



- Teacher -
Langney Primary Academy
Information



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Welcome

Dear Applicant,

Langney Primary Academy is a school at the cutting edge of education. Our children enjoy learning that is so current and exhilarating that they run through the school gates every morning. One of the reasons for this is that we have the most caring and committed staffing body that promotes LPA as the beacon of the local community. The supportive “Langney Family” ethos can be felt the moment you step through the gates with excellent manners and mutual respect shown by all.

As staff, we support each other and promote staff wellbeing at all times. Langney is a brilliant and rewarding place to spend time in as we provide the opportunities for ALL children to unlock their unique talents and open doors to highly aspirational new life chances.

We are situated on the “Sunshine Coast” of Eastbourne with our school one mile from the beach, 100 metres from the historic 11th century Langney Priory site and serving a diverse local community. The rich surroundings include the magnificent South Downs that offer amazing walk and cycling routes.

LPA is the school of choice in Eastbourne and we are currently over-subscribed with families waiting years for their children to experience our innovative, bespoke learning curriculum with enriching trips, visits and over thirty activity clubs per week.

We are a fully inclusive school and very proud of this. Working at Langney offers the opportunity to develop the most Gifted and Talented pupils, disadvantaged children and children with wide ranging SEN needs. We strongly value mutual respect, equality and diversity in all we do and promote this at every opportunity. Our Pastoral support for children and families is all encompassing and the THRIVE approach is key to our successes.

Our motto “Active Body, Healthy Mind” is very prevalent as we encourage all children and adults in daily exercise, mindfulness and self care strategies. All children have weekly PE and Movement lessons taught by specialists and our outstanding facilities include Outside Gym, TrimTrail, Run the World Track and Sports Hall.

To gain more of the Langney Family feeling then please do visit www.langneyprimary.co.uk and navigate to our blog and kind comments sections.

Langney really does have the most awesome children and staff and is an incredibly rewarding place to be!

Good luck with your application.



Benjamin Bowles
Headteacher

Job Description

Job Title: SENCO
Grade: MPS / UPS + TLR2B
Responsible to: Headteacher

Purpose of the job

The current School Teachers' Pay and Conditions Document describes the general professional duties which teachers are expected to undertake in the course of their employment.

Teachers are also expected to perform particular duties as may reasonably be assigned to them by the Headteacher.

For the purpose of this general job description these particular duties are:

Curriculum

- To plan and prepare courses.
- To continuously review teaching methods, schemes of work and resources as necessary.
- To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
- To participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Professional Development etc.

- To participate in any arrangement within an agreed national framework for the performance management of performance and that of other teachers.
- To participate in arrangements for further training and professional development as a teacher.
- To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and newly qualified teachers.
- To co-ordinate or manage the work of other teachers as appropriate.
- To manage or supervise support staff as necessary.

Pupils

- To plan and prepare lessons.
- To teach pupils assigned, including setting and prompt marking of work carried out by pupils in school or elsewhere.
- To set relevant and sufficient homework, according to the homework timetable, and to ensure prompt marking of the homework or coursework.
- To assess, record and report on the development, progress and attainment of pupils, according to departmental and whole-school policies.
- To participate in the arrangements for preparing pupils for public examinations. To assess pupils for the examinations and record and report these assessments.
- To promote the general progress and wellbeing of individual pupils and of any class or group assigned.
- To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.
- To make records of, and reports on, the personal and social needs of pupils.
- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and / or groups of pupils.
- To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

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- To attend assemblies and to supervise tutor groups while in assembly, unless the teacher wishes to opt out of any religious aspect of assembly where this is against their beliefs.
- To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- To provide, as a Tutor, the individual contact, knowledge and support for pupils within the allocated tutor group and to liaise with parents and other staff accordingly, as appropriate.
- To contribute to the personal and social education of pupils generally and specifically through the teaching of the PSE programme to the tutor group.
- To support all colleagues in ensuring that high standards of uniform and behaviour are maintained within the school.
- To work with other colleagues to ensure that there is a consistent approach in ensuring pupils abide by the school's code of conduct and the same consistency in dealing with pupils who do not conform to school rules.
- To make relevant records and reports as necessary.

Parents and the wider community

- To communicate and consult with the parents of pupils when required.
- To communicate and co-operate with other persons and outside agencies as required.
- To participate in meetings arranged for any of the purposes described above.
- To foster good relationships with parents.
- Resources and Accommodation
- To take responsibility for the care of resources, accommodation and fabric of the school, particularly when pupils are present.
- To allocate, as appropriate, equipment and materials in connection with his/her teaching.
- Policies and Staff Handbook.
- To ensure that all departmental and school policies are understood and complied with.
- To ensure that they have read and understands the contents of the Staff handbook and complies with all the requirements detailed in the handbook.

Administration

- To participate in administrative and organisational tasks related to the above duties.

Health and Safety

- To accept responsibility for own safety – as well as that of the pupils and colleagues with whom you work.
- To undertake Health and Safety training offered.
- To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including the cumulative effect of repeated manual handling operations.
- To follow any control measures and care plans required by the generic or individual risk assessments.
- To be familiar with and use available equipment safely.
- To be aware of own limitations and inform your employer of any circumstances that may alter your ability to perform manual handling tasks.
- To report accidents and hazards.
- To report deficiencies in the employer's Health and Safety protection arrangements.

Professional Standards and additional responsibilities for SENCO

The core purpose of the SENCO is to ensure the effective implementation of the Special Educational Needs and Disabilities Strategy (SEND) for pupils at the school. This includes ensuring statutory requirements are fulfilled and ensuring the school follows identified best practice.

Meeting the above will require you to meet the National Standards for Special Educational Needs Coordinators. (Subject to change to reflect national legislation)

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You will also be part of a team which ensures the needs of vulnerable groups are met at the School.

Specific responsibilities;

- Effective implementation of the SEND
- Leadership of the School's core special educational needs team.
- Monitoring the progress of pupils with identified special educational needs and evaluating the effectiveness of teaching and learning.
- Work closely with other staff at the school to ensure that vulnerable groups are effectively provided for to ensure that they make at least expected progress.
- Coordinate, with the support of the unit leaders, entrants into our specialist provisions.
- Coordination of access arrangements for examinations.
- Liaison with outside agencies as required including health and education.
- Liaison with parents.
- Transition arrangements for pupils with special educational needs.

Line management responsibilities will include;

- The leaders of the two specialist unit provisions in the school for PD (Physical Disability) and SpLD (Speech and Language Department).
- The Inclusion Manager who provides administration for LAC and young Carers.
- Ensuring the efficient deployment of teaching assistants.
- Leadership of those staff who teach within the school's Intervention Unit.

In addition to the above you will need to work with other members of staff at the school who hold responsibility for vulnerable groups, CAF and inclusion.

Working Time

The following is extracted from the School Teachers' Pay and Conditions Document.

- A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days which they may be required to teach pupils in addition to carrying out other duties; and those 195 days will be specified by the head teacher.
- Such a teacher shall be available to perform duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which they are required to be available for work.
- Such a teacher shall work such additional hours as may be needed to enable them to discharge effectively their professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes. The amount of time required for this purpose beyond the 1265 hours and the time outside the 1265 specified hours at which duties shall be performed shall not be defined by the governors but shall depend upon the work needed to discharge the teacher's duties.

A summary of the directed time for teachers as allocated by the Headteacher is detailed in the staff handbook.

The Working Time Regulations 1998

All teachers are subject to the EU Working Time Regulations which are described in paragraph 114 of DfEE Circular No. 12/99.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

Person Specification

Qualifications	Essential / Desirable
Qualified Teacher Status.	E
A Degree	E
Experience	
Teaching of specialist subject across all three key stages.	E
Evidence of on-going professional development in relation to teaching, leadership, special educational needs and inclusion.	E
The purpose of devising, formulating, implementing and reviewing IEP's provision maps etc.	E
Experience of successful leadership and management within a school or other educational setting in the area of inclusion (SEND, EAL, More Able, Disadvantaged et.)	E
Experience of being a Designated Safeguarding Lead and be able to apply and use up-to-date knowledge in Child Protection and Safeguarding.	E
Recent relevant CPD along with evidence of further professional development in the area of SEND	D
Skills and Knowledge	
Knowledge of the National Curriculum.	E
Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety.	E
A good understanding of the importance of literacy and numeracy across the curriculum.	E
A good understanding of how to assess pupil progress.	E
The characteristics of effective teaching and learning styles in order to support pupils with SEND.	E
Knowledge of relevant legislation – in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Education & Health Care Plans / Statements as well as those without	E
Knowledge of the range and type of interventions available and able to apply these appropriately in the context of the School's resources and the individual child.	E
Knowledge of current educational issues and their relationship to the inclusion, behavior support and Education Welfare Services.	E
Knowledge of safeguarding children and rigour in following these procedures.	E
A good understanding of how to plan and assess work for vulnerable groups, such as SEN pupils, pupil premium pupils and gifted and talented pupils.	D
Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.	D
Personal Qualities	
Enthusiasm for your specialist subject.	E
Ability to manage own workload.	E
Ability to work supportively and collaboratively within a team.	E
A commitment to own continuing professional development.	E
Ability to reflect upon and improve your teaching practice.	E
Ability to maintain confidentiality.	E
Ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and governors.	E
Ability to inspire, lead and motivate children and staff in the pursuit of excellence.	E
Excellent communication skills.	E
Excellent time and task management skills.	E



Working at Langney Primary Academy

Benefits

- Discounts with local and national retailers, cinemas and restaurants
- Teachers Pension Scheme – with a generous employer contribution
- Employee Referral Recruitment Incentive
- Access to training and development
- Enhanced Maternity Pay

Well-Being

- Employee Assistance Programme – Wellbeing and advice
- Cycle to Work scheme
- On-site Parking

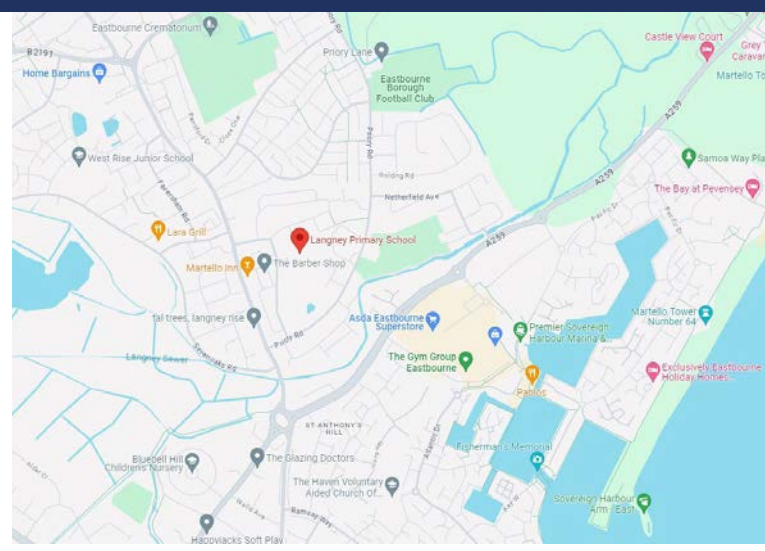
Finding Us

Langney Primary Academy
 Chailey Close, Eastbourne, East Sussex, BN23 7EA

01323 762177
 lpa-office@swale.at

Closest Train Station:
Hampden Park (Sussex) Station
 Approx. 43-minute walk or 23-minute Bus

Closest Bus stop:
 Martello Inn - 1, 1A, 1X, 36, 37, 43, 44, 44A, 44B, 50, 501
 Pensford Drive - Loop





Overview of Langney Primary Academy

Life at Langney.....

Many staff at Langney are desperate to get their own children into our brilliant school. This is an indication of the strong beliefs and courage in our approach to education.

We fully understand the community we serve and have appropriately derived six key drivers to our curriculum and approach.

Pupil attendance has been consistently higher than the national average for years as our children are desperate to be in school. The offer from staff is rich and varied and the relationships between adults and children are positive and nurturing.

We are proud of our inclusive nature as we expect ALL children to surprise us every day with inquisitive thoughts. All children experience learning way above and beyond the National Curriculum expectations in so many subjects due to our exceptional specialist subjects, teachers and facilities.

Staff feel valued at Langney. This is shown through our full commitment to positive staff wellbeing. This is illustrated through our renowned "Wellbeing Menu" that lists the wellbeing events and teacher workload adjustments on offer. Self awareness and self care is actively encouraged to sustain motivation and the love to pass on learning.

Enrichment and career progression opportunities for staff are wide and varied. Being part of Swale Academies Trust opens up strong links that we use for networking at so many levels. A strong sense of belonging and worth is tangible as many staff just do not want to leave our unique and modern school



The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on swale.at website. Completed forms can be sent to clair.haynes@swale.at or by post to the following address:

Miss Clair Haynes
Langney Primary Academy
Chailey Road
Eastbourne
East Sussex
BN23 7EA

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form. Langney Primary Academy may complete online checks of any candidates as part of the Shortlisting Process.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.



Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's [Privacy Notice](#) for job applicants for information about how we use any personal data about them we hold.

Swale Academies Trust is committed to fostering a diverse and inclusive workplace where everyone feels valued and respected. We actively seek applications from individuals from all backgrounds and experiences.

Overview of Swale Academies Trust

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust - Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Peacehaven
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne

Central Support Services

- Human Resource Team
- Finance Team
- ICT Team
- Estate Management
- Governance and Communications



Swale ACADEMIES TRUST

