



Nexus Educational Schools Trust SENDCo Recruitment pack



Dec 2024

Job Advert

SEND/Inclusion Lead

NEST is seeking to appoint an outstanding and inspiring SENDCo. This is an exciting opportunity for a dynamic and talented leader, with a proven track record of supporting and raising achievement for pupils with additional needs in their school, and to work effectively within the school community of children, staff and parents.

Salary	Commensurate with experience
Location	Perry Hall Primary School Perry Hall Road Orpington BR6 0EF Tel: 01689 820313 www.perryhall.bromley.sch.uk
Hours	Part time, 3 days a week
Reports to	Headteacher
Start Date	April 2025
Closing Date	12pm on Monday 20 January 2025
Interview Date	From Wednesday 22 January 2025

Perry Hall is a warm and vibrant two-form entry primary school within the town of Orpington, Bromley. We provide all children, regardless of background or social situation, with the highest standard of education.

Learning at Perry Hall is enjoyable, imaginative and intellectually stimulating, with our pupils' emotional and social well-being at the heart of everything we do. We believe in the boundless potential of every child and empower them to explore their own interests and talents alongside our rich and forward-thinking curriculum. We pride ourselves at Perry Hall on our emphasis on music, sport and the arts and endeavour to give all of our children a diverse and culturally rich range of enrichment opportunities throughout their time at school.

Our school is a family and there are moments of laughter, joy and inspiration every day. As a community school, we ensure that parents and members of our local area are as much a part of the growth and development of the school as the staff and pupils. Inclusivity is at the forefront of our ethos, ensuring all children feel a sense of place and belonging at Perry Hall. We are and will continue to be an environment within which every child not only feels happy and safe, but also has opportunity to thrive.

We live by the motto: "Be The Best You Can Be"

Visits are warmly welcomed. Please contact the school direct to arrange this.

Nexus Education School Trust Central Office is based at Worsley Bridge Primary Beckenham

NEST is a growing Multi Academy Trust, presently with 20 primary schools across Bromley, Kent, Lewisham and Southwark. Our schools have benefited from capital investment over the last five years and provide excellent learning opportunities for our pupils. We partner with several multi academies and maintained groups of schools. NEST are accountable for the work of the Thames South Teaching School Hub, delivering teacher training and development in Bromley, Bexley and Greenwich.

NEST is an exceptional and distinctive learning community

At NEST our commitment to the learning process challenges all of our schools to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is a non-negotiable so too is each school's contribution to inter-school learning and the development of a NEST wide professional learning community.

Our team is committed to the principle:

***“We have a moral purpose to provide excellence and opportunity for all,
to enable lives to be transformed”.***

Nexus Education Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be required to undergo an enhanced DBS clearance.

We are seeking a SEND/Inclusion Co-ordinator who:

- Has current SENDCo Leadership experience or is willing to train to gain the SENDCo Qualification.
- Shares our vision of transforming learning to raise aspiration, secure enjoyment and love of learning and develop a sense of pride in all that we do.
- Puts children at the heart of everything they do and has high expectations of them especially those who are vulnerable or have additional needs.
- Is an outstanding and enthusiastic classroom practitioner with a proven track record of raising standards for all, but especially children with additional needs.
- Is an excellent leader with a passion and commitment to improving the life chances of children.
- Has a proven ability to lead, inspire and motivate others.
- Has a strong commitment to well-being and mental health for pupils and staff.
- Has a track record of developing effective partnerships with staff, governors, parents and the wider community agencies in order to drive forward change and shape the future for our pupils with additional needs.

You will have the leadership qualities and drive to inspire and encourage staff and pupils to achieve their very best. You will have an innovative, inclusive approach to leadership and work closely with the Headteacher and Deputy Head.

We can offer:

- A team of skilled and committed staff who support inclusive practice
- A strong and innovative team of SENDCos working across the Trust
- Amazing pupils and supportive families
- Appropriate resources, environment and support
- An Innovative and collaborative organisation

Applications should be emailed to recruitment@nestschools.org no later than 12pm on 23 January 2025.

Letter from CEO



WELCOME

Dear Candidate,

Thank you for your interest in this role within Nexus Education Schools Trust.

This is a hugely exciting time for our schools as the Trust now includes:-

Beckenham/Bromley

**Alexandra Infant School
Alexandra Junior School
Balgowan Primary School
Bickley Primary School
Highfield Infants' School
Highfield Junior School
Pickhurst Infant Academy
Worsley Bridge Primary School**

NEST Nurseries

Orpington/Kent

**Farnborough Primary School
Marjorie McClure School
Manor Oak Primary School
Perry Hall Primary School
Joydens Wood Infant School
Joydens Wood Junior School**

Thames South Teaching School Hub

Lewisham/Southwark

**Childeric Primary School
Goose Green Primary School
John Donne Primary School
John Keats Primary School
Dog Kennel Hill Primary School
Rotherhithe Primary School**

All schools are judged to be good or outstanding, have strong leadership and provide a breadth of opportunities and excellent outcomes for all pupils. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across schools.

Nexus Education Schools Trust believe that all decisions and choices should be child centred.

We aim to:

- nurture every individual,
- provide excellent education opportunities and outcomes,
- enable all to succeed,
- transform the life opportunities and aspirations of our pupils, allowing them to be fulfilled individuals within an ever-changing world.

As an organisation we recognise that each school's community is different. We value this uniqueness and contribution in ensuring pupils have the best education and experiences. Each school is fundamental to the success of the organisation. We believe passionately that together we can make a greater difference; providing higher education outcomes and wider opportunities for our pupils as well as greater prospects for our staff and communities.

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,
- continuously develop their skills and pursue professional excellence and
- are committed to providing the highest standards and breadth of opportunity for all children.

I hope the pack encourages you to apply and look forward to receiving your application for the post.

Regards

Paula Farrow OBE
CEO
Nexus Education Schools Trust

Job Description

SENDCo / Inclusion Coordinator

Main purpose of the job:

- Manage, develop and maintain high-quality SEND / Inclusive provision.
- Have high aspirations for pupils with SEND.
- Assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.
- Be consistent in the delivery of all the school policies and practices.
- Observe and work with pupils in the classroom, to coach and train colleagues.
- Keep paperwork including records and policies, up to date and actioned, as appropriate.
- Meet with parents/carers to support SEND and pupils' healthcare.
- Liaise closely with other professionals and agencies to support the needs of the pupils.
- Monitor the quality of SEND support delivered both by teachers and teaching assistants.
- Support and maintain the SEND register of pupils.
- To lead on the application for, writing of and monitoring of Needs Assessments and EHCPs.
- Ensure that awareness of SEND issues is maintained across all staff.
- Be a role model for pupils through personal presentation and professional conduct.
- Perform particular duties in accordance with school procedures to ensure pupil safety.
- Model a determination to succeed and a positive attitude to your work.

Key responsibilities and tasks:

Shaping the Future

Lead the development of SEND Provision at Perry Hall, under the direction of the Headteacher.

Leading Learning and Teaching

- Exercise a key role in assisting colleagues with the strategic development of SEND policy / Provision.
- Review and adapt the curriculum plans in liaison with staff to meet the needs and aptitudes of SEND pupils.
- To ensure the curriculum is delivered with high standards that maximises achievement of SEND pupils whilst minimising all forms of education disadvantage.
- To lead and advise curriculum leaders in line with agreed school practice and new developments to ensure appropriate support for SEND pupils.
- Support all staff in understanding the needs of SEND pupils.
- Ensure the objectives to develop SEND are reflected in the School Improvement Plan.
- Monitor progress of objectives and targets for pupils with SEND and evaluate the effectiveness of teaching and learning.
- Analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement for pupils with SEND.
- Liaise with staff, parents, carers, external agencies and other schools to coordinate their contribution.
- Ensure provision of an environment where all pupils achieve their full potential and overcome any potential barriers to achievement or educational disadvantage based on class, gender, disability or ethnic origin.
- Regularly monitor the progress of pupils in the school and provide reports for parents, carers and governors.
- To have high expectations for all pupils' behaviour, built upon relationships, policies, rules and routines which are understood clearly by all staff.
- To work with colleagues to develop effective ways of bridging barriers to learning through
 - assessment of needs
 - monitoring of teaching quality and pupil achievement

- target setting, including IEPs
- using the Trusts assessment systems
- To collect and interpret specialist assessment data to inform practice.
- To undertake day-to-day coordination of SEND pupils' provisions through close liaison with staff, parents, carers and external agencies.
- To work with colleagues to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils.
- To consider the range of teaching strategies / equipment that could be utilised for pupils.

Leading and Managing

- To provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.
- To contribute to the appraisal process for identified staff.
- To advise on and contribute to the professional development of staff, including whole school INSET provision.
- To provide regular information to the Senior Leadership Team on the evaluation of SEND provision and the impact on improving outcomes.

Monitoring, Assessment, Planning and Tracking

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports.
- To oversee the writing and regular review and updating of Individual Education Plans.
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child.
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils.
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom.
- To use data generated by school assessments effectively to inform future pupil progress.
- To ensure that high standards of professional performance are established and maintained acknowledging excellence and challenging under performance at all levels.
- To ensure individual staff accountabilities are clearly defined, understood and agreed.
- Work with the Head of School, Executive Headteacher and Local Committee to enable them to meet their statutory responsibilities.

Strengthening Community

- To actively foster and maintain the multi-cultural ethos within the school and take account of the cultural needs of pupils from all the communities represented in the school.
- To support and influence policies for the pastoral care of pupils, building on existing good practice and taking account of pupil's differing social and cultural backgrounds.
- To promote good-behaviour among the school community in accordance with the discipline and antibullying policies of the school.
- To encourage pupils to have a clear understanding of values, self-discipline, self-respect, and respect for others.
- To ensure good behaviour is always maintained during the school day (including break times), when pupils are present on school premises and whenever pupils are engaged in authorised school activities on or off school premises.
- To work with the Local Committee and staff to strengthen and develop the ethos of the school, allowing this to influence and shape all areas of the school's work, and specifically for SEND pupils.
- To develop and encourage positive relations with parents and carers of SEND pupils.
- To liaise where appropriate with other schools and educational establishments, to share and/or adopt good practice.
- To support and assist pupils in making a successful transfer to secondary education.

Standard Duties in all Trust Job Descriptions

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in a safe environment and that our high standards of safeguarding are upheld.
- Participate in relevant and appropriate training and development as required.

Method of Working

NEST expects all staff to work effectively and co-operatively as part of a team, delivering high quality support. This requires dealing with people politely and tactfully and in accordance with NEST policies and procedures. NEST staff are expected to respect confidentiality and safeguarding practices at all times.

Considerable importance is attached to the public relations aspect of our work.

Full training and support will be given for the role.

Additional points:

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description may be subject to amendment or modification, should circumstances change, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your line manager. You may wish to be accompanied at this meeting by a representative of your Trade Union if you so wish.

General

Special Conditions of Service

This post is exempt from the Rehabilitation of Offenders Act (1974). The amendments to the Exceptions order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website. The central offices are based in a school and candidates are required to comply with Trust safeguarding and DBS procedures.

Policies and Procedures

Ensure, comply and be aware of all school policies and procedures in relation to all aspects of the school's management, teaching and learning.

Contacts and Relationships

Provide the specified standard and level of service that is expected, noting and passing on any shortfalls or potential improvements.

Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relations with pupils, parents/carers and colleagues.

Equalities

Ensure implementation of the school's equal opportunities policies and its statutory responsibility with regard to other individuals and service delivery.

Data Protection

Nexus Education Schools Trust (NEST) is committed to protecting your privacy when you apply for

a position with us. It is important to us that you can trust us to keep your information safe and to use it in ways that you will think are reasonable and ethical. NEST is the data controller for the information we hold about you, this means we control how your personal information is processed and for what purposes.

All staff are required to maintain confidentiality in relation to pupils, staff and parent information. For further information please refer to our Data Protection Policy <http://nestschools.org/nest-policies/>

This job description may be amended at any time after discussion with you.

Person Specification

The successful candidates will have:

Education and Training:

- Qualified Teacher Status
- Degree or Equivalent
- National award for SEN Coordination – or be prepared to complete this training
- Relevant further professional development

Relevant Experience:

- Substantial (four years plus) high quality experience of teaching across at least two Key Stages.
- A proven track record of successful leadership
- Excellent classroom teacher across all primary phases with a proven commitment to improving the quality of children's learning
- Knowledge and experience of relevant legislation - in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation
- Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child
- Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services
- Experience and knowledge of implementing a consistent behaviour policy.
- Experience of monitoring and assessing teaching and learning across the Primary phase
- Understanding the importance of using data to raise standards
- Experience in leading in SEND/ Inclusive provision – desirable
- Experience of leading on developing provision of more able children – desirable
- Experience of leading Performance Management – desirable
- Experience of Experience of inter-agency work -desirable

Knowledge and Skills:

- A good understanding of the Primary Curriculum and an understanding of children's development and the way that they learn across the Primary phase
- Knowledge of a wide range of effective teaching methods
- Knowledge of the SEND Code of Practice
- Ability to communicate effectively, both written and oral, with a wide range of people
- Commitment to the safeguarding and promoting the welfare of children and young people
- Knowledge and evidence of delivery of self-evaluation processes
- Ability to motivate and lead a team with sensitivity and energy
- Understanding of effective assessment in education and its use to promote the academic progression for pupils
- Skilled at managing change
- A commitment to promoting high expectations of pupil outcomes at all times
- Ability to foster excellent relationships with pupils
- Ability to promote inclusion, at all times.
- Demonstrate the ability to reflect on own practice to impact positively on children's learning
- Have excellent interpersonal skills
- To effectively organise and manage whole school resources
- Experience and understanding of ICT as a management tool
- Ability to foster links with local community and with other schools, locally, nationally and internationally
- Ability to develop and maintain good relationships with a range of stakeholders

Personal Qualities:

- Positive and optimistic.
- Sense of accountability.

- Good sense of humour.
- A constant drive for improvement.
- Ability to motivate colleagues and students.
- Excellence attendance record.
- Able to work in a professional manner as part of a team.
- Flexibility
- Ability to use own initiative
- Good organisation and time keeping skills

Application Process

Applications

Applications will only be accepted from candidates completing the Trust's Application Form.

Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. Your supporting statement should evidence your skills and experience against the requirements of the job description and person specification.

CVs will **NOT** be accepted in place of a completed Application Form.

Invite to Interview

After the closing date, short listing will be conducted by an interview panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

If you have been shortlisted, your references will be taken up and you will be asked to sign a self-disclosure form relating to disclosable cautions and convictions prior to interview. This post is exempt from the Rehabilitation of Offenders Act (1974). The amendments to the Exceptions order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

You will be selected for interview entirely on the contents of your application form, so please read the job description and person specification carefully before you complete your form.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.

Assessment Process

Applications will be assessed against the job description and person specification within the applicant brief. Successful applicants will be invited to the selection process.

We will use a variety of assessment tools during the assessment process, these may include:

- role-play
- presentations
- group exercises
- written exercises

Child Protection & Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

Throughout any recruitment process, Safeguarding and Child Protection are given a high priority. All interview panels include at least one member who has completed Safer Recruitment training within the last 3 years.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Keeping Children Safe in Education (2024)

As such, it is the duty of all who work for the Trust to:

- Ensure that a safe environment is provided for all children and young people to learn;
- Ensure all staff are capable of identifying children and young people who are suffering or likely to suffer significant harm; and
- Ensure all staff are willing to take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2024.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Please visit www.nestschools.org for the full policy.

Safer Recruitment & Pre-employment Checks

Nexus Education Schools Trust is committed to safeguarding children.

This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check which includes a Barred List check.

For individuals applying for leadership and management positions a S128 check will also be required. For individuals who have previously lived abroad, overseas checks will also need to be taken prior to commencing employment.

Keeping Children Safe in Education, paragraph 220 introduces a new duty to consider 'carrying out an online search as part of their due diligence on the shortlisted candidates'. Please be advised that we will carry out online searches of all shortlisted candidates and may request details of any social media handles.

New employees will not commence work until all relevant checks have been completed.

Standard Checks

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK;
- Documentary evidence of identity that will satisfy DBS requirements;
- Documentary proof of current name and address;
- Where appropriate any documentation evidencing change of name;
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies **will not** be accepted.

Enhanced Checks

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act (1974). The amendments to the Exceptions order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about any disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings.
- If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues;
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children – this may only be answered 'not applicable' where your duties have not brought you into contact with children or young people.

Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory Enhanced DBS Check;
- Verification of professional status such as QTS Status, NPQH (where required);
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period (where relevant);
- Where the successful candidate has worked, or been resident overseas for at least 12 months in the previous ten years, such checks and confirmations as may be required in accordance with statutory guidance including a statement of good conduct.

References & Verifications

We will seek references on shortlisted candidates for all positions and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from the application form, references or self-disclosure will be taken up at interview.