



SENDCo

Candidate Pack



Welcome from the Headteacher and Trust CEO



Dear Candidate,

Thank you for your interest in the post of SENDCo at The Park Community School. This post is being advertised at an exciting time in the development of The Park Community School. We are seeking to appoint a new SENDCo to work alongside a new post in the school structure, a Deputy Headteacher with responsibility for Inclusion, Ethos and Engagement. You will work closely with this new colleague leading and developing SEND provision to ensure excellent opportunities and progress for all students.

In recent years we have seen our roll grown by nearly 200 students and we anticipate being at our maximum capacity of 1500 within the next few years. We are a member of a locally based Trust – The Tarka Learning Partnership (TLP); a local Trust for local schools. The Trust supports a number of schools including Eden Park.

Academy, Fremington Primary School, Landkey Community Primary Academy, Newport Community Primary Academy, North Molton Primary School, Roundswell Community Primary Academy, Sticklepath Community Primary Academy, Devon Primary SCITT and Devon Teaching School Partnership. The SENDCo would work collaboratively with these schools as a member of the Trust Inclusion Leaders Group

This is a time of growth and change for The Park Community School. To support this development, we seek a colleague to join us working to support our inclusive approach; ensuring this is at the heart of all we do. Working with others to overcome barriers to learning providing support and leadership for our SEND provision. Our inclusive approach recognises and addresses the variety of needs within our community, if successful you will lead.

The SEND team and support whole school developments to enhance student progress, engagement and outcomes; providing all students the opportunities they deserve to make great progress and achieve highly.

We are ambitious for our school and students and seek a colleague who can help to further shape and take a leading role in delivering our vision around inclusion and developing our SEND provision across all areas of our school. The overarching aim for the school is to provide the best opportunities for all students and staff in our community.

Our vision is to develop an independent student body, who become positive role models in the community with drive to take opportunities provided for them. Actively building effective parental engagement to support the progress and opportunities of all students; where positive communications are the norm.

A 'Park' culture where teachers can teach and students are enthusiastic to achieve highly, making progress free from disruption or constraints. Park is inclusive recognising diversity and supporting each student to achieve their potential through an ambitious and stimulating curriculum, reducing barriers to learning, excellent pastoral care and an enhanced super-and extra-curricular offering.

If this role interests you, we would welcome further conversations to help you make an informed decision in applying to work with us.

Gareth Roscoe
Head Teacher, The Community Park School

Andy Cotton
CEO Tarka Learning Partnership

About Park Community School and the Area



The Park Community School is one of two 11-16 comprehensive, mixed gender secondary schools serving the town and villages surrounding Barnstaple. The school was formed in 1972, although our history dates back to 1910 with the former Barnstaple Boys and Barnstaple Girls Grammar schools.

The school is popular and frequently oversubscribed, a trend which looks set to continue. Our catchment is wide, serving 31 feeder primary schools and a geographical radius in excess of 12 miles; however, many of our students travel a short distance and join us from one of our Trust partner schools or other local feeder schools.

Our intake is demographically and academically broad. We are a truly comprehensive school. We serve many students that, when joining us have good KS2 data, life experiences, support networks and opportunities. We also serve students who may struggle to engage with learning and school and for whom we have a duty to go the extra mile in supporting them with effective provision and consistent care.

On joining the school each student enters one of our five Houses. The House system is strong and part of our traditions and history. The House system supports our pastoral care, allowing for a feeling of belonging, inclusion and family as our five Houses incorporates generations of local families and successes.

Park School is a wonderful place to work with a welcoming staff, student and parent community. We are proud of our reputation within the community; many members of staff and local teachers choose to send their own children to us. We are proud of our recent achievements and developments but strive for more, providing the very best education and opportunities for our community.

The school is based on the outskirts of Barnstaple town centre with good road and footpath access. Barnstaple Town centre is a short riverside walk away from our spacious and open campus.

Barnstaple is the main town and administrative centre for North Devon. It provides easy access to the North Devon Coast Area of Outstanding Natural Beauty well known for its dramatic cliffs, wild seas and many miles of sandy beaches, renowned for surfing and other water-based activities.

Barnstaple is also within easy reach of Exmoor and Dartmoor opening up further possibilities to explore the beauty on our doorstep.

North Devon is a welcoming place to live and work providing a fantastic environment, reasonable house prices, a low crime rate and good quality of life. It is easy to see why so many people choose North Devon to holiday on a yearly basis. The North Devon Tourist Board have produced this short video that may help you to visualise our area.



Introduction to the Post

We seek a dynamic, hardworking and dedicated colleague to lead our SEND provision. Someone who will be passionate and dedicated to improving the opportunities and progress for all students, especially those with SEND. The successful candidate will work closely with our new Deputy Headteacher for Inclusion, Ethos and Engagement to further embed our vision, values and ethos to ensure high levels of engagement across the school and the curriculum in its widest sense. You will work with colleagues at all levels to support inclusive ways of working, developing staff, systems and processes to allow students the opportunities they deserve to make great progress and achieve highly.

Due to the nature of the SENDCo role, initially this post will not be a core member of the school leadership team. However, regular contact with SLT is an essential aspect of this role and becoming a member of SLT is a strong possibility for the right candidate. This will provide excellent career development opportunities for those seeking further promotion.

You will be joining a hard-working staff team with a range of skills and experiences, being the direct line manager for our assistant SENDCo, SEND administrator and team of HLTAs and TAs.

Senior Team

- Headteacher
- Deputy Headteacher Quality of Education
- **Deputy Headteacher Inclusion, Ethos and Engagement: new post and direct line manager for the SENDCo**
- Senior Assistant Headteacher Pastoral Leadership
- Two Assistant Headteachers with responsibility for Teaching and Learning
- Assistant Headteacher with responsibility for Safeguarding and DSL
- School Business Manager
- Future scope for SENDCo to join SLT

We are ambitious for our school and students and seek a colleague who can help to further shape and implement our vision. This post would provide the opportunities and professional development for a colleague aspiring to a more senior position.

The postholder can expect a high degree of support from the leadership team, school staff and our Trust who provide support for school improvement, curriculum development, Inclusion, Safeguarding, HR, school operations and estates. We have a very close and supportive relationship with our Trust and they play an integral part in our school development and operation.

The Trust is fully committed to safeguarding and employs a leader for safeguarding, Chris Wardle (Director for Inclusion and Safeguarding) and HR Leader, Jo Down, such is our commitment to employ the right people and to ensure a safe environment for all pupils and staff in the Tarka Learning Partnership.



Job Description



Job Title: SENDCo

Description: To work closely with the Deputy Headteacher for Inclusion, Ethos and Engagement in the strategic development of Inclusion and SEND provision. Lead the development of the SEND team and have responsibility for all matters relating to SEND Code of Practice.

Line management: Assistant SENDCo
HLTAs and TAs
Admin support for SEND

Grade: Leadership Scale L7 – L12
(starting salary will be agreed at interview, based on experience and qualifications)

Responsible to: Deputy Headteacher: Inclusion, Ethos and Engagement

The Post – SENDCo

We are seeking to appoint a colleague who shares our passion and commitment to inclusion. The post holder will, with the Deputy Headteacher of Inclusion, Ethos and Engagement, help to shape the vision and direction for SEND and inclusion and take day to day responsibility for the operation of the SEND delivery, curriculum, learning plans, interventions, SEND policy, SEND progress, QA processes, monitoring, information reports and SEND compliance. You will work closely with students, staff, parents, and other professionals to ensure high quality teaching and learning and the effective use of resources to provide an excellent and inclusive education. The successful candidate will be expected to deliver aspects of our inclusive curriculum within the classroom.

This role is suitable for an experienced leader with appropriate skills, knowledge, and experience of significant and successful work with students. The successful candidate will have experience of working with others to help shape the strategic direction for Inclusion, Ethos and Engagement. You will lead and develop your own team to deliver excellent student support services covering SEND and inclusion and support excellent classroom delivery.

You will work closely with other leaders to secure strong outcomes and ensure the work in your area has impact and is successful. Our SENDCo will work with our Assistant Headteachers with responsibility for Teaching and Learning to support effective classroom delivery. Working with colleagues in school, our Trust, other organisations, and schools to achieve our strategic intent, ensuring we meet our statutory requirements and those within the accountability framework.

The postholder will ensure our ethos is evidenced in all we do and at every level within our school using every opportunity to support our ethos and engagement in school life.

Key Roles

Lead and support the SEND team and wider school in delivering effective provision that leads to excellent outcomes and school improvement.

- Alongside our new DHT Inclusion, Ethos and Engagement have a key input into the strategic development and delivery of all inclusion and student support services (pastoral care, attendance, behaviour, interventions, mental-health lead, case management and legal compliance), especially those relating to SEND.
- Responsibility and accountability for the delivery of all SEND processes within school.
- Responsible for the learning, progress and outcomes for students with SEND.
- To lead and manage SEND in accordance with the published SEND policy and updated SEN Code of Practice: 0-25 years.
- Lead our teams in developing and delivering excellent SEND provision, teaching & learning, and delivery.
- Secure the highest standards for behaviour, attendance, and engagement for students with SEND.
- Identify and tackle barriers to learning, progress and engagement. Working with staff to implement change, developments and interventions and evaluating the impact of these.
- Work with the Deputy Headteacher I, E & E, SLT (Senior Leadership Team) and TLP to analyse internal data, spotting patterns and trends, to ensure appropriate provision, interventions, and individual plans for students with additional needs.
- Ensure a consistent method of delivering and recording student support interventions, packages and how these are monitored/evaluated and their impact.
- Review current systems, structures, and ways of working for all SEND related matters; working with senior colleagues to provide strategic direction for reviews and change. Implement any changes through carefully planned change management processes.

Job Description *continued*



- Coordinate student voice to review performance and progress, championing feedback from students as part school development process.
- Use data effectively to aid school improvement and resource planning and deployment.
- Support primary transition for key students to enable a supportive and effective start to Year 7.
- Have the capacity to work with and within the Senior Leadership team at appropriate points providing key information, feedback and strategic direction.
- Lead on other areas as agreed by the Headteacher.

Strategic Direction and Development

- Exercise a pivotal role in assisting the Senior Leadership Team and governors with the strategic development of SEN policy/provision.
- To work with, and line manage, the deputy SENDCo and wider SEND team to ensure the provision meets the needs of students.
- Support and develop all staff in understanding the needs of SEND students to improve engagement, teaching and learning and outcomes.
- Monitor progress of students with SEND, evaluate the effectiveness of provision, teaching and learning through a range of evidence and produce improvement plans to support progress.
- Analyse and interpret relevant school, local and national data and advise the senior leadership team on the level of resources required to maximise achievement. Support provision planning and resource deployment by producing improvement plans and leading the implementation of these.
- Liaise with staff, parents, external agencies, and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Support outstanding teaching and learning by ensuring an effective climate for learning is at the core of strategic planning.
- Drive a continuous and consistent focus on student inclusion, engagement and ethos that supports effective learning and progress.
- Communicate and work closely with families to encourage engagement in school life and progress.
- Communicate and work closely with the Director of Inclusion and Safeguarding in the Trust to support the development of SEND provision and inclusion across the school and across the Trust as a whole.
- Ensure policies promote good conduct and behaviour and reinforce the school's approach to inclusion.
- Ensure that good attendance of staff and students is maintained and appropriate and timely action taken when required.
- Ensure that the curriculum provision and support for students is appropriate to meet needs. Regularly review, evaluate, and update, taking account of local and national opportunities, policies and statutes.

Job Description *continued*

- Ensure that appropriate learning opportunities and strategies are in place to support those students with additional needs.
- Combine the outcomes of regular school self-evaluation with external evaluations to develop the school.
- Set high expectations and challenging targets for the school community.
- Tackle under-performance at all levels.
- Create a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.

Operational Management of SEND

- Be responsible for the provision, progress, and outcomes of students with SEND.
- Promote culture and practices that enables all students to access the curriculum.
- Have ambitious expectations for all students with SEND.
- Ensure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate.
- Make sure the school fulfils statutory duties regarding SEND code of practice.
- Ensure effective provision for students with identified SEND and other identified needs.
- Ensure resources are effectively used to support school development.
- Identification of emerging needs and plan to ensure resources and capacity to meet these.
- Ensure effective deployment of staff teams to support the delivery of our SEND provision.
- Hold others to account for the effective and successful delivery in their areas of responsibility

- To liaise with feeder schools to oversee the collect of key information in identifying needs and planning for successful and impactful transition.
- Ensure student reviews and conducted to the highest standard with engagement from all parties and processes completed that support student progress.
- Establish professional and purposeful relationships with external agencies to support student progress and engagement.
- Work with colleagues to celebrate the success and achievements of students.
- Support staff development by effective team and personal management, following school systems and expectations.

Teaching and Learning

- Lead the support and identification of and disseminate the most effective teaching approaches for students with SEND.
- Work with the senior leadership team and staff to develop effective ways of overcoming barriers to learning through: assessment of needs, provision of information and strategies, monitoring of teaching, student achievement, developing intervention strategies and reviewing these for impact, deployment of resources, developing effective learning resources and environments.
- Undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies.
- Collect and interpret specialist assessment data to inform practice.
- Identify students who will require additional support and resources for external examinations. Working in conjunction with the exams officer ensure appropriate access arrangements and support for students.



Job Description *continued*



Leading and Managing Others

- Have high expectations of self and others and support colleagues delivering these.
- Provide professional guidance to staff to secure excellent teaching for SEN students, through both written guidance, training and meetings.
- Ensure all statutory expectations are met.
- Provide regular information to the senior leadership team and governing body on the evaluation of SEND provision.
- Evaluate the processes and systems to manage progression of students from Year 6 and their induction to Park.
- Ensure effective management of meetings, reporting and improvement cycles.
- Hold leaders to account for the effective and successful delivery in their areas of responsibility.

As a Leader you will:

- Create an effective climate for change, inspiring and enthusing colleagues.
- Lead and manage people and resources effectively.
- Develop strategies and implement policies and practices for school improvement.
- Provide challenge to the leadership team to support school development.
- Put the well-being, development, and progress of students at the heart of your work.

- Champion inclusion and diversity, promoting equality.
- Lead and support colleagues in developing themselves, providing support and challenge to improve school operations and effectiveness.
- Demonstrate honesty, integrity and uphold public trust and confidence in the teaching profession.
- Accept responsibility for problems that may arise and actively seek solutions.
- Be accountable for the processes, procedures, policies, and protocols in the designated areas of responsibility.
- Hold leaders to account for the effective and successful delivery in their areas of responsibility.
- Work with school staff, TLP, TLP schools, the governing board, and others as appropriate.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.
- Develop and continually improve research and evidence led approaches to your remit.
- Undertake other roles and activities, as necessary, to support the effective and efficient operation of the school.
- Ensure effective CPD for staff supporting a reflective and engaged workforce.
- Work with leaders in supporting school improvement activities.



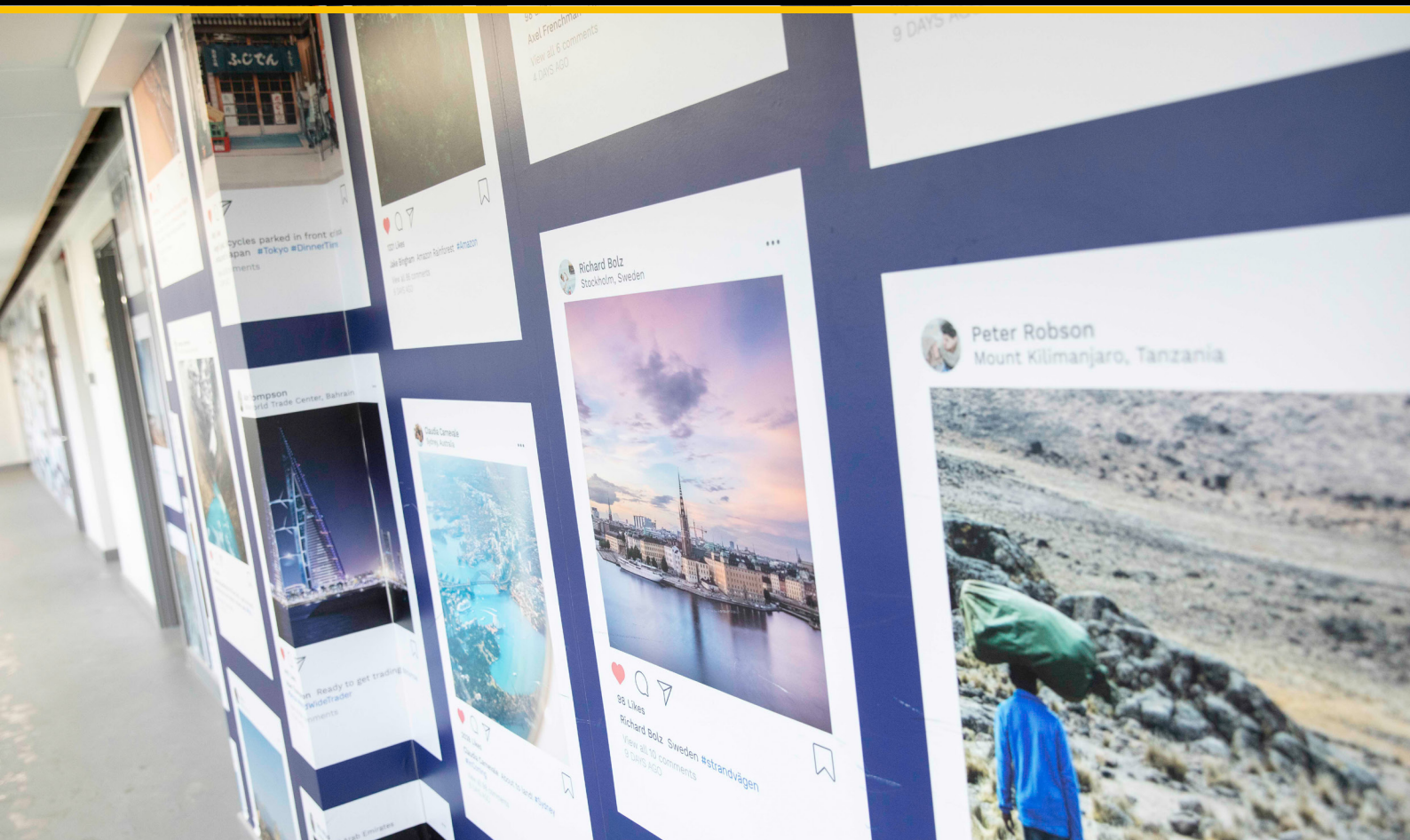
Person Specification

The person specification below shows the key abilities and skills we are looking for in our new SENDCo. The selection panel will shortlist candidates based on how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area, and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a school context.

Criteria	Description	Essential (E)/ Desirable (D)	Shortlisting	Interview	Tasks	Presentation
Qualifications	Qualified teacher status	E	x			
	SENDCo qualification	D	x			
	NPQH or further professional qualification	D				
	Level 3 Safeguarding trained	D	x	x		
Experience	Successful experience at a large secondary school within a SEND department	D	x	x		
	Successful teaching experience of the age range served by the school	E	x		x	
	Experience of working in an area with challenging circumstances	D	x			
	Experience of working within pastoral leadership	E	x	x		
	Experience of leading or developing SEND	D	x	x		
	Experience of working in a MAT or other partnership	D	x	x		
	Experience of successful leadership of change management	D	x			
Strategic Direction and Development of the School – Professional Knowledge and Skills Standard	Ability to provide clear educational vision and direction and lead by example	E		x		x
	Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these	E			x	x
	Ability to work in partnership with the governing body	E		x		
	Evidence of introducing effective strategies for improvement	E	x		x	x
	Knowledge of current educational developments	E	x		x	x
	Knowledge of statutory requirements	E	x		x	x
	Experience of Leading, Coaching and Managing Staff	E			x	
	Ability to lead, manage and inspire the whole school community	E			x	x
	Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals	E			x	
	Successful experience of leading CPD for staff	E	x		x	x
	Ability to consult and negotiate effectively with different stakeholders involved with the school, including students	E			x	
	Experience in supporting mental health development with students and adults	D	x	x	x	
Standards	Experience of raising standards	E	x	x		
	Ability to collect, analyse and use a variety of data to analyse performance, evaluate current ways of working and formulate improvement plans	E			x	
	Motivate and inspire young people and staff	E	x	x		x
	Highly organised, able to work under pressure and meet deadlines	E	x	x		
	Leadership of strategic areas of responsibility	E	x	x		
Teaching and Learning	Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning and engagement throughout the school	D			x	
	Successful experience of reviewing and developing curriculum	D		x	x	
	Successful experience of monitoring, evaluating and improving the quality of teaching and learning	D		x	x	
	Successful experience of promoting the personal, social, moral, cultural and spiritual development of students	E	x			x
	Evidence of implementation of successful strategies to overcome barriers of learning	E	x	x	x	
Ethos and Inclusion	Ability to create and maintain an environment which promotes good behaviour, discipline and celebrates success	E	x	x	x	
	Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion	E	x	x	x	
	Clear vision and experience into how inclusion can be lead, promoted and implemented in a large secondary setting	D	x	x	x	

Person Specification *continued*

Criteria	Description	Essential (E)/ Desirable (D)	Shortlisting	Interview	Tasks	Presentation
Relationship with Parents and the wider Community	Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance students learning	E	x	x		
Deployment of Staff and Resources	Ability to set, interpret, monitor and manage a budget	D	x		x	
	Ability to manage, monitor and review the use of all available resources, ensuring best value	D	x	x		
	Experience of recruiting, selecting and deploying staff	D	x	x		
Suitability to work with children	Ability to form and maintain appropriate professional relationships with children and young people	E	x	x	x	x
	Experience of working with challenging student behaviours	E	x		x	
	Experience of managing safeguarding procedures	E	x	x	x	
Other skills and attributes	Effective ICT skills	E	x			x
	Effective interpersonal, communication and presentation skills; both written and oral	E	x	x	x	x
	Being an effective listener with an approachable manner	E		x	x	x
	Ability to synthesise research and effective practice to enhance policy and processes in our school	E	x			
	Be committed, patient, reliable, adaptable, and open minded	E	x	x		
	Enjoy working with young people, aiding their progression and development	E	x	x		
	Be emotionally intelligent	E	x	x		
	An effective team player with a sense of humour	E	x	x		
	Resilience	E	x	x		



Academicis

How to apply:

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our recruitment partner at Academicis:

Caroline Olsen: colsen@academicis.co.uk – 01223 907 979 / 07500 889 504

Please email your application to: colsen@academicis.co.uk

Closing date: **Midday, 26th April 2021**

Shortlisting date: **tbc**

Interview date: **tbc**



The Park Community School
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North Devon EX32 9AX



Tarka Learning Partnership
Roundswell Community Primary School
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