

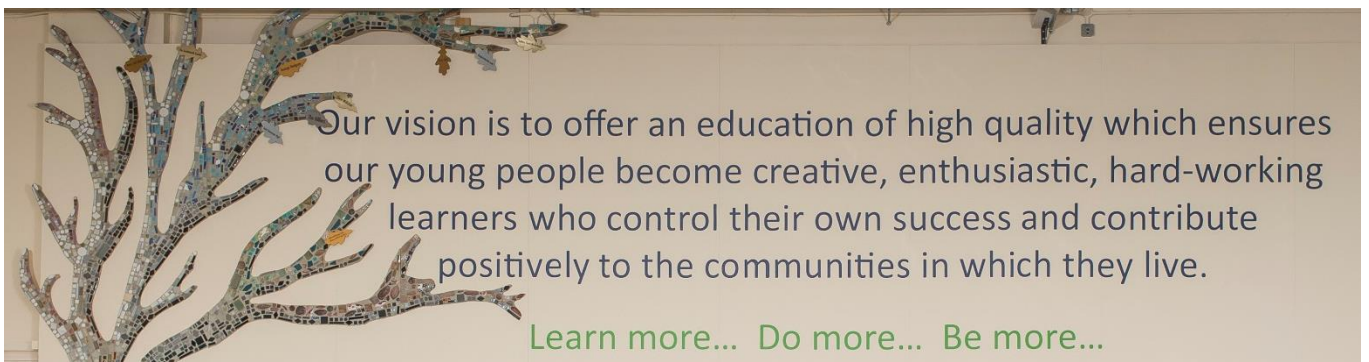


# PRIESTLANDS SCHOOL

Learn more... Do more... Be more...

## Information for Applicants

## SENDCo Special Educational Needs & Disabilities Coordinator



Our vision is to offer an education of high quality which ensures our young people become creative, enthusiastic, hard-working learners who control their own success and contribute positively to the communities in which they live.

Learn more... Do more... Be more...



Priestlands is an exciting school in which to work and we are proud of its many achievements. We are committed to being a leading comprehensive school that serves the entire community, provides high quality education across the curriculum and has ambitious plans for its continued success and development. Our headline GCSE results and progress score consistently place us among the top schools in Hampshire and the New Forest and demonstrate that Priestlands is consistently delivering positive outcomes for all groups of students, year on year.

We are proud of our academic record and believe all children are capable of making exceptional progress. We encourage them to embrace challenge, pursue excellence and to be resilient in overcoming obstacles. Above all we want to ignite in our students a love of learning which will serve them well throughout their lives.

However, Priestlands is about far more than exam results as our motto, *Learn more... Do more... Be more...*, implies. Our aim is to develop well rounded young people who have the skills and attributes to be successful in life and make a positive impact in our community.

We are looking for someone with a commitment to education, a capacity for hard work and a passion for continuous improvement. We are also looking for someone who enjoys their work and has a keen sense of humour! If you would like to have an informal chat on the phone about the post, or even visit the school before application, please do contact me.

You can be assured that a warm welcome awaits whoever is appointed. Priestlands is a mutually supportive and friendly staff community, dedicated to the continued professional development of all staff.

I very much hope that having read the enclosed details, you will wish to apply for the post and become part of the Priestlands team. If so, please complete a Priestlands School teaching application form (available on our website) and send it to us as soon as possible. We are happy to receive applications sent via email to [hr@priestlands.hants.sch.uk](mailto:hr@priestlands.hants.sch.uk). The deadline for receipt of applications is published on our website.

Should you require any further information please do not hesitate to contact us. I look forward to hearing from you.

***Peter Main***

Headteacher



# The Vacancy

## SEND Coordinator (MPR/UPR)

**Required September 2023**

**MPR / UPR + TLR1b £10,717.35**

**(or, for an exceptional candidate, TLR1c-£12,727.05)**

We are looking for an outstanding professional to join the Inclusion Team at Priestlands School as our Special Educational Needs & Disabilities Coordinator (SENDCo). You will be able to demonstrate unwavering commitment to raising student progress and standards and, like us, believe that disadvantage - including SEND - is no barrier to achievement. Applications are welcomed from experienced or aspiring Middle Leaders and we would welcome applications from qualified SENDCOs, those who are working towards the qualification or those who be interested in obtaining the qualification.

As you would expect, we're looking for the best. A good honours degree and qualified teacher status are essential. Naturally you should be an outstanding teacher or have the potential to become one. You will believe that every student can share in the joy of education and attainment. You will also possess integrity, good humour, and moral purpose.

The successful candidate will:

- lead their own team of staff providing support for those with learning needs as well those with emotional, behavioural and social needs
- advise curriculum leaders and their teams in the development of appropriate strategies, methods and resources for differentiation
- provide training and support to staff regarding teaching and learning approaches for students with special needs to be used in main-stream curriculum lessons.
- Work with the local authority SEN team to organise provision for students with an EHCP.

This post offers an excellent experience for the successful candidate, who is likely to be someone who:

- has the skills, knowledge and understanding needed to work as a SENDCO
- is able to forge strong, positive and sustainable relationships with all stakeholders
- has a strong track record of using specialist skills, training and experience to support highly effective teaching and learning
- is passionate about achieving the very best for all students, supporting the highest standards of teaching, learning and behaviour
- has high expectations of themselves, students and colleagues, to ensure students succeed and are challenged to achieve their potential
- is flexible and hard-working and the "right fit" for joining our high-performing team of staff
- has the drive, energy, commitment and vision to make a real difference
- is able to think strategically and creatively
- has belief in all young people and in our vision to transform young lives
- has excellent leadership, communication, organisational and time management skills
- is confident, resilient, resourceful with a strong presence and sense of humour

# The SEND Team

The Special Educational Needs Department comprises the SENDCo, one Literacy & Numeracy teacher, 18 ASAs (Achievement Support Assistants), an ELSA and a part time administrator. The team is dedicated, highly skilled and nurturing to ensure all students reach their potential. All students achieve at GCSE.

The Department is housed in its own building, which provides offices and a central resource/teaching area. The teaching area is multipurpose with tables, resources, working bays and computers as students attend for individual sessions, coursework support, literacy and numeracy interventions, Study Support or if there is an emotional or medical need. We pride ourselves in offering a warm, welcoming, nurturing environment.

Currently there are 247 students on the SEN register, as set out below.

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
E	9	11	6	6	5	37
K	47	47	47	32	37	210
Total	56	58	53	38	42	247

There are a range of needs including Aspergers and Autism, Dyspraxia, Dyslexia, Hearing Impairment, Physical Impairment, ADHD, OCD, Learning difficulties, Communication and Social Interaction difficulties, Low level literacy or numeracy, Behavioural, Emotional and medical needs.

A significant proportion of the ASA provision is directed by the SENDCO, in accordance with student need, to support within the curriculum. ASAs also run intervention programmes for individual students or groups under the direction of the SENDCO. Weekly team meetings are held for CPD and professional dialogue. The open door policy of the SENDCO enables feedback as necessary at all times.

The SENDCO has lead responsibility for:

- The day-to-day operation of the policy and monitoring the provision for students with SEN.
- Disseminating information about students experiencing difficulties within the educational context.
- Liaison with the senior leadership team, HoYs, HoDs, Pastoral Support Managers, Behaviour Support Manager, external agencies and parents and carers to maintain effective channels of communication.
- Management of the SEN Team, including the LSC.
- Liaison with linked primary schools and post 16 providers.
- Co-ordination of relevant training for all staff.
- Co-ordination of the provision for the students on the SEN register and others with needs.
- Annual Reviews and Statutory Assessment
- Collating and analysing relevant data pertaining to students' academic performance.
- Ensuring that resources are deployed effectively.
- Regular meetings with students to review Student Support Plans (SSPs).
- Overseeing the Year 7 Nurture group.

The Department is committed to supporting all staff to ensure they are confident to address the student's individual need. We ensure all students receive a broad balanced and differentiated curriculum to enable them to develop into confident, independent young people with high esteem. We value highly the liaison with parents to achieve this end.

Throughout the year there are many opportunities for team members to extend their skills, knowledge and understanding. This post, therefore, offers an exciting opportunity for an enthusiastic, dedicated and ambitious teacher.

# Priestlands School Job Description

## Post Title: SENDCO (MPR/UPR + TLR 1b or 1c for)

**Accountable to: Headteacher**

**Line Managed by Assistant/Deputy Headteacher**

**This job description will be reviewed and revised as necessary in consultation with the successful candidate.**

### STRATEGIC DIRECTION AND DEVELOPMENT OF PRIESTLANDS SCHOOL

The SENDCO co-ordinates, with the support of the Headteacher and within the context of Priestlands' aims and policies, the development and implementation of the SEN policy in order to raise achievement and improve the quality of education provided.

The SENDCO will as far as is reasonable:

1. Contribute effectively to the development of a positive ethos in which all students have access to a broad, balanced and relevant curriculum and which contributes to students' spiritual, moral, cultural, mental and physical development and in preparing students for the opportunities, responsibilities and experiences of adult life;
2. Support staff in understanding the learning needs of disabled students and those with SEN and the importance of raising their achievement;
3. Ensure that the objectives of the SEN policy are reflected in Priestlands' development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed;
4. Monitor the progress made in setting objectives and targets for disabled students and those with SEN, assist in the evaluation of the effectiveness of teaching and learning, and use the analysis to guide further improvement;
5. Advise the Headteacher and Board of Governors on the level of resources required to maximise the achievements of disabled students and those with SEN;
6. Liaise with and co-ordinate the contribution of external agencies;
7. Analyse and interpret relevant national, local and Priestlands data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods;
8. Oversee assessment of students for exam access arrangements and liaise with the examinations team to ensure appropriate provision is in place.
9. Support staff in understanding the learning needs of students with English as an additional language (EAL) and oversee support for the students in school.
10. Support senior team with safeguarding and will be DSL trained;

## TEACHING AND LEARNING

The SENDCO, working with the Headteacher and Board of Governors, will secure and sustain effective teaching and learning throughout Priestlands School, monitor and evaluate the quality of teaching and standards of students' achievement, and use benchmarks and set targets for improvement.

The SENDCO will as far as is reasonable:

1. Support the identification of, and disseminate the most effective teaching approaches for disabled students and those with SEN;
2. Collect and interpret specialist assessment data gathered on students and use it to inform practice;
3. Work with students, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for disabled students and those with SEN;
4. Monitor the effective use of resources, appropriate teaching and learning activities and target-setting to meet the needs of disabled students and those with SEN;
5. Develop systems for monitoring and recording progress made by disabled students and those with SEN towards the achievement of targets set;
6. Support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum
7. Identify and develop study skills to support students in their ability to work independently and learn more effectively;
8. Support other staff in developing students' understanding of the duties, opportunities, responsibilities and rights of citizens through individual feedback and whole school training;
9. Know how to recognise and deal with stereotyping in relation to disability or race;
10. Maintain effective partnerships between parents and Priestlands' staff so as to promote students' learning; provide information to parents about targets, achievements and progress;
11. Develop effective liaison between schools to ensure that there is good continuity in terms of support and progression in learning when disabled students and those with SEN transfer;
12. Develop effective liaison with external agencies in order to provide maximum support for disabled students and those with SEN;
13. Coordinate exam access arrangements for students entitled to extra support.

## **LEADING AND MANAGING PRIESTLANDS STAFF**

The SENDCO supports Priestlands staff involved in working with disabled students and those with SEN by ensuring all those involved have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

The SENDCO will as far as is reasonable:

1. Help staff to achieve constructive working relationships with disabled students and those with SEN;
2. Encourage all members of staff to recognise and fulfil their statutory responsibilities to disabled students and those with SEN;
3. Ensure the establishment of opportunities for learning support assistants and other teachers to review the needs, progress and targets of disabled students and those with SEN;

Provide regular information to the Headteacher and Board of Governors on the evaluation of the effectiveness of provision for disabled students and those 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 disabled students and those with SEN, and provide support and training to trainee and newly qualified teachers in relation to the national standards for teachers.

## **EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

The SENDCO will identify, with the support of the Headteacher and Board of Governors, appropriate resources to support the teaching of disabled students and those with SEN and monitor their use in terms of efficiency, effectiveness, and safety.

The SENDCO will as far as is reasonable:

1. Establish staff and resource requirements to meet the needs of disabled students and those with SEN , advise the Headteacher, Senior Team, Leadership Team and Board of Governors of likely priorities for expenditure, and allocate resources made available with maximum efficiency to meet Priestlands' objectives and SEN policies, and to achieve value for money;
2. Deploy, or advise the Headteacher on the deployment of staff involved in working with disabled students and those with SEN to ensure the most efficient use of teaching and other expertise;
3. Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness;
4. Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the Priestlands School.

## The School

Priestlands School, an 11-16 mixed comprehensive school, became an academy in August 2011. Serving the South of the New Forest, our catchment area covers an area of outstanding beauty, stretching from Beaulieu in the East, to Brockenhurst in the North, and Milford-on-Sea at its most westerly point. To the South lies the Solent, a very popular sailing area in the country.

We serve eleven primary and junior schools, although our intake includes children from other schools, including a number of private schools. Our intake pattern is eight forms of entry.



## Our Facilities

Priestlands is situated on a large and pleasant campus, which we share with Pennington Infant and Junior Schools. The School is surrounded by some 25 acres of playing fields.



There are ten Science laboratories, Design and Technology workshops, ICT facilities throughout the school, as well as general classrooms. We also have a Learning Support Centre known as The Hub.

Our buildings include a Grade II listed building, which houses Art and Child Development. We re-commissioned our formerly derelict Grade II listed Coach House building and reclaimed the original Victorian Walled Garden where we keep animals, as well as growing

fruit, vegetables and flowers.

We have access to an excellent indoor swimming pool which is part of the Lymington Health & Leisure Centre, currently run by Freedom Leisure. The school owns a gymnasium, synthetic turf pitch, sports hall and floodlit tennis courts, enabling us to offer a very wide range of sporting activities, and we are proud of our sporting record.



We have a modern contemporary study centre housing our Library, and which KS4 students can use after school to study independently to complete homework, research and revision.

There are ICT clusters in many subject areas, including Art, Careers, Design Technology, Maths, Music, Science, the Study Centre and The Hub. Interactive Whiteboards are installed in all History, Maths and Modern Languages classrooms. Ceiling-mounted data projectors can be found in all other subject areas.





## The Curriculum

At KS3, students follow a common timetable, which includes English, Mathematics, the Sciences, ICT, History, Geography, Religious Education, a Modern Language (French, German and Spanish are offered), Technology, Performing and Visual Arts (Art, Drama and Music), Physical Education, and a tutorial PSHCE period.

We operate a condensed KS3 curriculum, so that all students complete their KS3 assessments at the end of Year 8, not Year 9. This has allowed the development of a more personalised and enhanced KS4.



At KS4, all students currently follow an extended core comprising: English Language and Literature, Mathematics, Science, Citizenship (Ethics and Philosophy, careers, enterprise and health), PE and tutorial work. Within Science, most students follow the Combined Science course with some taking Separate Sciences.



With the introduction of the English Baccalaureate, we refined our KS4 curriculum pathways, so that students intending to attend university are strongly encouraged to choose a Modern Language and Humanities subject.

Option subjects currently available include: Art (3D and Fine Art), Applied Business, Child Development, Computer Science, Design Technology, Drama, French, Food & Nutrition, Geography, German, History, Horticulture and Small Animal Care (non-exam course), ICT, Media Studies, Music, Photography, Physical Education (GCSE and OCR Sports Studies), Religious Studies, Spanish, and a non-examination Study Support course.

Students are taught mostly in mixed ability groups in Year 7, and may be 'set' thereafter, although subject areas use the opportunities offered by block timetabling to group children flexibly. Our intention is to develop more individualised styles of teaching and learning, and we offer increasing opportunities for students to develop independence and a sense of ownership of their learning. Special Needs provision is overseen by our Special Needs Co-ordinator. It is our policy that all teachers are teachers of children with special needs. For the most part, children are supported in mainstream lessons, withdrawal being rare.

## Pastoral Organisation

It is our intention that our curricular and pastoral work should be integrated. At present, almost all teachers are tutors, and all students have a tutorial lesson each week. The school is year-based, each year having a team of tutors and a Head of Year. Year groups also have an Assistant Head of Year (a staff development opportunity – unpaid but with a laptop!). Each year group has an assigned Pastoral Support Manager, an experienced member of the support staff who fields most phone calls, investigates incidents and supports and mentors students.

Heads of Years have responsibility for monitoring learning across their Year Groups. Year Teams rotate from Years 7 to 11, to maximise continuity.

In addition, a House System operates to provide opportunities for competition and to cement relationships across year groups.



All students wear the school uniform, which is modern, comfortable, affordable and practical. Our Behaviour Management Policy defines expectations clearly, provides opportunities to reward and recognise students who model Priestlands Values, and provides a structure which can be fairly and consistently applied throughout the school. The Priestlands Values, developed by students and staff and based around the principles of the 3Rs, being Ready, Respectful and Responsible, are displayed throughout the school.



## School Leadership



There is a regular pattern of meetings, which aims to provide ample opportunities for staff to participate in the decision-making process. We enjoy a close working partnership with our Governors, who are well integrated in the School's management structure.

We have approximately 160 members of staff, more or less equally divided between teaching and support, who are characterised generally by their enthusiasm, and commitment to Priestlands and its students. We are committed to the professional development of

all staff, and aim to develop continually as a professional learning community.

## Ofsted

Priestlands has had six successful Ofsted reports. At the last inspection (November 2016), under the new tougher framework, we were judged Good. The report said several things of which we are very proud, especially :

- "Students are friendly, polite and respectful of each other. They behave very well, they are knowledgeable about the risks of social media and confident about who to talk to if they have any concerns. They are proud of their school and the difference they make to school life."
- "Parents describe the school as 'amazing, with a real family atmosphere'."
- "Parents and students are very positive about the care and support that they receive, especially those who need additional help."
- "Students and parents are very enthusiastic about the many opportunities the school provides for learning outside the classroom."
- "Staff are hugely positive about the school and enjoy working there because they are well supported and are part of a highly motivated team."
- "Staff value the way that leaders have created a climate in which they can take risks and innovate."



## Priestlands GCSE Results 2022

At Priestlands we pride ourselves on consistently delivering excellent outcomes at GCSE Level, year on year. We are proud of our academic record and believe all children are capable of making exceptional progress. We encourage them to embrace challenge, pursue excellence and to be resilient in overcoming obstacles. Above all we want to ignite in our students a love of learning which will serve them well throughout their lives.



The government baseline measure of Progress 8 demonstrates that students at Priestlands consistently achieve higher grades than their peers nationally. You can view more at: <https://www.compare-school-performance.service.gov.uk/compare-schools>. The overall performance from the Class of 2022, who faced so many challenges over the last three years, was exceptional and included many individual successes. Priestlands' students did extremely well in the core subjects of English, Maths and Science sustaining high performance, whilst there were also record results in many other subjects with a significant number of the top grades 9-7 awarded.

	Achieving 5+ 9-4 (including English & Maths)	Achieving 9-7 in English & Maths	Achieving 9-5 in English & Maths	Achieving 9-4 in English & Maths	Achieving EBacc 9-5	Achieving EBacc 9-4
All students						
School 2022	77%	25%	64%	81%	23%	24%
School 2021	84.7%	25.8%	65.7%	86.4%	21.2%	23.7%
School 2020	76%	19%	59%	79%	20%	22%
School 2019	75%	17%	55%	78%	18%	25%

## The Future

We want to continue to improve the quality of all that we do, especially the quality of the learning experiences we offer our students.

By becoming reflective practitioners, constantly reviewing and evaluating what we teach and how, we believe we can continue to develop as a school. We hope to provide good career development and opportunities for our staff.



The next few years will continue to be both challenging and interesting. We look forward to receiving your application.

## Application Procedure

Please complete the application form on our website at <https://www.priestlands.hants.sch.uk/vacancies/teaching-staff>.

### **Please do not submit additional documentation at this stage**

In the personal statement section of the application form (which may be presented as an attached letter if you so wish), I would ask you specifically to describe on no more than two sides of A4:

- your experience to date;
- your reasons for applying for the post and your suitability for it;
- your view of the challenges and opportunities which would await you in your first year in post.

Applications should be sent to the Headteacher as soon as possible. They will be considered as they are received and we reserve the right to close the vacancy early.

**The deadline for receipt of applications is published on our website.  
Interviews will be held shortly afterwards.**



***Priestlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. This post is covered by the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and you will be required to declare whether you have any criminal convictions. Priestlands School is an equal opportunities employer and welcomes applications from all sections of the community.***