

Keswick



School

**SENDCo/Head of Learning Support  
(Maternity cover)**

**Information Pack**

**One Year fixed-term contract**

**1.0fte**





## Welcome

If you are reading this information you will by now have shown some degree of interest in the post on offer and I hope that the enclosed information will encourage you to submit an application.

Keswick School Academy is a highly successful coeducational 11-18 comprehensive with 1326 pupils on roll. There are 290 students in the sixth form and 47 boarders. The academy has been recognised under a number of designations including; National Teaching School, Science Specialist, High Performance and Gifted and Talented SSAT Consultant School.

The academy has 88 well qualified teaching staff. There is a Senior Leadership Team consisting of the Head Teacher, two Deputies, three Assistant Heads and a Director of Finance & Operations. Nearly all teaching staff are Form Tutors and work in support of the senior pastoral staff. The academy has a high reputation for pastoral welfare.

We are a happy, friendly school and, even though large in size, we retain a family atmosphere. As a state boarding school, we are quite literally home to 47 students. Staff, students and parents work together in partnership.

We are dynamic and aspirational, have high ambitions, innovate, take calculated risks and do things our own way.

We have staff who go the extra mile and students who actively participate in clubs, societies, sport, music, trips and visits. We have a clear sense of direction, strong values and a passion for learning.

We want someone to share in our desire to provide the best education for our students and be hungry for the success of the school.

Applicants are asked to provide a letter of application no more than two sides of A4, outlining their suitability for the post. Please complete the application form and return both by the closing date.

I look forward to receiving your application.

Simon Jackson MA(Oxon) MEd FRSA  
**Head Teacher**



## JOB DESCRIPTION

<b>POST TITLE:</b>	SENDCo/Head of Learning Support (Maternity cover)
<b>RESPONSIBLE TO:</b>	Deputy Head (Pastoral)
<b>PAY GRADE:</b>	Main pay range/Upper pay range + TLR 2b
<b>JOB PURPOSE:</b>	Oversight of the day-to-day operation of the SEND policy ensuring implementation of appropriate and effective provision so that pupils with SEND improve and make progress in line with those without SEND.

### Areas of responsibility and key tasks

- Address SEND at the earliest opportunity to support the principles of early identification, intervention and prevention.
- Establish and monitor progress towards personalised targets for pupils with SEND.
- Initiate and co-ordinate the Early Help Process and /or Early Help Assessments where identified.
- Ensure that the school carries out its statutory responsibilities regarding all students with an Education, Health and Care Plan (EHCP).
- Prepare and manage Statutory Assessment paperwork, organising the administration of annual reviews, including writing the school's advice and the recommendation report, chairing / attending the meeting, reviewing Individual Education / Support / plans.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Take a central role in transition from year 6 to 7, attend Year 6 Annual Reviews for primary pupils with EHCPs to help facilitate continuity and progression through the development of a transition programme.
- Support with the transition of students from KS3-4. This is to include advising SLT on appropriate courses for students at KS4.
- Attend TLP (pastoral) and TLC (curriculum) meetings.
- Advise the Head teacher and the Senior Leadership Team (SLT) on the level of resource required to maximise achievement.
- Undertake / support the undertaking of Risk Assessments where appropriate.
- Ensure that Keswick School is a fully inclusive school which supports the needs of all students.

### Teaching and Learning

- Support the identification of and disseminate effective teaching approaches for individual pupils with SEND.
- Support Boarding students with any additional needs in their learning, when required.
- Support all staff in understanding the needs of SEND pupils.
- Work with staff to develop effective ways of removing barriers to learning through:
  - Assessment of needs
  - Monitoring of teaching quality and pupil achievement
  - Target setting – One page profiles
  - Keeping accurate records
  - Collect and interpret specialist assessment data to inform practice.

- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies
- Work with the Head teacher, Senior Leadership Team, Head of Boarding, Teachers, Heads of Year, other pastoral staff and Heads of Department to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils

#### **Leading and managing**

- Ensure the effective deployment of staff and resources
- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.
- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Exercise a key role in routinely providing information to the Head teacher, Senior Leadership Team and the Governing Body to assist with the development of SEND policy / evaluation of SEND provision and preparing the SEND information report and Local Offer information.
- Lead on assessment of SEND pupils in relation to EHCPs.
- Advise the Head teacher and governing body of priorities for deployment of staff, and utilise resources with maximum efficiency.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies.
- Work with external agencies to maximise resources made available.

#### **Other professional requirements**

- Maintain a high level of awareness and understanding of SEND and how conditions affect the learners at school.
- Stay up-to-date with the relevant Government legislation and DfE guidance, local and national initiatives in relation to SEND.

#### **Health & Safety:**

The Health & Safety at Work Act 1974 and amendments state it is the responsibility of all employees to comply with Health & Safety Law. The post holder will be required to attend all statutory Health & Safety training as directed.

#### **Confidentiality:**

Staff and pupil information is confidential. It is a condition of employment that all employees will not use or disclose any confidential information obtained during the course of their duties to any person or body other than as directed by their line manager.

**The post holder will be expected to comply with all reasonable requests from the Head Teacher to undertake work of a similar level that is not specified in their job descriptions.**

**This post requires an enhanced DBS check**

PERSON SPECIFICATION		
<b>POST TITLE:</b> SENDCo/Head of Learning Support (Maternity cover)		
Attribute/Criteria	Essential	Desirable
Professional Qualifications/Training	<p><i>This will include</i></p> <ul style="list-style-type: none"> <li>• Education to Graduate level or equivalent</li> <li>• Qualified Teacher status (or equivalent)</li> <li>• Evidence of continuous participation in INSET development and a commitment to further professional development</li> <li>• A working knowledge of the Equality Act 2010</li> </ul>	<p><i>This may include</i></p> <ul style="list-style-type: none"> <li>• Safeguarding/Child Protection Training</li> <li>• PREVENT training</li> <li>• A qualification or experience for assessing and teaching pupils with specific learning difficulties</li> <li>• Preparedness to attend national and regional venues for training and development</li> <li>• Qualification and/or relevant training/knowledge in access arrangements assessments</li> </ul>
Knowledge & Experience	<p><i>This will include</i></p> <ul style="list-style-type: none"> <li>• Working with children and young people of secondary age</li> <li>• A detailed working knowledge of the SEND Code of Practice</li> <li>• Have experience of setting targets and monitoring and evaluating progress</li> <li>• Have good ICT skills</li> <li>• Knowledge and understanding of the Early Help process, assessments and EHCPs</li> <li>• Knowledge of the role of external agencies and support structures locally in support of SEND pupils</li> </ul>	<p><i>This may include</i></p> <ul style="list-style-type: none"> <li>• Working with a Senior Leadership Team and Governors</li> <li>• SEND Forum knowledge and funding agreements</li> <li>• Experience of leading a team of Teaching Assistants</li> </ul>
Leadership & Management	<p><i>This will include</i></p> <ul style="list-style-type: none"> <li>• Ability to set clear expectations, to demand high standards and to hold others to account</li> <li>• Positive attitude towards change, innovative and self-reflective</li> <li>• The ability to plan and prioritise, to complete tasks efficiently on time and to work with detail</li> <li>• The ability to motivate and enthuse colleagues</li> <li>• Excellent communication and interpersonal skills</li> <li>• Ability to chair meetings effectively and delegate</li> <li>• Good negotiating skills and the ability to diffuse situations</li> </ul>	<p><i>This may include</i></p> <ul style="list-style-type: none"> <li>• Excellent presentation skills with the ability to lead training</li> <li>• Experience of working with a variety of SEND in a variety of different contexts</li> <li>• Experience of partnership working with parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Resilience when faced with complex situations</li> </ul>	
Skills & Abilities	<p><i>This will include</i></p> <ul style="list-style-type: none"> <li>• Ability to act on own initiative and meet deadlines</li> <li>• Exceptional listening skills</li> <li>• Good numeracy and literacy skills</li> <li>• Ability to operate within agreed legal, ethical and professional boundaries when working with children and young people</li> </ul>	<p><i>This may include</i></p> <ul style="list-style-type: none"> <li>• Use of MIS system (SIMS)</li> </ul>
Personal Qualities	<p><i>This will include</i></p> <ul style="list-style-type: none"> <li>• Ability to build and form good relationships with students, staff, parents and other stakeholders</li> <li>• Ability to remain calm in all situations</li> <li>• Be approachable as an individual</li> <li>• To have high expectations of what all young people are capable of achieving</li> <li>• Have a high level of patience and be able to demonstrate understanding</li> <li>• Being able to demonstrate high levels of confidentiality</li> <li>• Being approachable and empathetic</li> <li>• Creativity and enthusiasm</li> <li>• Resourcefulness</li> <li>• High levels of commitment to improving outcomes for all children</li> <li>• Flexibility</li> </ul>	<p><i>This may include</i></p> <ul style="list-style-type: none"> <li>• Evidence of working within a team</li> <li>• Evidence of showing initiative</li> </ul>



## The Selection Process

### Criteria

In most cases, essential criteria as identified by the person specification must be met in full. This includes qualifications, experience and any other requirements need to perform the role in relation to working with children and young people.

To be successful, you will need to demonstrate during the recruitment process that you have these skills.

### Assessment of suitability to work with children

During the selection process, your suitability to work with children and young people will be tested. This will be by means of specific questioning based on the essential and desirable criteria identified in the person specification as well as specific safeguarding questioning at interview.

### Verification

Keswick School MAT will contact current and previous employers if you are shortlisted as part of the pre-appointment check.

### Anomalies

Upon shortlisting, any discrepancies or anomalies in the information provided or issues arising from references will be discussed at interview.

This may include unexplained gaps in employment history.

### Safeguarding

Keswick School MAT is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures.

### Sources of assessment

- Application form
- Performance at interview
- Verification of qualification

Original documents are required to be presented at interview when they are identified as essential criteria

# The Learning Support Dept.

## A brief introduction

The Learning Support department exists to support a wide range of pupils within Keswick School who, for whatever reason find it difficult to always access the curriculum. The Learning Support department also strongly supports non curricula learning by working with pupils with social and emotional needs.

In understanding the additional needs of pupils the Learning Support department strongly advocates good two way communication with parents, staff within the school (such as Heads of Year), other educational institutions (such as primary schools) and where necessary other agencies (such as Educational Psychology or the Specialist Teaching Service).

The department is staffed by an experienced, committed and enthusiastic team of Senior Teaching Assistants and Teaching Assistants.

## Targeting support where it is needed most

Pupils (with additional needs) are supported in a number of ways including the following.

In class support

Ensuring pupils' individual needs are communicated effectively to teachers. Some classes being allocated a TA based on the learning needs of pupils.

Early morning small group intervention

Literacy/numeracy/improving organisations skills

One to one intervention

In a few cases pupils spend time away from their peers in order to work on their specific weaknesses in literacy/numeracy, life skills and on improving social awareness.





# Equal Opportunities

It is the intention of Keswick School MAT that no member of its community will suffer unfair discrimination on the basis of their sex, age, racial origin, physical ability, educational need, sexual orientation, political persuasion or religious creed. Whether they are married or in a civil partnership, pregnant or on maternity leave or propose to, have started or have completed a process to change their gender.

## **Curriculum**

All aspects of the curriculum will be developed in ways that avoid the exclusion of particular groups or individuals for other than sound education reasons.

## **Behaviour**

We expect behaviour to always be impeccable. Intimidating or insulting language will not be tolerated.

## **Staffing**

In recruiting staff, Keswick School MAT will ensure that its practices do not discriminate against candidates or potential candidates in ways that are unconnected with their ability to perform the duties of the post.

Since young people see staff as role models every effort will be made to ensure that equality of opportunity is seen to operate at all levels in all areas of staffing.

## **The Academy and the Community**

The academy enjoys an excellent relationship with the local community and its reputation is high in the district and beyond. This is well illustrated by the presence of over 850 day pupils from out of the catchment area who are in attendance.

The academy is well supported by an energetic Local Governing Body. It is also a National Teaching School leading the West Cumbria Teaching School Alliance.



# Keswick School



## How to find us

**By Road:** (North/South) From the M6 leave at junction 40 (Penrith) and follow the A66 towards Keswick, turn left onto the B289 near the Crosthwaite Church and then left again onto Church Lane following the signpost up Vicarage Hill to the school.

**By Rail:** The nearest main line station is Penrith (25 minutes by road with hourly bus connections).

**By Air:**

Glasgow International	2 hrs 20 mins
Manchester International	2 hrs 10 mins
Newcastle International	2 hrs
Durham Tees Valley	1 hr 50 mins

