated		✓	
Values			
Commitment to achieving excellence for children	✓		Application Form and Interview
Commitment to making learning challenging and engaging for all pupils	✓		
Commitment to constructive working relationships with parents, governors and the wider community	✓		
Enthusiasm to contribute to the wider life of the school	✓		
Holds high expectations of pupil behaviour and achievement	✓		
Personal Circumstances			
Must legally be entitled to work in the UK	✓		Application Form and Document Check
Nothing in personal background or criminal record indicates unsuitability to work with children / young people / vulnerable / finance	✓		
Safeguarding			
Has appropriate motivation to work with children and young people, and can relate to them	✓		All stages of the recruitment process
Understands the importance of maintaining appropriate relationships and personal boundaries with children and young people	✓		
Displays commitment to the protection and safeguarding of children and young people	✓		
Good knowledge and understanding of safeguarding practice	✓		



# APPLICATION PROCESS

## Completing Your application

Our application form is available from our website. Please send completed forms to [office@francisbaily.co.uk](mailto:office@francisbaily.co.uk). We are unable to accept application via any other method, including CVs and letters of application.

Please be thorough and accurate when completing your application as we review these forms carefully during the shortlisting and selection process. We advise against generic supporting statements and will be looking for your suitability to this particular role.

Your application will be shared with our appointment panel along with references and any other pertinent information.

## Shortlisting

Applications will be reviewed as they arrive, but formal shortlisting will take place through a panel on the stated date. Following this, successful applicants will be invited to interview and asked to confirm their attendance by return.

As with all recruitment rounds, we reserve the right to close the application deadline early so early applications are encouraged.

## Online Checks

All shortlisted candidates are subject to an online check with the intention of seeing your publicly viewable digital profile. We may choose to discuss this with you at interview.

## Interviews

The interview will take place on one day, and the schedule is designed to assess the competencies outlined in the person specification. All interviews involve an opportunity to tour the school and find out more about us but we welcome visits prior to application.

**Deadline:** Monday 30 September 2024 (9:00am)

**Invitation to Interview:** Tuesday 1 October 2024

**Interview Dates:** Thursday 3 October 2024


Francis Baily Primary School is committed to equal opportunities, safeguarding and promoting the welfare of children and young people. We expect all employees, governors, trainees and volunteers to share in this commitment.

We seek employees who are keen to contribute to the fuller life of this highly ambitious school. We will consider flexible working requests. Successful candidates will be subject to an enhanced Disclosure and Barring Service check.



Francis Baily School

Skillman Drive, Thatcham, Berkshire RG19 4GG

 01635 862188

 [office@francisbaily.co.uk](mailto:office@francisbaily.co.uk)

 [www.francisbaily.co.uk](http://www.francisbaily.co.uk)

Equinox Learning Trust

Stoney Lane, Thatcham, Berkshire RG19 4LL

 01635 862121

 [office@equinoxlearningtrust.co.uk](mailto:office@equinoxlearningtrust.co.uk)

 [www.equinoxlearningtrust.co.uk](http://www.equinoxlearningtrust.co.uk)

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