

Candidate Briefing Pack

SENDCo – Nuneaton Academy



Dear applicant,

Who can know the limits of any child's potential?

All of us at Nuneaton Academy firmly believe that every child is a special individual, capable of extraordinary things and deserving of an excellent education. Nuneaton Academy will become a beacon of educational excellence, unwavering in its commitment to nurturing young minds and bringing out 'the best in everyone.' Working with us means **being part of one of the most transformational school improvement journeys in the country**. We foster a respectful culture, where kindness and courtesy are the cornerstone of every interaction. We are resolute, looking for people who exhibit unwavering dedication to the growth and success of our students; showing determination through hard work.

"Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has." - Margaret Mead

United Learning is an exciting organisation to work for; there is a real focus on developing people and empowering innovation where staff are appreciated and celebrated. A key benefit of being part of United Learning is to have the support of colleagues across the wider group and ample opportunities to network; we recognise the powerful impact that collaboration and partnership have on colleagues. Our central, regional and cluster teams ensure that technology, finance, HR, and data support is provided more effectively and efficiently than would otherwise be possible, so that school leaders can focus on educational leadership. United Learning is an inclusive employer and is committed to creating and sustaining a more ethnically diverse workforce. Therefore, we would very much welcome applications from professionals of all backgrounds who share our commitment but especially those of minority ethnic origin.

If you are looking for an exciting, challenging and highly rewarding role that offers a strong commitment to professional development and well-being we encourage you to apply. We welcome the opportunity for prospective applicants to visit us and we invite you to get in touch with any questions you may have ahead of submitting your application.

Thank you so much for considering a post with us.

We look forward to hearing from you.

Mark Dalton
Principal
Nuneaton Academy

The School

We firmly believe that every child deserves an exceptional education that prepares them for a fulfilling future. Together, we will create an inclusive, supportive, and stimulating learning environment that empowers our pupils to achieve excellence. Our Nuneaton Norms serve as the foundational principles of student culture and guide our transformative journey at Nuneaton Academy.

We are RESPECTFUL, showing kindness and courtesy at all times.

At Nuneaton academy, we believe that a respectful and kind environment is essential for fostering positive relationships and creating a supportive atmosphere. We encourage our students to embody kindness and courtesy in all interactions. Treating one another with respect not only nurtures strong bonds within our school family but also prepares our students to thrive in a diverse and interconnected world.

We are RESPONSIVE, following instructions right away, without question.

We instil in our students the importance of embracing challenges head-on and following instructions promptly. This willingness to be accountable not only empowers them to excel academically but also nurtures the essential life skill of adaptability. By embracing instruction with enthusiasm, our students are better equipped to navigate the complexities of their educational journey and beyond.

We are RESOLUTE, showing determination through hard work.

Determination is the driving force behind achievement. We encourage our students to approach their studies and extracurricular activities with unwavering resolve. Through hard work, dedication, and a commitment to continuous improvement, our students learn the value of perseverance. This resolute attitude not only shapes their academic outcomes but also paves the way for lifelong success.

About United Learning

More Pay – More Time – More support

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We uniquely comprise schools in both the state and the independent sectors and currently educate over 60,000 students and employ over 9,000 members of staff.

The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interactions between independent and state schools in the country; creating benefits for all the schools involved whilst respecting both traditions and learning from each other.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies. To find out more about United Learning, please visit the website: www.unitedlearning.org.uk



More pay

- We pay an average of 5% above national scales – the best rates of pay in the sector.
- We offer starting salaries of £39,500 in Inner London, and £32,850 nationally.
- We offer a health cash plan giving you money towards essential medical treatment.
- Our staff discount scheme saves you money on supermarket shopping, gym memberships, holidays and more.



More time

- All our academies start every term with an additional INSET day set aside for your own planning (in addition to the usual five INSET days - giving you eight in total).
- At least one guaranteed paid personal day each year, to use as you want.
- We offer opportunities for flexible working.



More support

- We provide high quality training and development for every stage in your career.
- Every teacher benefits from a bespoke development plan to support your progression and aspirations.
- We give you access to a high-quality curriculum with excellent resources.
- Benefit from support from expert subject advice.
- Access to a comprehensive wellbeing programme, providing support with issues from legal and financial to family and housing; access to free counselling; and other wellbeing support.

Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as 'the best in everyone' underpinned by our core values:

AMBITION – to achieve the best for ourselves and others.

CONFIDENCE – to have the courage of our convictions and to take risks in the right cause.

CREATIVITY – to imagine possibilities and make them real.

RESPECT – for ourselves and others in all that we do.

ENTHUSIASM – to seek opportunity, find what is good and pursue talents and interests.

DETERMINATION – to overcome obstacles and achieve success.

Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

- **THE BEST FROM EVERYONE**
- **POWERFUL KNOWLEDGE**
- **EDUCATION WITH CHARACTER**
- **LEADERSHIP IN EVERY ROLE**

Continuing Professional Development

Our staff are one of our most important assets, we are passionate about supporting our staff, bringing out 'the best from everyone'. You will work closely with your Executive Business Manager to set personal and meaningful development objectives and you will receive all support possible to achieve and surpass these objectives. You will also have the benefit of accessing a range of internal and external staff networks.

Benefits

- Perkbox - access to resources such as a discounted shopping platform and wellness hub including discounted gym membership
- Access to a dedicated employee assistance counselling and advice line
- Westfield Health cash plan – claim the cost back on health services such as physio, dental treatments and optical services (eligible after 6 months service)
- Cycle to work scheme
- Car lease scheme
- LGPS Pension

Job Title: SENDCo

Location: Nuneaton Academy

Salary: Leadership Pay Range, based on experience

Reporting to: AP SEND

Job Type: Full-time, Permanent **Start**

date: ASAP

Job Purpose:

- To support in leading and coordinating the Special Educational Needs team
- The key task of the SENCO is to ensure that Special Educational Needs (SEN) provision is both efficiently and effectively managed.
- Ensure all legal and statutory requirements are met for pupils with SEN.
- To maintain excellent records
- To address matters that arise skillfully and promptly
- To engage with parents to build and maintain positive relationships
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.
- To contribute to raising attendance.
- To identify barriers and work with pupils and their families to remove these barriers
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth.

Safeguarding

- To uphold the academy's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners.

Responsibilities and Tasks

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.

SEND

- The SENCO takes responsibility for the day-to-day operation of provision made for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to good progress for all pupils.
- Ensuring compliance with the SEND code of practice.
- Strategic direction and development of SEN provision including:
 - Wave 1 Teaching and Learning
 - Development and implementation of wave 2 and 3 interventions.
 - Leading and managing the SEND staff team
 - Efficient and effective deployment of staff and resources
 - Ensure effective systems of communication, including feedback about pupils' learning to inform future planning
 - Quality Assurance of SEN support to meet the needs of pupils
 - Ensure that the objectives of the SEN policy are reflected in the improvement plan. Liaise with and coordinate the contribution of external agencies



- Up to date knowledge of National and local initiatives which may impact upon policy and practice.
- Leading on Annual Reviews
- Ensure that access arrangements are in place for pupils who require these for examinations.
- The screening of all pupils at significant entry points, including in year and managed move entries
- The assessment of individual pupils when subject teachers have registered concerns
- Encouraging all staff to report their concerns to the SENCO on the concerns form
- Completing more in-depth assessments where necessary
- Monitor and evaluate assessment data in SEND to identify trends in pupil performance and progress, and issues for development.
- Continuously review provision in SEND against performance targets and value for money.
- Monitor planning, curriculum delivery and implementation of schemes of learning.
- Analyse and interpret relevant data, research and inspection evidence to inform provision and seek improvement where necessary.
- Ensure that own teaching is an example of best practice for other staff.
- Support the Principal in ensuring that Academy policies within SEND are followed by staff.
- Monitor and evaluate the impact of the implementation of the SEND strategy.
- Identify good practice, areas for development and strategies for sharing and support.

Planning, Teaching and Class Management

- Teach allocated pupils by planning their teaching to achieve progression of learning through:
 - Identifying clear teaching objectives and specifying how they will be taught and assessed
 - Setting tasks which challenge students and ensure high levels of interest
 - Setting appropriate and demanding expectations
 - Setting clear targets, building on prior attainment
- Be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other individual needs
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensuring coverage in programs of study
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the academy's procedures and encouraging good practice regarding punctuality, behaviour, standards of work and homework
- Manage pupils' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the academy's behaviour policy
- Using a variety of teaching methods to:
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - Use effective questioning, listen carefully to pupils and give attention to errors and misconceptions
 - Select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching skills critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Liaise with the subject Leader to ensure the implementation of department policy and best practice.

Monitoring, Assessment, Recording, Reporting

Plan teaching based upon thorough monitoring and rigorous assessment through:

- Assessing how well learning objectives have been achieved and using them to improve specific





aspects of teaching

- Marking and monitoring pupils' work and setting targets for progress
- Assessing and recording pupils' progress systematically and keeping records to check work is understood and completed, monitoring strengths and weaknesses, to inform planning and assess the level at which the pupils are achieving
- Undertaking assessment of students as requested by examination bodies, departmental and academy procedures
- Preparing and presenting informative reports to parents
- Undertaking assessment of pupils and participating in the academy's system reporting to parents.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Always operate within the stated policies and practices of the academy.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every pupil the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to supporting every pupil.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy and pupils.
- Contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy.
- Take part in marketing and liaison activities such as Open Evenings and Progress Evenings.
- Take responsibility for own professional development and duties in relation to academy policies and practices.
- Liaise effectively with parents.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- To fully subscribe to the Academy ethos of our Nuneaton Norms, being Respectful, Responsive and Resolute always.
- Support and contribute to the academy's responsibility for safeguarding pupils.
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, pupils and visitors.
- Work within the academy's policies to promote equality of opportunity for all pupils and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues.
- Engage actively in the performance review process.
- Adhere to academy policies, procedures and core values as set out in the documentation available to all staff.

Person Specification

	Criteria	Assessment Basis
Qualifications:	<p>Essential</p> <ul style="list-style-type: none"> • Degree QTS • SENCO Qualification or equivalent experience. <p>Desirable</p> <ul style="list-style-type: none"> • Leadership or management qualification (eg NPQSL) 	Application
Professional Experience & Understanding:	<p>All Essential</p> <p>Understanding of:</p> <ul style="list-style-type: none"> • SEND Code of Practice • SEND in secondary setting • School improvement • Accountability • Curriculum • Experience: • At least 2 years' experience of a SENCO/senior role in a secondary setting • Successful teaching as demonstrated in student outcomes • Leadership of CPD • Working with governors • Pastoral responsibilities 	Application and Interview
Professional Abilities:	<p>All Essential</p> <ul style="list-style-type: none"> • Ability to think strategically • Ability to manage teams • Ability to communicate effectively to a variety of audiences • Ability to persuade and influence • Ability to communicate complex ideas simply to a wide range of audiences • Ability to manage effectively • Ability to plan effectively • Ability to evaluate • Ability to provide comprehensive reports • Ability to manage time effectively and meet deadlines 	Application, Interview and Reference
Personal Qualities:	<p>All Essential</p> <ul style="list-style-type: none"> • Honesty and Integrity • High personal credibility • Passion to serve the community • Flexibility • Resilience • Embracing of accountability • Commitment to making a difference 	Interview and Reference

