



Eastbrook Primary Academy, Manor Hall Road, Southwick BN42 4NF

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 pupils 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 pupils 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 Natalie Naylor, Interim Headteacher, Eastbrook Primary Academy

Dear Candidate

Thank you for you for expressing an interest in the role at Eastbrook Primary Academy.

Eastbrook is a two-form entry school, for children aged 4–11. It is situated on the south coast near Brighton, serving children from the Southwick and Fishersgate communities. The school benefits from wonderful facilities and extensive playing fields, including an indoor swimming pool. There is also an active PTA (Parent Teacher Association) who work closely with the school to support key events and organise fundraisers throughout the year.

At Eastbrook our mission is to work together to create a school where:

‘Everyone Matters and Every Day Counts’.

We ensure that every child is known and cared for as an individual from the moment they enter the school gates.

Our main aim at Eastbrook Primary Academy is to provide each pupil with the opportunity to become a life-long learner by nurturing pupils' individuality and creativity, guiding pupils' learning and challenging pupils to think independently through the shared involvement of staff, parents and the wider community.

Our curriculum is a well sequenced progression of knowledge and skills that ensures children can connect their learning across the different subjects. This is coupled with the REAch2 11 before 11 promise, a set of 11 experiences we believe all children should have the opportunity to participate in before they are aged 11, allow us to strive towards providing exceptional opportunities for learning. We would welcome your application.

Natalie Naylor

Interim Headteacher, Eastbrook Primary Academy, 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](#)

The role

SENCo / Teacher at Eastbrook Primary Academy

Are you looking for a new challenge? Do you want to join a school that is passionate about providing every child with the opportunity to succeed? This is a chance to join a school with a really positive atmosphere. It is a great place to work, with a fun, vibrant group of staff who genuinely care about each other and the children they work with.

Eastbrook Primary Academy are looking for an enthusiastic, inspirational, experienced SENCo Teacher to join our happy and thriving team on a full time term time basis.

We were graded 'Outstanding' by Ofsted (July 2015) and are a part of the REAch2 Multi Academy Trust, the largest Primary only trust in the country.

The successful candidate will be a highly motivated, dedicated and creative classroom teacher who has a passion for teaching and learning. Applicants will have to demonstrate that they have excellent classroom practice, the energy and commitment to make a difference and a desire to ensure that all children reach their full potential.

We are looking for an individual who is:

- • Able to make learning engaging, inclusive and fun;
- • Willing to contribute to the wider life of the school;
- • Confident in using a range of resources to make the classroom more engaging;
- • Dedicated to on-going professional development.

We can offer:

- • The chance to work in an innovative and forward thinking school
- • Opportunities for professional development
- • Happy and enthusiastic children who enjoy school and want to learn
- • A supportive leadership team, that believes in distributive leadership

This is an exciting opportunity for the right person to help us to make a difference and continue to move our school forward. Visits to the school are welcomed and encouraged. More information is available from the School Office.

The application

You are invited to submit an application form to Mrs Natalie Naylor, Interim Headteacher at natalie.naylor@eastbrook-academy.org

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](#) 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 Mrs Natalie Naylor, Interim Headteacher at natalie.naylor@eastbrook-academy.org

The application process and timetable

Application deadline:	14 th June 2023 by midday (12 noon)
School visits:	Please contact the school to arrange a visit
Interviews:	W.C 19 th June 2023
Contract details:	Full Time/Term Time
Salary:	MPS or UPS Plus SEN Allowance
Start date:	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 pupils 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 pupils.

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](#).

Job Description

Post: SENDCO

Salary: MPS/UPS + SEN Allowance

Responsible to: Deputy Headteacher

Core Purpose

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.

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 EHCP's 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

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.

Person Specification

FACTORS	ESSENTIAL	DESIRABLE	MEASURED BY
QUALIFICATIONS AND SKILLS <ul style="list-style-type: none"> Qualified Teacher status Senco experience and qualification Graduate Clear communication/questioning skills – precise approach to written communication ICT competent – Able to use IWB Able to inspire children’s interest in learning Use of CPOMS or equivalent DSL Training 	Essential Essential Essential Essential Essential Essential	 Desirable	A A A O I A O O I A
SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE <ul style="list-style-type: none"> Knowledge of strategies to support learning, progress and standards across the curriculum – evidence of impact on progress Knowledge of how ICT can be used to support/enrich learning Effective classroom management skills – able to provide an effective environment for learning Clear understanding of the role of assessment in the development of learning Successful record of teaching within primary 	Essential Essential Essential Essential		A R O I A O A O I A O I R
PERSONAL QUALITIES <ul style="list-style-type: none"> Flexibility of approach Well organized Supportive – able to work as part of a team Able to respond to and seek advice 	Essential Essential Essential Essential		R O R I R R
INTEREST AND MOTIVATION IN THE JOB <ul style="list-style-type: none"> Enthusiasm for children’s learning 	Essential		O I R A
*Key: A=Application, R=Reference, O=Observation, I=Interview			