



The Pennine Trust

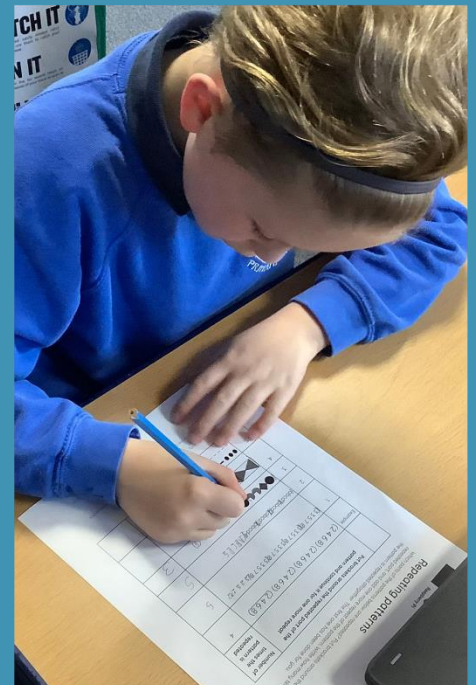
Creating opportunity. Inspiring excellence. Shaping tomorrow.



COLNE PARK HIGH SCHOOL

SENDCo

CANDIDATE APPLICATION PACK



A message from the Headteacher



Colne Park High School is a happy and successful community where every student is recognised as an individual and where we all aim to be the best we can be. We believe that every child has talents and strengths and that they can experience success as they develop into young adults through the supportive and caring environment we provide. We are proud of the reputation Colne Park High School has earned within the local community for providing

a nurturing ethos in which our children can thrive. We are driven by an unassuming yet unswerving determination that no child in our school will be left behind.

The School is first and foremost a place of learning where students feel safe and enjoy their educational journey. Learning is at the centre of everything we do both in and out of the classroom, and with so many opportunities at Park we feel your child will grow and flourish with the Park family.

At Colne Park High School we respect the traditional values of hard work, good manners, and self-discipline, whilst also preparing our students for their future lives in an ever-changing world. We benefit from a dedicated and well qualified staff who bring 21st century learning alive for each individual.

We pride ourselves on our family atmosphere, the fact that students feel safe and cared for and that, by surveying our pupils, we know that they continue to feel supported.

Cathy Eulert
Headteacher

Staff Benefits



Bike 2 Work
Scheme



CPD
Opportunities



Employee
Assistance
Programme



Local Discounts



Occupational
Health Support

A message from the Chief Executive



Thank you for your interest in this position at the Pennine Trust. As an employer, we value diversity and are striving to create a fully inclusive workplace. This is an essential aspect of the culture we are building, and the environment we want to create for all members of our community. We welcome applications from anyone who meets the essential criteria for the post, outlined in the person specification. In particular, we currently invite applications from people in groups currently underrepresented in the trust, including, but not limited to, people with disabilities and from non-white British backgrounds.

A key component of the recruitment process will be to provide confidence that you are a good 'fit' with our values. We are also looking for people who will add value to our organisation and support learning and growth across our community.

If, after reading all of the information relevant to this post, you have further questions, please direct these to Amanda Vickery, PA to Headteacher at the school on their e-mail address avickery@parkhigh.penninetrust.org. Subsequently, if you believe you are a good fit for us, we very much look forward to receiving your application and, hopefully meeting you during the recruitment process.

John Tarbox
Chief Executive Officer



The Pennine Trust



The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018.

Our mission statement ***‘creating opportunity, inspiring excellence, shaping tomorrow’*** encapsulates our approach and what we prioritise daily. We want to provide every child in our care with the best possible start in life and motivate them to fulfil their individual potential and make a full contribution to their communities and to society.

Our core values of ***ambition, respect*** and ***collaboration*** are fundamental to our approach and shape all our policies, systems and decisions. We believe building a strong culture is the most important ingredient for success. Everyone working in the trust should be committed to these values and aligned with them. This is essential for us to be a genuinely values-driven organisation.

There are three associated behaviours that follow from each value, which should be exemplified in our conduct and feature in our dialogue with young people with increasing automaticity and, most importantly, authenticity. This helps to build the best possible environment in which all members of our Trust communities can flourish.

| | | |
|---------------|--|---|
| Ambition | We are determined to achieve and believe everyone can succeed | Try our best and take pride in what we do |
| | | Be curious and eager to learn |
| | | Persevere and try to bounce back from setbacks |
| Respect | We are considerate of everyone and our environment | Be polite and use good manners |
| | | Show consideration for the beliefs, rights and feelings of others |
| | | Take responsibility for our own choices |
| Collaboration | We are a community who believe we achieve more by working together | Actively play our part |
| | | Listen to other people’s views |
| | | Support each other to solve problems |

This emphasises that our energies go into development of high-quality provision, both curricular and co-curricular, with the needs of the child central to that provision. Our goal is to equip every young person with the knowledge they will need to thrive in the future and to support development of their attributes and talents to their full potential.

Leaders across the Trust adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. High quality pastoral care and support aligned with diagnostic assessment of needs and targeted interventions, help to ensure appropriate provision for every individual.



Safeguarding Statement

At the Pennine Trust, the welfare of children is paramount, and all schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

All staff will be expected to take responsibility to safeguard and promote the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to an enhanced DBS check. Our policy and practice are in line with the current Department for Education's 'Keeping Children Safe in Education' statutory guidance.





COLNE PARK
HIGH SCHOOL

Advert for SENDCo

| | |
|-----------------------|--|
| Salary Range: | Leadership Scale L5 – L9 |
| Contract Type: | Full time |
| Contract Term: | Permanent |
| Start Date: | 15th April 2024 |
| Closing Date: | 12pm noon on Thursday 14th December 2023 |

Park High School's SEND Faculty comprises of the SENDCO, Assistant Faculty Lead, CEC Lead and a team of Level 3 and Level 2 Teaching Assistants. The leadership of the faculty is supported by the Assistant Headteacher (Safeguarding), who works closely with the SENCO to ensure the school as a whole works collaboratively to meet the diverse needs of all students.

Why choose Park High School?

- Park High School is an ambitious, happy, and vibrant place to work with a family of supporting colleagues who are committed to promoting a warm and friendly atmosphere.
- A strong team of staff who work together with a common goal.
- Quality First teaching is at the core of everything we do.
- Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be.

The Pennine Trust

The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018. We are committed to high quality professional development and a strong commitment and approach to the development of people at all levels of the organisation. Working at the Pennine Trust offers:

- A strong culture driven by values
- A supportive Central Trust Team who believe that through strong collaboration, all children within our trust will have better outcomes
- High quality professional development opportunities
- A commitment to providing every child with the best possible start in life
- Exceptional curriculum and pedagogy in all our schools
- High quality pastoral care and support

The right candidate will be totally aligned with our values, embrace our behaviours and play a full part in fulfilling our mission: Creating Opportunity, Inspiring Excellence, Shaping Tomorrow.



SEND Provision

In addition to our inclusive SEND provision there are discrete areas within school which support and enhance our whole school educational offer.

Our discrete SEND provision comprises of:

RESET - The RESET Room offers a safe space for students to regulate if needed and is available for those students who meet the criteria for its use and issued with a RESET card. This resource is accessible during lesson time and students are encouraged to self assess their need for this.

Learning Support – This provision consists of two rooms designed to help students who require further support. The Quiet Room is a silent work room where students can work independently and focus on their learning. The Intervention Room enables to students to work in small groups or 1:1 with staff to ensure they are able to maintain their cognition and learning.

The Sanctuary – This is an outside space providing a calm and safe external area that can be enjoyed by all students who access Learning Support assisting the development of communication and interaction and supporting sensory or physical needs.

The Bridge – The Bridge offers flexible additional support for those students who are struggling to access mainstream schooling. It provides an opportunity for students to prepare themselves for the day ahead and provides support for students who may require respite from certain lessons during the school day as part of a scheduled and timetabled programme. The Bridge can also provide support for students with SEMH needs.

The CEC – The Complementary Education Centre offers short term additional support for those students who are struggling to access mainstream schooling. The comprehensive approach of the CEC provision supports all four areas of SEND need. By following a bespoke, adaptive curriculum and additional therapeutic approaches, the CEC provides opportunities for students to close educational gaps, increase their resilience and develop a range of strategies to enable them to rejoin the typical school day in main school.

All areas are staffed by members of the SEND Faculty and the CEC has some additional staffing from other curriculum areas.

SENDCO Responsibilities

Leadership and management of the SEND Faculty including: The CEC, The Bridge, Learning Support, the RESET Room, The Sanctuary and the wider school community.

- Develop appropriate curriculum provision for students with SEND, including: ASDAN; The CEC and Foundation Learning.
- Provide appropriate staff training and support to ensure students with SEND receive high quality teaching and learning.
- Communicate and liaise with parent / carers, LCC and other external agencies as appropriate.
- Evaluate the effectiveness of SEND provision.
- Line management of Faculty members.




Strategic direction of SEND provision:

- Lead on strategic development planning taking into account the current position of the Faculty and the future vision, in conjunction with the whole school aims.
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEND policy are reflected in the school Implementation Plan. Liaise with and coordinate the contribution of external agencies.
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.
- Ensure that the school meets all its legal obligations under the SEND Code of Practice 0-25.
- Participate in inspections of Park High School's SEND provision
- Work with the SLT line manager and the SEND link governor to ensure that the school's SEN policy and/or local offer are reviewed as necessary and presented to the Governing Body for approval.
- Advise on and contribute to the school's policies on Equalities and Accessibility
- Liaise with all feeder primary schools before transfer of students into Year 7, to ensure effective transfer of information relating to students requiring additional support from the Learning Support department, including (but not restricted to) those with Education Health Care Plans (EHCP).
- Ensure all SEND documentation and records are kept securely within the department and are updated in a timely fashion.
- Establish good working relationships with the Local Authority, Educational Psychology services and other outside agencies as appropriate.

Progress and Achievement of Students

- To monitor the achievements, welfare and discipline of students, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.
- To liaise with subject departments, feeder schools particularly regarding transition, and external agencies such as Exam Boards, EP, Alternative Education providers etc.
- To co-ordinate the application for and of special arrangements in external examinations in conjunction with the Examinations Officer.

Teaching and learning

- Influencing the whole Teaching and Learning policy to promote aspects of inclusive teaching.
 - Leading INSET regularly and where appropriate; this may include chairing and be a part of working parties.
 - Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.
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- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND pupils.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Overseeing and monitoring the quality of tracking systems and maintaining detailed information for subsequent meetings with parents and colleagues.
- Develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets.
- Review support plans at least termly with parents, students, teachers and agree and communicate new targets.
- Supporting the Head in meeting statutory responsibilities for SEND.
- Lead the Annual Review meetings for students with Education, Health and Care Plans.

Leadership and Management

- To lead the team and to be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To contribute to the school's Implementation Plan.
- To support the professional development of all staff, including newly qualified teachers and initial teacher training students.
- To review annually a coherent set of job descriptions and oversee their implementation.
- Contribute to the selection, and promotion, of staff including the writing of references. To be involved in short-listing and interview procedures.
- To manage effectively all staff connected with the department.
- Advise the Head and Deputy Head on all staffing matters within the department.
- To appraise all departmental colleagues on an annual basis.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEN policy.
- Ensure the establishment of opportunities for SEND Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties.
- Provide regular information to the Head, governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review.

Efficient and effective deployment of staff and resources

- Draw up the annual department budget and annual Departmental Development Plan.
- Provide advice to Head/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND.
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.

Curriculum

- To ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all members of the department.
- To manage the department's financial, teaching and material resources to ensure the effective learning of all students.
- To contribute to the work of the school's Pastoral Support Team.
- To contribute to the work of the school's Curriculum development to support SEND students.
- To lead and manage the timetable provision of the SEN team.
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.



Main Scale Teacher Job Description



The fundamental responsibilities applying to all classroom teachers are set down in the current Professional Standards for Teachers document which are summarised below.

All teaching staff will be responsible to the appropriate Curriculum Leader for their teaching role and a Director of House for their pastoral role.

All teaching staff shall perform, in accordance with any direction which may reasonably be given by the Headteacher.

1. Set high expectations which inspire, motivate and challenge pupils:

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils:

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons:

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the schools behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities:

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.



Person Specification



| Selection Criteria | Essential | Desirable | Criteria measured** |
|--|---|--|--|
| Qualifications | <ul style="list-style-type: none"> • A good honours degree in your subject • Qualified teacher status • Successful experience teaching your subject • To hold the National Award in Special Needs Coordination (Or a commitment to obtain within 3 years of taking up the post or relevant experience as a SENCO for more than 12 months) | <ul style="list-style-type: none"> • To hold the National Award in Special Needs Coordination (Or a commitment to obtain within 3 years of taking up the post or relevant experience as a SENCO for more than 12 months) | <p>C A A/C A/C</p> |
| Knowledge & Specialist Qualifications | <ul style="list-style-type: none"> • Have a proven track record as an excellent classroom practitioner • Knowledge of how to support students with SEND • Knowledge of current educational trends, curriculum developments and educational initiatives • Knowledge of SEND guidelines and how they might be implemented • Knowledge of behaviour management strategies • Knowledge of the social and emotional development of children | <ul style="list-style-type: none"> • Knowledge of the issues around multi-agency working • Have knowledge and experience of the SEN Code of Practice: 0 to 25 years | <p>A/I A/I A/I A/I A/I A/I</p> |
| Experience | <ul style="list-style-type: none"> • Experience of teaching in secondary schools • Experience working with parents/carers to support student welfare and achievement • Experience of teaching SEND students • Experience of leading initiatives to raise achievement • Experience of working with challenging students • Experience of working under the SEN Code of Practice • Experience of working with students who have additional needs. | <ul style="list-style-type: none"> • Middle Leadership experience. • An understanding of procedures related to exam access arrangements • Effective collaboration with external agencies • Experience of timetabling support staff • Experience of writing policies • Experience of developing effective structures and systems • Have experience of producing Individual Education Plans, creating a SEND register and managing a budget | <p>A/I/R A/I/R A/I/R A/I/R A/I/R A/R/I I/R I/R</p> |

**Key:

A - Application, R – Reference, I – Interview, C - Certificates



| Selection Criteria | Essential | Desirable | Criteria measured** |
|---|--|--|--|
| Personal qualities, skills and characteristics | <ul style="list-style-type: none"> • Good or outstanding teaching ability • Build and maintain effective relationships through effective interpersonal skills • Excellent communication skills, both written and verbal • Think creatively to anticipate and solve problems • Develop effective teamwork • Inclusive approach to education • Ability to effectively analyse internal and external data to track progress of SEND students • High expectations of self and others • Ability to manage and resolve conflict • Work under pressure, maintaining a sense of perspective and humour. • Ability to think strategically • Commitment, honesty and dedication • Ability to establish, implement and articulate a strong vision for the department • Well organised | <ul style="list-style-type: none"> • High levels of ICT literacy • Ability to inspire, challenge, motivate and empower others • Ability to carry out assessments for specific areas of SEND | <p>A/I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> |
| Professional Development | <ul style="list-style-type: none"> • Evidence of continuing professional development • Evidence of keeping up to date with the pedagogy of education and teaching • A strong commitment to quality professional development of staff | <ul style="list-style-type: none"> • Safeguarding and Child protection training. • Delivering training on addressing specific areas of SEND (e.g dyslexia, ASD). | <p>A/I</p> <p>A/I</p> <p>A/I</p> |
| Safeguarding and welfare of children | <ul style="list-style-type: none"> • Suitability to work with young children • Able to form and maintain appropriate relationships and personal boundaries with children and young people • Positive attitude to use of authority and maintaining discipline | | <p>A/R</p> <p>I/R</p> <p>I/R</p> |





How to apply

If you share our core values and associated behaviours and meet the criteria for the role, please apply by following the process below.

Complete and return the application form, together with a letter of application, addressed to Mrs C Eulert (Headteacher). The letter should be no more than 2 sides of A4 in font Calibri (size 12).

In your letter of application please include:

Teachers

- How your skills and experiences have prepared you for this post.
- Your philosophy on the teaching of your subject.
- How you would enthuse and support students with SEND.
- How you would contribute to the wider life of the school.

Closing date for applications is noon on Thursday 14th December 2023

Please note we accept electronic applications at:

teacherapplications@parkhigh.penninetrust.org

An automatic confirmation email will be sent once the application has arrived.

Please be aware we cannot accept responsibility for mis-sent or late applications.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

The Pennine Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance'.



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