



GREENSHAW
LEARNING TRUST



SENCo
Recruitment Pack

**ALWAYS
LEARNING**



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Dear Candidate

Thank you for your interest in the post of SENCo with Greenshaw Learning Trust, based at Montpelier Primary School.

We are a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

The Greenshaw Learning Trust is a successful multi academy trust and currently comprises thirty-six schools: eleven in South London, six in Berkshire, one in Surrey, fifteen in Gloucestershire and South Gloucestershire, and three in Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

Montpelier Primary School is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

We are the largest primary school in Plymouth and one of the largest in the South West. Our school family is friendly, innovative and forward thinking. Pupils' learning behaviours are strong and our staff are highly motivated and experienced.

Our school was rated as 'Good' in September 2019 and we are delighted to share that in our recent inspection in November 2024, Ofsted shared that 'Montpelier Primary School has taken effective action to maintain the standards identified at the previous inspection'.

If you would like an informal discussion or to arrange a visit to the school in person, then please get in touch by contacting Sam Thomson, Deputy Headteacher, by email: samthomson@mpsplymouth.net or telephone main office 01752 216160.

Yours sincerely

Mr A West
Headteacher



Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in the GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,700 people and educates over 23,500 students. Further information about our schools can be found [here](#).



The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

Greenshaw Learning Trust Employee Benefits

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts



Terms and Conditions

- Line Managed by:** Headteacher
- Line Management:** SEN Teaching Assistants
- Contract:** Permanent
- Salary:** Salary calculated in line with Teacher’s Pay Scale for England, (excluding London and the Fringe) – Main/Upper Pay Scale + SEN Allowance (equivalent to TLR 2a)
- Hours of Work:** 0.8 FTE (26 hours per week)
- Start Date:** 1st September 2025
- Place of Work:** The successful post holder will be based at Montpelier Primary School, North Down Road, Beacon Park, Plymouth, PL2 3HN
- Medical Examination:** Appointments are subject to a satisfactory medical report
- Superannuation:** Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers’ Pension Scheme or a Personal Pension Scheme
- Holiday Entitlement:** Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure
- Probationary Period:** New employees are required to complete a six-month probationary period
- Disclosure & Barring**
- Service Check:** This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
- Right to Work Check:** This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

Job Description – SENCo

The SENCo will be responsible for inspiring and motivating the school community to develop effective ways of overcoming barriers to learning and promoting effective teaching and learning for children with specific needs. As a SENCo, you'll be an experienced teacher with a passion for supporting pupils with special educational needs. Working closely with the Headship team and other senior colleagues, you'll use your leadership skills to manage the provision and to provide support to other teachers and support staff.

The following list outlines the main duties for this post but is not a comprehensive or exclusive list and may be varied from time to time.

Main Duties / Responsibilities

- To take responsibility for the identification and monitoring/review/evaluation of the SEN needs within the school;
- To regularly review the identification and placement of pupils with SEN on the SEN Register;
- To ensure that appropriate information regarding the pupils' SEN and support strategies are shared with all staff;
- To review, refine and implement SEND and related policies to ensure best provision for our pupils;
- To meet with parents and the pupil to set up, review and evaluate SEN Support plans and provision plans;
- To prepare Annual Review documentation and lead the Annual Review of EHCPs with pupils, their parents and involved professionals;
- Make referrals and liaise with professionals outside of the school - this could range from and include: MAST team, psychologists, Local Authority SEN team with EHCP applications, health and social care providers, speech and language therapists and occupational therapists;
- To contribute to planning for the delivery of evidence-based and effective SEN strategies and support to meet the needs of pupils with SEN;
- Support staff in understanding the learning needs of pupils with SEND and the importance of raising their achievement;
- Assist colleagues to plan effectively with clear learning goals, considering the previous experience and prior attainment of individual pupils;
- Advise staff on the most effective teaching methods to enable pupils to achieve their learning goals;
- Ensure appropriate assessment of all pupils receiving support and assist colleagues in the setting of realistic and challenging targets for future progress;
- To provide outstanding teaching to pupils;
- Support staff with the writing and implementation of Learning Plans and Behaviour Plans and the keeping of appropriate, up to date records;
- To undertake additional assessments of specific learning needs;
- Attend, lead and participate in relevant meetings, training and other learning activities;
- Provide and arrange for the provision of training for staff; disseminate good practice across the school. Support and advise all staff who work with children with additional needs;
- Line manage, including leading the performance management of SEN teaching assistants;
- Carry out all duties and responsibilities as a Deputy Designated Safeguarding Lead
- Keep up to date with national and local initiatives related to SEN and cascade information to colleagues;
- To play a pivotal role in identifying families that would benefit from Early Help intervention;
- To participate in Child and Family Team meetings;
- To actively champion inclusion across the school;
- To lead professional meetings regarding SEND and Safeguarding, including: EHCP, EHAT and TAMs;
- To be responsible for the review and implementation of school policy on healthcare and medication plans, including IHCP and Asthma plans as well as being a member of the First Aid Policy team.



Personal Development

- Participate in a programme of CPD demonstrating an ongoing commitment to knowledge and understanding of best practice in SEND provision;
- Engage with the Montpelier Cafe provision to support the school community;
- Engage with parents to develop parent/carer voice
- To actively oversee and develop our SEN/nurture specific spaces across the school
- Fully engage with GLT SEND colleagues and play an active role in shaping trust policy.

Trust Standards

- Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Trust's Code of Practice and its policies and procedures;
- Work within the requirements of the Trust's Health and Safety policy, performance standards, safe systems of work and procedures;
- Be aware of and comply with policies and procedures relating to safeguarding and promoting the welfare of children, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Undertake all duties with due regard to the Trust's equalities policy and relevant legislation;
- To uphold and promote the ethos and values of the Greenshaw Learning Trust.

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.



Personal Specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
Training, Qualifications and Training: In their application, candidates will demonstrate that they have the following training and qualifications:		
	<ul style="list-style-type: none"> • Degree or recognised qualification • Qualified Teacher Status • SENCo qualification • Evidence of training, experience and continuous professional development relevant to the post 	<ul style="list-style-type: none"> • Nurture • Trauma Informed Training
Experience and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate:		
	<ul style="list-style-type: none"> • Experience of teaching in a Primary School in a substantive post • Experience of working with students with a variety of special educational needs both in class and in small group or one to one situation • Experience of managing a range of behaviours in a positive manner • Experience of working successfully with teaching colleagues on differentiation, scaffolding and on developing strategies to meet differing needs • Experience of working with a range of outside agencies to deliver agreed outcomes • Excellent knowledge and understanding of the SEND Code of Practice 	<ul style="list-style-type: none"> • Expertise in communication and relationship building with external agencies including Local Authority
Aptitude and Skills: In their statement of suitability and during the selection process, candidates will demonstrate professional knowledge and understanding in:		
	<ul style="list-style-type: none"> • The ability to analyse and interpret data and set targets based on this data • A high level of literacy and numeracy skills and have excellent verbal and written communication skills • The ability to work independently and as part of a team • The ability to make decisions and solve problems • Unconditional positive regard for all young people 	<ul style="list-style-type: none"> • Experience of leading successful initiatives across the school

	<ul style="list-style-type: none"> ● Excellent interpersonal skills. Evidence of good relationships with pupils, parents and colleagues ● An enthusiasm for the post and ability to lead, manage, motivate and inspire pupils, staff, parents / carers and Governors ● Excellent organisational skills, including time management, prioritisation and forward planning ● Ability to demonstrate initiative, enthusiasm and drive ● A willingness to participate in appropriate training and activities relevant to this role ● Integrity, reliability and the ability to maintain confidentiality 	
<p>Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate professional knowledge and understanding in:</p>		
	<ul style="list-style-type: none"> ● An understanding of issues related to the promotion of effective learning and teaching in the Foundation Stage and Key Stages 1 and 2 ● A knowledge and understanding of current curriculum developments in the Foundation Stage and Key Stages 1 and 2 ● Excellent knowledge and understanding of strategies to promote positive behaviour, discipline and social inclusion ● An understanding of significant transition points i.e EYFS and Year 6 - 7 	<ul style="list-style-type: none"> ● A knowledge of current assessment and target setting practices, including Key Stage 1 and 2 Standardised Attainment tests



The Recruitment Process

1. Application

Visit our website to view our current vacancies [here](#)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired.

In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **11.59pm, 24th February 2025**. Applications received after this date and time will not be considered.

2. Shortlisting

Shortlisting will be finalised as soon as possible after the closing date. Shortlisted applicants will receive an email inviting them to select their preferred interview time. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please ensure you indicate clearly on your application form if you are happy for us to do so.

3. Interview Process

Interviews will be held on **Tuesday 4th March 2025**. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

5. Taking up post

The successful applicant will take up the post 1st September 2025.

6. Additional information

For further information, please contact Sam Thomson, Deputy Headteacher, by email: samthomson@mpsplymouth.net or telephone main office 01752 216160.

7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.