

SHAVINGTON ACADEMY
Rope Lane, Shavington, Cheshire CW2 5DH

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Headteacher: Mrs Emma Casewell



Applications are invited for the full-time permanent post of

SENCO

Required to start 22nd April 2025

Salary Range: £54,939 – £57,831

Overall Purpose of Post

Shavington Academy is seeking to appoint an exceptional, experienced qualified teacher and leader as SENCO.

As a SENCO at Shavington Academy, you will be an integral part of our team who put the children and young people at the heart of everything we do. You will have overall responsibility for determining the strategic development of SEND policy and provision in the school and day-to-day responsibility for the coordination of SEND provision to support individual pupils. You will ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively and ensure the school's SEND provision is inclusive at all levels. You will have a sound working knowledge of the SEND Code of Practice and ensure the school's SEND provision meets the requirements that it sets out and how relevant legislation impacts on the provision of SEND in the academy.

For this role, we are looking for someone who holds QTS, and you will have significant experience of working with children with SEND. You will have the ability to work with pupils and their families in a sensitive and positive way, demonstrating a sound knowledge of the SEND Code of Practice and its application and be able to show your understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress. You will make consistent judgements based on careful analysis of SEND data and present clearly a wide range of specialised information to both educationalists and non-educationalists.

We would love to hear from you if you share our passion and commitment to developing confident and capable young people by meeting their educational, health and social care needs in structured, nurturing school and home provisions

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of their pupils.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Main Responsibilities:

- To ensure that Academy practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements
- To work with the Academy Leadership team ensuring an ethos of Inclusion within the Academy and a culture of high aspirations for pupils with SEND
- To work with the Academy Leadership team ensuring the implementation of the Academy SEND Policy
- To ensure that the provision of SEND support is in accordance with the aims of the Academy and the curricular policies determined by the Trust Board, Governing Body and Headteacher of the Academy
- To be responsible for maintaining the Academy's SEND Profile, ensuring that it is always up-to-date and is an accurate picture of pupil SEND need across the Academy
- To be responsible for the accurate identification of SEND need across the Academy, ensuring a rigorous and thorough assessment process
- To be a role model with regard to Quality First Teaching and differentiation within your own teaching practice
- To be responsible for the embedding of Quality First Teaching across the Academy
- To be responsible for the Academy SEND Offer, ensuring high quality targeted interventions enabling pupils with SEND to make better progress
- In consultation with the Academy Leadership Team, to provide a programme of professional development with regard to SEND, that ensures all staff have the knowledge, skills and understanding to plan teaching and learning effectively and enable pupils with SEND to make expected progress
- To be responsible for tracking the progress of pupils with SEND, using a wide range of Academy data relating to progress, attainment, referrals, exclusions, detentions and attendance to identify barriers to learning
- To deploy staff and resources according to the needs of SEND pupils, including line management of the Deputy SENCO and teaching assistants
- To write a termly report to the Trust Board/Governing body on progress and developments, including strategic and operational evaluations, alongside clear strategic actions for continued and sustained improvement
- To oversee the day to day running of the resource provision, ensuring effective learning opportunities for all, alongside deploying RP staff in the most effective way

A teacher must meet and embrace the Academy's procedures and policies in relation to all areas:

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- Excellent subject knowledge of the National Curriculum at KS3 and the requirements of exam board GCSE syllabuses at KS4

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Responsibilities relating to Leadership

- To work with Faculty Leads and Curriculum Leaders to ensure that Quality First Teaching Strategies are embedded in teaching and learning across the Academy
- To work with Faculty Leads and Curriculum Leaders to ensure that strategies on Pupil SEND Profiles are being used as part of the lesson planning process and are integral to teaching and learning across the Academy
- To work with Faculty Leads and Curriculum Leaders to monitor, evaluate and review the quality of teaching and learning across the Academy, with regard to SEND pupils
- To work with teachers, Faculty Leads and Curriculum Leaders to ensure that Quality First Teaching is embedded in teaching and learning
- To work with Faculty Leads and Curriculum Leaders to monitor the academic progress of pupils with SEND within the Academy, ensuring expected progress and the provision of targeted interventions as appropriate.
- To work with Faculty Leads and Curriculum Leaders to ensure efficient and effective use of Teaching Assistant support
- To ensure that the SEND Development plan has clear aims and objectives, enabling progression within all areas of SEND Policy and provision. To be responsible for ensuring that the Do, Review Model is integral to monitoring evaluation and review of SEND provision and that it forms an essential part of whole Academy monitoring, evaluation and review. This includes half-termly progress reviews, observations

Person Specification

Qualifications

- University graduate (Good Honours degree)
- Postgraduate teaching qualification
- Evidence of Continuing Professional Development relevant to the SENCO role or willingness to undertake this training
- Evidence of professional development and/or experience relevant to the role
- Evidence of effective professional relationships with parents/carers and pupils
- A track record of success demonstrated through pupil progress

Experience

- SEND experience in a secondary school
- Evidence of successful teaching experience
- Evidence of pastoral experience
- Experience of working with key stakeholders such as parents, senior leaders, trustees, governors, employers etc
- At least four years' experience as a classroom teacher in a mainstream secondary school
- Experience of designing and developing resources to support learning

- Experience of working with other teachers and supporting professionals to extend their understanding of educational issues
- Experience of robust self-evaluation and development planning
- Experience of preparing and leading staff training sessions
- Experience of honest and productive parental engagement, leading to sustained positive working relationships

Skills and Attributes

- Knowledge and understanding of national priorities, current curriculum development and an ability to design and implement an innovate curriculum based on pupils' needs
- A thorough understanding of quality assurance techniques
- An appreciation of pupil motivation
- An understanding of how professional development contributes to the raising of quality, with an ability to plan, deliver, monitor and evaluate this
- The capacity to form positive learning – centered relationships with other professionals at different stages in their careers
- The capacity to consistently perform to a high level of success and act as a role model for other professionals
- To be proactive and outward facing, promoting innovation
- Have the skills to implement and evaluate change
- Have a high level of resilience in the face of challenge and have an ability to resolve this in a constructive way, whilst maintaining the needs of the Academy through effective servant leadership

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Principal Responsibilities of the job.

Shavington Academy is committed to safeguarding and promoting the welfare of all our pupils and expects all employees and volunteers to share this commitment

All posts are subject to enhanced DBS checks and completion of Level 2 Safeguarding training

Informal inquiries prior to application should be made to rchell@shavington.academy

Closing date: Friday 17th January 2025 @ 12 noon

Interview Date week commencing: 20th January 2025

To apply for this post, please complete an application form and provide a supporting statement of no more than two sides of A4 on your suitability for the post to Mrs E J Casewell.

Please note: we may hold interviews as and when applications are received and we reserve the right to offer to a candidate prior to the closing date. We therefore encourage you to apply as soon as possible

Application packs are available from the Academy website: www.shavington.academy
or by emailing: recruitment@shavington.academy

Please note that only fully completed Academy applications forms will be considered