

**SENDCo Application Pack**



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**Letter from Catherine Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for learners in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and learners alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**CEO**

# Letter from Gemma Jackson, Head Teacher, Green Park Village Primary Academy

Dear Candidate

I am pleased that if you are reading this you are interested in joining our passionate, committed and hardworking team to continue our unique journey. All of our team have made conscious decisions to be an active part of this development journey; all of our families have put trust and faith in what we are doing, believing it to be something special and right for their child or children’s primary school journey.

Overview

Are you a teacher who believes in enabling excellence for exceptional futures? Do you want the opportunity to be part of the team to build upon the successes of Green Park Village Primary Academy since opening in September 2020? Are you passionate that all children deserve the very best learning opportunities? Do you have experience of supporting children with SEND which you might be interested in developing at whole school level? If so, we would love to hear from you! We are looking for a SENDCo who will pro-actively and responsibly ensure that their expectations are high and provision is consistently exceptional for all the children with SEND across the school.

About us

Green Park Village Primary Academy is a new primary school built in a new housing development in Reading, Green Park Village, which opened in September 2020 in its permanent school building. In September 2023, the academy will have Reception to Year Three cohorts. The school will grow to be full two-form primary, with space to open a Nursery provision for pre-school children. The school serves a diverse community of families both local and from across Reading.

There is no doubt about it, continuing Green Park Village Primary Academy on its next phase will take vision, dedication and hard work, but being part of that exciting and rare journey will be very rewarding to see the academy continue to take shape over the next few years. To see more information about the school please visit our website [www.greenparkvillageacademy.org](http://www.greenparkvillageacademy.org)

If this unique opportunity to be part of something special in a brand new and well resourced school appeals to you, you are welcome to contact me to find our more information about our children, curriculum, school and team.

**Gemma Jackson**

**Head Teacher, Green Park Village Primary Academy, part of REAch2 Academy Trust**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role



**SENDCo at Green Park Village Primary Academy**

Required for 1st May 2023 or 1st September 2023

MPS 1-6/UPS 1-3 plus SEND allowance 0.4 pro rata

The role of SENDCo is central to *enabling excellence* for all our children at Green Park Village Primary Academy. It is a role which has a wide influence, which permeates through all aspects of the academy and its approach to learning and teaching.

Class Teachers are responsible for the day-to- day teaching and learning provision for all children in their class, including those with Special Educational Needs, English as an Additional Language, those more-able learners and those eligible for the Pupil Premium Grant. Whether you are new to senior leadership or have experience to bring, you will receive coaching and mentoring from experienced leaders in the academy and trust to ensure that you are supported in all aspects of what you do.

Therefore, we welcome applications from experienced SENDCos/INCos, as well as those looking for their first senior leadership position in this area.

This post is non-class based, so that time can be given with the strategic work required in this significant role within the academy. However, the post holder may teach classes in the short-term absence of teachers, as well as model and team-teach lessons with all staff in order to raise the quality of teaching and ensure quality first teaching is available for each child, no matter what.

Green Park Village Primary Academy is a highly inclusive setting, valuing all children’s achievements and their diversity, ensuring that each child is given every opportunity to meet their full potential and shine in whatever they would like to do.

At Green Park Village Primary Academy we want to provide opportunities for all children to have *exceptional futures.*

#### What we’re looking for

We are looking for someone with a passion for inclusion and SEN/D. We want someone who can live and breathe inclusion and diversity, celebrate the range of children we have at Green Park Village Primary Academy, and champion their needs to ensure that all children have every opportunity to succeed. This starts with a candidate who has a wide range of experience in teaching across the curriculum, teaching children with various needs and is a skilled practitioner who can model excellent, inclusive practice to others. We’re looking for someone who is a team player, who can work alongside the energetic and skilled senior leadership team and be both strategic and operational when required.

We want someone who has:

* The motivation to achieve the very best for the children in our care and be relentless in the pursuit of excellence
* Excellent inter-personal skills
* Experience as an effective good and outstanding classroom teacher
* Excellent communication skills and a good sense of humour
* Good organisational skills
* Creativity which drives all aspects of teaching and learning.

In return we can offer:

* A firm commitment to you and your professional development
* Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors
* A growing learning community
* Encouragement to develop new ideas and the opportunity to make a real difference
* Coaching and mentoring from the trust and school leaders
* Fantastic trust wide CPD opportunities
* Vast opportunities for career progression

Building our school has involved dedication, commitment and hard work from all our team involved to date. We would not be where we are without the contribution of all of our team (past and present) and the willingness to apply themselves to all needing doing. We ask that all teachers are flexible to the needs of the school as we grow and this may involve being a specialist within a phase or being willing to teach across phases.

The deadline for applications is: Applications will be considered on receipt

Interviews: Arranged with shortlisted candidates

Completed Application forms should be returned to Gemma Jackson, Head Teacher, via [office@greenparkvillageacademy.org](mailto:office@greenparkvillageacademy.org)

The school is committed to safeguarding the welfare of children and expects all staff to share this commitment. This post is subject to an Enhanced DBS with Child’s Barred List check and satisfactory references.

# The application

You are invited to submit a REAch2 application form to Gemma Jackson, Head Teacher, via [office@greenparkvillageacademy.org](mailto:office@greenparkvillageacademy.org) The supporting statement should clearly refer to the job description and person specification and detail how your experience and skills are suitable for our school. Please note that we do not accept CVs.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy, the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Gemma Jackson, Head Teacher via [office@greenparkvillageacademy.org](mailto:sbm@greenparkvillageacademy.org) or 01184676222

## The application process and timetable

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| --- | --- |
| **Application deadline:** | Applications considered on receipt |
| **School visits:** | Please make arrangement by contacting the school- these visits can be at 9.30 daily. |
| **Interviews:** | Arranged with shortlisted candidates |
| **Contract details:** | Part time and fixed term contract until August 31st 2024 |
| **Salary:** | MPS 1-6/UPS 1-3 plus SEND allowance |
| **Start date:** | 1st May 2023 or 1st September 2023 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard learners and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our learners.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

**Job Description**

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| --- | --- |
| **Job title** | SENDCo |
| **Salary Scale** | Main Pay Scale M1-M6 with SEND allowance |
| **Responsible to** | Deputy Headteacher |
| **Responsible for** | Learning Support Assistants- SEND |
| **Purpose of Job** | |
| To manage the provision for pupils identified as having Special Educational Needs and Disability (SEND), including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils. To work with alongside our Education, Welfare and Pastoral Lead, ensuring effective provision for all pupils with additional needs and work with senior leaders as part of the Senior Leadership team at Civitas Academy. | |
| **Responsibilities** | |
| * Co-ordinate provision for pupils with SEND. * To manage the implementation of an inclusive curriculum. * To lead the provision for SEND across the school through overseeing and managing the day to day operation of the school’s SEND policy. * Line manage SEND support staff. * To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely * To develop curriculum resources to ensure that pupils identified as having SEND have the required levels of support * Ensure that pupils’ needs are identified at an early stage, are being met and are monitored and reviewed * Work to develop and implement intervention groups and support. * To monitor the progress of students with SEND. * To ensure the provision of SEND supports pupils needs, including the allocation of support time and the writing of EHCP, personalised provision plans, high needs funding applications and provision mapping. * Ensure that Education Health Care Plans are met appropriately * Ensure that Health Care plans are in place for children with medical needs and are reviewed regularly, in line with the Supporting Children with Medical Conditions Policy. * Ensure that parents are full partners in the processes and support for pupils with SEN * Be well-informed about SEN issues and matters at a local, county, national and international level * To identify children who require High Needs Funding in order to make progress and to ensure funds are acquired for this purpose. * To develop appropriate outcomes for children in receipt of High Needs funding and ensure appropriate resources are allocated. * To evaluate the effectiveness of how High Needs Funding is being used to ensure accountability. * Advise all staff on the graduated approach to providing support for pupils with SEND. * Support, develop and challenge information and development necessary to sustain motivation and secure improvement in learning. * To offer, advice and support teaching and support staff in providing a quality first teach approach. * To liaise with members of SLT to develop, monitor and implement the schools behaviour policy * Liaise with relevant outside agencies to ensure that individual pupil SEND are met effectively and that the requirements of EHCPs and high needs funding are met fully. * Liaise with the designated teacher where a looked after pupil has SEND. * To liaise with and inform parents/carers about the specifics of the SEND provision for their child. * Carry out termly SEND support plan meetings and Pupil Progress meetings. * Ensuring that accurate and detailed records are kept of meetings and discussions with staff, pupils, parents and outside agencies. * Ensure that staff are kept informed of pupil’s SEND and advise on areas to develop and support. * To be a key point of contact for parents of pupils with SEND, external agencies, including the local authority and its support services * To co-ordinate and lead SEND meetings, communicate information to staff and co-ordinate resulting action. * Ensure pupil transition to primary school or the next stage of education is smooth and planned. * Work with the Headteacher and the Governors to ensure that the school meets its responsibilities under the equality Act (2010) and the SEND code of practice (2014) * Ensure the school keeps the records of all pupils with SEND up to date. * Ensure SEND needs are met appropriately through the deployment of the school’s delegated budget and other resources to meet SEND pupils needs effectively. * Take an active role in the leadership team taking part in meetings and other roles under the direction of the Headship Team. * To maintain the SEN register. * To act as consultant to the Headteacher, teaching staff and governors in matters to do with SEN * To support LSA professional development * To jointly monitor the effectiveness of LSA provision in the school and report on impact to the SLT * To contribute to the School Development Plan on SEN * To take an active role in SENDCO Forum Meetings * To maintain own professional development on development with SEN | |

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| **Strategic Leadership** |
| * To promote and support the principle that all learning and teaching staff are leaders of learning. * Have high expectations of all children and support staff. * Think creatively and imaginatively to anticipate and solve problems and identify opportunities. * Liaise with staff to ensure smooth transition from one class/phase to another, including co-ordination of the ‘handover’ of relevant documents. * Help develop a highly effective phase team through effective systems: attend regular staff and phase meetings to ensure good communication, consistency in practice and good pupil progress. * To contribute to team responsibility for a subject or aspect of the school’s work and develop plans which identify clear targets and success criteria for its development and/or maintenance. |

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| **Whole School/Other** |
| * Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person. * Be aware of and support difference and ensure that the school’s equalities and diversity policies are followed. * Show a commitment to work outside directed time when required. * Contribute to and provide evidence for the school Self-Evaluation Summary. * Contribute activities are required to support the School Development Plan. * Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives. |

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

*The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher. This job description will be reviewed annually and may be amended at any time, to meet the changing demands of the school, following discussion between the Head Teacher and member of staff.*

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the school’s policies and practices.

**Green Park Village Primary Academy recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.**

**We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.**

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential**  **(for the role)** | **Desirable**  **(for development)** | **Measured By** |
| **Qualifications and Skills** |  |  |  |
| Relevant degree | X |  | A |
| Qualified Teacher Status | X |  | A |
| Evidence of recent additional educational qualifications (e.g., NPQML/ NPQSL or MA) |  | X | A |
| SENDCo/ supporting children with SEND experience | X |  | A I O R |
| SENDCo qualification |  | X | A |
| Willingness to complete SENDCo qualification- if not completed | X |  | A I |
| Evidence of further effective professional development | X |  | A I |
| **Knowledge** |  |  |  |
| Successful record of teaching in the primary phase | X |  | A I |
| Be able to demonstrate outstanding classroom practice and learning environment requirements | X |  | R O I |
| Evidence of successfully mentoring or coaching teachers and learning support staff |  | X | A O I R |
| Proven track record of raising educational standards for all groups of learners | X |  | R |
| Experience in leading continuing professional development for staff |  | X | A O I R |
| Using data to set targets and raise standards | X |  | R I |
| Experience of managing / leading a team |  | X | A R |
| Applying a monitoring and evaluation process | X |  | A R I |
| Assessing learners with SEND and EAL |  | X | A R I |
| Knowledge of the SEN Code of Practice (2014) | X |  | A O I |
| Statutory testing and access arrangements | X |  | A O I R |
| Raising standards of attendance |  | X | A R I |
| Engaging difficult to reach families |  | X | A R |
| Experience of effective involvement with parents and governors |  | X | A I |
| Working in a school in challenging circumstances |  | X | A R I |
| Contributing to the SEF/SSE and SDP |  | X | A R I |
| Conducting performance management / appraisal |  | X | I |
| **Personal Qualities** |  |  |  |
| Flexibility of approach | X |  | R |
| Well organised, with good time management | X |  | O R I |
| Supportive – able to work as part of a team | X |  | R |
| Able to respond to and to seek advice | X |  | R |
| Good communication skills at all levels | X |  | O I R |
| **Safeguarding** |  |  |  |
| Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people | X |  | A I |
| Commitment to the protection and safeguarding of children and young people | X |  | A I |
| Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children | X |  | A I |
| Has received Designated Safeguarding Leader training. |  | X | A I |
| **Interest and motivation in the job** |  |  |  |
| Enthusiasm for children’s learning | X |  | O I R A |
| \*Key: A = application, R = Reference, O = Observation, I = Interview | | | |