



THE WELLS ACADEMY

Integrity Resilience Ambition

Welcome from the Principal

I feel incredibly privileged to be the Principal of The Wells Academy.

At Wells, our motto is 'Be Kind, Work Hard, Achieve Greatness'. This philosophy describes who we are and influences everything we do. We believe all children are entitled to an exceptional quality of education that is built upon a culture of high expectations, an ambitious and inclusive knowledge rich curriculum and teachers that are inspirational subject experts.

Our mission at The Wells Academy is to provide students with an education that allows them to live a life of meaning and purpose. By the end of Year 11, we want each of our students to be equipped with the knowledge, character and qualifications required to make a positive and lasting contribution to their family, community and the world.

Thank you for taking an interest in our Academy, we look forward to meeting you.

George Coles
Principal, The Wells Academy



Who we are

Why do we exist?

We exist to provide our students with an education that allows them to live a life of meaning and purpose. By the end of Year 11, we want each of our students to be equipped with the knowledge, character and qualifications required to make a positive and lasting contribution to their family, community and the world.

What do we do?

We teach students a knowledge rich curriculum and support them to gain the very best qualifications.

How will we succeed?

1. Uphold a culture of high expectations
2. Develop an ambitious and inclusive knowledge-rich curriculum
3. Raise standards of expert, evidence-informed teaching

How do we behave?



Integrity

We are honest and do the right thing, even when no one is watching. We are always kind and courteous in our words and actions. We are courageous and stand up for what is right.



Resilience

We work hard and are self disciplined. We persevere when things get difficult. We embrace challenges as an opportunity to grow.



Ambition

We hold high expectations of ourselves. We resist making excuses. We form positive habits to achieve greatness.



SENCO

The Wells 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

Salary: L5 – L11

Hours: 37, per week

Contract type: Full time, permanent

Reporting to: Vice Principal: Inclusion

Responsible for: SEN Team

Main purpose

The SENCO, under the direction of the Vice Principal, will:

- Determine the strategic development of the special educational needs (SEN) policy and provision in the academy
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual students with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, families and other agencies
- Coordinate aspects of the graduated response for SEND and oversee the assess-plan-do-review process
- 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 students with SEN or a disability across the academy, monitoring and reviewing the quality of provision
- Contribute to academy self-evaluation, particularly with respect to provision for students with SEN or a disability
- Contribute to Inclusion Team meetings, working holistically with a range of staff in academy to share information and support student engagement and progress
- Make sure the SEN policy is put into practice and its objectives are reflected in the academy improvement plan (AIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the academy's policy and practice
- Apply for and then 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
- Maintain the academy's contribution to The Local Offer including a SEN Annual Report

- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the academy's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with feeder primary schools, other secondary 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 students with SEN or a disability and contribute to action plans to raise levels of progress and attainment
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

Support for students with SEN or a disability

- Identify a student's SEN
- Make funding applications where a student meets the threshold for high level needs funding
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Apply for and review the education, health and care plan (EHCP) with families and the student
- Communicate regularly with families
- Hold termly SEN reviews including updating of Pupil Passports and targets linked to primary areas of need
- Ensure that if the student transfers to another school, all relevant information is shared, and support a smooth transition for the student
- Support key stage transfers from Y6 to Y7, working with feeder primaries to collate information about student SEN needs and disabilities, planning for provision ahead of the start of the academic year and ensuring all staff are aware of new cohorts
- Promote the student's inclusion in the academy community and access to the curriculum, facilities and extra-curricular activities
- Develop a strategy with other staff in the academy to support student mental health and well-being with clear pathways to external agency support being referred to and signposted as early intervention for students and families
- Be the Designated Teacher for looked-after children and conduct LAC and PEP review meetings, completing all statutory documents

Leadership and management

- Work with the headteacher and governors to ensure the academy 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 academy 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 academy's SEN policy
- Promote an ethos and culture that supports the academy's SEN policy and promotes good outcomes for students with SEN or a disability
- Lead and manage teaching assistants (TAs) working with students with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Other areas of responsibility

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow academy 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 Principal.

Person specification

Criteria	Qualities
Qualifications and training	<ul style="list-style-type: none"> • Degree • Qualified teacher status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
Experience	<ul style="list-style-type: none"> • Teaching experience – three years' experience or more • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of line managing staff
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes adaptive teaching, and 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 • Ability to influence and negotiate • Good record-keeping skills
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for students and promoting the ethos and values of the academy • Commitment to equal opportunities and securing good outcomes for students with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality