



Application Pack

SENDCo

Required for 1st January 2022





September 2021

Dear Applicant

Thank you for your interest in the **SENDCo** position at Harper Green High School.

Harper Green is a dynamic secondary school situated in the South of Bolton and serves a varied community.

Our vision is to ensure that all students achieve the highest possible standards in all they do. We aspire to promote independence, together with a sense of responsibility whilst striving for academic excellence. We seek to encourage and motivate our students to achieve their full potential within a vibrant and purposeful environment which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve outcomes for students. The hard work of both staff and students in embedding excellent subject pedagogy is a credit to their commitment to achieving the highest standards for all. Harper Green School is on a new and exciting journey as an integral part of the Leverhulme Academy Trust.

This is an exciting opportunity to be part of the drive to make Harper Green School a place which delivers high quality teaching and learning together with positive and proactive pastoral support and guidance.

If you are inspired by what you read and share our vision, I would welcome your application and I look forward to meeting you.

Yours faithfully

Sally Heppenstall
Head of School



Welcome to Harper Green High School

Part of Leverhulme Academy Trust

As a school, we are proud of the achievements and successes of our students. It is through the dedication of our highly professional and motivated staff that ensures each child flourishes in a safe and happy environment.

As a school, our beliefs are simple: each individual leaves Harper Green with the qualifications and skills needed to achieve their ambitions. We challenge students to explore the furthest reaches of their intellectual, physical and emotional capabilities so that they realise their own infinite potential.

All our staff share a relentless commitment to ensuring that every lesson is engaging, challenging and suited to the learning needs of each individual. This is underpinned by a strong pastoral team that creates an inclusive environment where every child feels safe, happy and valued.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. The learning, social and cultural experiences our young students have at Harper Green are pivotal in shaping the people they become and provides them with the aptitude, achievements and opportunities to access life beyond school.

Our Ethos and Values

At Harper Green, we recognise that all students are unique with individual talents and needs. As a community, we identify, nurture and develop these talents in an atmosphere of trust and mutual respect. Our students leave Harper Green with the qualifications needed to realise their ambitions and foster a love of learning that remains with them into their adult life. Students of Harper Green make valuable contributions to society as well-rounded citizens.

As a school, we challenge students to explore the furthest reaches of their intellectual, creative, physical, and emotional capabilities to realise their own infinite potential. Our students see learning as a lifelong challenge, enabled by a philosophy of boundless opportunities; students take a responsibility to be central to their own development, striving for constant improvement in a safe environment that fosters strong spiritual and cultural understanding and respect.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. It is the learning, social and cultural experiences our young students have at Harper Green that are pivotal in shaping the people they become and provides them with the aptitude, achievements, and opportunities to access life beyond school.

“I’ve grown by working with excellent practitioners.”

Outgoing Head of Department

Discovering dreams, achieving ambitions and transforming lives

Harper Green High School is part of Leverhulme Academy Trust with Rivington and Blackrod High School and Sixth Form. As a Trust, we work together to ensure that all students receive an excellent education irrespective of their starting point. We relish the opportunity to be a part of the much-needed regeneration of areas we work in and wish to play a full role in the wider community.

Vision

The vision of Leverhulme Academy Trust is to provide the highest quality of education that creates a community of happy, successful and well-rounded individuals who can flourish and make a difference in our world.

Mission

Discovering dreams, achieving ambitions, and transforming lives.

Staff Values

Our values underpin our mission and provide the basis on which we will achieve our vision.

- **Students First:** We put our students at the heart of all our decisions
- **High Expectations:** We have high expectations of both ourselves and others
- **Integrity:** We do the right thing

Student Values

- **Take part**
- **Work hard**
- **Do the right thing**

Mr Paul Roach

CEO

Leverhulme Academy Trust

“An outstanding community school which has massively positive impact on the local community.”

Outgoing Assistant Headteacher



Our staff benefits

Working for Leverhulme Academy Trust is rewarding in lots of ways.

In addition to a competitive salary, we offer a wide range of benefits to support your career development, health and wellbeing, finances and family.

Pension

We offer an excellent pension scheme with the Local Government Pension Scheme and Teachers Pension Scheme.

Continuous Service

Continuous service will be honoured for candidates moving from local authorities.

Enhanced Family Leave

We offer an enhanced family leave scheme to support our employees.

Enhanced Contractual Sick Pay

We offer enhanced contractual sick pay in line with the Burgundy Book and Green Book.

Salary Sacrifice Scheme

Employees can benefit from salary sacrifice schemes, including Cycle to Work scheme and a healthcare cash plan.

Support Services

We provide access to an occupational health provider for advice and support.

Excellent Career Development

We are committed to providing excellent CPD with access to further training and the opportunity to stretch your abilities and advance your career.

Free Parking on Site

Employees can enjoy the benefits of free car parking across our sites.

Free Access to Office 365

We have a dedicated IT Support Team to assist with any IT related queries.

Free Flu Vaccinations

We offer free flu vaccinations on an annual basis to all staff.

Trade Unions and Professional Associations

We recognise all of the leading trade unions and professional associations in the education sector and share the common objective of maintaining good employee relations.

“The support staff give to students is incredible.”

Outgoing Head of Department



Job Description

Job title: SENDCo

Grade: L6-L8

Reports to: Assistant Headteacher Community and Inclusion

Main Objectives of the Role:

- Take responsibility for the strategic development of the Learning Hub.
 - Lead the developments for the provision of an inclusive education across the school to ensure that all students have access to an appropriate curriculum according to individual need.
 - Determine the strategic development of the special educational needs (SEND) policy and provision in the school;
 - Provide strategic leadership for SEND across all phases of the school in order to ensure that students identified on the SEND register make excellent progress
 - Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEN or a disability, ensuring that staff are provided with relevant information and training relating to the support of these students;
 - To work strategically with the Assistant Headteacher Community and Inclusion to ensure positive outcomes for students
 - Provide professional guidance to colleagues, working closely with staff, parents and other agencies;
 - To lead, manage and effectively deploy staff and resources within the Learning HUB.
 - To build and maintain positive relationships with parents of students with SEND and with relevant external organisations
 - To strategically lead on the school's provision for looked after children.
 - To be responsible for day to day operation of the provision for looked after children in the school to ensure positive outcomes for this cohort of students.
 - The SENDCo will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
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Role specific responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for students 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 students with SEN or a disability
- Develop and review the SEND policy ensuring it is put into practice, and that the objectives of this policy are reflected in the school improvement plan

- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively by monitoring impact and propose changes to make use of funding more effective

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- Have detailed knowledge and understanding of the provision in the local offer
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for students with SEN or a disability
- Oversee, implement and lead intervention groups for students with SEND, and evaluate their effectiveness through robust quality assurance.

To lead support for students with SEN or a disability

- Identify a student's SEND need through robust identification measures
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the students in line with statutory duties including ensuring recommendations are implemented.
- Communicate regularly with parents or carers
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- To lead and quality assure targeted extra-curricular provision for SEND students e.g. before school and lunch time intervention and structured activities.

Designated person for looked after children

- Maintain an accurate looked after children's register and provision map
- Have a strategic overview of provision for looked after students, monitoring and reviewing the quality of provision.
- Have detailed knowledge and understanding of the provision in the local offer
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for looked after students
- Evaluate whether funding is being used effectively by monitoring impact and propose changes to make use of funding more effective
- Secure relevant services for the student

- Ensure records are maintained and kept up to date
- Communicate regularly with parents or carers
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student

Leadership and management

- Lead the vision, direction and strategy of the Inclusion provision reflecting the values and educational aspirations of the school
- To build and sustain a team of committed professionals who maintain clear vision, purpose and high expectations, focused upon students' achievement.
- Be an active advocate for SEND students at the highest level
- Work with the Assistant Headteacher Community and Inclusion and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare reports and information for the local governing body and Trust Board
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Enhance the communication strategies for sharing procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEN or a disability
- Lead and manage learning support assistants working with students with SEN or a disability
- Lead and manage the Learning Hub
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Line management of the Learning Hub

Other areas of responsibility

- To lead provision for children with Medical Needs / Health Plans
- The SENDCo will also be expected to fulfil the professional responsibilities of a teacher with a suitably reduced teaching timetable.

All staff at Harper Green School will:

- Promote, uphold and embed the ethos of the school.
- Promote, uphold and embed a positive school ethos and a culture of all can achieve.
- Promote, uphold and embed the Trust values.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.



Person Specification

Job title: SENDCo

Work related circumstances - professional values and practices	Essential	Desirable
High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	✓	
Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	✓	
Commitment to the Trust's ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work	✓	
Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	✓	
Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	✓	
Able to improve their own practice through observations, evaluations and discussion with colleagues.	✓	
Flexible with an ability to be able to embrace and generate change	✓	

Personal Qualities	Essential	Desirable
Commitment to getting the best outcomes for students and promoting the ethos and values of the school	✓	
Commitment to equal opportunities and securing good outcomes for students with SEN or a disability	✓	
Strongly self-motivated and personally resilient	✓	
Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness	✓	
Presence and approachability	✓	
Strong intellect underpinned by a clear moral compass, instinct and intuition	✓	
Conscientious and diligent work ethic	✓	
High standard of professional personal presentation with an excellent attendance and time-keeping record	✓	
Patience, kindness and understanding	✓	
Commitment to maintaining confidentiality at all times	✓	

Qualifications	Essential	Desirable
Honours degree	✓	
Qualified Teacher Status	✓	
National Award for SEND Co-ordination		✓

Experience	Essential	Desirable
To be an outstanding classroom practitioner with experience of achieving good outcomes for all students including those with SEND needs	✓	
To have a clear understanding of Inclusion and positive behaviour management	✓	
To have experience of leading and managing SEND provision in a school		✓
Experience of leading others in a school context	✓	
Experience of conducting training/leading INSET		✓
Involvement in self-evaluation and development planning and reviewing impact	✓	
Experience of effectively line managing others	✓	

Skills and Knowledge	Essential	Desirable
Sound knowledge of the SEND Code of Practice	✓	
To be up-to-date with current research into SEND teaching, learning and support	✓	
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	✓	
Confident communicator; communicating effectively and concisely both in written and verbal form to a variety of audiences	✓	
Ability to build effective working relationships	✓	
Ability to influence and negotiate	✓	
Good record-keeping skills	✓	
Budgetary experience	✓	
Ability to work under pressure and prioritise effectively	✓	
A good understanding of safeguarding legislation and good practice	✓	

Personal attributes	Essential	Desirable
Responsibility for own professional development and be willing to partake in further development.	✓	
A team player with energy, commitment, enthusiasm and resilience.	✓	
A commitment to equality and diversity policies.	✓	
A commitment to Health and Safety.	✓	
A commitment to child protection and safeguarding.	✓	
An understanding of child protection and safeguarding.	✓	

Special requirements	Essential	Desirable
Satisfactory enhanced DBS certificate.	✓	
Medical clearance.	✓	
2 satisfactory references.	✓	
Full UK driving license and access to a car during working hours.		✓

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.