



WELCOME TO BLACKDOWN EDUCATION PARTNERSHIP

Thank you for your interest in this post. Please take some time to have a look at this pack and gain a sense of who we are and what we stand for. All Multi-Academy Trusts are different and we are keen to explain why we believe that our values and ethos make us a great employer.

The Blackdown Education Partnership was created by the merger of two founding trusts which shared some important similar values. Put simply, we believe that collaboration, partnership working and sharing our best ideas will enable us to deliver on our mission.

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

All our schools share this purpose and we work closely together to understand and deliver it.

We do not believe in creating schools which are replicas of each other. Our philosophy of aligned autonomy enables Headteachers to make effective decisions within the context of each individual school. We do not have a common curriculum but we do have a view on excellence and seek to harness the expertise of our subject leads to ensure that each school delivers schemes of learning that are rigorous, inspiring and rich in knowledge. Curriculum and other leaders across our schools meet regularly to network, share and moderate and the Trust operates a well-developed programme of peer-review to ensure that leaders are challenged, supported and have access to excellent professional development.

Our schools are all characterised by a strong ethos, ambitious culture and compassionate environment which together drive success. We are lucky enough to employ brilliant people who share our vision, many of whom have started careers with us and stayed to progress these careers. We want people to join us who believe that, whatever their role, they can make a difference to the life chances of students. We are totally committed therefore to helping all our staff thrive and fulfil their professional ambitions. A large number of colleagues are currently undertaking leadership development and we run regular networks and collaborative groups to allow colleagues to share best practice across the Trust.. We also offer some more bespoke leadership programmes run through our outstanding network of partners.

We take staff wellbeing seriously and take active steps to reduce workload. We have a wellbeing offer which ranges from gym membership and support with personal fitness to talking therapies and subscribe to Carefirst. We also allow employees personal days to enable everyone to enjoy some flexibility over attendance and participation in events that they might not otherwise be able to.

We are always willing to consider flexible working requests and job-shares and pride ourselves on a family friendly approach across our schools. The best resource we can provide for pupils is highly skilled, happy and fulfilled staff.

We are looking for an individual who shares the same vision and values – if you believe that you have the skills, drive and vision to help us achieve our aims we would be delighted to receive your application.

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER



Dear Applicant

Thank you for your interest in The Castle School.

The history and tradition of The Castle School is what makes it such a privilege to be part of this family. We have over 1200 on roll and we are a 11-16 fully comprehensive secondary school.

Our aim continues to be for every child to achieve, belong and participate and this is at the heart of everything we do. In October 2023 we were rated as Outstanding in all areas by Ofsted (report [here](#)) and you will be able to see our latest exam results on our website [here](#). Despite our OFSTED grading, we know there is work to be done and we are looking for a Deputy Headteacher who can innovate and add value to a committed and hard working SLT.

At The Castle School our priority is our student's education: their academic and pastoral outcomes. We focus on high quality teaching and learning, ongoing curriculum refinement and promote a climate of success and achievement for every student. Our teaching and support staff are our greatest resource and colleagues thrive in an environment of high support and high challenge, where they go above and beyond for our students.

We are passionate about equity for all. We have a passion for and a commitment to the core purpose of education and focus relentlessly on each student's right to the very best provision. We are committed to fostering self-confidence, enthusiasm, perseverance, and integrity, but also kind empathetic young adults. We aim to ensure that students leave The Castle School very well equipped for the next stage of their education, training, or employment, and educated so that they have a happy life.

We look forward to hearing why you think you are the right person to join our school and how you will inspire our children and staff.

Yours faithfully



James Lamb

The Opportunity



SE

TITLE

Required: As soon as possible

Hours: Full Time

Weeks: Term time plus all inset days (39 weeks)

Salary: Teachers' MPS to UPS & TLR2

A SENDCo is required to join our 11-16, mixed, comprehensive secondary school. Start date to be confirmed with the successful applicant. As the SENDCo, you will be responsible for providing professional guidance and support to all stakeholders and leading the strategic provision for SEND pupils using your experience and creativity, so that the children thrive, enjoy learning and achieve well. There will be a teaching element attached to this post, in line with the responsibilities applied to this position.

Key Responsibilities:

- Strategic implementation of the SEND Code of Practice (2015);
- The school's provision for Special Educational Needs and Disabilities;
- Liaison with teachers, support staff, parents / carers and other agencies to improve outcomes for students on the SEND register;
- Management of Teaching Assistants;

We are offering the opportunity to:

- Be part of an excellent school at the heart of its community;
- Make a real difference to the learning and achievement of young people;
- Benefit from a wonderful, inclusive environment in which to express your passion and make your mark;
- Work with a committed Governing Body.

We aim to attract the best educators to Cullompton Community College and are committed to supporting the continuing development of their skills and learning.

Cullompton Community College is a caring, welcoming and high achieving community school of approximately 760 students aged 11-16. We aim to build up the self-belief and confidence of all students in order to fulfil their potential. No pupil is left behind at Cullompton Community College - we are a truly comprehensive school which reflects the community it serves.

The Opportunity



We are committed to safeguarding and promoting the welfare of young people and expect all staff and volunteers to share this commitment. A DBS disclosure is required for this post as is the ability to fulfil all spoken aspects of the role with confidence and fluency in English. Please refer to our website for our Child Protection and Safeguarding Policy.

As part of our due diligence process when shortlisting, we may carry out an online search of publicly available material to identify any incidents or issues which we might want to explore with the applicant at interview. We also reserve the right to interview prospective candidates at any point and to close the advert early.

See the Job Description for a full breakdown of the role and responsibilities.

For more information and to apply please use the following link, [Work With Us — Blackdown Education Partnership \(bep.ac\)](#)

The closing date for this post is 11am on Wednesday 15th June 2023

Job Description



Job title:	SENDCo
Status:	Permanent (subject to satisfactory) probationary period
Reporting to:	Assistant Headteacher
GRADE:	TPS + SEN Allowance

Safeguarding Statement:

The Governing Body of CCC are committed to Safeguarding and Inclusion. We have a duty to safeguard and promote the welfare of the children who are our students. This means we have a Child Protection policy and procedures in place. All staff must ensure that they are aware of our procedures and comply with our strict selection criteria which aim to ensure the suitability of any adult working in our college.

JOB PURPOSE:

Strategic development of the school's Special Educational Needs & Disabilities (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising outcomes for pupils with SEND.

OBJECTIVES:

- To raise standards of outcomes for children SEND and Children in Care (CIC).
- Develop a highly effective, cutting-edge approach to supporting young people with special educational needs and disabilities and enable staff to become highly skilled and effective in their roles.

PRINCIPLE RESPONSIBILITY AREAS:

- Monitor and evaluate the effectiveness of SEND provision through an evaluative provision map management cycle
- Track children's progress and set targets for raising achievement for children with a SEND.
- Ensure up to date and accurate records are kept of all interventions/involvement for individual children.
- Support and develop colleagues in relation to SEND through advice, guidance and training.
- Supervise and manage the SEND team including Lead TAs, specialist TAS & other TAs.
- Allocate, monitor & evaluate impact of the resource budget to ensure effective curriculum access for all children with a SEND.
- Keep up to date with knowledge of national and local initiatives and how they may impact upon policy and practice.

- Undertake professional development activities to increase own effectiveness.
- Liaise with external agencies and manage consultant input.

Teaching & Learning

- In conjunction with SLT, advise on the whole school Teaching and Learning policy to ensure quality first teaching for all learners, including those with SEND.
- Model outstanding inclusive teaching and support colleagues as appropriate.
- Evaluate the impact of inclusive teaching and support staff to improve practice.
- Ensure all staff are kept up to date with teaching and learning strategies that promote effective inclusive practice.
- 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 IEPs and maintaining detailed information for subsequent meetings with parents.
- Maintain and develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in review meetings.
- Review progress with parents, students, teachers, and agree and communicate new targets.
- Supporting the Headteacher in meeting statutory responsibilities for Education and Health Care Plans and their Annual Review.
- Lead the Annual Review meetings for students with EHCPs.
- Lead Personal Education Plan (PEP) meetings and ensure that resources are appropriately linked to outcomes for CIC students

Leading and managing staff

- Lead and manage all staff within the SEN team
- Advise the Assistant Headteacher on all staffing matters within the department.
- Appraise all departmental colleagues in line with the school's Appraisal Policy.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop IT based proformas for essential administrative tasks, in order to create an efficient administrative infrastructure as part of an effective communications system.
- Identifying the training needs of staff in the Department and the wider school community and organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the SEND Code of Practice, or the school's own SEND policy.
- Manage the effective provision of in-class support by TAS
- Ensure the establishment of opportunities for TAs, to review the needs, progress and targets of pupils with learning difficulties.
- Provide regular information to the Head, Assistant Headteacher & governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making

Efficient and effective deployment of staff and resources

- 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.
- Ensure that classroom practice and resources comply with the school's Accessibility Policy.

Other responsibilities

- To undertake additional duties as required, commensurate with the level of the job.
- Maintain positive, professional relationships with stakeholders and colleagues.
- To participate in induction training, staff review processes and professional development opportunities.
- To commit to Equal Opportunities and Anti-Discriminatory Practice.
- The Trust operates a Smoke-Free Policy and smoking is prohibited in any of our buildings, on premises and vehicles.
- To be familiar with and adhere to all relevant Trust Policies and Procedures.
- Comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The duties of the post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Special Factors

- This role may involve some traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than the location of the central Trust office, will be as per the Trust's travel policy.
- The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility, as required.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and Policies and Procedures including Health and Safety and Data Protection requirements.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.
- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

The Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

This is not an exhaustive job description and may include other requirements reasonably expected by the Headteacher.

Person Specification



Qualifications	Essential	Desirable
Qualified teacher status	✓	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment		✓
Degree		✓
Experience	Essential	Desirable
Teaching 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	Essential	Desirable
Sound knowledge of the SEND Code of Practice	✓	
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	✓	
Ability to plan 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	✓	
Demonstrate high level of accuracy in all areas of work	✓	

Demonstrate an understanding of confidentiality	✓	
Behaviours		
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school		
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability		
Ability to work under pressure and prioritise effectively		
Commitment to maintaining confidentiality at all times		
Commitment to safeguarding and equality		
Understanding of and commitment to equality and diversity.		
Empathy with other Trust teams and Schools		
Understanding of and commitment to Trust Values		
Capacity to work as part of a team as well as individually without supervision and under pressure		
Demonstrate a positive and pro-active approach to work and focussed on outcomes		
Demonstrate creativity, flexibility and responsiveness to change		
Commitment to continuous professional development of self and others to maximise skills/experience.		
Other		
Willing and able to work flexibly across the local area as directed by the Line Manager and to meet the needs of the Trust.		
Willing to undergo training and staff development to maximise skills and experience relevant to the post.		
Access to a car and ability to undertake travel as required to fulfil the duties of the post.		



We believe in the potential of every child

OUR MISSION

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

Our Schools





LOCATIONS

All our schools are situated in the beautiful countryside of Devon and Somerset, within easy commuting distance of Exeter to the west and Bristol to the North, being close to some of the most beautiful coastlines of Devon and Dorset.

Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.



