

**St Botolph’s CE Academy**



**SENDCo Recruitment Pack**

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| Title | Permanent SENDCo/Class Teacher |
| Location | St Botolph’s CE Academy, Primrose Vale, Knottingley, WF11 9BT |
| Days/Hours | Full Time |
| Pay Range | MPS/UPS + TLR2 |
| Required from | After Easter 2025 |

St Botolph’s is a special place with a distinctive Christian ethos. We are all proud of our school and the journey we have been on over the last few years. We have worked hard to create an engaging broad and balanced curriculum to inspire and motivate our pupils, enabling them to flourish and achieve well. In October 2024, we received ‘Good’ Ofsted judgements in Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management and ‘Outstanding’ in Early Years.

We are looking for an experienced, dynamic, enthusiastic and committed SENDCo. There will be a 50% class teaching commitment (mornings), initially in Lower Key Stage Two but highly likely to be in Key Stage One next academic year.

We are looking for someone who:

* Has high expectations and is committed to ensuring all children make excellent academic and social progress;
* Has a passion for SEND and passionately believes in ensuring children with SEND receive the very best;
* Is a creative classroom practitioner;
* Has the ability to inspire and motivate;
* Is able to communicate well with good interpersonal skills;
* Is committed to an inclusive ethos where every person matters;
* Has strong behaviour management skills;
* Can work well as part of a team;
* Is willing to follow our Christian vision of enabling children to ‘Find Your Fantastic’;
* Is warm, kind, caring, positive and has a sense of humour.

We can offer:

* A nurturing, caring and inclusive school;
* A forward-thinking Trust that takes professional development, workload and staff wellbeing seriously;
* A strong network of SENDCo’s across the Trust, regular CPD sessions and a knowledgeable and experienced Trust Educational Psychologist;
* A friendly, hard-working, professional and supportive team of staff and governors;
* Happy and enthusiastic children who enjoy learning and behave well;
* A commitment to your professional development.

We warmly encourage you to visit school before you apply. For further details about the role, to arrange an informal conversation with Lee Swift, Executive Headteacher or Steph Golding, Head of School, or to arrange a visit to our wonderful school, please contact [lswift@stbotolphsacademy.co.uk](mailto:lswift@stbotolphsacademy.co.uk), [shudson@stbotolphsacademy.co.uk](mailto:shudson@stbotolphsacademy.co.uk) or telephone on 01977 677494.

Enhance Academy Trust has an absolute commitment to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced criminal record check via the DBS. The Trust values the diversity of our workforce and welcomes applications from all.

Applicants will need to use the link below to complete online application form.

[Recruitment](https://accesspeople.accessacloud.com/EnhanceAcademyTrustRecruitment)

**Selection Timeline**

**Closing Date:** Monday 3rd February @ 9am

**Shortlisting:** Afternoon of Monday 3rd February

**Interviews:** Likely to be w/c 10th February

**Advert**

**Enhance Academy Trust**

Enhance Academy Trust is a Church of England Multi-Academy Trust comprising of thirteen primary schools located across Wakefield and Kirklees and a post 16 performing arts free school.  The Trust was established in 2012 as a sponsor of Church of England and Community Schools.

The Trust works very closely with its academies and encourages them to help each other whilst at the same time allowing them a reasonable amount of earned autonomy.  We have kept to this model whilst expanding and want to continue to follow similar principles in the future.

***Our vision is to deliver improved educational outcomes and learning skills to enable our young people to live well in the world around them.  We also aim to allow our academy leaders and staff to develop the individual character of our academies so they can best serve their local communities.***

[**Enhance Academy Trust - Home**](https://www.enhanceacad.org.uk/)



**Our School Vision & Values**

**Find Your Fantastic**

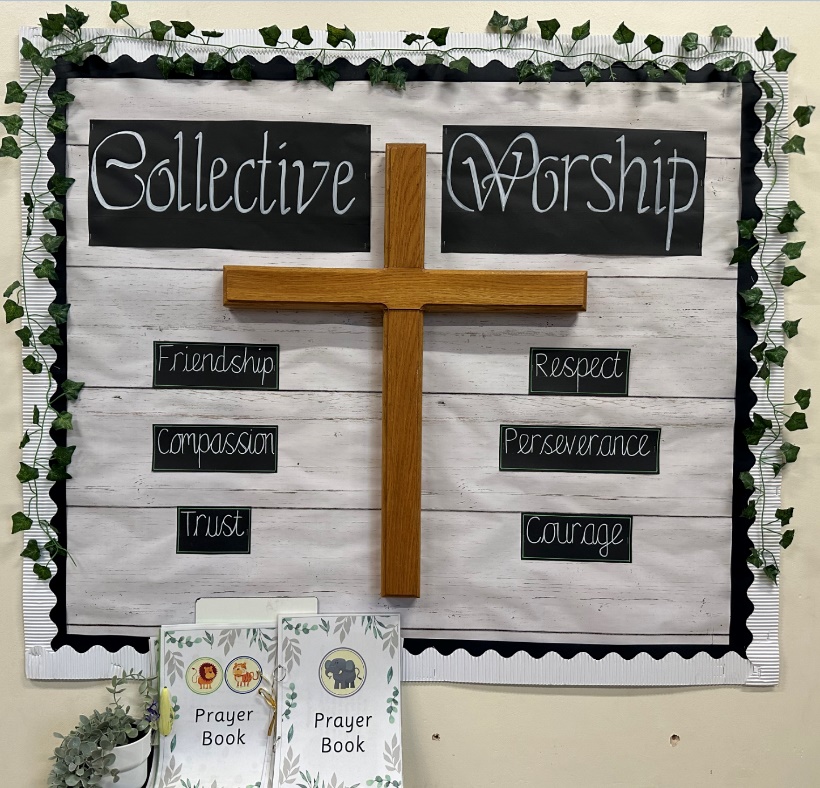
Just as the animals gathered in the safety of the ark, we come together, trusting in God and each other on our journey through life. We persevere, riding the waves through storm and calm, guided by hope to find our fantastic, no matter what it takes.



We have 6 Christian Values that support our school vision. We explore these during daily acts of Collective Worship.

Our 6 values are:

* Friendship
* Compassion
* Trust
* Respect
* Perseverance
* Courage



**Our School**

St Botolph’s CE Academy is an above average-sized school with over 300 children on roll. We are a popular choice for families in the local area and have a strong reputation for being an inclusive and nurturing school.

In order for children to achieve high standards and make good progress throughout their school journey at St Botolph’s, we are committed to providing a stimulating and engaging curriculum which extends far beyond the limitations of the classroom:

• We love the outdoors and children enjoy Forest School lessons and playing on our large field and trim trail.

• We plan many opportunities for learning beyond the classroom including field trips, class trips and residentials.

• We pride ourselves on the large range of activities that we provide as part of our wider after school club offer. This enables children to find their passion and to continue to grow and develop as individuals.

We work in partnership with parents to ensure that our children develop essential skills and are well prepared for Secondary School. We aim for children to be aware of what they enjoy, to find their passion and their interests and to be kind, well-rounded individuals. Ultimately, we strive for our children to be compassionate, independent and responsible people who are prepared in every sense to embrace the next stage of their education.

Reading is at the heart of our curriculum. From the moment pupils start at St Botolph’s, they are exposed to the wonder of books. We work hard to ensure that everyone gets through the reading gateway, as we know that being able to read unlocks learning across the whole curriculum. Alongside this, we enable pupils to develop their reader identity and a love of reading that will stay with them for the rest of their lives.



**Our Curriculum**

**Curriculum Vision**

Our vision is to provide an inclusive, creative, knowledge-rich curriculum, where Christian values and key knowledge underpin all learning. English and maths skills will be the backbone to pupils’ success, with high expectations for all.

**Curriculum Intent**

Our curriculum is driven by the need to prepare our pupils with the appropriate skills for lifelong learning.  At St Botolph’s, we offer a rich and vibrant curriculum which is ambitious for all learners, regardless of background or barriers they may face.

Through our curriculum, we develop the essential knowledge for subject areas, which builds on previous learning. Our curriculum covers the formal requirements of the National Curriculum, and goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied cultural opportunities that we can provide. Enrichment opportunities are mapped out across the year for each key stage.

We particularly aim to:

* Provide pupils with a knowledge rich curriculum that builds on prior learning;
* Develop pupils’ vocabulary, linked to specific subjects;
* Provide pupils with enrichment opportunities outside the classroom;
* inspire and develop a love of learning and love of life;
* Set high expectations, encourage aspiration and enable pupils to persevere and achieve their goals;
* Secure good outcomes for all pupils;
* Ensure that pupils "Find their Fantastic" and ensure that we support them to do this, no matter what it takes.

**Accessibility to the Curriculum**

The SENCO works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. Our curriculum is carefully planned so that it accessible to all pupils.

**Lesson Design**

All our curriculum lessons follow a set structure, which includes a vocabulary starter and a retrieval practice. Children are regularly assessed in the knowledge that they have learnt, via low stakes quizzing and retrieval starter work.

**Assessment**

At the end of each topic, pupils’ knowledge is assessed. These assessments are based on the key knowledge that has been taught during the topic. The key knowledge is identified in the "Key Knowledge and Vocabulary" documents for each subject. Any gaps in knowledge, that are identified during the assessment, are built into future lessons.

**MAIN PURPOSE**

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

* 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 be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

**KEY OUTCOMES/ACTIVITIES**

Operation of the SEN policy and co-ordination of provision

* Maintain an accurate SEND register and provision map
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* 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 (LA)
* Analyse assessment data for pupils with SEN or a disability
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

* Identify a pupil’s SEN
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
* Secure relevant services for the pupil
* Ensure records are maintained and kept up to date
* Review the Education, Health and Care plans (EHCPs) with parents or carers and the pupil
* Communicate regularly with parents or carers
* Ensure 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

**Our Curriculum**

**Job Description**

Leadership and Management

* Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Prepare and review information the governing board is required to publish
* Contribute to the school improvement plan and whole-school policy
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff
* 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 (TAs) working with pupils with SEN or a disability
* Lead staff appraisals and produce appraisal reports
* Review staff performance on an ongoing basis

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

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| **RESPONSIBILITY OF RESOURCES** |
| **Employees (Supervision):** SEN Teaching Assistants |
| **Financial:** As delegated by the Headteacher or School Business Manager. Responsibility for budget allocated and to monitor spend. |
| Physical: Effective use of resources as determined by the Headteacher. |
| **Customers and Clients:**  Deal directly with children, parents/carers and external providers. This could be by phone, email or face to face.  Provide general information, advice and guidance on SEN procedures. |

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| **WORKING CONDITIONS** |
| The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.  The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.  The nature of the post may involve periodic requirements for considerable effort, e.g. lifting or carrying of children. |

**Job Description**

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| **CHARACTERISTICS OF THE POST** |
| Employees are required to participate in training activities in order to complete the role and enhance their own personal development.  All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people. |

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| The ability to regularly attend meetings as required by the Headteacher or School Business Director.  Employees are encouraged to participate in training activities in order to enhance their own personal development.  All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.  **The employment checks are required:**   * Evidence of entitlement to work in the U.K. * Evidence of essential qualifications – see page 1 of this job specification * Two satisfactory references * Confirmation of medical fitness for employment * Registration with appropriate bodies (where applicable)   **The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:**  **Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure** |

**Person Specification**

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| **Knowledge, Experience and Skills** | | |
|  | Essential (E) or Desirable (D) | How Identified |
| **Qualifications** | | |
| Qualified Teacher Status | E | A |
| National Award in Special Educational Needs Coordination (NASENCo) | D | A |
| Willingness to undertake the NASENCo on starting the role if candidate doesn’t have the award | E | A |
| Evidence of continuous professional development | E | A |
| Positive Handling | D | A |
| **Experience** | | |
| Experience of teaching in a Primary Setting | E | A, I, R |
| Experience of teaching in more than one Key Stage | D | A, I, R |
| Experience of leading SEND | D | A, I, R |
| **Knowledge and Understanding** | | |
| Understanding of the National Curriculum | E | A, I, R |
| Ability to deliver well planned and stimulating lessons across the curriculum and ability range | E | A, I, R |
| Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice | E | A, I, R |
| Knowledge of what constitutes effective teaching and learning | E | A, I, R |
| Knowledge of SEN Code of Practice | E | A, I, R |
| Knowledge of the teaching of phonics | E | A, I, R |
| Ability to use strategies needed to establish consistently high standards of behaviour | E | A, I, R |
| Ability to lead a subject throughout school | E | A, I, R |
| **Skills** | | |
| Able to play a full and active role in a team | E | A, R |
| Clear understanding of expectations, accountability and consistency | E | A, I, R |
| Aligned with the values of Enhance Academy Trust | E | A, I, R |
| Commitment to safeguarding and welfare of pupils | E | A, I, R |
| Excellent classroom practitioner | E | A, I, R |
| Effective and systematic behaviour management, with clear expectations and the consistent use of praise and consequences | E | A, I, R |
| Excellent communication, planning and organisational skills | E | A, I, R |
| **Fulfil Wider Professional Responsibilities** | | |
| Understand when and how to seek advice and support | E | A |
| Able to develop and maintain effective relationships with pupils, staff, parents, governors and the wider community | E | A, R |
| Committed to own professional development | E | A, I, R |
| Ability to reflect on own practice and identify areas for development | E | A, I, R |
| **Personal Qualities and Attributes** |  |  |
| Integrity | E | A, R |
| Warmth and humour | E | A, I, R |
| Self-motivated | E | A, R |
| Enjoys a challenge | E | A, R |
| Enthusiastic and optimistic | E | A, I, R |
| A team player with a can-do attitude | E | A, R |

**A = Application Form I = Interview Process R = Reference**

**Further Details**

For further details about the role, to arrange an informal conversation or to arrange a visit to the school, please contact Lee Swift, Executive Headteacher ([lee.swift@stbotolphsacademy.co.uk](mailto:lee.swift@stbotolphsacademy.co.uk)), or Steph Golding, Head of School ([shudson@stbotolphsacademy.co.uk](mailto:shudson@stbotolphsacademy.co.uk)), or telephone on 01977 677494.

**To Apply**

Applicants will need to use the link below to view the advert. From there, you will need to click ‘Apply’ and complete an online application form.

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**Next Steps**