Sheldon School
Chippenham

Candidate Information

SENDCo

Closing Date: 7th February 2022
Interview Date: 17th February 2022

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Cover Letter

January 2022

Dear Colleague,

SENDCo
TLR1C - £12,117
Start: September 2022

Dear Colleague,

Thank you for your interest in what is an extremely significant role of SENDCo and Head of Learning Support, which arises due to the retirement of the present incumbent. We are seeking to appoint a suitably qualified and experienced teacher for September 2022 who is enthusiastic, able and willing to lead a large team within the Learning Support faculty and ensure that outcomes for students are strong, irrespective of their special educational need or disability. We are committed to excellence of achievement and try to ensure that pupils reach their full potential at whatever level they are working. The appointed candidate will be an outstanding teacher and will have a real passion for working within the SEND environment. We are, however, completely open to the subject specialism, believing that our main priority is to appoint the best potential SENDCo, no matter which area in the school they teach.

Sheldon is a high-achieving school with a strong record of success. Irrespective of league tables and Ofsted ratings (in which Sheldon has always fared well), it is my belief that Sheldon is a great school. Now in my tenth year here and this being the sixth school in which I have taught, I continue to enjoy working in a school that is relentlessly positive, with staff who routinely go the extra mile. Despite the obvious challenges that have faced people in all walks of life over the past two years, staff and students at Sheldon have remained very upbeat. Students appreciate the efforts of our staff and morale is high, grown from a real sense of community.

Supporting this, we offer all colleagues who join us a full programme of induction and support, and there is a continual focus on staff development and wellbeing, both of which rated very highly in the most recent external survey. You would be joining a very hardworking faculty, supported by both a Deputy SENDCo and a TA Manager and I can assure you that, were you to join us, you would find immense satisfaction in the job that you do here.

Further details concerning the faculty and the school are enclosed together with an application form; in addition, we have included other information to outline the all-round offer. However, please also take the time to look at what happens in the school day-to-day by visiting our website and I hope that, having read the information, you will be keen to apply.

The successful candidate will be required to safeguard and promote the welfare of all pupils in the school. The posts will be dependent on a successful enhanced DBS check.

Please complete the application form and return it with a supporting letter, (no more than two sides of A4 please), by post or email to hr@sheldonschool.co.uk. Closing date for applications is **7th February 2022 (12 noon).**

We hope to interview by 17th February 2022, so if you have heard nothing by this date, please assume you have been unsuccessful on this occasion. If this proves to be the case, thank you for your interest in Sheldon School and best wishes for your future career.

Yours faithfully,

Neil Spurdell

Neil Spurdell
Headteacher

Faculty Information

The Learning Support Faculty is located in a purpose-built suite of rooms that comprise four small classrooms, a 'quiet room', two offices and a faculty room. The faculty room is a focal point for the team which currently consists of the SENDCo, Deputy SENDCo, Teacher of the Deaf, Teaching Assistant Manager and 22 Teaching Assistants (17.6FTE). both at social times and for collaborative discussions regarding supporting learners across the wider school.

Of the four classrooms, one is used as 'The Hub' where students can come and are supervised when their school day feels overwhelming. The remaining larger classrooms are timetabled for withdrawal groups and for discrete English lessons. The small quiet space is reserved for individual interventions such as ELSA or speech and language interventions.

At Sheldon School we currently have 40 students with EHCPs. Their needs cover the full spectrum including visual and hearing impairments, autistic spectrum conditions, attention deficit disorder, dyslexia, dyspraxia and mental health conditions.

We have the only Hearing Impairment Resource Base in the area. At the present time, we have 25 students across the school who have some level of hearing loss. Our Teacher of the Deaf works closely with the local authority peripatetic team to support these students and ensure best practice is shared with teaching assistants and teachers.

A small number of students in Key Stage 3 are withdrawn from one or both modern foreign languages to have further support with literacy and numeracy skills. The faculty utilise a variety of reading, spelling and numeracy resources and programmes, some of which is delivered by the learning support team and some by specialist subject teachers. Students with specific learning difficulties can borrow reading pens, iPads and laptops, as appropriate to their needs, for lessons throughout the day.

In addition, English teachers are timetabled to teach a differentiated Key Stage 3 English curriculum within the Learning Support area. These teaching groups comprise a maximum of eight students and are well supported with teaching assistants. This approach has resulted in our most vulnerable learners beginning to enjoy literacy-based tasks for the first time!

The aim of the faculty is to develop best practice in the teaching and support of our young people with special educational needs across the school. All students are included in all subject areas with Teaching Assistants deployed to support teaching and learning in the classroom.

The faculty is a happy and experienced department that works closely together and liaise with staff across the wider school to share ideas and best practice in order to support our students to reach their full potential.

Job Description

Sheldon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post requires a satisfactory enhanced DBS disclosure.

Job Title: **SENDCo/Head of Learning Support**

Salary: **TLR1c**

Responsible to: **Assistant Headteacher (Student Services and Inclusion)**

Responsible for: **Learning Support Team**

Strategic purpose

The key purpose of this post is to ensure excellent progress and good educational outcomes for students identified with Special Educational Needs and Disabilities (SEND), and to ensure that these students play a full part in the life of the school. This includes SEND students in our post-16 provision. The post holder will:

- Lead, develop and co-ordinate the provision for students with SEND, by working with Heads of Faculty, Heads of Year and others, to ensure that the needs of students with SEND are effectively met such that students with SEND make good progress, the achievement gap is closed and students with SEND are well prepared for the next stage of education;
- Lead and manage SEND in accordance with the Code of Practice, including a coherent and up-to-date whole school SEND policy;
- Liaise and be a key point of contact with external professionals, agencies and other bodies (e.g. other providers of education) in matters related to the support and provision for students with SEND;
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies;
- Ensure that the records for students with SEND are kept up-to-date and that their progress is closely monitored.

Accountabilities

The post holder is accountable for:

- The progress and outcomes of students with SEND;
- Aspects of the quality of teaching, learning and assessment and/or personal development and wellbeing relating to SEND provision;
- The school's progress in specified aspects of the school development plan relating to SEND;
- The school's compliance with the 2014 SEND Code of Practice and similar subsequent legislation and guidance.
- The school SEN budget, staff and resources, maximising the cost-effectiveness of provision.

Key responsibilities:

In addition to the duties of a classroom teacher, this post includes the following generic and specific responsibilities:

Particularly in relation to EHCP students:

- Have a strategic overview of provision for all students with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to self-evaluation and the school development plan, particularly with respect for provision for students with SEND
- Ensure the SEND policy is put into practice and amended as appropriate
- Promote an ethos and culture which supports the school's SEND policy and promotes good outcomes for students with SEND
- Implementing EHCP and associated processes, ensuring provision is in line with funded hours
- Follow and implement processes that allocate funding to students without EHCPs (e.g. high needs block, hearing impaired)
- Review EHCPs with families or carers and the students, disseminating information to all relevant staff
- Ensure the EHCP and 'My Support Plan' review process is conducted effectively across all provision, in line with school policies and statutory and local requirements for reporting
- Respond to annual consultations from the Local Authority and primary schools in relation to the transfer of Year 6 students with EHCPs, leading on transition arrangements for these students
- Maintain an accurate and up-to-date SEND register
- Provision map the needs and interventions to ensure high impact and value for money
- Secure relevant services for individual students in line with their area(s) of need
- Oversee the process for developing methods about in-school information sharing for SEND students
- Work with educational psychologists, health and social care professionals, speech and language therapists and occupational therapists and other external agencies.

In relation to the wider needs of SEND students:

- Lead, develop and enhance the teaching practice of other staff through:
    - advising teachers about differentiated teaching methods appropriate to meet the individual needs of students identified with SEND including those students in the hearing-impaired resource base;
    - contributing to Continuing Professional Development for teachers and support staff to assist them in carrying out their responsibilities and obligations to SEND students;
    - leading the school's policy for SEND and development plan
    - observing the teaching and learning of students with SEND
    - keeping informed about impactful, evidence-based initiatives and disseminating information effectively

- Exercise a teacher's professional skills and judgements in order to:
    - advise on staff training and development needs relating to meeting the needs of students with SEND, based on research and awareness of good practice
    - audit, monitor and evaluate the provision for students with SEND across the curriculum
    - analyse and interpret student progress data to identify students for intervention and to monitor and evaluate student progress and the impact of interventions

- In relation to each of the registered students whom the SENDCo considers may have special educational needs:
    - inform a parent of the student that this may be the case as soon as is reasonably practicable;
    - work with classroom teachers to identifying the student's special educational needs;
    - coordinate the special educational provision for the student which meets those needs;
    - monitor the effectiveness of any special educational provision made for the student;
    - secure relevant services for the student where necessary;
    - ensure that records of the student's special educational needs and the special educational provision made to meet those needs are maintained and kept up-to-date.

- Select, supervise and train learning support assistants who work with students with special educational needs, including supporting their liaison with other colleagues in and out of school
- Liaise closely with other colleagues to find solutions for SEND students who are becoming disengaged. Work with the Assistant Headteacher and student services to monitor student attendance, progress and behaviour data to identify these students
- Teach individuals and groups of students with additional needs, as appropriate
- Liaise with the Senior Management Team, Heads of Faculty, Heads of Year to coordinate interventions and monitor their impact
- Review the performance of other staff and contribute to the appraisal process

In addition to the above, the post holder is expected to:

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.
- Teach consistently in line with the Teachers' Standards (2012) and make a sustained and substantial contribution to the school through the work that they do in their own teaching.
- Ensure that the School's Equality Policy is adhered to and promoted in all aspects of the post holder's work.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post, in keeping with the school's quality assurance procedures and systems.
- Comply with and promote the School's Health and Safety policy and procedures and to undertake recommended Health and Safety training as and when necessary.
- Be committed to continuous professional development, engage in any necessary training for the successful fulfilment of the role and take part in the school's CPD programme.
- Maintain appropriate confidentiality. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.

The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to undertake any other reasonable duties not specifically identified in the job description but commensurate with the scope, grade and responsibilities of the post as determined by the line manager or Headteacher.

Sheldon School

Chippenham

Headteacher: Neil Spurdell BSc (Hons)
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