Winton Primary School

SENDco

Recruitment Pack

Ref: WIN/864

Closing date: Midnight, 05th October 2021

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Winton Primary School is situated on Killick Street, N1, in Kings Cross, within the London Borough of Islington. N1 9AZ

Winton

Letter from Head

Dear Candidate,

We are delighted that you are interested in working with us here at Winton Primary School, we are part of a local authority maintained federation called 'The Learning Quarter Partnership'.

We aspire to the following values:

- Representing our local community: its people, its culture, its history and future, its businesses big and small.
- Taking pleasure in our work: unlocking staff talents to unlock children's talents, giving authority and responsibility to individuals, offering no excuses, going the extra mile;
- Creating a proud identity, open to all those who want to take part and *play their part with passion*, becoming an ever-stronger force for good in the community;
- Getting the core academic and behavioural basics right, so we can explore and innovate our offer to keep staff and pupils stimulated;
- Being outward-looking, engaging with the emergent opportunities and challenges that present in our ever-changing London, United Kingdom, and wider world;
- Believing in better, and knowing how to deliver it.

To live these values, it is essential that member of staff at Winton Primary commits to giving the best of themselves every day, as this is what makes the defining difference in our school.
We have an energetic and dedicated team who nurture our pupils throughout their time with us, ensuring the highest possible academic outcomes and personal development for each and every child.
Every adult is a powerful role model and influencer for our pupils and we take this responsibility very seriously. To do this we provide the highest quality professional development opportunities for our staff, and support them to be outstanding in their roles. We have a positive and supportive culture and are committed to learning from each other to evolve and develop together.

We look forward to your application.
With very best wishes,
Claire Brown

CBrown

Headteacher

Winton

Advert

POST: SENDOco

Salary Grade Range:
Main Pay Scale (Spine Point 1-6) to Upper Pay Range (Spine Point 1-3) + SEN allowance
(Possibility for Leadership)

Actual Salary Range: £19,294 to £30,516 + SEN allowance £1362

Contract: Fixed Term (12 Months)

Working Hours: Part-time, (0.6fte) 19.5 hours per week

Availability: January 2022

Winton Primary school is a vibrant, multicultural school in the heart of London, close to Kings Cross Station. We are looking to appoint an experienced SENco, who can lead in ensuring the provision of pupils with SEND are managed efficiently and effectively, to join our dynamic teaching team.

QTS is essential with considerable teaching experience.

Our SENDCo will be:

- A teacher who is able to work well as a member of the Leadership Team and support the Strategic Direction and Development of SEND Provision
- An outstanding SENDco committed to improving the coordination of special educational needs, policy and supporting the individual needs of children and young people
- Have excellent knowledge of child development and an enthusiasm for best practice
- A reflective and resourceful practitioner who is committed to continuous development, strives to improve best practice to a high standard
- A confident and solution focused SENDco who is accomplished and dedicated

The successful candidate will have the opportunity to:

- Work in a positive and exciting school: unlocking teacher talents to unlock children's talents, giving authority and responsibility to individuals, going the extra mile
- Work in a school that gets the core academic and behavioural basics right, so it can explore and innovate its offer to keep teachers and pupils stimulated
- A place with a proud identity, open to all those want to take part - and play their part with passion -becoming an ever-stronger force for good in the community

Visits to the school are encouraged and can be organised by contacting The Headteacher Claire Brown on 020 7837 6096
Please visit our website **www.wintonprimaryschool.com** for more information about the school.

To apply, please follow go to **http://jobs.islington.gov.uk/disciplines**. If you need any assistance, please email School's Recruitment Team at school recruitment@islington.gov.uk quoting reference number **WIN/864**.
Closing Date for applications: **Midnight, Tuesday 05th October 2021**

Winton School is committed to safeguarding the welfare of young people and expects all staff and volunteers to share this commitment. All appointments are subject to enhanced DBS checks and excellent references. Also, this post comes under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required

Winton

Job Description

POST TITLE: Special Educational & Disabilities (SENDco)
Salary Grade-: Main Scale- Upper Pay Range
Department: School
Responsible to: Head Teacher
Special Duties: The SENDCo will oversee a team which includes: • Teaching Support Staff • Admin. Assistant (SEND)

CORE PURPOSE OF THE POST

The SENDCo has an important role to play with the Senior Leadership Team and Governing Body, in determining the strategic development of SEND & inclusion policies and provision in the schools. The key task of the SENDCo is to ensure that the provision for pupils with SEND are both efficiently and effectively managed. The range of responsibilities delegated to the SENCo with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEND in line with the Code of Practice.

The SENDCo, with the support of the Senior Leadership Team and Governing Body, takes responsibility for the day-to-day operation of the federation's SEND and inclusion policies. The SENDCo provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCo is aware of the provision in the Local Offer and works with professionals to provide a support role to families to ensure that children with SEND receive appropriate support and high-quality teaching. Through the effective use of resources the SENDCo brings about improved standards of achievement of all pupils.

Main Responsibilities

- Strategic direction and development of SEND provision;
- Teaching and learning provision for pupils with SEND;
- Leading and managing staff;
- Efficient and effective deployment of staff and resources.

Strategic Direction and Development of SEND Provision

- Oversee the day-to-day operation of the federation's SEND and inclusion policies;
- Coordinate provision for children with SEND and other groups;
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning;

- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed;

- Ensure that the objectives of the SEND policies are reflected in the federation improvement plan;

- Liaise with and coordinate the contribution of external agencies;

- Up-to-date knowledge of national and local research and initiatives which may impact upon policy and practice;

- Work with the Headteacher and Governing Body to ensure the federation meets its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements.

Progress and Achievement of Students

- Assess and review children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review;

- Analyse data to identify trends;

- Collect and interpret specialist assessment data gathered on pupils and use to inform practice;

- Where a pupil is not making adequate progress, collaborate with teachers and parents on problem solving, planning support and teaching strategies for individual pupils;

- Play an active role in Pupil Progress Meetings;

- Liaise with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.

Teaching and Learning

- Ensure the teaching and learning and other relevant policies promote inclusion of pupils with SEND;
- Lead INSET regularly and where appropriate;
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice;
- Work with pupils, class teachers, subject and phase leaders to ensure the curriculum, teaching and learning environment promotes high expectations and matches SEND needs;
- Support developments and initiatives to improve standards across the curriculum;
- Oversee and monitor the quality of Provision Maps and maintain detailed information for subsequent meetings with parents;
- Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets set in Provision Maps;
- Review Provision Map targets in line with federation policies with parents, children, teachers and agree and communicate new targets;
- Lead the Annual Review meetings for pupils with Education, Health and Care Plans;
- Lead and oversee Interventions for groups of pupils;
- Support the Headteacher in meeting statutory responsibilities for SEND statements and their Annual Review;
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent and voluntary bodies;

- Lead 'Team Around the Child' meetings for pupils with SEND as and when required.

Leadership and Management

- Lead the strategic vision for SENDCo and be instrumental in planning for continual improvement;

- Promote an atmosphere of inclusion and share good practice with colleagues;

- Advise on a graduated approach to providing SEND support;

- Advise on the federation's delegated budget and other resources to meet the pupils' needs effectively;

- Liaise with parents of children with SEND;

- Contribute to the federation development plan;

- Support the professional development of all staff, including newly qualified teacher, initial teacher training students and support staff;

- As directed by the Senior Leadership Team, manage effectively all staff connected with inclusion;

- Identify the training needs of staff and organise/coordinate INSET to be delivered by other professionals;

- Disseminate procedural information such as recommendations of the Code of Practice or the federation's own SEND policies;

- Ensure the establishment of opportunities for teaching support staff to review the needs, progress and targets of pupils with learning difficulties;

- Provide regular information to the Headteacher, governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.

Key Organisational Objectives

The postholder will contribute to the federation's objectives in service delivery by:

- Enactment of Health & Safety requirements and initiatives as directed;
- Ensuring compliance with Data Protection legislation;
- At all times operating within the federation's Equal Opportunities framework;
- Commitment and contribution to improving standards for pupils as appropriate;
- Acknowledging customer care and quality initiatives;
- Contributing to the maintenance of a caring and stimulating environment for pupils.

The postholder may be required to work outside of normal school hours on occasion (e.g. to attend full Governing Body and/or Committee Meetings, etc.) with due notice.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities policies;

To be fully aware of and understand the duties and responsibilities arising from the Children Act, Keeping Children Safe Education and Working Together to Safeguard Children as this applies to the worker's role within the organisation;

To also be fully aware of the principles of safeguarding;

To ensure that the worker's line manager is made aware and kept fully informed of any concerns, which the worker may have in relation to safeguarding and/or child protection.

Safeguarding and Promoting the Welfare of Children

- Undergoes the necessary training and collaborative working with the Designated Safeguarding Lead (DSL) so as to be able to deputise effectively in their absence;
- Substantial knowledge and effective experiences of current legislation and addressing the safeguarding issues;
- Ensures a safe and supportive federation culture and environment;
- Ensures the welfare of children is safeguarded and promoted in line with current best practice and LA advice;
- Identifies key features of staff recruitment that help deter or prevent the appointment of unsuitable people;
- In partnership with the DSL, develops and introduces policies and practices that minimise opportunities for poor safeguarding practice or abuse, ensure its prompt reporting if allegations or disclosures arise.

Date of issue: **Signature of Post holder:**

Carry out such other duties as are required and as are commensurate with the grade of the post.

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Job Specification

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

Person Specification - Special Educational Needs and Disabilities		
	Essential	**Desirable**
Qualifications	Qualified Teacher Status The SENDCo will have completed, be in the process of completing or willing to complete 'The National SENCo Award' if they are new to the role since 2009.	Evidence of continuous INSET with particular reference to SEND
Experience	The SENDCo should have experience of: • Teaching Early Years, KS1 and 2 • Qualified teacher with at least four years' experience in the primary sector • Evidence of continuing professional development • Evidence of working productively with colleagues in primary schools • Experience of leading a team of teachers on the curriculum initiative • Experience of budget management • Experience of training other teachers • Experience of setting targets and monitoring, evaluating and recording progress	In addition, the SENDCo might have experience of teaching the whole primary age range dealing with a range of SEND
Knowledge and Understanding	The SENDCo should have knowledge and understanding of: • Strategies for meeting needs of pupils with SEND in a mixed ability class situation	In addition the SENDCo might have knowledge and understanding of: • Using comparative information about attainment • The funding support mechanism for SEND

	• The Code of Conduct and its practical application • The EHCP process and the evidence needed • Behaviour management techniques for groups and individuals • Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills • Good understanding of factors promoting effective transfer of learners from one phase of education to the next • Good understanding of the principles behind school improvement including improvement planning, monitoring, review and evaluation of progress	• The roles and responsibilities of educational psychologists and of learning and behaviour support services • Pastoral support plans • An understanding of the broader secondary and primary context and Government initiatives to raise achievement • Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress • Knowledge and understanding to support EAL children
Skills	The SENDCo will be able to: • Empathise with the difficulties of some pupils in accepting the curriculum • Raise progress and achievement of key groups • Ensure interventions reflect the individual needs of the child • Raise the standard of intervention led by support staff for pupils with SEND • Impact measure all interventions led by support staff and specialist staff • Work with the class teacher, support staff and Senior Leadership Team to raise the progress and achievement of key groups • Organise and sustain systematic support from a variety of providers for a range of learning needs	• Confident in the use of information and communication technology. • Good influencing and negotiation skills.

	• Manage the coordination of teaching support staff working with SEND pupils • Advise and motivate teaching staff with initiatives • Present clearly a wide range of specialised information to both educationalists and non-educationalists • Make consistent judgements based on careful analysis of available evidence • Excellent classroom practitioner • Good communication skills, both written and oral • Good presentation skills with the ability to enthuse and motivate others • Good organisation skills	
Personal Characteristics	• Willingness to share expertise, skills and knowledge • Sensitivity to the aspirations, needs and self-esteem of others • Commitment to team working • Willingness to address challenging issues with clarity of purpose and diplomacy	• Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays.

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Details of the Selection Process

Application deadline

Completed application forms must be completed online by **Midnight, Tuesday**

05th September 2021. Please note late applications will not be accepted.

Apply Online at http://jobs.islington.gov.uk/disciplines

Job reference: WIN/864

Please note that application forms should not be returned to the school.

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the criteria identified in the selection criteria.

Visits

Visits to the school are encouraged and can be organised by contacting The Headteacher Claire Brown on 020 7837 6096 (between Monday 06th- Wednesday 08th September 2021).

Selection procedure

Candidates will be notified immediately after shortlisting has taken place

Please note that shortlisted candidates will be given more details.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required.

The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

Winton

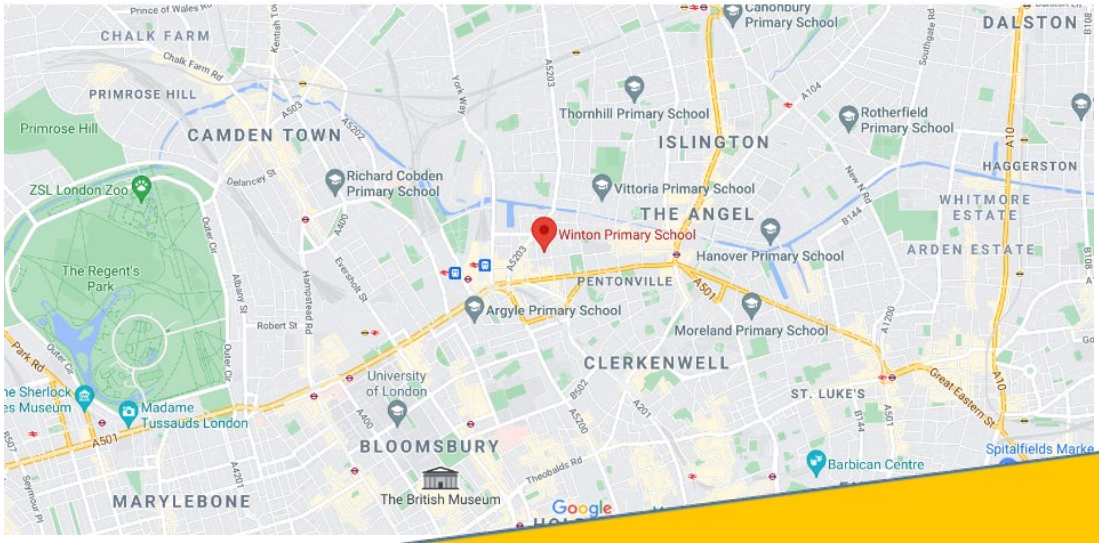
Information about the School

Winton Primary School is a vibrant and stimulating place to learn in the heart of London. Our school provides a safe and friendly environment , ensuring every child at Winton gets the best possible start and opportunity to find their path in life.
All children learn through an exciting curriculum with an international dimension that reflects the diverse nature of our community. The curriculum seeks to inspire children as confident and independent learners.
Early years
Our outstanding facilities and learning environments fully encourage early literacy and numeracy skills as well as developing a love of learning in children.

Community
Our wider school community is valuable to us and everyone in it plays an important part in the education of our pupils. Working together we ensure that every child gets the best possible start in life.
We are committed to raising standards whilst also ensuring we provide an exciting, challenging and enjoyable curriculum for our children.

We can offer:

- A strong, committed team of staff;
- Fantastic children who want to learn;
- Dedication and a sense of humour.



Please visit our website
for more information:
www.wintonprimaryschool.com
Click here for Virtual Tour.
https://youtu.be/RM8VF2f2bU0