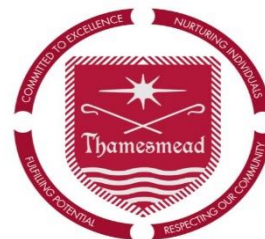


Thamesmead School



Candidate Information Pack Special Educational Needs Coordinator

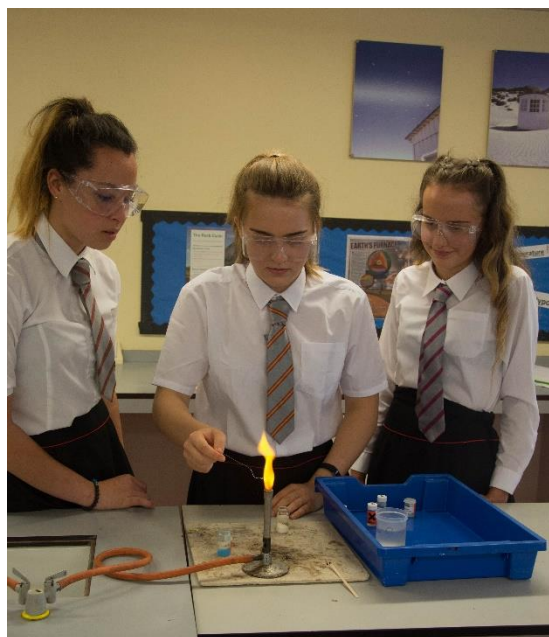
Thamesmead School
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TW17 9EE

Telephone: 01932 219 400

Website: www.thamesmead.surrey.sch.uk

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Dear Colleague,

Headteacher: Mr Phil Reeves

Thank you for your interest in working at Thamesmead School, you will be joining a friendly, inclusive and successful Special Educational Needs Department.

Thamesmead is a successful 11-16 school rated good by Ofsted in June 2017. We are a happy community of staff and students and you will see that if you wish to come and visit us as part of your application.

I joined the school as Headteacher in September 2017. I was impressed by the hardworking students, the calm atmosphere, and the friendly welcome that I received on my first visit and I can vouch for that being typical of the school now I have been Head for four years.

Our staff like the strong and supportive team ethos that exists amongst those who work here. They like that we have high expectations of behaviour and standards from our students, and that we support our staff to uphold these. They like the work we have done to try and ensure workload remains manageable such as our shorter day, collaborative planning practices and the high quality assistance that is provided for teaching by our committed team of support staff.

As a school we have recently revisited our school vision and values to ensure that they will ensure the best education, support and outcomes for our students in this fast changing and demanding world. Our four shared goals are to:

- commit to excellence
- nurture individuals
- fulfil potential
- respect our community

To achieve these goals, we have seven Thamesmead values we encourage for our students to aspire to:

- Aspiration
- Respect
- Independence
- Confidence
- Commitment
- Resilience
- Community

We are now working to embed these across our community as we lead the school into the next stage of its success. I hope that after reading all about us that you will want to apply to join our team and become a part of this journey.

I look forward to hearing from you in the near future.

Yours sincerely,

Phil Reeves
Headteacher



Job Description

Special Educational Needs Coordinator

TLR: 1.2 £10,204 plus SEN allowance for relevant experience

Purpose of the Post

To contribute to achieving the aims and objectives of Thamesmead school for our students with Special Educational Needs and disabilities through leading the development and teaching of an effective and stimulating curriculum, that will remove barriers to progress and maximise the attainment of the students.

Accountable to: Deputy Headteacher – Curriculum and Progress

Accountable for:

- Progress and attainment of students with Special Educational Needs and Disabilities.
- As the lead for SEND ensure that student inclusion is kept as a priority across the school and to ensure the personalised support is implemented to meet the needs of individual students.
- Implementation of the SEND Code of Practice across the team and academy as a whole.
- Accounting for any bespoke and alternative educational programmes used to support inclusion for learners with SEND needs

Line Management Responsibilities

- Assistant to SENCO
- SEND TAs

Strategic direction and development of SEN provision in the school

- Co-ordinate, with the support of the Deputy Headteacher i/c Curriculum and Progress and within the context of the school's aims and policies, the development and implementation of the SEND policy in order to raise achievement and improve the quality of education provided.
- Contribute effectively to the development of a positive ethos in which SEND students have access to a broad, balanced and relevant curriculum and which contributes to their spiritual, moral, cultural, mental and physical development and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Support staff in understanding the learning needs of students with SEND and the importance of raising their achievement.
- Ensure that the objectives of the SEND policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are coordinated, monitored, evaluated and reviewed.
- Monitor the progress made in setting objectives and targets for students with SEND, assist in the evaluation of the effectiveness of teaching and learning, and use the analysis to guide further improvement.
- Advise the Headteacher and governing body on the level of resources required to maximise the achievements of students with SEND.
- Liaise with and co-ordinate the contribution of external agencies.

- Analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods.

Teaching and Learning

- Seek to develop, with the support of the Assistant Headteacher i/c teaching and learning, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.
- Support the identification of, and disseminate the most effective teaching approaches for students with SEND.
- Collect and interpret specialist assessment data gathered on students and use it to inform practice that prioritises individualised strategies to address barriers to learning.
- Work with students, curriculum leaders, subject leaders and Heads of Years to ensure that realistic expectations of behaviour and achievements are set for students with SEND.
- Work closely with curriculum and subject leaders to develop, implement, and evaluate intervention plans where there are concerns about the progress of SEND students.
- Monitor the effective use of resources, appropriate teaching and learning activities and target-setting to meet the individual needs of students with SEND.
- Develop systems for monitoring and recording progress made by students with SEN towards the achievement of targets set. Develop and implement intervention plans when necessary.
- Identify and develop study skills to support SEND students in their ability to work independently and learn more effectively.
- Support the improvement of SEND students' literacy, numeracy and IT skills.
- Overall accountability for the quality of teaching and learning within SEND, bespoke provision and any wider learning programmes engaged with by SEND students.
- Maintain effective partnerships between parents and the school's staff so as to promote SEND students' learning.
- Develop effective liaison between schools to ensure that there is good continuity in terms of support and progression in learning when students with SEND transfer.
- Develop effective liaison with external agencies in order to provide maximum support for students with SEND.
- Work with other staff within the school to ensure SEND students receive appropriate guidance in making post 14 and post 16 choices.

Leading and managing staff

- Promote the statutory and professional responsibility of all teachers to understand and meet the individual needs of SEND students in their classrooms.
- Support staff involved in working with students with SEND by ensuring they have the information necessary to secure improvements in teaching and learning.
- Help staff to achieve constructive working relationships with students with SEND.
- Co-ordinate all Annual Reviews and reviews of Individual Education Plans, or their equivalent, and attend/chair where necessary.
- Ensure the establishment of opportunities for learning support assistants and other teachers to review the needs, progress and targets of students with SEN.
- Provide regular information to the Headteacher and governing body on the evaluation of the effectiveness of provision for students with SEN, to inform decision-making and policy review.

- Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to students with SEN, and provide support and training to trainee and newly qualified teachers in relation to the standards for the award of Qualified Teacher Status and standards for induction.
- To contribute to the safeguarding team and complete Designated Safeguarding Lead training.

Efficient and effective deployment of staff and resources

- Identify, with the support of the Deputy Headteacher i/c Curriculum and Progress, appropriate resources to support the teaching of students with SEND and monitor their use in terms of efficiency, effectiveness, and safety.
- Establish staff and resource requirements to meet the needs of students with SEN, advise the Headteacher, senior management team and governing body of likely priorities for expenditure, and allocate resources made available with maximum efficiency to meet the objectives of the school and SEND policies, and to achieve value for money.
- Deploy, or advise the Deputy Headteacher i/c Curriculum and Progress on the deployment of staff involved in working with students with SEND to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Work closely with the Examinations Officer to ensure SEND students have appropriate resources and other provision for internal and external exams.



Special Educational Needs Coordinator **Person Specification**

Category	Essential	Desirable	Evidence form
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status. • Graduate or equivalent in appropriate subject. • Recent evidence of subject based training. • A relevant SEN qualification such as L7 in SpLD or higher. 	<ul style="list-style-type: none"> • Good Honours Degree (First or Second Class). • National Award for SENCOs. • Exam Access Arrangements Assessor Qualifications. • Safeguarding/ Child Protection Qualifications. 	Application form
Experience	<ul style="list-style-type: none"> • Significant successful teaching experience in a secondary school. • Working with pupils with a wide range of SEND. • Teaching across the full ability range in KS3 and KS4. • Attendance at Annual Reviews. 	<ul style="list-style-type: none"> • Experience of a leadership role as part of a school management team. • Working with external agencies. • Experience chairing meetings. 	Application form Letter of application
Knowledge	<ul style="list-style-type: none"> • Excellent working knowledge of how to meet the needs of pupils with a range of SEND 	<ul style="list-style-type: none"> • How to use comparative data, together with information about students' prior attainment, to set targets for improvement. 	Interview References

	<ul style="list-style-type: none"> • Knowledge of the content, structure and purpose of Education and Health Care Plans • Understanding of the characteristics of high quality teaching. • Knowledge of statutory curriculum, assessment, recording and reporting requirements. • Knowledge of strategies for raising student attainment. 	<ul style="list-style-type: none"> • Up to date knowledge of SEN legislation, including the SEN Code of Practice 2014. • Professional proficiency and experience in the use of ICT. 	
Leadership Skills	<ul style="list-style-type: none"> • The ability to inspire students and staff. • The ability to lead a team towards a common goal. • Good oral and written communication skills. • The ability to deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the subject. • The ability to solve problems and make decisions. • The ability to take responsibility for continuous professional self-development. • The ability to work under pressure and to meet deadlines. • The ability to analyse, understand and interpret relevant information and data. • The ability to set standards and provide a role model for pupils and other staff, in the teaching and learning of the subject. • The ability to prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development. • The ability to use ICT appropriately. 	<ul style="list-style-type: none"> • The ability to teach outstanding lessons and share best practice with others. • The ability to lead staff training to support professional development. • Ability to present to an audience. 	Interview References
Attributes	<ul style="list-style-type: none"> • Self confidence and initiative. • Reliability, resilience and integrity. • Personal impact and presence. • Enthusiasm and commitment. • Intellectual ability. • Holistic thinking. • Flexibility. 	<ul style="list-style-type: none"> • Willing to contribute to the wider life of the school. • Interest and experiences outside teaching. 	Interview References

Reasons to work at Thamesmead School

- Thamesmead students and staff are **friendly and fun** to work with. They like coming into school, behave well in class and achieve **good results**. In 2019 85% of our Year 11 students achieved grade 4 or above in both English and Maths. They have achieved positive Progress 8 scores each year and our score places us in the top 17% of schools in England.



- Thamesmead School is a **supportive community**. Respect is one of our seven Thamesmead values and our staff are kind, caring and respectful to each other. We work hard with our students to ensure they understand the importance of showing respect to all members of our community, and naturally this includes the classroom.
- At Thamesmead we place a **high emphasis on Professional Development** and provide a full and varied CPD programme for all teachers. Through a combination of independent pedagogical research and a structured programme, our aim is for **all staff to be informed and reflective practitioners**, leading and developing best practice that ensures successful outcomes for all students. There is **an ethos of support in the school**, where everybody's principal aim is to provide the best education for the students as we can.



- We have a **comprehensive ECT programme** that ensures new teachers have a **lighter timetable**, a **dedicated subject mentor** and timetabled **weekly mentor slot**, a **professional induction programme** to the role, and school, as well as access to the training we offer through our SCITT provision.
- Many of our staff members have been **internally promoted**. We offer a range of opportunities to staff to take on additional responsibility and be challenged professionally. Staff have been **promoted internally at every level**, including to the leadership team. We offer an annual secondment to the Leadership Team and **provide development projects with a financial incentive**.
- We encourage staff to be exam markers, recognising how this helps you **become better GCSE teachers** and provide support to enable this work to be completed.
- We encourage collaboration and partnership with other schools. We enjoy **positive links** with many of our neighbouring schools, as well as those further afield including those in the primary and sixth form phase, and

those in the independent sector. This creates many **opportunities for our staff** to work with colleagues in other organisations.

- Children of staff are given **priority in our admissions policy**. If you have worked in our oversubscribed school for two years or more you are given priority in our admissions policy over applications from those in local proximity of the school.



- We run Thamesmead SCITT. If you already hold QTS, there may be **opportunities to mentor** subject specific trainee teachers and to gain Level 1 and Level 2 certification in Mentoring. There may also be the chance for you to **develop your practice** via involvement in wider work of the partnership through conducting visits, observations and quality assurance of training programmes. As a newly qualified teacher, you will have access to specific support including induction and our Professional Studies programme.
- We have an **accessible and approachable Leadership Team**. Our doors are open to staff and students and we provide visible support throughout the school. We have set up a 'change' group so that staff can provide input into the strategic development of the school.
- **Staff wellbeing** is of upmost importance at Thamesmead School. Strategic decisions are made to support staff in obtaining a good work life balance: consideration has been given to timings regarding marking load, assessment logging and meeting schedules to ensure staff are not overloaded. There is a wellbeing day in December to help break up the long autumn term, every effort is made to accommodate absence for special occasions such as graduation or nativity plays. Finally, with the **school day ending at 2.35**, there is time in the afternoon for staff to complete lesson preparation or take part in student or staff based extracurricular activities. Thamesmead celebrates the successes of staff on a weekly basis via the 'Start of the Week' award; gives mindfulness advice weekly via email and provides frequent break and lunch time treats for staff!



- There are **opportunities to suit a variety of interests** from the adventurous to the sedate, either working with students on activities such as Duke of Edinburgh, expeditions and visits (visiting such places as Namibia and Costa Rica), the yearly school production (past productions include Oliver and Annie) alongside other performance related and sporting activities throughout the school year. Alternatively, for those who would like to spend time team building and bonding with staff, we have a variety of activities organised throughout the year including couch to 5k running group, football matches, curry nights, meditation, yoga and book club.

- We place a great emphasis on **encouraging students in the Arts**. Up to 10% of our places are offered to students based on their aptitude in Drama and Music. We encourage students to both study, and be involved in the Arts subjects within and on top of their timetables through the many clubs, productions and opportunities on offer.

How to Apply

Application Process

The application process for this role is a three stage process:

- Application form
- Lesson observation
- Interview

To be considered for this role you must complete an application form which can be downloaded from www.thamesmead.surrey.sch.uk/recruitment We are unable to accept CV applications.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

Thamesmead School reserves the right to progress no candidate to the next stage of the process, or not to appoint to the role, if candidates fail to demonstrate essential criteria in the person specification.

To arrange a tour of the school, to ask any questions or to submit your completed application form, please email hr@thamesmead.surrey.sch.uk or contact Zoe Midwinter, HR Manager on 01932 219 448.

Closing date: 9am on Monday 24th January 2022

Interview date: to be confirmed

Start date: April/September 2022

Thamesmead School
Manygate Lane
Shepperton
Middlesex
TW17 9EE

Visit: www.thamesmead.surrey.sch.uk

Call: 01932 219 400

Email: hr@thamesmead.surrey.sch.uk

Thamesmead School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).