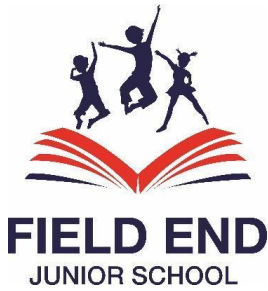




Field End Junior School SENDCo

March 2023



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Dear applicant,

Thank you for your interest in the post of SENDCo at our school. We hope that you find the information provided to be helpful, and that you decide to apply and join our wonderful team.

Field End Junior School is a four-form entry school that shares its site with the infant school. The school joined Vanguard Learning Trust in September 2021. We are outward facing and value our partnerships with other local schools. Our school has successfully served its community for over 70 years and is held in high esteem by our families.

Our school is a happy and vibrant place to work. The staff are welcoming and very committed to providing the very best education for each child. The children enjoy coming to school and are a pleasure to teach. Field End Junior School is now at a very exciting phase. With a newly developed Senior Leadership team, we are currently reviewing key aspects of our provision and strengthening them further.

We are looking to appoint an inspiring SENDCo who is committed and passionate about making a difference to the lives of each child and providing the best education for them. Visits to the school are highly recommended, please telephone the school on 02088668752 or email Jackie Jones, Office Manager on hr@fieldendjuniors.org.uk to arrange a visit.

I look forward to meeting you and telling you more about Field End Junior School.

Yours faithfully,

Jacqueline Phelan
Headteacher

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About the Trust

Vanguard Learning Trust is a cross-phase Trust in the London Borough of Hillingdon. Vyners Learning Trust was established in February 2015 when Ryefield Primary School and Vyners School formed the multi-academy trust. In September 2018, Ruislip High School joined the Trust which was renamed Vanguard Learning Trust. Hermitage Primary School and Field End Junior School both joined the Trust in September 2021.

School information about the other schools in Vanguard Learning Trust

Hermitage Primary School

On entering Hermitage Primary, visitors cannot fail to notice the warm, family feel that permeates the school. Hermitage is a happy, welcoming, stimulating environment where everyone cares about each other and all interactions are based on mutual respect. Hermitage opened in 1968 and is a community school located in Uxbridge. From their first tentative sessions in Nursery through to their final days in Year 6, staff strive to teach pupils their place in the school, the community and beyond.

Ruislip High School

Ruislip High School opened its doors to its first cohort of Year 7 in September 2006. It is a mixed, comprehensive secondary school situated in South Ruislip. Ruislip High School has evolved into a school of choice in the local area with circa 1100 pupils. The school has been designated outstanding in both Ofsted inspections in 2007 and 2011. Ruislip High School's logo symbolises the school's motto -from grass roots, to reaching for the sky- which represents high aspirations and pupils' journey as they progress through the school.

Ryefield Primary School

Ryefield was established in 1960 and as a school community it strives for excellence. Ryefield is an excellent school where its children love learning and achieve the highest standards possible in a thriving multicultural learning environment. Above all Ryefield strives to touch the lives of all its children to ensure they grow up to be reflective, self-aware, and resourceful; they are at peace with themselves; empathetic towards others and confident young people.

Vyners School

Vyners School was established in 1960. It is a highly oversubscribed mixed secondary, comprehensive school based in Ickenham with circa 1,200 pupils. Vyners is an extremely popular and successful school with an excellent reputation for academic achievement and extracurricular activities. Underpinned by its school's values -community, aspiration, respect and endeavour- Vyners prides itself on the positive relationships that exist in the school and the sense of being part of a happy community. In May 2019, Ofsted designated Vyners as outstanding as part of its Section 5 inspection.

Job description: SENDCo

Reports to: Headteacher, Deputy headteacher
Salary: MPS 1 - UPS3 FTE £32,407 to £48,055 (depending upon experience) plus SEND allowance £2,384 - £4,703 (dependent on experience)
Working days: Monday - Friday, full-time
Start date: September 2023

Main purpose of the role:

- To perform the duties of a teacher as outlined in the School Teachers Pay and Conditions document;
- To meet the expectations set out in the Teachers' Standards;
- To have responsibility for a class of children and to teach according to the school's guidelines and policies; and
- To be able to plan, deliver, monitor and evaluate pupils' learning.

Safeguarding

Field End Junior School and Vanguard Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure is required for all posts. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. The safeguarding responsibilities of this post are detailed in the candidate information brochure.

Equality and diversity

Field End Junior School and Vanguard Learning Trust embrace diversity and promote equality of opportunity.

Duties and Responsibilities**Purpose of the job:**

- To work closely with the SLT, LGB and colleagues in the development of the school's SEND policy and practice.
- To perform the duties of a teacher as outlined in the School Teachers Pay and Conditions document.
- To have identified teaching responsibilities in line with the needs of the school.
- To be able to plan, deliver, monitor and evaluate pupils' learning.
- To be accountable for the progress of pupils with special educational needs and disabilities (SEND) and be responsible for the implementation of the SEND policy and subsequent provision.
- To liaise with staff, parents, external agencies and other schools to coordinate their contribution, providing maximum support and ensuring continuity of provision.
- To adhere to all school policies and practices.
- To undertake any reasonable task that is commensurate with the grade of the role.

Duties and Responsibilities

Strategic development of SEND policy and provision	<p>The SENDCo will:</p> <ul style="list-style-type: none"> ● have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision; ● contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability; ● ensure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP); ● maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice; and ● evaluate the effectiveness of how associated SEND funding is being used, suggesting any changes that make more effective use of the funding.
Leadership and Management	<p>The SENDCo will:</p> <ul style="list-style-type: none"> ● promote an ethos and culture that supports and develops the school's SEND policy, with a focus on achieving excellent outcomes for pupils with SEN or a disability; ● work alongside the Trust, senior leadership team (SLT) and local governing body (LGB), attending meetings where appropriate, in order to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements; ● contribute to the SIP and whole-school policies, including the school's SEND policy; ● take the lead in maintaining the school provision map and SEND offer; ● identify training needs for staff and plan for how to meet those needs; ● lead training for staff on SEND, disseminating excellent SEND practice across the school; ● monitor SEND provision and resources across the school, ensuring that it meets the needs of pupils with SEND; ● manage the SEND budget and advise the SLT of priorities for expenditure; ● provide professional expertise to staff in order secure high-quality teaching for SEND pupils, through written guidance, modelling teaching, coaching and mentoring; ● lead and line-manage the teaching assistants (TAs) working with pupils with SEN or a disability, including their annual appraisal in line with the Trust's appraisal policy; ● complete applications for EHCPs, conducting associated annual reviews and interim meetings; ● create, monitor and review subsequent learning plans; ● develop links with other professionals, agencies, governors, liaising with neighbouring schools and across the Trust to provide a coordinated approach to supporting pupils with SEND; and ● liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.
Teaching and Learning	<p>The SENDCo will:</p> <ul style="list-style-type: none"> ● implement and deliver a creative, inspirational, challenging and differentiated curriculum for pupils with SEND; ● practise excellent classroom management skills required for primary aged pupils; ● contribute to the raising standards of pupils attainment through quality first teaching;

	<ul style="list-style-type: none"> ● create a stimulating learning environment that contributes to high levels of achievement and takes account a range of learning styles; and ● in collaboration with the year group teams, undertake the planning and implementation of agreed schemes of work. ● As part of their teaching responsibilities, demonstrate excellent practice.
Communication	<p>The SENDCo will:</p> <ul style="list-style-type: none"> ● build excellent relationships and communicate regularly with the parents/carers of pupils with SEND; ● provide information for parents and governors so that they have an understanding of school policies and their implementation; and ● liaise with those responsible for SEND, both in school and with external support agencies, providing a cohesive and effective programme of support for pupils with SEND.
Assessment	<p>The SENDCo will:</p> <ul style="list-style-type: none"> ● mark and assess pupil work in accordance with the school's marking and assessment policies; ● ensure that the achievement of pupils with SEND is carefully tracked and action is taken where achievement may be slower; ● use assessment data to inform teaching and learning development; ● support teaching staff in their understanding and development of effective assessment for learning strategies that enhance outcomes for pupils with SEND; ● meet regularly with class teachers to evaluate the effectiveness of SEND provision; ● monitor and evaluate pupil interventions, submitting termly reports for phase leaders, SLT and the LGB; and ● attend SLT and pupil progress meetings as required.
Pastoral Support	<p>The SENDCo will:</p> <ul style="list-style-type: none"> ● assist senior leaders with the review and implementation of the school's behaviour policy, so that effective learning can take place; and ● contribute to the ongoing development of the PSHCE policy.
Additional Duties	<p>The SENDCo will:</p> <ul style="list-style-type: none"> ● ensure they have an up-to-date level of knowledge and skills, including the completion of the National Award for SEN Coordination within three years of appointment (if applicable); ● have a comprehensive understanding of the requirements of the National Curriculum and its implementation; ● play a full part in the life of the school community, to support its ethos and to encourage and ensure staff and pupils follow this example; ● comply with the school's health and safety policy, undertaking risk assessments as appropriate; and ● be fully committed to the school's safeguarding policy and have a full understanding of how pupils with SEND is one of the most vulnerable groups in any school.

The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation

Signatures

Signature of Post holder:_____

Date:_____

Signature of Headteacher:_____

Date: _____

Person Specification

For the supporting statement, applicants should address and evidence their experience, skills and qualifications in relation to the key criteria detailed in this person specification. This section should be no more than two sides of A4 font, size 12.

Qualifications and experience	Essential	Desirable	Method of Assessment
1. Qualified teacher status	✓		1
2. Hold a National Award for SEN Coordination or a willingness to complete it within three years of appointment	✓		1
3. Previous experience of teaching in Key Stage 2	✓		1
4. An effective classroom practitioner with a thorough understanding of what is necessary for high quality teaching and learning	✓		1, 2 & 3
5. Experience of teaching across the primary phase		✓	1
6. Experience of working effectively in partnership with parents		✓	1
7. Experience of subject leadership or leading on an aspect of school improvement	✓		1 & 2
8. Have an understanding of the theory and practice of providing effectively for the individual needs of all children (e.g., classroom organisation and learning strategies)	✓		1, 2 & 3
9. Have an up-to-date understanding of the national curriculum and its applications	✓		1 & 2
10. Experience of monitoring, assessment, recording and reporting of pupils' progress	✓		1 & 3
11. An excellent understanding of the statutory requirements of legislation regarding Equal Opportunities, Health & Safety, SEND and Child Protection (KSCiE 2022)	✓		1 & 3
12. Have experience of developing the positive links necessary within school and with all its stakeholders	✓		1 & 3
13. An effective classroom practitioner	✓		1, 2 & 3
14. Have a wider understanding of current educational issues		✓	1 & 3
15. Have the ability to use ICT in the classroom, including interactive white boards		✓	1, 2 & 3
16. Have experience of line managing other staff	✓		1,2 & 3
17. Have experience of leading training for school staff		✓	1, 2 & 3

Skills and abilities	Essential	Desirable	Method of Assessment
18. Have the ability to promote the school's aims positively, and use effective strategies to monitor motivation and morale	✓		1, 2 & 3
19. Have an excellent knowledge of the SEND code of practice	✓		1, 2 & 3
20. Have the ability to develop an inclusive classroom setting	✓		1, 2 & 3
21. Is able to develop positive personal relationships with a team	✓		1, 2 & 3
22. Have the ability to plan and evaluate interventions	✓		1 & 3
23. Have the ability to analyse data and use the findings to inform provision planning	✓		1 & 3
24. Able to establish and develop positive relationships with parents, governors, trustees and the community	✓		1 & 3
25. Able to communicate effectively (both orally and in writing) to a variety of audiences	✓		1, 2 & 3
26. Able to create a happy, challenging and effective learning environment where all children feel valued	✓		1, 2 & 3

Personal skills and attributes	Essential	Desirable	Method of Assessment
27. Able to communicate effectively with a range of stakeholders and demonstrate empathy	✓		2 & 3
28. Have a commitment to equal opportunities and securing the best outcomes for pupils on the SEND register	✓		2 & 3
29. Have the ability to work under pressure and prioritise effectively	✓		2 & 3
30. Have a commitment to maintaining confidentiality at all times	✓		1, 2 & 3
31. Professionalism	✓		2 & 3
32. Sense of humour	✓		2 & 3
33. Kindness and flexibility	✓		2 & 3
34. To be a proactive member of the school community	✓		1, 2 & 3
35. Hard-working	✓		1 & 3
36. Have the ability to use common sense and initiative	✓		2 & 3
37. Able to work effectively both independently and as part of a team	✓		1, 2 & 3
38. Have the ability and commitment to contribute fully to the tasks in school	✓		1, 2 & 3
39. Able to uphold the ethos of our school	✓		1, 2 & 3
40. Have an interest in and commitment to professional self-development	✓		1 & 3
41. Have a willingness to contribute to the wider life of the school	✓		1 & 3

Key to methods of assessment

1. Application form and supporting statement
2. Final selection Interview
3. Tasks

All aspects of the personal specification will be assessed through the recruitment process. Applicants should ensure that all aspects of the qualifications and experience section are explicitly referred to in their application form including using the supporting statement if required.

How to apply

Application process

In addition to this candidate pack, the school's website ([click here](#)) will provide prospective applicants with all relevant information and publications.

Applicants should complete the application form, ensuring that their supporting statement relates to the personal specification provided in this pack and is no more than two sides of A4 font size 12. In compliance with safer recruitment guidelines, CVs will not be accepted. Completed application forms should be sent to

The closing date for applications is 10:00am on Monday March 20th 2023 and the interview process will be held on Friday 24th March 2023.

Please note, parking is limited on the school site but advice will be given regarding parking if you are shortlisted for an interview.

Selection process

Full details will be provided to all candidates selected for the interview process; as noted, it will be held on 1 day and will include:

- small group activity
- in tray exercise
- short presentation followed by a panel interview.