



The Shared Learning Trust

THE RUSHMERE
PARK ACADEMY

SENDCo

We are looking for a special educational need coordinator (SENDCo) with KS1 or KS2 teaching experience to work with children in a lower school setting (4-9 years of age) who need extra support or require an advanced programme of learning in order to reach their full educational potential. Working with individuals who have physical disabilities, sensory impairments (i.e., hearing or visual), speech and language difficulties, learning difficulties such as dyslexia, conditions such as autism, social, emotional and mental health needs, or have a combination of these difficulties. You may also work with more able individuals.

A key aspect of working in this field is identifying individual needs and being responsible for creating a safe, stimulating and supportive learning environment.

The successful candidate will be an experienced/aspirational professional, who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners. If you are highly motivated, respond well to a challenge and have excellent communication skills, this could be the job for you!

Visits to the Academy are warmly welcomed.

The successful candidate will

- An advocate for SEND children
- An excellent classroom practitioner
- National Award for SEN Co-ordination, or a willingness to complete it within 3 years
- Experience of working at a whole-school level
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET
- Sound knowledge of the SEND Code of Practice
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies
- Ability to plan and evaluate interventions
- Data analysis skills, and the ability to use data to inform provision planning
- Effective communication and interpersonal skills
- Ability to build effective working relationships
- Ability to influence and negotiate
- Good record-keeping skills
- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality

Job Specifics

Start Date	September 2021
Salary	MPS + SEN min £25,714-£39,231 (dependant of experience)
Job role	Full-time (with 0.6 class based teaching)

HOW TO APPLY

Closing date: Midnight Monday 19th April

Interviews: from the 26th April

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

We look forward to hearing from you!

The successful candidate will be joining a very friendly and supportive team of staff and governors working with children that take pride in their school. Visits to the school are warmly welcomed and can be arranged by contacting the school office on 01525 372096. If you are currently teaching early or late appointments can be organised.

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

RECRUITMENT TIMELINE

25 th March	Position is Advertised
19 th April	Closing date for applications. References will be requested prior to candidates being interviewed
w/c 26 th April	Interviews.

SAFEGUARDING

'We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

The Department for Education (DfE)'s has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as:

... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.

WELCOME TO THE SHARED LEARNING TRUST

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning



Cathy Barr

Firstly let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy or South Academy as previously known in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,500 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.

Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to pursue their aspirations through a wide range of enrichment activities and initiatives. The experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and also give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

- 'We recruit people for attitude and train for skills'

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy

WELCOME FROM THE DIRECTOR OF PRIMARY EDUCATION



Rebekah Howe

'Mrs Howe' by Evie, Year 1

As a team, we pride ourselves on providing good quality support and education. The Academy is going through an exciting period of development to accommodate our ever increasing new community.

Teachers are well supported through performance management and external and internal CPD. Aspiring leaders, middle and senior, have access to nationally accredited qualifications such as NPQML and Senior Leader programmes. We work closely in partnership with our local Teaching Hub to provide opportunities for individuals to be recognised as Subject Leaders in Education and Local Leaders in Education.

The Rushmere Park Academy works in close partnership with its sister Academy's, The Linden Academy and The Vale Academy and this partnership provides a wealth of opportunity for moderation, joint CPD and professional working.

In joining The Rushmere Park Academy, you would be joining a supportive staff team who place the children's needs at the center of everything they do.

I look forward to meeting with you,

Bex

WELCOME FROM THE PRINCIPAL



Marea Rawlings

Welcome to The Rushmere Park Academy! Thank you for taking the time to read this document and for showing an interest in our school.

At The Rushmere Park Academy we are very proud to have such a dedicated team of very talented teachers and support staff that make The Rushmere Park Academy a really special place to work, learn and play.

We are a happy school with a strong ethos in both our Academy and Nursery that is based on the foundation values of respect, kindness and hard work. We have very high expectations for all our children and visitors often comment on the 'learning' atmosphere and good relationships, which are so important to us.

We believe that learning should be led by a child's natural curiosity and our curriculum model has been developed with this key principle in mind. All children are encouraged to build their self-confidence, to develop self-reliance, to take risks without fear of failure and to make informed decisions about their 'own' learning, immersing themselves in a high-quality education that is full of challenge, diversity, interest and fun. My colleagues and I work hard to create an environment, which provides children of all ages with opportunities to experience success and develop a life-long learning attitude, equipping them with the skills needed in today's world.

We are an inclusive school, and we try to ensure that we know all our pupils really well. With good levels of teacher:pupils ratios and a clear focus on traditional values 'Every child matters' at The Rushmere Park Academy and we value children for all their different strengths and qualities.

We are unique in our ethos, passion and plans for the future. Now is a very exciting time to join us and we genuinely believe that The Rushmere Park Academy is the place to be. Why not arrange a visit so you can see for yourself?

I look forward in showing you around one of the best schools in Leighton Buzzard.

Ms Marea Rawlings

Principal

ABOUT THE SHARED LEARNING TRUST

The Shared Learning Trust is a stand-alone multi-academy trust, which runs a family of five schools based in Bedfordshire:

- The Vale Academy, Dunstable, ages 2-11
- The Linden Academy, Luton, ages 4-11
- **The Rushmere Academy, Leighton Buzzard, ages 2-9**
- The Chalk Hills Academy, Luton, ages 11-18
- The Stockwood Park Academy, Luton, ages 11-18
- The Sixth Form, Luton, ages 16-19, (A part of both Chalk Hills and Stockwood)

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, with learning environment that reflects the innovation of our diverse and wider curriculums where all pupils have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

VISIONS AND VALUES

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.



Achievement of Pupils: 'GOOD'

- The school has adopted well-structured programmes for teaching reading, writing and mathematics in small groups, and this helps pupils to make good progress. Work is well tailored to their needs.

Quality of Teaching: 'GOOD'

- No pupil is held back from reaching their potential, as in every group the work is sufficiently demanding for them.

Behavior and Safety of Pupils: 'GOOD'

- The behaviour of pupils is good. They have positive attitudes to learning and work hard. Pupils speak with enthusiasm about their educational experiences. They are polite and considerate of one another.

Leadership and Management: 'GOOD'

- Much of their success is down to rigorous checks on the quality of teaching, careful tracking of pupils' progress, and high quality training for staff. Effective action is then taken to address any issues that are identified. Teaching staff are very positive about the way their skills are developed and how they are encouraged to take on new responsibilities.

The Governance of the School:

- Governors have a good understanding of the quality of teaching and pupils' performance. They visit regularly, including as volunteers, to see the work of the school first hand. They are actively involved with staff in evaluating how well the school is doing. They make sure that staff are set challenging targets and that pay is linked to good performance. They know how the pupil premium and sports premium are being spent and the impact they are having. Governors challenge school leaders to keep improving.

CPD & TRAINING – We invest in you!

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is held at The Chalk Hills Academy. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As The Rushmere Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

TEACHER TESTIMONIALS

"Being a teacher at The Rushmere Park Academy is an exceptionally rewarding experience. The level of care and trust that team has is so unique and special. As a member of staff I feel loved, supported, and cheered by SLT and my colleagues. There is definitely no 'I' in team at The Rushmere Park Academy, instead a supportive and inspiring team who always offer a helping hand.

I did my teacher training at The Rushmere Park Academy and felt so motivated, valued and empowered to teach that I applied for a position at the school during my NQT year. Since then, I have been offered valuable CPD and support to further my teaching career and practice.

I feel honoured to work with such professional and positive people. Integrity is a very important value to me and I feel right at home amongst The Rushmere Park Academy, everything they do oozes integrity and excellence.

Since the moment I was hired by The Rushmere Park Academy I felt like part of a family. Staff here work together with gratitude to make sure students are getting the best quality of education and community.

Lydia Smissen – Teacher

"Working at The Rushmere Park Academy means working alongside a team of caring and committed fellow professionals.

The time and hard work that all members of staff invest into the school generates a significant impact on the progress that the children make. I have gained an immense amount pride and satisfaction thinking about the part I have played in this. I am looking forward with relish to the next chapter in the school's life as it changes into Rushmere Park Academy."

Helen Hoare – Teacher

JOB DESCRIPTION

Title:	Special educational needs coordinator (SENCO) and a member of the extended Senior Leadership Team
Contract type:	Full time
Reporting to:	Principal
Responsible for:	Learning Support and Inclusion staff
Grade:	MPS + SEN min £25,714-£39,231 (dependent of experience)

VISION AND PURPOSE

- To develop, plan and deliver effective and high-quality learning experiences for all children
- Be accountable for the learning and achievement of all children they teach.
- To liaise with teaching colleagues at The Rushmere Park Academy to support development

Job purpose

The SENCO, under the direction of the Principal, will:

- To be an advocate for children and their families with SEND needs and champion their individual needs
- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Duties and responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Analyse school, local and national data and develop appropriate strategies and interventions
- Line manage SEN staff, including teaching assistants and support staff to improve pupil progress and attainment
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide advice, guidance and training to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
- provide regular updates on pupil progress through written reports and meetings with parents
- make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists

- support teachers to develop schemes of work and learning programmes for pupils with SEN
- support teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability

Support for pupils with SEN or a disability

- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness, raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff to do so
- Secure relevant services for the pupil
- Review the education, health and care plan with parents or carers and the pupil
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the Principal, Cross Trust Primary SENDCo's and Trust Executive Team to ensure the academy and nursery meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Line manage support staff and carry out annual performance management and appraisal reviews.
- To inspire and motivate other teachers, model good practice, and develop a whole school commitment to supporting pupils with SEN
- Provide regular information to the Principal and Trusts board on the evaluation of SEN provision.
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - IEPs, or Provision Maps, PSP, CAF - keeping accurate records.
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.

- Work with head teachers, teachers, key stage coordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.

Other areas of responsibility (if required)

- Co-ordinate all Annual Reviews and reviews of Individual Education Plans and/or PSPs and CAFs where appropriate and attend / chair when necessary.
- Attend Annual Reviews for primary pupils with EHCP's to help facilitate continuity and progression through the development of a transition programme.
- Liaise with Year 4 pupils, their families and perspective schools requiring advice about educational provision.
- Exercise a key role in assisting the Principal with the strategic development of SEN policy / provision.
- To willingly undertake any reasonable task requested by the Principal
- From time to time to support the safeguarding of staff and children.

All staff working in the Academy have a duty to safeguard and promote the health, safety and welfare and all children and young people for whom they are responsible or with whom they come into contact within the course of their duties.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service

PERSONAL SPECIFICATION

Candidates will be assessed on the following:

Essential Skills	Desirable Skills
Professional: <ul style="list-style-type: none"> • Qualified Teacher Status • A good honours degree or equivalent • A minimum of three years teaching experience 	<ul style="list-style-type: none"> • Additional professional qualifications • National Award for SENDCo-ordination
Experience: <ul style="list-style-type: none"> • Experience of teaching across the Primary age group 	<ul style="list-style-type: none"> • Experience teaching KS1 or 2 • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET
<ul style="list-style-type: none"> • Skills, Knowledge & Aptitude: • Strategies to manage appropriately children's behaviour both in and out of the classroom • Ability to teach in a fully inclusive environment • Experience of conducting training/leading INSET • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Good record-keeping skills 	<ul style="list-style-type: none"> • Experience of working at a whole-school level • Sound knowledge of the SEND Code of Practice

<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality 	
<p>Personal:</p> <ul style="list-style-type: none"> • Well organised and efficient • Ability to work on own initiative • Ability to work as part of a team within a busy environment • Excellent verbal and written skills • Good sense of humour • Enthusiastic with a positive approach to new ideas and developments • Flexible to meet the changing needs of the school • Drive and enthusiasm to support change in the future development of the school • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Ability to work under pressure and prioritise effectively 	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Experience of building relationships with parents of SEND pupils, teachers, and external professionals • Have an awareness of empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils and parents • Commitment to safeguarding and equality