

SENDCo

MPS/UPS with TLR 2a

Permanent Post



Creating future leaders who are kind,
confident and successful

Welcome to Newby!

Dear Candidate,

Welcome to Newby and thank you for your interest in this exciting position at our school. This post would be non class based in the first instance.

Our school vision, 'Creating future leaders who are kind, confident and successful,' applies to everybody at Newby. It reflects our passionate commitment to learning and the recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents and the local community. We believe our approach will inspire a love of learning and unlock the potential that lies within all of our children. Our ambition is to prepare them to be kind, confident and successful citizens both now and in the future.

The same principles also apply to our staff. We believe truly in Richard Branson's ethos of 'training people so they are so skilled they could move on but treating them so well they don't want to.'



We are a happy school looking for 'can do' people who believe in going the extra mile, and who have a growth mindset and are excited by the opportunity to continuously explore and develop. We believe we are creating a culture of curiosity which leads to an open, innovation-friendly environment where the whole team contribute effectively to our school's success.

If the above sounds like something you'd like to commit to and is a context where you feel you could grow, we may well be the school for you.

Gareth Baterip

Proud Headteacher of Newby Primary School

About Newby!

Newby is a two-form entry Primary School, with a 39 place morning nursery, catering for children aged from three to eleven.

The school is in West Bowling, one mile south of Bradford City Centre, and ten minutes from the M606, giving easy links to the M62. Unlike many inner-city schools, Newby has a settled population. 93% of our children stay with us from Reception until Year 6. Our families are ambitious, upwardly mobile and caring members of society.

The school was rebuilt in 1985 and has had several improvements and additions since then. We are unusual in that many of our classrooms remain 'open-plan' and we are in the process of developing our environment.



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We pride ourselves on providing a warm, welcoming and modern environment for our community.

In addition to our main school building, we have a separate Sports Hall, designated library and training space, a multi-use games area, and two separate blocks comprising our Resource Provision classroom and soon to be 'Community Venue' in our School House. These facilities result in us being able to offer a broad range of activities and events across the school year.

Please look at our school website to really get a flavour of our unique and special school.

www.newbyprimary.co.uk



Teaching at Newby

What makes us different?



Every school will tell you that it is unique—and there is a lot of truth in that—but we've tried to list the things that we do differently at Newby.

To truly appreciate it we would welcome you to come and visit to see for yourself.

The Environment:

We believe passionately in the importance of a purposeful, calm and inviting environment. We are developing our classrooms so that they reflect our pedagogical approach.

Curriculum:

We have an innovative and bespoke curriculum led by the newly introduced 'Curriculum Leadership Team'. Subjects are organised under 'Big Questions' which provoke debate and discussion and allow children to tussle with some important concepts.

Children's work is culminated in 'Beautiful Work Books' as a means of expressing what they have learnt and not what they have 'done.'

We know that our children learn best through experiential learning, so we bring the curriculum to life through trips out of school and visitors coming into school. We are passionate believers of Sustained Shared Thinking and have fully embedded this into our EYFS & KS1 practice, with plans in place to further extend this into KS2.





Staff Development:

We use coaching at the heart of our work together. Our CPD addresses both pedagogical and subject pedagogical development and is always underpinned by research. Formal observations have been replaced with coaching opportunities where every teacher takes control of their own development.

Teachers have the time to focus on 'honing their skills.' Subject leadership of all subjects is recognised with a TLR and is not a UPS expectation. We feel it is important all staff have the opportunity to grow and develop as classroom practitioners, using research to 'test' and embed the strategies which have the biggest impact on learning.

Team work:

We see working together as a team as a real strength. Each year group consists of a shared open plan learning space with separate class spaces. Year group teams comprise of two class teachers and support staff. This enables a flexible and responsive approach to teaching. Each year group team takes PPA time together. This enables a collective responsibility for learning across the year group with collaborative lesson planning and shared resources being the norm.



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Job Description/Person Specification

PRIME OBJECTIVES OF THE POST:

As a Primary school teacher you will strive to be an excellent classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school/specific key stages and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards within your specialist subject area/ across the curriculum.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

In addition, the role of SENDCo requires you to undertake the roles and duties as set out in the Code of Practice documents.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for students
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

RESPONSIBILITIES:

TEACHING:

- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.

WHOLE SCHOOL ORGANISATION AND STRATEGY:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

MANAGEMENT OF STAFF AND RESOURCES:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and newly qualified teachers (ECTs).
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

COMMUNICATION:

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

PROFESSIONAL DEVELOPMENT:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Special Educational Needs Co-ordinator (SENCO) Job Role :

Strategic development of the school's Special Educational Needs (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.

Areas of responsibility and key tasks:

- Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND.
- Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.
- Support all staff in understanding the needs of SEND pupils.
- Support departmental developments of SEND provision.
- Monitor progress towards targets for pupils with SEN.
- Analyse and interpret relevant school, local and national data.
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND.
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - Provision Maps - 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 head teacher, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.

Leading and managing

- provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings;
- lead on the performance management process for SEND teachers and Support Assistants;
- advise on and contribute to the professional development of staff, including whole school INSET provision;
- provide regular information to the head teacher and governing body on the evaluation of SEND provision. Effective deployment of staff and resources
- 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 eg. Educational Psychologist, SALT etc.
- Co-ordinate all Annual Reviews and reviews of Individual Education Plans where appropriate and attend / chair when necessary.
- Exercise a key role in assisting the headteacher and governors with the strategic development of SEND policy / provision.

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> • Proven record of success as a Classroom Teacher (E) • An understanding and demonstration of barriers to learning and how those may be overcome (E) • Experience of managing student performance and intervention strategies to raise performance (E) • Teaching experience across the Primary Phase in at least two key stages (D) • Experience of safeguarding and additional educational needs (E) • Experience of working alongside employer partners to achieve learning objectives (D) • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level (E) • Experience of using research/ conducting research to improve standards of education (D) • Involvement in self evaluation and development planning (D) • Experience of leading Staff INSET / Training (D) • Experience of managing and deploying support staff (D)
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • Honours degree or equivalent in relevant subject (E) • Qualified Teacher Status (E) • Professional qualification or relevant experience (D) • NASENCo—National Award for SENCO (or willingness to complete) (E)
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Ability to communicate effectively with a range of internal and external stakeholders (E) • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. (E) • Sound knowledge of the SEND Code of Practice (E) • Understanding of what makes 'quality first' teaching, and of effective intervention strategies (D) • Ability to plan and evaluate interventions (D) • Data analysis skills, and the ability to use data to inform provision planning • Ability to action plan and contribute to the whole School Development Plan (SDP) (D)
Personal Qualities	<ul style="list-style-type: none"> • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Commitment to supporting all school policies • Commitment to ensuring equal opportunities and securing good progress for pupils with SEND.

How to apply

If you would like to visit our school, please contact the school office and speak to Linda Bristow (Office Manager) on 01274 772208. We can then arrange an appointment.

We would be delighted to welcome you, show you around school and answer any question you may have.

If you wish to apply for this post:

- ⇒ Please complete the application form online outlining how you meet the criteria on the job description and person specification.
- ⇒ Supplement your application with a letter of no longer than 2 sides of A4.
- ⇒ Your letter of application should outline your reasons for applying for the post at Newby and give an indication of what you can offer our school.
- ⇒ References will be sought for shortlisted candidates prior to the interview date.
- ⇒ Successful candidates are subject to an enhanced Disclosure check from the Disclosure and Barring Service.
- ⇒ Hard copies of your application can be sent for the attention of the Headteacher, Newby Primary School, Ryan Street, Bradford, BD5 7DQ



Key Dates:

Closing date: Thursday 9th January

Shortlisting: Friday 10th January

Interview Date: Wednesday 15th and Thursday 16th January