



Application Information

Application Pack for the post of:

SENDCo

(& Teacher of Health & Social Care)

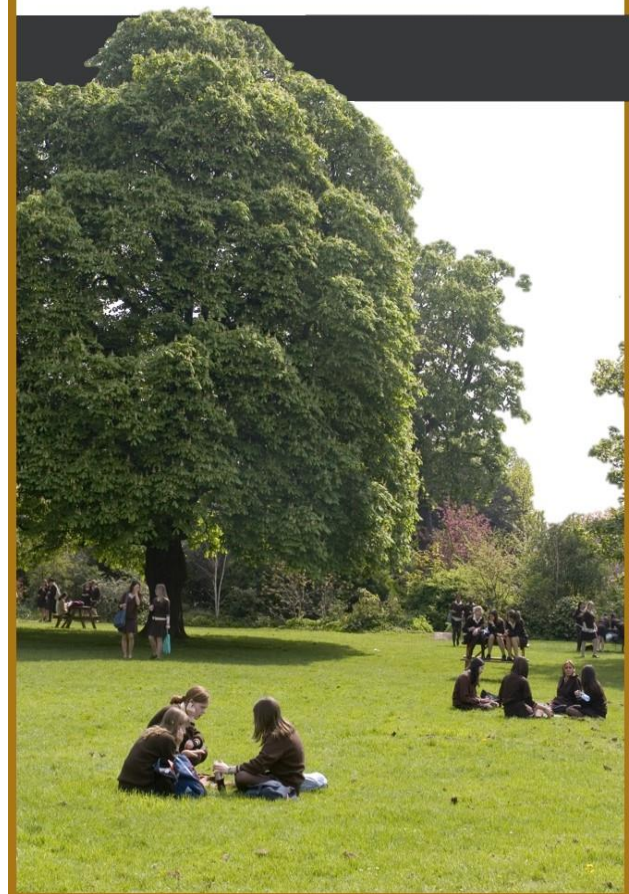
Required September 2021

Salary Scale MS/UPS + TLR1A (£8,413 p.a.) + OLA

We are looking for a dynamic and dedicated SENDCo to join our collegiate and exciting community in leading, developing and supporting the SEND provision for young people with special educational needs and disabilities across the ages of 11-18 years. The ideal candidate will also be able to teach Health & Social Care across Key Stages 4 and 5.

Gumley House School FCJ is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All successful candidates will be required to undergo safer recruitment checks including an enhanced DBS disclosure.



We are delighted that you are considering joining our thriving teaching community at Gumley House. We are seeking to appoint an inspirational and highly motivated SENDCo, with the ability to demonstrate best practise throughout the school, to ensure children of all attainment levels reach their potential; to share and support the corporate responsibility for the well-being, education and discipline of all students; to support the school's distinctive Catholic mission and FCJ ethos. This role includes responsibility for teaching Health and Social Care across Key Stages 4 and 5. A NASENCO qualification and other certificates or degrees in Special Needs and prior experience holding a management responsibility would be a bonus, however, this is not essential.

How to apply: Details of the school are available on our website www.gumleyhouse.com where you can download an application form and email it to Lorraine Rice, H.R. Manager at lrice@gumleyhouse.com

Deadline for applications: applications will be considered upon receipt and candidates will be contacted on a rolling basis.

Please note that only shortlisted candidates for the role will be contacted and the date for interview discussed then.

Gumley House School is committed to safeguarding and promoting the welfare of children and young people.

All appointments are subject to a satisfactory, enhanced DBS check.

A company limited by guarantee registered in England and Wales No. 7950851

If you require any further detail about the role or application process, please contact Ms Rice lrice@gumleyhouse.com





GUMLEY HOUSE
SCHOOL FCJ

Learning Support Department

Updated: September 2020

Gumley House is committed to the inclusion of all students regardless of their needs. The Learning Support Department supports the 152 students with identified Special Educational Needs and Disabilities (SEND), as well as supporting students who have fallen behind their peers in literacy and numeracy who require some catch-up support. We pride ourselves in our ability to tailor support and curriculum to individual students' needs and in our willingness to find innovative solutions to any barriers students might experience to their learning. Although we don't have large numbers of students with SEND, we have a wide variety of needs ranging from mild to moderate and severe learning difficulties; dyslexia, dyspraxia and dyscalculia; Attention Deficit and Hyperactivity Disorder (ADHD); Autistic Spectrum Disorder (ASD); Speech, Language and Communication Needs (SLCN) and physical, medical and sensory needs. We work closely with the pastoral team to support emotionally vulnerable students and those with behavioural and social interaction difficulties. The school has wheelchair access, elevators in most buildings and disabled toilets.

The department consists of three SEND Teachers: The SENDCo and Deputy SENDCos for Inclusion and Whole School Literacy who support the SENDCo in the day-to-day running of the department.

We have a strong team of three Teaching Assistants (TAs). They provide support through a combination of in-class and small group withdrawal support. Our TAs have a significant impact on students' progress and are highly valued by teachers, parents/carers and students alike.

The department is based in two well equipped rooms with three connecting and secure offices. We are well-resourced with proven literacy and numeracy intervention programmes, but we always endeavour to improve these even further.

We believe that it is essential for parents/carers and students to have a voice and be listened to. We have an open door policy for students and parents/carers, who are encouraged to raise any concerns and questions they might have, and are always responded to in a sensitive and timely manner. All provisions made for their daughters are communicated throughout the year, progress and future steps outlined towards the end, and their views sought at regular intervals throughout the year.

We have strong working relationships with a range of external agencies, all of whom have commented on the high level of care that Gumley provides for its students. Transition times are particularly important and much time and effort is spent getting to know our new Year-7 students with emphasis on students who have Education, Health and Care Plans (EHCP) or those with Statements of Special Educational Needs as well as all other students with additional needs. We take care to work closely with primary schools and parents/carers before new students arrive in order to ensure a smooth transition so that the students have the best chance to succeed.

Transition beyond 16 is equally important and we strive to prepare our students fully for life beyond Gumley by equipping them with essential life and social skills, finding the appropriate college course and setting for each student, and above all nurturing their confidence and self-esteem.

It is our goal as a department to ensure that not one of our students 'fall through the net' but that each student is provided with the support she needs to reach her full potential, and to step forth confidently.

Health & Social Care CTEC (Key Stages 4 & 5): Taught over 6 hours per week, the CTEC Level 3 Extended Certificate is the equivalent of one A Level subject and students will generally study two other A Levels alongside it. The course is ideal for students who are interested in going onto further study or wish to work in a health and social care related sector such as nursing, midwifery, social work, youth work, counselling, physiotherapy, etc. on leaving school or university.



Special Educational Needs and Disabilities Coordinator (SENDCo)

REPORTING TO:	Deputy Headteacher (Curriculum) or Assistant Headteacher (Teaching and Learning)
RESPONSIBLE FOR:	Deputy SENDCo (Inclusion), Deputy SENDCo (Whole School Literacy), Teaching Assistants
WORKING TIME:	Full-time as specified within the STPCD
SALARY:	MPS/UPS + OLA + TLR 1A (£8,413) p.a.,

PURPOSE:

- to be responsible for the day-to-day management of provision for students with Special Educational Needs and Disabilities and to provide guidance in the area of SEND and inclusion in order to secure high quality teaching and learning outcomes;
- to raise achievement, lead, develop and manage a high standard of provision for learners with additional needs, ensuring that standards of attainment and achievement are high and SEND students make rapid and sustained progress;
- to co-ordinate, monitor and develop provision for students with SEND according to national guidelines, and school policies and procedures;
- to develop effective working practices with all stakeholders including students, parents/carers, carers, outside agencies and governors;
- to develop a curriculum that maximises opportunities for personal and academic growth, quality assuring the teaching (planning, delivery, feedback, assessment) within that curriculum.
- to ensure that SEND students leave Gumley House School with the necessary skills and qualifications to be able to succeed;
- to undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher;
- to be the teacher responsible for Looked After Children.

1 PRINCIPAL ACCOUNTABILITIES:

- to identify students whose barriers to learning impact on their ability to achieve their potential;
- to provide individualised programmes of interventions according to student need and assessment data;
- to provide school-wide support for learning;
- to ensuring high quality inclusive learning, teaching and assessment takes place;
- to ensure effective dissemination of information with regard to SEND students;
- to ensure students are assessed, associated paperwork completed and access arrangements finalised in time for public examinations;
- to ensure that all students with statements of SEND receive their entitlement;
- to lead all identification panels, statementing, referral & reviews for students with additional needs;
- to fulfil the principal accountabilities of a classroom teacher as outlined in the School's 'Job Description' for classroom teachers.



2 CURRICULUM DEVELOPMENT

The main accountabilities are to:

- keep up to date with national developments within SEND provision;
- to lead inclusive and alternative curriculum development and engage staff in the creation, consistent implementation and improvement of schemes of work which encapsulate learning strategies for students with additional learning needs;
- ensure that the curriculum meets the needs of all learners and provides a suite of academic opportunities that allows students with additional needs to progress to further and higher education or training;
- disseminate procedural information: recommendations of the code of practice, the school's policy and SEND register.

3 IMPROVEMENT PLANNING, MONITORING AND EVALUATION

The main accountabilities are to:

- actively promote the school's aims and values;
- prepare an annual department improvement plan and staff development plan for the department in accordance with the school planning cycle and taking into account the school's Strategic Plan and School Improvement Plan;
- provide a termly performance report for the Headteacher;
- meet periodically with the Link Governor for Learning Support and SENDCo;
- chair department meetings and attend TLR meetings in accordance with the published schedule;
- actively contribute to the school's procedure for self-evaluation;
- take part, as required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- obtain SEND information from primary schools (new year 7s) and interview identified SEND students and their parents/carers.

4 LEADING AND MANAGING STAFF

The main accountabilities are to:

- lead, manage and coordinate the work of the Learning Support Department and encourage the process of team building;
- effectively deploy staff to ensure the highest quality learning, teaching and assessment takes place;
- manage staff in the department;
- monitor staff within the department and provide appropriate support and guidance;
- Oversee and support the professional conduct of the staff in the department. Monitor and advise staff on appropriate professional conduct;
- induct new staff to the department in accordance with school policy;
- represent department views through attendance at appropriate meetings and provide feedback;
- meet formally with the link SLT member according to schedule;
- ensure the school's 'Appraising Teacher Performance Policy' is implemented for all department teaching staff;
- participate in relevant courses related to the role of SENDCo and keep abreast of current or new developments in the area;
- actively encourage and assist members of the department team in their own professional development, recognising their training needs;
- organise, chair and arrange for the recording of meetings of the department team according to the agreed school schedule. Ensure that minutes of meetings are circulated to team members and the SLT link member;
- participate in the selection and appointment of teaching and support staff to the department and to contribute to references for staff;
- ensure that school policies are implemented by all staff within the department;
- ensure specialist qualifications are up to date.



5 EFFICIENT AND EFFECTIVE DEPLOYMENT OF RESOURCES

The main accountabilities are to:

- ensure and oversee ordering, maintenance and accountability for the teaching and learning resources within the department;
- ensure the care of rooms and other spaces, including furnishings and fittings in the department;
- ensure the school's Health and Safety policy is implemented and monitored in the department, including appropriate risk assessments when necessary;
- ensure all classrooms and corridors in the vicinity of and relating to the Learning Support Department have inspiring displays of material including students' work which is regularly updated;
- manage the department budget effectively;
- maintain and regularly update the department inventory of equipment and audit on an annual basis.

6 OTHER ACCOUNTABILITIES:

- to share the responsibility with other managers for the maintenance of a learning environment and the well-being of students throughout the day and at the end of the school day, for example bus duty/lunch duty.
- to have responsibility for teaching the Health and Social Care CTEC course across Key Stages 4 & 5, comprising 6 hours of lesson time per week.

It is understood that areas of responsibility of the job description are not necessarily a comprehensive definition of the post. The job description will be reviewed regularly and, in the light of the needs of the school and the professional development of staff, may be subject to amendment, including on appointment, after consultation with the post holder and without changing the level of responsibility.

This post is subject to the current conditions of employment for Teachers contained in the School Teachers' Pay and Conditions document and other current legislation

Performance Measures

Performance will be measured against The Teachers' Standards (September 2012), student outcomes in relation to targets set and in addition will take note of progress with the Department improvement plan.

Post holder's name:

Post holder's signature:

Date:





Person Specification

Updated: March 2021

Special Educational Needs and Disabilities Coordinator (SENDCo)

ATTRIBUTES	ESSENTIAL	DESIRABLE	STAGE IDENTIFIED
EDUCATION			
Good honours degree or equivalent in relevant subject		X	AR
Evidence of continuing professional development	X		AR
Post graduate qualification		X	AR
Relevant higher degree or professional qualification		X	AR
A NASENCO qualification and other certificates or degrees in Special Needs		X	A
EXPERIENCE			
Experience of being a classroom teacher		X	AR
ICT Proficiency	X		AI
Evidence of commitment to extended learning for students beyond the classroom	X		AR
Active involvement in the promotion of equal opportunities	X		AIR
Experience of working with parents/carers and external agencies		X	AIR
KNOWLEDGE AND SKILLS			
Demonstrable skills in the area of Special Educational Needs and Disabilities and the knowledge and skills to inspire students	X		AIR
Excellent interpersonal and teamwork skills	X		AIR
Excellent communicator – sensitive and effective	X		IR
An ability to establish good working relationships with a wide range of people including students, parents/carers, Governors and colleagues	X		AIR
Knowledge, skill and intelligent use of data to inform intervention strategies to improve outcomes for students	X		AIR
A keen interest in how students learn and experience of putting this knowledge into practice	X		AIR
Knowledge and understanding of current educational issues		X	AIR
Experience in, or the willingness to teach Health and Social Care across Key Stages 4 & 5	X		AI
Knowledge and understanding of Safeguarding	X		I
A commitment to Equal Opportunities	X		I
PERSONAL QUALITIES			
Ambition and vision	X		AIR
A commitment to sustaining and raising achievement, attainment and aspirations of all students	X		AIR
Have the ability to work in a team	X		AIR



A sense of humour and perspective	X		AIR
Ability to work under pressure and remain positive, enthusiastic and resilient	X		AIR
Reflective and analytical	X		AIR
Energy, imagination and personal commitment	X		AIR
Personal and professional commitment to the philosophies of school improvement and effectiveness	X		AIR
Supportive of the school's Catholic ethos	X		AI
Potential and capacity to grow professionally and aspire further to take responsibility and lead		X	AIR
Excellent attendance and punctuality	X		R

KEY: A = Application; I = Interview; R = Reference

