# F:\Saddleworth\Branding\Saddleworth Logo_40mm.jpg

**INFORMATION PACK**

**Position: SENCO**

**Scale:** MPS/UPS *+* TLR 1b

*A Letter from the Headteacher*

**Section 1: An Introduction to Saddleworth School**

**Section 2: Department Information**

**Section 3: Job Description**

**Section 4: Person Specification**

# 

Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply.

We are seeking to create an exciting and nurturing learning environment which is inspiring and empowering for all of our students. During their five years with us we ensure that they have the opportunities to explore their passions and interests; find the things which get them excited about their futures and which inspire them to strive for their very best. Our aim is to harness the enormous potential of each and every student so they can be empowered to have happy, successful and rich lives.

At Saddleworth we are looking for people who are ambitious for our students, ambitious for themselves and who are passionate about working with young people to ensure that they fulfil their full academic potential and develop into happy, confident, compassionate, and successful young adults. We are a community, we work and learn together and we support and care for one another. This is what makes our school unique and special

Saddleworth is a comprehensive school and the only local authority maintained 11-16 school in Oldham. The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; students join us from villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead.

Due to our success, the school has been extended significantly over the years and we are now able to accommodate 1380 children, organised into five year groups with up to 280 students in each. Whilst the condition of the school buildings is not as good as we would like, we are striving to make the most of what we have until we move into our brand new, state of the art school in February 2022. The new school is being designed to accommodate 1500 students and will remain an 11 – 16 school with 300 in each year group.

Currently, we have 82 teachers and 77 support staff at the school. Their hard work, dedication and generosity of spirit is a key strength of our school. We invest heavily in our staff and their development and as part of our commitment to ‘empower and inspire’ everyone in our school community. We want to support colleagues to develop and grow in their roles and be able to take advantage of the many opportunities for career progression. We have a comprehensive CPD programme in school which supports colleagues at all stages of their career.

We also are an associate partner of The Dovestone Learning Partnership made up of eight partner primary schools and expect to become a full partner following the move to our new school building. For more information about the Dovestone Learning Partnership visit: <https://www.dovestonelearningpartnership.org>

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to receiving your application.

Yours sincerely,

Text, letter

Description automatically generated

# Section 1:

# An Introduction to Saddleworth School

**Our Vision**

To **Empower** and **Inspire**

Enabling young people to develop and find their talent

**Our staff**

The key strength of the school is the staff. There is a genuine sense of community and all

within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

**Our geographical area**

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school enjoys a good reputation. In its Ofsted inspection of March 2018 it was rated “Good” in every aspect. The school caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school is situated at the northern end of Uppermill Village on the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road. A bus service from Manchester via Oldham terminates in Uppermill Square.

**Our school organisation**

The school is oversubscribed and the number on roll is currently 1380 but will expand to 1500 when the school moves to brand new premises in the nearby village of Diggle in 2022. This new building is being funded by the Education Funding Agency through the Governments, Priority Schools Building Programme. The current site was opened in 1911 and has had a number of buildings added over the years with the major capital project being completed over 30 years ago. In addition to the normal classrooms, facilities include 8 Science laboratories, 11 Art Design and Technology rooms, multi-media resource centre, gymnasium, sports hall, computer facilities, assembly hall, dining hall, and canopied social areas. The outdoor sports facilities include an all-weather pitch and MUGA; further playing fields and swimming pool are available, some 15 minutes’ walk away.

On entry, children in Year 7 are placed in mixed attainment classes, but set by attainment in Maths during their first half term. From Year 8 onwards, there is increased setting in maths and science. There is a long-standing record of strong achievement in external examinations and students tend to leave with above average attainment.

A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around five one-hour lessons and a daily 8:40am form time registration. There is a split lunchtime: students in Years 8 & 10 have their lunch together first followed by Years 7, 9 and 11. All staff engage in CPD that runs after school on Wednesdays.

The pastoral system is organised on a year basis, with each year led by a Home School Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the ‘whole child’ and be prepared to contribute to the school as an active and caring form tutor. Standards of student dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected Senior Student Leadership body and the School Council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school’s high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each year group. The school also has a Personalised Learning Centre for students in need of additional support and a personalised curriculum.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and students can really flourish.

|  |  |
| --- | --- |
| **Quick Facts** | |
| **Age range** | 11-16yrs |
| **Local Authority** | Oldham LA |
| **Number of children** | 1380 |
| **% FSM** | 16.2% |
| **% SEN** | 13.2% |
| **% EAL** | 2% |

**Our Values and Ethos**

The school is over 100 years old and has a proud tradition of enabling our young people to experience academic success whilst also providing a nurturing and supportive environment. Our students and their wellbeing are at the heart of everything we do and our team of dedicated staff will support every young person so that they can thrive and flourish.

At Saddleworth we are ambitious for our students and we aim to instil that sense of ambition in them too. We have high standards and expectations of them and their futures. We want our students to be successful academically but also to gain the knowledge and skills to make sense of the world and to contribute positively to the communities in which they live.

The key to this is building effective relationships for learning. That means children must have a voice, be valued and sit at the centre of all we do. It is vital that children learn to listen, value the views of others and improve their own thinking. We are developing the curriculum, our teaching and assessment so that it is fit for purpose and nurtures self-esteem, self-discipline, confidence and independence.

Ultimately, we want children to have our leave our school feeling happy, empowered and inspired and we want to work with parents, students and colleagues who share that ambition.

**CPD opportunities**

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday afternoon a programme of development opportunities is available to all staff and this provides a platform for innovative and exciting staff development.

**Equality of opportunity**

Saddleworth School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

**Safeguarding**

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Saddleworth school is a place where:**

* We each feel that we are valued by and belong to the Saddleworth community.
* All work hard and are considerate and courteous towards each other
* We are respectful, compassionate and kind.
* We are all encouraged to explore, find, nurture and develop our passion
* We are ambitious for ourselves and for each other.
* We have high standards and expectations and strive for excellence.
* We embrace success and take pride in our own achievements and those of others
* We develop and encourage a growth mind-set and positive attitudes in ourselves and others
* We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

**Section 2:**

**Department Information: SEN**

The Learning Support department at Saddleworth School recognises and celebrates the individuality and diversity of our students. Every student at Saddleworth has an entitlement to a broad, balanced, relevant and differentiated curriculum. A strong emphasis is placed on all students achieving their full potential within a culture of high expectations and a drive to ensure that students receive inspirational, challenging and exciting teaching. We believe that supportive, positive working relationships are fundamental to creating an environment conducive to learning where students feel nurtured and are able to achieve.

The team compromises of an SLT Link, Deputy SENCO, a team of Higher Level Teaching Assistants and Teaching Assistants with a combined wealth of experience; the successful candidate will be joining a team of professionals working collaboratively to ensure that all students achieve their potential. The ethos of the department is one of mutual support where strategies, resources and guidance are continually developed and modified to provide for the changing requirements of individuals.

The department follows a ‘Plan, Assess, Do, Review’ approach which enables them to identify students who require academic or social, emotional and well-being support and interventions. They monitor and review the progress of all students with SEND in collaboration with all teaching staff, parents/carers and also external agencies. This is done throughout the year through data analysis, reports, parent teacher consultations and during annual reviews for those with Education, Health and Care Plans/Statements and the most vulnerable students on the SEN register.

The learning Support department has its own dedicated area known as, ‘The Learning Base’. This area provides a safe and secure environment for students to complete small group work, and interventions using the specialist resources and ICT equipment available. It also a very popular space for students during social times and the department runs a number of clubs before school, at lunchtime and after school which are well attended by pupils.

Saddleworth school is committed to supporting the professional growth of its staff and effective use is made of ‘Saddleworth Wednesdays’ to facilitate research based CPD within and beyond the department. We also have close links through the ‘Dovestone Partnership’ with our primary colleagues, which facilitates the smooth transition of our more vulnerable pupils from KS2 to KS3.

**Section 3: Job Description**

|  |  |
| --- | --- |
| **Post Title** | **SENCO** |
| **Purpose** | * To provide strategic leadership and vision for the SEN Department * To lead and manage SEND in accordance with the published SEND policy and updated 2015 SEN Code of Practice: 0 – 25 years. * To be responsible for specialist teaching staff and designated learning support assistants. * To liaise with staff across the school, in order to develop and enhance the teaching practice of others. * To monitor and support student progress, developing strategies to raise standards of student attainment and achievement for specific cohorts of SEND students. * To liaise with external agencies, parents and carers. * To be an integral member of the Student Welfare and CP Teams. * To contribute to the values and beliefs of the school. * To be accountable for overall standards and improving results measured against national benchmarks. * To ensure the provision of an appropriately broad, balance and relevant and differentiated curriculum for students studying in the various Intervention groups * To be accountable for leading, managing and developing the subject/curriculum areas of the SEN department. * To be pro-active in developing and supporting primary links and transition. |
| **Reporting to** | Designated member of SLT |
| **Responsible for** | Specialist teaching staff and designated learning support assistants. |
| **Liaising with** | ESLT, Curriculum Leaders, KS3/KS4 Leads and relevant staff with whole school responsibilities, relevant non-teaching support staff and parents. |
| **Working Time** | 195 days per year. Full-time. |
| **Salary/Grade** | TLR 1b |
| **Disclosure Level** | Enhanced |
| **Main (Core) Duties** | * To advise the leadership team on the strategic development of SEND policy and provision in school. * To work with colleagues to formulate aims, objectives and strategic plans for the SEN department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school. * To lead and co-ordinate all elements of the teaching of SEND students both in the department and across the school to ensure high quality curriculum provision and effective teaching and learning. * To develop partnerships with other educational establishments, external agencies and the wider community in order to enhance the curriculum offer for SEND students. * To work with the DHT to ensure that Provision Map is upto date and accurate and is used effectively to meet the needs of SEND students * To lead the development of appropriate syllabuses, resources, schemes of work, feedback policies, assessment and teaching and learning strategies in the department. * To monitor and maintain the SEND register, ensuring that the names and needs of students are communicated to staff and an upto date version is maintained on SIMs. * To complete, monitor and review EHC plans and statements. * To ensure that the progress of SEND students is monitored (through the use of data) and sustained through a planned programme of interventions. * To ensure that Access Arrangements for students, including a clear procedure for identifying and testing students is in place. * To be responsible for the day-to-day management, control and operation of the SEN department, including effective deployment of staff and physical resources. * To compile and communicate the annual SEND report to governors and other reports as statutorily required. * To ensure that the SEND report on the school website is regularly updated reflecting current practice in the school. * To ensure that all statutory legal work is completed. * To deliver INSET at a departmental and whole-school level. * To lead the Annual Review Process. * To implement school policies and procedures, e.g. Equal Opportunities, Health and Safety, etc. * To link with Subject Leaders to ensure the effective deployment of TAs and that the work in the curriculum areas fully reflects the school’s values and ethos. * To lead the strategic improvement planning and quality assurance activities within the SEN department. * In conjunction with SLT oversee the application of ICT in the department and the development of resources for VLE. * To ensure that Health and Safety policies and practices including Risk Assessments, throughout the department are in-line with national requirements and are updated where necessary, therefore liaising with SLT. |
| **Teaching and Learning** | * To ensure effective teaching and interventions take place in the department through structured monitoring and evaluation and review processes. * To ensure that Quality First Teaching is taking place in lessons across the school and support teaching staff in meeting the needs of SEND students. * To provide a range of opportunities for SEND students to work in teams and groups and to further develop confidence and independence in preparation for employment in adult life. * To promote extra-curricular activities and out of hours learning which enhance learning opportunities. * To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. |
| **Curriculum Provision** | * To liaise with the SLT Link for Curriculum to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which compliments the School’s Improvement Plan is in place for SEND students. * Support SEND students and their parents in selecting appropriate option choices for study at Key Stage 4. * To be accountable for the development and delivery of the teaching and interventions taking place for SEND pupils in the department and across the school. |
| **Curriculum Development** | * To lead curriculum development for the SEN department. * To keep up-to-date with national developments in SEND policy, teaching practice and methodology. * To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. * To keep up-to-date with developments in the use of comparative data. |
| **Staffing**  **Staff Development**  **Recruitment/Deployment of staff** | * To work with the SLT link for CPD to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. * To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the department. * To participate in the interview process for teaching and learning support assistant posts when required and to ensure effective induction of new staff in line with school procedures. * To promote teamwork and to motivate staff to ensure effective working relations. * To participate in the school’s ITT programme. * To be responsible for the day-to-day management of staff within the SEN department and act as a positive role model. |
| **Quality Assurance** | * To ensure the effective operation of quality control systems. * To establish the process of the setting of targets within the SEN department and to work towards their achievement. * To establish common standards of practice within the SEN department and to develop the effectiveness of teaching and learning styles in all subject areas within the departments. * To contribute to the school’s procedures for monitoring and evaluation. * To implement school quality procedures to ensure adherence to these procedures. * To monitor and evaluate the curriculum areas in line with agreed school procedures including evaluation against quality standards and performance criteria. * To seek/implement modification and improvement where required. * To ensure that all the SEN department’s quality procedures meet the requirements of self evaluation and the Strategic Plan. |
| **Management Information** | * To ensure the maintenance of accurate and up-to-date information concerning the curriculum areas on SIMs. * To make use of analysis and evaluate performance data provided. * To identify and take appropriate action on issues arising from data entry windows and reports, setting deadlines where necessary and reviewing progress on the action taken. * To produce reports on examination performance including the use of value-added data. * In conjunction with the SLT links for Data and Curriculum, manage the department’s collection of data. * To provide the Headteacher and Governing Body with relevant information relating to the Departmental performance and development. |
| **Communications** | * To ensure that all members of the SEN department are familiar with its aims and objectives. * To ensure effective communication/consultation as appropriate with the parents of students. * To effectively communicate with other members of the Student Welfare Team and CP Teams. * To attend relevant middle-leader, pastoral and multi-agency agency meetings. * To facilitate SEN department meetings. |
| **Management of Resources** | * To manage the available resources of space, staff, finance and equipment effectively within the limits, guidelines and procedures laid down, including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records. * To work with the SLT link for Timetabling and Curriculum Leaders in order to ensure that the Departments teaching and commitments are effectively and efficiently time-tabled and roomed. |
|  |  |
| **Pastoral System** | * To monitor and support the overall progress and development of SEND students within the curriculum areas. * To liaise closely with Home School Leaders in order to support the pastoral needs of SEND students. * To contribute to SPACE, citizenship and enterprise according to School policy. * To ensure the Behaviour Management system is implemented in the SEN department in order that effective learning and interventions can take place. * To support the development of positive student attitudes, motivation and engagement. |
| **Additional Duties** | * To play a full part in the life of the school community, to support its vision and ethos and to encourage and ensure staff and students follow this example. |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

**Section 4: Person Specification**

|  |  |  |
| --- | --- | --- |
| **TRAINING & QUALIFICATIONS** | **Essential** | **Desirable** |
| Qualified Teacher Status | ⬩ |  |
| Degree | ⬩ |  |
| Higher Degree |  | ⬩ |
| SENCO Qualification (if not already obtained this would have to be completed on appointment) | ⬩ |  |
| Recent participation in a range of relevant in-service training/professional development relevant to the role | ⬩ |  |
| **EXPERIENCE OF TEACHING AND SCHOOL MANAGEMENT** | **Essential** | **Desirable** |
| Experience of teaching SEND students | ⬩ |  |
| Experience of working in an SEN Department |  | ⬩ |
| Successful teaching experience at secondary level for at least three years | ⬩ |  |
| Experience of teaching in more than one school |  | ⬩ |
| Understanding the role of a school in the community. | ⬩ |  |
| Experience of leading whole-school initiatives |  | ⬩ |
| Experience of management and the ability to lead, inspire and develop a team of teachers and teaching assistants. |  | ⬩ |
| *Applicants should be able to demonstrate high level knowledge and understanding of:* | | **Essential** | **Desirable** |
| Local and national policies, priorities and statutory frameworks for SEND | | ⬩ |  |
| Strategies for raising standards of attainment for SEND students | | ⬩ |  |
| Inclusion and a vision for the development of inclusion and learning support | | ⬩ |  |
| Outside agency support for SEND learners and how to access this. | | ⬩ |  |
| Quality assurance | | ⬩ |  |
| 11-16 curriculum | | ⬩ |  |
| School improvement strategies | | ⬩ |  |
| Furthering the role of parents and carers in the education of students and wider life of the school | | ⬩ |  |
| Curriculum developments relevant to the post | | ⬩ |  |
| Changes in legislation pertinent to SEND | | ⬩ |  |
| *Applicants should be able to provide evidence that have the necessary high level personal skills and abilities required of the post:* | | **Essential** | **Desirable** |
| Confidence to deliver school based training and support to other staff to promote inclusion | | ⬩ |  |
| Analytical skills | | ⬩ |  |
| Presentational skills | | ⬩ |  |
| ICT skills for professional use | | ⬩ |  |
| Review and evaluation skills through monitoring and evaluating student progress and the impact of intervention strategies | | ⬩ |  |
| Delegation skills | | ⬩ |  |
| Decision-making skills | | ⬩ |  |
| Skills in managing change effectively. | |  | ⬩ |
| *Applicants should be able to provide evidence that have the necessary personal skills and abilities required by the post* | | **Essential** | **Desirable** |
| Lead by example in the use of ICT as a teacher and in leadership and management | | ⬩ |  |
| Support and actively promote the values and beliefs of the school | | ⬩ |  |
| High level communication with excellent interpersonal skills | | ⬩ |  |
| Committed to standards of excellent for all and focused on continuous improvement | | ⬩ |  |
| Strong completer/finisher | | ⬩ |  |
| Professional capable of inspiring others | | ⬩ |  |
| Strong track record of personal performance | | ⬩ |  |
| Excellent attendance and punctuality record | | ⬩ |  |
| Evidence of successful partnership and/or multi-agency working | |  | ⬩ |