

Blessed Hugh Faringdon Catholic School & Sixth Form Centre



Vacancy Information Pack



SENDCO

About the School

Headteacher's Welcome

Dear applicant

Thank you for your interest in applying for this role at Blessed Hugh Faringdon school. I do hope that the information attached encourages and inspires you to make a formal application for the post.

Blessed Hugh Faringdon Catholic School has served the young people of West Reading

for over 60 years. It is a Voluntary Aided 11 to 18 Catholic comprehensive school within the Reading local authority area and the Roman Catholic Diocese of Portsmouth. The school has just under 1000 on roll and has grown considerably in the last three years based on its success and popularity.

The school is, In a very real way, a community. Our students are keen to do well and academic success is prized and celebrated. Our school is very diverse and we welcome such in our staff. Our common belief that we are called to flourish together, underpinned by the respect which comes from the school's very clear religious character, ensures that diversity and community complement each other.

The school, judged good by OFSTED and outstanding by the Diocese of Portsmouth, continues to receive accolades as part of our membership of the Leading Edge group of schools – a national affiliation of schools dedicated to achieving outstanding performance across all core school processes including curriculum, teaching, pastoral care guidance and support and ethical practice. A positive, courteous and highly supportive working environment, twinned with a commitment to high quality staff development underpin our moral purpose towards colleagues.

The school has a very strong reputation for our work with children with special educational needs, particularly those with an Autistic Spectrum





condition, served by our recently completed state of the art unit. The school Sixth Form is high-quality, offering a predominantly academic program and, in the last few years, has seen results go from strength to strength.

2021-2024 marks our three year corporate strategy period entitled *Flourishing Together*. This brings together our focus on continued improvement of standards, our work as a national trailblazer in mental health and well-being, our continued work to ensure a broad and balanced curriculum, the ground-breaking work we are doing with careers education and the focus on offering each child and young person the opportunity to develop as a whole and unique person. This means offering opportunities for service, volunteering and leadership, together with co-curricular clubs and activities. In terms of sport we are, consistently, one of the leading schools in the area.

The school is the founder and leader of a 19-strong group of schools undertaking cutting edge research to strengthen education.

www.koinonia.schools.org, partnered with St Mary's University Twickenham.

As a candidate to work at the school you will already be an outstanding practitioner, or possessed of qualities and desire to become outstanding. You will also be keen to understand and embrace the unique ethos which makes our school distinctive and, finally, you'll be ready to join the community of practitioners who support each other, recognise that their success is based on interdependence rather than isolation, and share a belief in every child achieving not only academically, but also as a healthy, happy young person.

I do hope that you will decide to make an application to join us and that we will have the opportunity to welcome you to our community and meet you in person.

Your sincerely

Dr Simon Uttley, Headteacher

About the School

Introduction

Blessed Hugh Faringdon Catholic School

Situated in Reading, Berkshire, Blessed Hugh Faringdon Catholic School is an 11-18 co-educational Catholic comprehensive school. Presently, the number on roll is 990 with 100 in the Sixth Form.

Headteacher

Dr Simon Uttley

Values and Vision:

Blessed Hugh Faringdon Catholic School is a place of faith, intellectual inquiry and human formation. Our Catholic ethos pervades the school, which offers a broad, modern curriculum, outstanding pastoral care and an atmosphere of mutual support, for a diverse community of young people. The school is growing in size, is over-subscribed and enjoys an excellent reputation in the Reading area and beyond. Recently, the Sixth Form has been remodelled and is growing, with an excellent record of securing Russel Group university places for appropriate students, as well as securing other high quality destinations.

The school invests in the ongoing formation of staff. The school was judged as Good by Ofsted and Outstanding by the Diocese of Portsmouth.



School Ethos:

Our ethos is derived from a clear and distinctive Catholic identity.

This values:

- The dignity of each member of the community, each visitor and beyond
- Strong in diversity
- A community which is both eucharistic and missionary; celebrating success and reaching out so that no one is left behind
- A place of prayer and worship
- A place underpinned by justice, fairness, honesty and kindness



Staff Benefits

what we can offer you

We are longstanding members of the highly regarded Leading Edge (SSAT) and have achieved the high standards required to be accredited as Transforming in the following strands of the Framework for Exceptional Education strands. As a member of our community, you can expect:

Professional Learning:

‘Collaboration and joint practice development are integral parts of school life that could be observed every day. Staff have a willingness to share and collaborate both online and in person.’

You will benefit from a comprehensive programme of whole school, group and individual continuing professional development opportunities as appropriate to your needs and aspirations.

Leadership Through Moral Purpose:

‘Our vision, values and beliefs are enacted and embedded in the actions of all stakeholders and can be seen in the lived daily experience of all learners.’

At Blessed Hugh Faringdon Catholic School you are at the heart of a supportive, caring community from Day 1.

Engagement with Key Stakeholders:

‘The school ensures regular review and monitoring to ensure it is seamlessly translated into actions that the community feel ownership of. The values and beliefs of the school are instilled into all aspects of school life, transitions and school partnerships, influencing decision making at every level of the organisation.’

You will benefit from the opportunity to engage with a wide number of professionals within and beyond the school.

Wellbeing:

‘The approach to wellbeing is coherent, consistent and embedded within the school’s ethos. A positive, happy and healthy environment supports the wellbeing of the entire school community both mentally and physically. Wellbeing is considered in all aspects of the school’s practice and is a collective responsibility, with all stakeholders playing an important role. The school community champions diversity and inclusion, ensuring that everyone and all students feel welcome and valued.’

We have a staff wellbeing group that meets regularly and offer a range of social activities that staff contribute to scheduling and which you may choose to attend.

Principled Curriculum Design:

Our approach to the curriculum is holistic, coherent and integrated. Decision-making is driven by a clearly articulated vision, which is shared by the whole school community. The core values are evident across all stages and in all subject areas.

We aim to ensure students follow courses of study that meet requirements and are appropriate for them as learners. We prioritise teaching and learning and are participating in the Reading-wide Tom Sherrington Project to provide opportunities for all to collaborate, reflect, share and develop their practice.



About the Role

REPORTING TO

Assistant Headteacher

RESPONSIBLE FOR

Assistant Learning Support Area Manager and Teaching Assistants

PURPOSE OF THE JOB

The SENDCO, under the direction of the headmaster and line manager, will

- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Fulfil the responsibilities of a teacher, as set out in the STPCD

DUTIES

The Teachers' Pay and Conditions Document specifies the general professional duties of a teacher. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner as a result of the demands of the post

PARTICULAR DUTIES

Under the overall direction of the Headmaster and line manager

Strategic development of SEND policy and provision

- Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for students with SEND
- Make sure the SEND policy is put into practice and, in collaboration with the line manager, ensure its objectives are reflected in the Corporate Plan and related documents.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate the use of funding and suggest changes to improve its effectiveness

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Ensure the Plan, Do, Review process is in place and effective.
- Provide guidance to colleagues on teaching students with SEND, advise on the graduated approach to SEN support and monitor the impact of provision intervening as required
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including SEND staff deployment
- Be aware of the provision in the local offer and implement this as appropriate.

SENDCO



- Work with 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 authorities, with reference to SEND provision.
- Analyse and act upon assessment data for students with SEND
- Implement and co-ordinate intervention groups for students with SEND, and evaluate their effectiveness

Support for students with SEND

- Identify a student's SEND
- Co-ordinate provision that meets the student's needs, including examination access arrangements, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers, the local authority and the student
- Communicate regularly with parents or carers and the local authority
- Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student'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 (CLA), where a looked-after student has a SEND

Leadership and management

- Work with the Headmaster, line manager and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Produce reports for the governing body on request
- Prepare and review information the governing board is required to publish
- Provide information and complete paperwork required by the local authority on request
- Contribute to the corporate and operational plans and whole-school policy
- Produce and maintain up-to-date the department development plan
- Identify training needs for staff and how to meet these needs
- Lead INSET on SEND for staff as required
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with a SEND
- Lead and manage the Assistant Learning Support Area Manager and teaching assistants (TAs) working with students with SEND
- Lead and organise staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Other Professional Requirements

- Support the Catholic aims and ethos of the school and adhere to the specific contractual requirements of working in a Catholic school.
- Attend and participate in open evenings and student reviews
- Establish effective working relationships with students, parents and professional colleagues.
- Set a good example to the students through personal presentation and professional conduct.

- Support and carry out policies and practices to promote positive student behaviour and support the Behaviour Principles set out in the “Behaviour for Learning” policy.
- Take responsibility for personal professional development, including knowledge of school policies and procedures.
- Liaise effectively and sensitively with students and parents.
- Participate in staff training.
- Attend team and staff meetings.
- Develop links with governors, LAs and neighbouring schools as appropriate.
- Work in collaboration with the Head of the ASD Resource as appropriate.
- Ensure compliance with all statutory Health and Safety requirements.
- To undertake other duties as the Headmaster may reasonably direct.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. This post is subject to a satisfactory Criminal Records Bureau enhanced disclosure certificate.

This position is subject to Level 1 Health and Safety Training

Person Specification



CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • National SENDCO Award, or a willingness to complete it within 3 years of appointment [This is a requirement under the SEND Code of Practice] • Degree
Experience	<ul style="list-style-type: none"> • Teaching experience • Line management experience • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Knowledge and understanding of national and regional education issues relating to provision for students with additional needs • Understanding of effective teaching and learning strategies including behaviour for learning • Knowledge and understanding of current and national issues in relation to student development, student progress and raising achievement at KS3, 4 and 5. • Ability to plan, coordinate, monitor 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
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for students and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for students with SEN or a disability • Ability to work under pressure and prioritise effectively • Ability to work effectively in a team • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality

Application Process

Application forms can be downloaded from our website – [Vacancies - Blessed Hugh Faringdon Catholic School](#)

For all Teaching positions please use the Teaching Staff Application Form.

For all Support Staff positions please use the Support Staff Application Form.

Notes for completion of Application Forms

- Please refer to the “Notes for Applicants” document when completing the application form.
- All applications should be accompanied by the “Consent to Request References” form and the “Recruitment Monitoring Form” (optional).
- The “Rehabilitation of Offenders Act 1974 Disclosure Form” should be completed and brought with you should you be invited to interview.

Our preferred method of submitting your application is via the “Upload Application” link on our vacancies page.

Applications will be reviewed and considered as they arrive and as such we may decide to shortlist and interview before the application deadline.

We therefore encourage early applications.

Blessed Hugh Faringdon Catholic School is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

Successful candidates will be subject to a satisfactory Enhanced Disclosure and Barring Service check.

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