

SENDCo
Parkland Federation
Parkland Infant School & Parkland Junior School
Information

CONTENTS

Welcome	3
Job Description	4
Person Specification	7
Working For Parkland Federation	8
How to find us	8
Overview of The Parkland Federation	9
Application Process	10
Overview of Swale Academies Trust	12



Welcome

Welcome to The Parkland Federation in Eastbourne

A very warm welcome from The Team at Parkland. You will find our two schools nestled in the heart of Eastbourne, which is situated on the South East Coast of England. Eastbourne is well known for its Victorian Seafront, 19th-century Pier, our 1930s Bandstand and The Redoubt Fortress, built during the Napoleonic Wars and home to a military museum. The town itself is brimming with culture, including The Towner Art Gallery, multiple theatres and a diverse range of restaurants. We are also famed for the tall chalk cliffs of Beachy Head and its striped lighthouse, built in 1902. The town is awash with parks and walks and also boasts a harbor as well as a variety of gyms and pools for keep fit fans. The schools themselves are a 5 minute walk from Hampton Park Train Station which has fast links to London and Brighton.

At Parkland, we pride ourselves in being one of the most unique schools in town. Our motto 'Aim high, work hard, Dream BIG' means there are no limits to any child's potential. Our school grounds include a large playing field, two playgrounds, a duck ponds, a computing suite and a Thrive unit to support children's emotional development. We have a vegetable patch and herb gardens to support children's understanding of sustainability and keep ducks and chickens which we hatch ourselves – one of many awe inspiring aspects of our curriculum. We also have a bee hive, which adds an exciting dimension to learning. There is a llama paddock on site which is home to two llamas who work with the children on a daily basis. We have a strong team of Pastoral experts, including a School counsellor, a Play Therapist and a Mental Health Practitioner. Together they offer a holistic approach to pupil well-being. We also offer Pet Therapy and hold the Green Flag Award for our work on the environment.

The teaching team at Parkland is highly passionate about all aspect of learning. Each subject is led by in house experts and the curriculum has been developed by school staff to ensure it is bespoke for the pupils who attend here. The curriculum celebrates diversity, educates about a multitude of cultures and promotes equality at every opportunity. Professional Development is strong for those at the early stages of their career and we promote within our team the believe that education is lifelong. Teachers at Parkland are at the forefront of developments within Education and ensure they prepare pupils well for an ever evolving future.

I would like to thank you for your interest in our schools and look forward to meeting you soon.

Yours sincerely,



Sally Simpson
Headteacher

Job Description

Job Title: SENDCo
Grade: MPS/UPS
Responsible to: Headteacher/Head of School

Purpose of the Job:

GENERAL PROFESSIONAL DUTIES

The current School Teachers' Pay and Conditions Document describes the general professional duties which teachers are expected to undertake in the course of their employment.

PARTICULAR DUTIES

Teachers are also expected to perform particular duties as may reasonably be assigned to them by the Headteacher.

For the purpose of this general job description these particular duties are:

Curriculum:

- To plan and prepare courses.
- To continuously review teaching methods, schemes of work and resources as necessary.
- To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
- To participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Professional Development etc.

- To participate in any arrangement within an agreed national framework for the performance management of performance and that of other teachers.
- To participate in arrangements for further training and professional development as a teacher.
- To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and newly qualified teachers.
- To co-ordinate or manage the work of other teachers as appropriate.
- To manage or supervise support staff as necessary.

Pupils:

- To plan and prepare lessons.
- To teach pupils assigned, including setting and prompt marking of work carried out by pupils in school or elsewhere.
- To set relevant and sufficient homework, according to the homework timetable, and to ensure prompt marking of the homework.
- To assess, record and report on the development, progress and attainment of pupils, according to departmental and whole-school policies.
- To participate in the arrangements for preparing pupils for public examinations. To assess pupils for the examinations and record and report these assessments.
- To promote the general progress and wellbeing of individual pupils and of any class or group assigned.
- To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.
- To make records of, and reports on, the personal and social needs of pupils.
- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and / or groups of pupils.

Job Description

- To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- To attend assemblies and to supervise class while in assembly, unless the teacher wishes to opt out of any religious aspect of assembly where this is against their beliefs.
- To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- To provide, as a Teacher, the individual contact, knowledge and support for pupils within the allocated class/group and to liaise with parents and other staff accordingly, as appropriate.
- To contribute to the personal and social education of pupils generally and specifically through the teaching of the PSE programme to the class/group.
- To support all colleagues in ensuring that high standards of uniform and behaviour are maintained within the school.
- To work with other colleagues to ensure that there is a consistent approach in ensuring pupils abide by the school's code of conduct and the same consistency in dealing with pupils who do not conform to school rules.
- To make relevant records and reports as necessary.

Parents and the wider community:

- To communicate and consult with the parents of pupils when required.
- To communicate and co-operate with other persons and outside agencies as required.
- To participate in meetings arranged for any of the purposes described above.
- To foster good relationships with parents.

Resources and Accommodation

- To take responsibility for the care of resources, accommodation and fabric of the school, particularly when pupils are present.
- To allocate, as appropriate, equipment and materials in connection with his/her teaching.

Policies and Staff Handbook

- To ensure that all departmental and school policies are understood and complied with.
- To ensure that s/he has read and understands the contents of the Staff handbook and complies with all the requirements detailed in the handbook.

Administration

- To participate in administrative and organisational tasks related to the above duties.

Health and Safety

- To accept responsibility for your own safety – as well as that of the pupils and colleagues with whom you work.
- To undertake Health and Safety training offered.
- To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including the cumulative effect of repeated manual handling operations.
- To follow any control measures and care plans required by the generic or individual risk assessments.
- To be familiar with and use available equipment safely.
- To be aware of your own limitations and inform your employer of any circumstances that may alter your ability to perform manual handling tasks.
- To report accidents and hazards.
- To report deficiencies in the employer's Health and Safety protection arrangements.

Job Description

Professional Standards and additional responsibilities for SENDCo

The core purpose of the SENDCo is to ensure the effective implementation of the Special Educational Needs and Disability Strategy (SEND) for pupils at the school. This includes ensuring statutory requirements are fulfilled and ensuring the school follows identified best practice.

Meeting the above will require you to meet the National Standards for Special Educational Needs Co-ordinators. (Subject to change to reflect national legislation).

You will also be part of a team which ensures the needs of vulnerable groups are met at the School.

Specific responsibilities:

- Effective implementation of the SEND strategy.
- Leadership of the School's core special educational needs team.
- Monitoring of the progress of pupils with identified special educational needs and evaluating the effectiveness of teaching and learning.
- Work closely with other staff at the school to ensure that vulnerable groups are effectively provided for to ensure that they make at least expected progress.
- Co-ordination of access arrangements for examinations.
- Liaison with outside agencies as required including health and education.
- Liaison with parents.
- Transition arrangements for pupils with special educational needs.

Line management responsibilities will include:

- Ensuring the efficient deployment of teaching assistants.

In addition to the above, you will need to work with other members of staff at the school who hold responsibility for vulnerable groups, CAF and inclusion.

Working Time

The following is extracted from the School Teachers' Pay and Conditions Document.

- *A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days which they may be required to teach pupils in addition to carrying out other duties; and those 195 days will be specified by the head teacher.*
- *Such a teacher shall be available to perform duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which they are required to be available for work.*
- *Such a teacher shall work such additional hours as may be needed to enable them to discharge effectively their professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes. The amount of time required for this purpose beyond the 1265 hours and the time outside the 1265 specified hours at which duties shall be performed shall not be defined by the governors but shall depend upon the work needed to discharge the teacher's duties.*

A summary of the directed time for teachers as allocated by the Headteacher is detailed in the staff handbook.

The Working Time Regulations 1998

All teachers are subject to the EU Working Time Regulations which are described in paragraph 114 of DfEE Circular No. 12/99.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

Person Specification

Qualifications	Essential / Desirable
Qualified Teacher Status.	E
A Degree	E
Experience	
Teaching of specialist subject across all three key stages.	E
Evidence of on-going professional development in relation to teaching, leadership, special educational needs and inclusion.	E
The purpose of devising, formulating, implementing and reviewing IEP's provision maps etc.	E
Experience of successful leadership and management within a school or other educational setting in the area of inclusion (SEND, EAL, More Able, Disadvantaged et.)	E
Experience of being a Designated Safeguarding Lead and be able to apply and use up-to-date knowledge in Child Protection and Safeguarding.	E
Recent relevant CPD along with evidence of further professional development in the area of SEND	D
Skills and Knowledge	
Knowledge of the National Curriculum.	E
Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety.	E
A good understanding of the importance of literacy and numeracy across the curriculum.	E
A good understanding of how to assess pupil progress.	E
The characteristics of effective teaching and learning styles in order to support pupils with SEND.	E
Knowledge of relevant legislation – in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Education & Health Care Plans / Statements as well as those without.	E
Knowledge of the range and type of interventions available and able to apply these appropriately in the context of the School's resources and the individual child.	E
Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services.	E
Knowledge of safeguarding children and rigour in following these procedures.	E
A good understanding of how to plan and assess work for vulnerable groups, such as SEN pupils, pupil premium pupils and gifted and talented pupils.	D
Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.	D
Personal Qualities	
Enthusiasm for your specialist subject.	E
Ability to manage own workload.	E
Ability to work supportively and collaboratively within a team.	E
A commitment to own continuing professional development.	E
Ability to reflect upon and improve your teaching practice.	E
Ability to maintain confidentiality.	E
Ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and governors.	E
Ability to inspire, lead and motivate children and staff in the pursuit of excellence.	E
Excellent communication skills.	E
Excellent time and task management skills.	E



Working for Parkland Federation

Benefits

- Discounts with local and national retailers, cinemas and restaurants
- Teachers Pension Scheme – with a generous employer contribution
- Enhanced Maternity Pay
- Employee Referral Recruitment Incentive
- Access to training and development


Well-Being

- Employee Assistance Programme – Wellbeing and advice
- Cycle to Work scheme
- On-site Parking

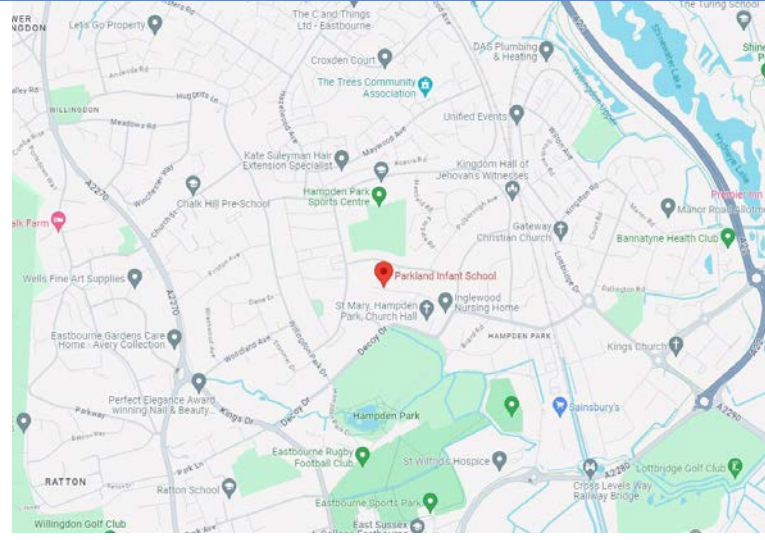
Finding Us

Parkland Federation
Brassey Avenue
Eastbourne
BN22 9QJ

01323 502620
plf-office@swale.at

Closest Train Station: Hampden Park Station
Approx. 11-minute walk 

Closest Bus stop:
Brassy Parade - Loop





Parkland Federation Overview

Imagine a School Like No Other...

A place where learning feels like an adventure, a playground for curious minds. This isn't your average school – it's a vibrant world of discovery where learning awaits at every turn.

Step into a Tech Wonderland:

Dive into the future with a state-of-the-art computer suite. Code your own creations, pilot drones through the air and bring ideas to life with 3D printers. Robots also await your curious exploration.

Nature's Classroom:

Let imagination take flight beside our pond, home to our friendly ducks. Watch our chickens lay fresh eggs you can enjoy and learn responsibility as you care for them. Feeling adventurous? Take a gentle llama for a walk, their soft fur warming your hands as you connect with nature.

Buzzing with Knowledge:

Peek inside a real beehive, home to busy bees crafting their golden honey. Discover the vital role they play in our planet's health, and become a beekeeper yourself.

Awards Showering Excellence:

This school isn't just different, it's remarkable. The prestigious Green Flag Award can be seen at the entrance as it flutters in the wind, recognising our eco-friendly ethos. Equality, creativity, online safety, wellbeing, scientific enquiry and our commitment to equality are all celebrated with top awards, highlighting our commitment to nurturing well-rounded individuals.

Teachers Who Light the Spark:

Imagine passionate educators who believe in every child's potential. They guide and support your journey, igniting a love of learning that lasts a lifetime. The Thrive Approach fosters emotional well-being, while a Play Therapist, School Counsellor and art therapy group create a safe space to express yourself and grow.

This isn't just a school; it's a springboard to a future brimming with possibility. Is this the exciting, engaging, and fun place you've been dreaming of? Then step right in, and let the adventure begin!



The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible. The SAT Application Form can be found [here](#).

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on swale.at website. Completed forms can be sent to dawn.berhane@swale.at or by post to the following address:

Mrs Dawn Berhane
Parkland Federation
Brassey Avenue
Eastbourne
East Sussex
BN22 9QJ

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form. The Parkland Federation may complete online checks of any candidates as part of the Shortlisting Process.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

- All candidates who are invited to interview must bring the following original documents:
- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.



Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Swale Academies Trust schools will conduct an online check of shortlisted candidates in line with the Keeping Children Safe In Education guidelines.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's [Privacy Notice](#) for job applicants for information about how we use any personal data about them we hold.

Overview of Swale Academies Trust

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust - Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Peacehaven
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne

Central Support Services

- Human Resource Team
- Finance Team
- ICT Team
- Estate Management
- Governance and Communications



Swale ACADEMIES TRUST

