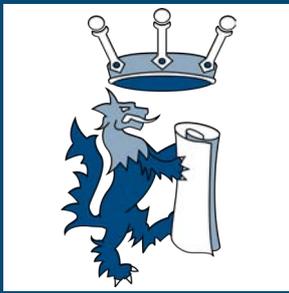




The Sittingbourne School

SEND Support Officer
The Sittingbourne School
Information



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Welcome

Thank you for expressing an interest in the advertised SEND Support Officer post. We hope that this pack gives you all the information you need to decide if The Sittingbourne School is the school for you. However, please do not hesitate to contact us to arrange a visit to see for yourself what life at the school is like.

The Sittingbourne School is a large, oversubscribed school built on a strong sense of community, making us a warm and very special place to be part of. Students and staff feel proud to belong to The Sittingbourne School. Our staff work tirelessly to ensure the wellbeing and happiness of every child.

However, we are not a school where we allow ourselves to be defined or limited by the pastoral care we offer. We never forget that teaching and learning is our core business. Our motto is “Empowered through learning” because we believe that through excellent teaching and a fantastic curriculum every child can succeed, be happy and change their lives. We do everything we can to ensure every child consistently receives high quality teaching and learning in every lesson and engages in a challenging and relevant curriculum.

Our drive and ambition for our students was recognised by Ofsted, who in their March 2023 inspection report stated how, “Staff have high aspirations for what all pupils can learn and achieve. This level of ambition is evident throughout the school”. They also commented on how, “Pupils are proud of how tolerant and supportive their school is” and that, “The vast majority of pupils behave well in school”. The school was graded as “Good” for the third successive inspection.

We have a strong and supportive senior leadership team for whom staff wellbeing is a priority. We appreciate the challenges teachers and support staff face and we do all we can to reduce unnecessary workload and cut down on bureaucracy. We take a zero tolerance approach to rudeness and defiance to staff and we make sure that no member of staff feels alone when things are tough. Staff also benefit from a wide ranging programme of ongoing staff development. The work culture is friendly, professional and supportive, with recruitment and retention another real strength of the school.

In addition, the school also profits from the collaborative support of Swale Academies Trust, whereby close working networks continue to drive improvements to all aspects of school life. If you think The Sittingbourne School could be the school for you, please email Sarah Scott-Drysdale (sarah.scottdrysdale@swale.at) for more information and to arrange a visit. We look forward to seeing you soon.

Yours Sincerely



Mr Nick Smith
Headteacher

Job Description

Job Title: SEND Support Officer
Grade: SAT D
Responsible to: SENDCO

Job Purpose

To work under the direction of the SENDCO as part of the professional team supporting students with SEND.

Key Accountabilities:

- Take shared responsibility for care and welfare of SEND students.
- Complete Annual Reviews of EHCPs including meeting with parents and other stakeholders.
- To assist in the completion of access arrangements for the school.
- Support groups of SEND students (including SRP, EHCP as well as K).
- Under the direction of the SENDCO, collate and prepare information relating to assessments, statements and referrals to other agencies.
- To support the assess, plan, do, review process, including the mapping of provision and accurate recording of intervention outcomes.
- Organise and manage an appropriate learning environment and assist the teacher to plan teaching and learning objectives that ensure student progress and development.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives, providing feedback and reports to teachers in order to provide evidence of the range and level of progress and attainment.
- Act as a role model and establish a clear framework for discipline in line with established policies, anticipate and manage behaviour in order to promote students' self-control and independence to ensure good behaviour and respect for others is maintained.
- Provide support with the development of our Specialist Resource Provision for speech and language.
- Plan and deliver interventions for specific areas of need and support the raising of standards and literacy across the curriculum.
- Attend review meetings and prepare paperwork.
- Work effectively with individual students, under the direction of the class teacher/SENDCO.

Essential requirements:

- Knowledge and proven experience of working with primary or secondary aged children with SEND and challenging behaviours.
- Recent experience of working with primary or secondary school children.
- Good ICT skills.
- Ability to exchange information both verbally and in writing with staff and parents.

Other Duties and Responsibilities:

In addition, all members of the school community are expected to:

- Have knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality. Health and Safety and SEND.
- To promote and comply with the school's policies on Equal Opportunities and Health and Safety, both in the delivery of services and the treatment of others safeguarding. The Sittingbourne School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance.
- Display a commitment to child protection and safeguarding. Reporting to the Head of School any behaviour by colleagues, parents and children which raises concern.
- Comply with policies and procedures relating to child protection, health, safety, welfare and security, confidentiality and data protection, reporting all concerns to the appropriate person.

The main duties and responsibilities are indicated above. Other duties of an appropriate level and nature may also be required as directed by the SLT.

Person Specification

| Qualifications | Essential / Desirable |
|---|-----------------------|
| A good general standard of education, with at least 5 GCSEs or equivalent, including English and Maths | E |
| At least five Level 2 qualifications including English and Mathematics | D |
| Up to date safeguarding training. | D |
| Experience | |
| Experience of working with children of secondary school age. | E |
| Experience of learning support groups. | E |
| Experience of ASD. | E |
| To have an understanding of and the ability to interpret attainment records of students and knowledge of ensuring student progress. | E |
| Demonstrate a basic understanding of the SEND work of a school. | E |
| Demonstrate an understanding of SEND and responsibilities within code of practice. | E |
| To have worked with students in developing literacy and numeracy skills. | E |
| Experiences of developing social skills programmes with young people. | D |
| To have a well-developed understanding of a specific area of educational need. | D |
| Skills and Abilities | |
| Ability to use all Microsoft office packages to a proficient standard e.g. manipulate data in Excel programmes; prepare documents for external audiences. | E |
| Knowledge of policies and procedures relating to safeguarding, child protection, health, safety, security, equal opportunities and confidentiality. | E |
| Good ICT skills | D |
| Ability to exchange information both verbally and in writing with staff and parents. | D |
| Personal Qualities | |
| Ability to relate to young people and adults, understand their needs and respond accordingly. | E |
| Good influencing skills to encourage students to interact with others and be socially responsible. | E |
| The ability to work well in a team and independently | E |
| To have the capacity to develop knowledge in a specific area of educational need and to become a point of contact for that need. | E |
| Ability to work with students in setting targets and to support students and teaching staff in implementing and reviewing targets. | E |
| To be flexible and adaptable to meet the changing needs of the school. | E |



Working at The Sittingbourne School

Benefits

- Local Government Pension Scheme – with a generous employer contribution
- Salary Sacrifice Shared Cost AVC (Additional Voluntary Contribution) Scheme
- Enhanced Maternity Pay
- Employee Referral Recruitment Incentive
- Access to training and development
- Discounts with local and national retailers, cinemas and restaurants
- On-site Parking

Well-Being

- Employee Assistance Programme – Wellbeing and advice
- Cycle to Work scheme

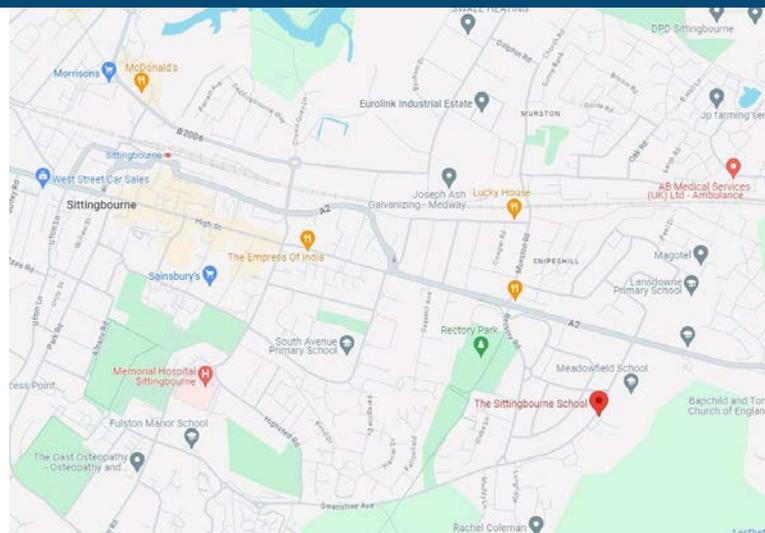
Finding Us

The Sittingbourne School
Swanstree Ave, Sittingbourne ME10 4NL

01795472449
tss-office@swale.at

Closest Train Station: Sittingbourne Station
Approx. 29-minute walk or 15-minute Bus

Closest Bus stop:
The Sittingbourne School - 355, 371F, 371Q, 371S
Vincent Road - 355, X3
Swanstree Avenue - 328, 334, 370S, 371R, 372U, 647, IB2





The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and applications should be made via this route. Alternatively, completed [SAT Application Forms](#) can be sent by email to sarah.scottdrysdale@swale.at or by post to the following address:

Miss Sarah Scott-Drysdale
The Sittingbourne School
Swanstree Avenue,
Sittingbourne
Kent
ME10 4NL

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form. The Sittingbourne School may complete online checks of any candidates as part of the Shortlisting Process.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.



Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Swale Academies Trust schools will conduct an online check of shortlisted candidates in line with the Keeping Children Safe In Education guidelines.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's [Privacy Notice](#) for job applicants for information about how we use any personal data about them we hold.

Overview of Swale Academies Trust

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust - Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Peacehaven
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne

Central Support Services

- Human Resource Team
- Finance Team
- ICT Team
- Estate Management
- Governance and Communications

