



Senior Leader

Special Educational Needs and Disabilities Coordinator (SENDCO)

Unity Academy Blackpool

Information for candidates



Senior Leader, SENDCO

Salary: L5 – L9
Contract: Permanent, Full Time
Start Date: 1st September 2021

This post represents an ideal opportunity for a candidate who is eager to step into senior leadership working specifically as the academies SENDCO. The academy has a high percentage of children who are supported on the SEND register (30.5%) with 21 EHCP's, this role will allow someone to take the strategic lead for SEND/Inclusion across our all through academy from 2-16 working alongside specialists in each age phase. This role provides colleagues an opportunity to step into senior leadership for the first time and is ideally placed for those who have prior experience working within SEND but are now looking to further the role within the senior team.

SEND/Inclusion is one of the 3 strands for our vision 2023 improvement plan, this is our 3-year improvement plan and represents the importance of SEND support within the academy alongside reading and curriculum. The successful candidate will have the drive to rapidly improve SEND and inclusion across the whole academy building on the work of the current post holder who has stabilised our responses to SEND and started the academy on its journey to being fully trauma informed. The senior leadership team and wider staff body are in full support of the work of vision 2023. In September 2021 we are planning to open an alternative provision centre in school to support children in KS3 and 4 with significant SEND needs and also those who are struggling to regulate their own behaviour. The successful candidate will join us at an exciting time and play a central part in forming the plans for this provision.

In addition to the specific and statutory SENDCO responsibilities, the post holder will also be a full member of the academy senior leadership team and will have a teaching commitment commensurate with the role. They will be expected to carry out senior leadership responsibilities as appropriate for senior leaders. We welcome applications from colleagues in all phases and the teaching commitment can be tailored to your phase or subject specialism. The post holder will require an understanding of SEND across all children aged 2-16.

The successful candidate will have a proven track record in working with children with additional needs including an understanding of trauma informed practice in schools. This will ensure that we continue to provide a high quality education for all children in a caring, inclusive environment. The successful candidate will have already completed or will complete the National SENDCO qualification before they take up the post and will be happy to complete the CCET and AAC or CPT3A training to support the assessment of children for examination concessions.

We would welcome applications from those with prior senior leadership experience but also those new to senior leadership, keen to further their middle leadership experience. A full and comprehensive package of training, mentoring and coaching will be provided. Unity Academy has a supportive staff team who work together to ensure that the school motto is clearly articulated and we demonstrate that 'In Unity, we succeed'.

How to apply

Please complete the online application form at www.fcat.org.uk including a supporting statement. This supporting statement should be no more than two sides of A4.

For any information regarding the position or the school or to arrange a visit to Unity Academy please contact Mrs. K. Linney, Principal's PA who will be happy to assist you.

Closing time and date for applications is: 9AM on Friday 14th May 2021.

Interviews will be held (in person at the academy) on the 24th and 25th May 2021. The appropriate arrangements to ensure compliance with current COVID-19 restrictions will be in place for candidates.

The Fylde Coast Academy Trust is committed to equality of opportunity for all. Fylde Coast Academy Trust is fully committed to safeguarding and promoting the welfare of all learners, staff and visitors. All staff will be carefully selected using recruitment and selection procedures designed to emphasise our commitment to safeguarding. All posts, including volunteers, are subject to enhanced DBS clearance.

**UNITY ACADEMY BLACKPOOL**

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www.unity.blackpool.org.uk

Executive Principal: Mr C Lickiss BSc, NPQH

Principal: Mr S Cooke BSc, NPQH

Dear candidate,

Thank you for expressing an interest in the Senior Leader (SENDSCO) role at Unity Academy, Blackpool. This post is a very important appointment for us as we look to further develop the SEND provision within the academy and thus improve the curriculum and inclusion offer and outcomes for young people. We are keen to appoint someone who has a passion for supporting children with additional needs and a compelling vision for inclusion. Unity Academy has a high proportion of children with additional needs (circa 30% of the population) across the age ranges 2-16.

I wanted to take the opportunity to personally thank you for your interest in the post and give you a flavour of the academy. I took up post as Headteacher on the 1st April 2017. Prior to this I had worked at the academy as Vice Principal. Unity Academy is a very special place to work and I have certainly felt that the school strap line of 'In Unity, we succeed' is something that very accurately portrays the approach all staff have to working within the academy.

Unity Academy serves an area of high socio-economic disadvantage; we are in the highest percentile for pupil premium, free school meals and SEND needs. These challenges make Unity a very special place to work; our children have character in abundance and are highly reliant on the supportive atmosphere that the academy offers them. Students are keen to learn and want to succeed; through the support of staff, we make this possible.

The academy's three year improvement plan (or Vision 2023) has three very clear foci, to improve the reading ability of every learner in the academy, to ensure the curriculum is appropriate for our learners and to ensure that our SEND/inclusion provision ensures all children can be successful regardless of need or background. To this end we have invested heavily in improving SEND provision over the last few years and this appointment represents the next step of this journey.

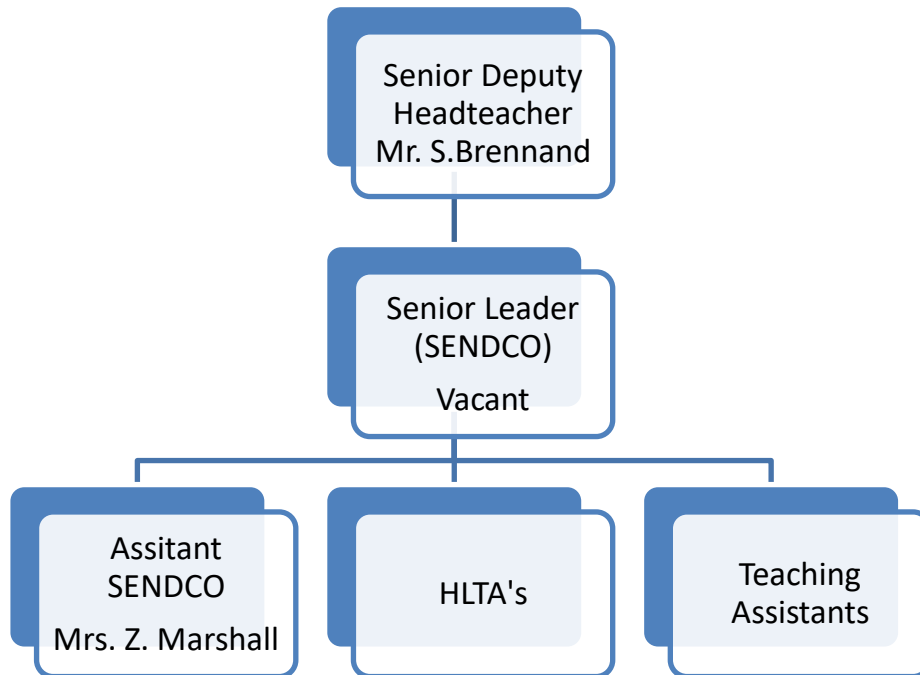
Unity Academy opened its doors on the 1st September 2013. At the time the academy had some serious challenges to overcome; by working together we achieved a 'good' Ofsted rating in October 2017 but the journey is by no means complete. Improving outcomes for learners remains a key priority as does ensuring we offer an inclusive curriculum that develops a breadth of knowledge and skills but also a love of learning. If you feel you are up to the challenge of delivering this, we look forward to receiving your application.

Yours sincerely,

Stephen Cooke
Headteacher

SEND at Unity Academy

The SENDCO is line managed by the Senior Deputy Headteacher and supported by another SENDCO who currently supports across nursery to year 6. This is not exclusive and the postholder has taught across the age ranges and supported across the age ranges.



SEND Team

The department is staffed with a range of teaching assistants who support both in class and also working with small groups. As far as reasonable we will group children with Education, Health and Care plans in order to provide best value for our staffing team. It is envisaged that the new senior leader (SENDCO) will be part of decision making in terms of staffing decisions which affect future provision.

SEND Profile

SCHOOL SEND PROFILE

Year Groups	Number on roll	Number SEND (K)	% of SEND (K)	Number SEND (E)	% of SEND (E)	Total of SEND (K and E)	Total % of SEND pupils
Reception	52	20	38.5	0	0	20	38.5
Year 1	57	14	24.6	3	5.2	17	30
Year 2	60	16	26.7	1	1.7	17	28
Year 3	58	19	32.8	3	5.2	22	38
Year 4	57	12	21.1	0	0	12	21
Year 5	57	13	23	1	1.8	14	24.6
Year 6	60	12	20	2	3.3	14	23
Year 7	119	41	34.5	1	0.85	42	35.3
Year 8	117	33	28.2	5	4.3	38	32.5
Year 9	117	37	31.6	1	0.9	38	32.5
Year 10	120	28	23.3	3	2.5	31	25.8
Year 11	110	34	30.9	1	0.9	35	31.8
R-6 Total	401	106	26.4	10	2.5	116	28.9
7-11 Total	583	173	29.7	11	2.05	184	31.7
Total	984	279	28.4	21	2.1	300	30.5

CATEGORY OF NEED

A breakdown of SEND pupils' needs, according to the areas of need specified in the SEND Code of Practice

Total number of SEND pupils 300 (116 R-6) (184 7-11)

Prime Area of Need for all SEND pupils	Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
R-6 Number of SEND pupils Prime Category of Need	69	24	15	8
R-6 % of SEND Pupils Prime Category of Need for Pupil	59%	21%	13%	7%
7-11 Number of SEND pupils Prime Category of Need	37	74	58	15
7-11 % of SEND Pupils Prime Category of Need for Pupil	20%	40%	32%	8%
Total Number of SEND pupils Prime Category of Need	106	98	73	23
Total % of SEND Pupils Prime Category of Need for Pupil	35.3%	32.7%	24.3%	7.6%

Fylde Coast Academy Trust (FCAT)

Fylde Coast Academy Trust (FCAT) was established in 2012 by Fylde Coast Teaching School, a partnership of Blackpool Sixth Form College and Hodgson Academy, both “Outstanding” learning organisations recognised for their contribution to education on a national level. Our aim is to ensure first class learning opportunities for all young people on the Fylde Coast and across Lancashire. Learners are at the heart of what we do and their outcomes and successes are what drive us. We are a Multi-Academy Trust working in partnership with educational institutions at the heart of our local community, fostering collaboration and knowledge sharing which is critical to our culture of continuous improvement. Unity Academy was the first academy within the trust opening in September 2013. Since then the trust has grown to include 10 academies and 2 partner organisations. Full information about the trust and its work can be found on the website www.fcat.org.uk

Job Description

Job Title:	Senior Leader (SEND CO)
Salary:	Leadership Scale Points 5 to 9
Responsible to:	Headteacher, Senior Deputy Headteacher, Deputy Headteachers, FCAT SEND Lead
Date of Job Description:	April 2021

Primary purpose of the Role:

Securing in consultation with the rest of the senior leadership team outstanding education for all young people at Unity Academy, particularly those with Special Educational Needs or Disabilities, ensuring consistently high expectations of students and outcomes, which improve year on year.

Working as part of the senior leadership team to ensure a purposeful, positive and disciplined culture and ethos, which ensures a safe and stable population with strong progress and attainment outcomes for students. Thereby, ensuring a high quality education for all students.

Ensuring the key elements of quality of education, behaviour and attitudes, personal development safety and leadership are all of a very high standard for children with additional needs.

Working in association with the Headteacher overseeing, as appropriate to this role, staffing and resource management to ensure the school is financially secure and operating within budget.

Being committed to ensuring that Unity Academy is fully inclusive and supporting the leadership of the academies work in terms of inclusion.

Main Responsibilities:

Professional Standards: Meeting the professional standards for teachers, core and threshold, as applicable to the post-holder and as revised in the most recent update of the School Teachers Pay & Conditions document.

Strategic and Operational leadership of SEND, in particular ensuring that quality first teaching and learning is embedded daily within all classrooms for children with additional needs. Strategic and Operational leadership of all self-evaluation of SEND including producing and monitoring improvement plans as required. Leadership of the inclusive vision for the academy.

In carrying out their duties, all senior post holders will be required to implement the policies of the Fylde Coast Academy Trust and the Academy Council.

Main Duties: Core Responsibilities

- To fulfil requirements of a classroom teacher to Core and Post Threshold standards as defined in the generic job description for teachers.
- To work as a full member of the Senior Leadership Team.
- To share a common vision for the academy and participate in the academy's operational planning and implementation.
- To understand specific professional responsibilities and duties which help provide professional leadership and management of staff within the academy.
- To assist in, and to have the opportunity to lead in, the forward-planning and smooth running of the academy, through attendance at regular Senior Leadership Team meetings.
- To be responsible, with other members of the SLT, for creating a rational, just and firm sense of order within the academy by consistently reaffirming and enforcing core values every day.
- To be responsible, with other members of the SLT, for ensuring that the very highest standards of behaviour for learning are evident from all students at all times.
- To ensure that the character and reputation of the academy is highly regarded and maintained.
- To encourage staff and students, by personal example, to participate in all aspects of academy life.
- To attend all meetings relevant to the post and to update the Headteacher, Senior Deputy Headteacher, Deputy Headteachers and Governors as required including trust meetings.
- To pro-actively support other academies within the Fylde Coast Academy Trust as considered necessary or as required.
- To carry out efficiently and effectively specific administrative/organisational tasks allocated.
- To maintain and further develop high standards of Teaching & Learning within the academy, through regular monitoring and coaching and by personal example.
- To play an active part in the development of the academy improvement plan including taking overall strategic lead for aspects of the plan.
- To perform the duties of Performance Management Reviewer for identified support staff, teachers and Leaders including reviewing annually the performance of these support staff, teachers / Leaders and setting new objectives in line with the FCAT policy and procedures and making recommendations on pay progression based on academy policy and consistently applied standards to the Headteacher
- To challenge underperformance at all levels ensuring effective corrective action and follow up.
- To line manage areas as required by the Headteacher.
- To assist in the management of staff attendance in accordance with FCAT policies.
- To manage delegated budgets to ensure that costs remain in line with budget.
- To manage own workload and that of others to allow an appropriate work/life balance.
- To act as a role model, demonstrating and actively promoting FCAT and British values within the Academy including through the delivery of assemblies.
- To adhere to FCAT's Safeguarding policy and procedures to ensure safeguarding and the promotion of the welfare of children/young people in line with FCATs expectations of all staff and volunteers.
- To comply with individual responsibilities, in accordance with the role for health & safety in the workplace in line with FCAT's policies and procedures.
- To ensure that all duties and services provided are in accordance with the Academy's Equal Opportunities Policy, encouraging and promoting non-discriminatory behaviour.
- To ensure compliance with the GDPR and maintain confidentiality at all times.
- To act in accordance with FCAT and Academy policies, procedures and working practices and as a senior leader to exemplar actions and ensure staff within the Academy are working in line with these policies, procedures and working practices.
- To undertake any training and development commensurate with the post.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.

Main Duties: Specific Responsibilities

Quality of Education

- Responsible and accountable for standards of achievement and progress of SEND students against annual targets.
- Ensuring that high expectations prevail with high standards of achievement and progress for students with additional needs.
- Responsible for policy planning and development for maximum student success.
- Plan, implement and evaluate strategies where improvement needs are identified.
- Responsibility for maintenance and analysis of student tracking systems, consistent with the academy policy, arranging and monitoring the impact of intervention of student to ensure maximum progress.
- Provide SLT and governors with relevant, subject, curriculum or student performance information.
- Take a lead role in rapidly improving outcomes for SEND students, ensuring that all students make progress in all subjects.
- Ensure that all students on the SEND register have a current SEND passport and plan, do, review where applicable, which is reviewed regularly and is accessible to all staff.
- Ensure that the SEND information on SIMS is up to date at all times.
- Lead the review of and meetings for all SEND student currently with an EHCP
- Overseeing the testing of students for SEND needs and exam concessions.
- Gathering appropriate and suitable evidence from teachers to inform Access Arrangements
- Responsible for curriculum coverage and learning outcomes of children with additional needs.
- Responsible for overseeing intervention for children with SEND needs including those children who are at alternative provision (within school or externally).
- Responsible for curriculum coverage, planning and outcomes of children in nurture groups or withdrawn from timetable for support.
- Responsible for the setting the strategic direction of SEND/Inclusion with regards to improving the quality of education, ensuring that all staff are engaged in improving their own practice.
- Ensure optimum student learning underpins all decision making and planning.
- Ensure the highest quality assessment for learning for SEND students.
- Lead the development and enhancement of pedagogy for SEND students, ensuring inclusive practice across the academy, in line with academy and faculty priorities.
- Ensure these pedagogies are consistent and effective, through rigorous planning, monitoring evaluation and review, training and support.
- Maintain personal expertise and act as a role model for excellent classroom practice, modelling effective strategies and sharing/coaching other teachers.
- Monitor and evaluate standards of teaching/support of SEND students, identifying areas for improvement and acting to address these without delay.
- Monitor and assess the standard of student work and feedback for children with SEND needs, taking steps to improve any areas of inconsistency.
- Plan, implement and demonstrate the impact of strategies to improve teaching of SEND students.
- Be inspirational and dynamic in your own approach to teaching students with additional needs.
- Responsible for developing the basic skills of students, especially in literacy and numeracy so that the vast majority of students work at their chronological age.
- Provide strategies to staff to support students with specific additional needs.

Leadership and Management

- Provide strong, effective, clear and purposeful leadership of SEND/Inclusion.
- Line management of assistant SENDCO, teaching assistants, HLTAs, teachers of SEND and other support staff as appropriate

- Responsible for self-evaluation and improvement planning for SEND students.
- Responsible for the half termly reporting of progress against any aspects of the academy improvement plan which cover SEND/Inclusion to SLT.
- Assist in the induction, support and monitoring of new staff including NQT/Teach First.
- Act as an appraisal reviewer for identified teachers, leaders and support staff, reviewing annually the performance of these staff and setting new objectives.
- Responsible for implementation, monitoring and review of SEND policies and procedures.
- Responsible for updating the SEND information report and policy annually.
- Responsible for providing SEND reports to Governors at least twice per year.
- To develop an effective strategy for communicating with parents of children with SEND needs and ensuring that student and parent voice is listened to.
- Initiate and review curriculum developments focussed on raising attainment of SEND students.
- Provide rigorous, challenging and supportive line management for staff engaged with supporting SEND students.
- Continue to take an active interest in your own CPD and that of others.
- Take a lead role in arranging and delivering any CPD related to SEND/Inclusion
- Define and agree appropriate improvement targets for SEND taking a lead role in demonstrating the impact for these.
- Provide dynamic leadership and structure of SEND ensuring that standards rise rapidly.
- Ensure legal compliance with the SEND code of practice and DfE requirements for academies with regard to SEND including ensuring that the website is compliant at all times.
- Maintain an accurate SEND register at all times, routinely informing staff of changes/updates.
- Direct and monitor the timetables of support staff working with children with additional needs, ensuring students are supported appropriately.
- Lead briefings and meetings with staff working with SEND children as required.
- Liaising with appropriate external agencies as required including managing referrals to CAMHS, local authority panels and representing the academy at meetings.
- Liaising with primary feeder schools, nurseries and post 16 providers to ensure continuity of provision.
- To identify and manage the process for submitting cases for statutory assessments for EHCP's.
- To manage the list of children receiving input from Educational Psychologists, Speech and Language or other external agencies including liaising with these colleagues where necessary.

Behaviour and Safety

- Responsible for standards of behaviour and attitude of SEND students.
- Ensure optimum conditions for effective teaching and learning prevail.
- Responsible for improving the standards of student behaviour within support lessons or small group work with students with additional needs.
- Responsible for ensuring that SEND students develop a passion for learning.
- Responsible for overseeing short term health needs which result in an individual risk assessment needing to be in place for a child.

Personal Development

- To support and contribute to the academy's responsibility for safeguarding students.
- To attend student support panel meetings, taking a lead role should it be required.
- To ensure that the curriculum provides opportunities for broader development for children with SEND needs.
- To ensure that the curriculum and the wider work of the academy in supports SEND pupils to be confident, resilient and independent, and to develop strength of character.
- To ensure that pupils, with SEND needs, know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.

- To ensure that pupils, with SEND needs, have an age-appropriate understanding of healthy relationships.
- To ensure that pupils, with SEND needs, are provided with a wide range of opportunities to nurture, develop and stretch their talents and interests and that they take advantage of these opportunities.
- To ensure that pupils, with SEND needs, prepared for life in modern Britain, with a developed understanding of fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- To ensure that pupils, with SEND needs, understand, appreciate and respect difference in the world and its people and engage with views, opinions and beliefs that are different from their own.
- To ensure that pupils, with SEND needs, are provided with opportunities to understand how to be responsible, respectful, active citizens who contribute to society.

Accountability

- Accountable for the quality of education (including standards of achievement), standards of behaviour and personal development of SEND students.
- Accountable for ensuring that the academy remains legally compliant with all relevant SEND legislation and Government guidance.
- Ensure that appraisal arrangements are executed appropriately.
- Accountable for the effective implementation of improvement plans relating to SEND and planning the deployment of staff expertise to achieve improvement objectives.
- Accountable for a positive, purposeful and productive team spirit within staff teams you have responsibility for and the well-being of people within these staff teams.
- Line management responsibility, substantial direct and indirect responsibility for teaching and support staff.
- Accountable for managing delegated budgets to ensure that costs remain in line with budget.

Flexibility

The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Senior Leader (SENDSCO). Depending on the needs of the academy, these may be altered from time to time in consultation with the Headteacher.

Job Description prepared by: S Cooke	Date: April 2021
Agreed by post-holder:	Date:
Headteacher: <i>S. Cooke</i>	Date: April 2021

Person Specification

SENDCO

Essential requirements (E) are those without which an applicant will not be considered for appointment. Desirable requirements (D), whilst desired, a candidate will still be considered for appointment without these.

Personal attributes required based on Job Description	
Qualifications <ol style="list-style-type: none"> 1. Qualified Teacher Status 2. Qualified to degree level 3. National Professional Qualification for SENDCO complete or due to complete before September 2021 4. Certificate of Competence in Educational Testing and Access Arrangements Course completed or a willingness to complete within 12 months of appointment. 	E E E E
Experience <ol style="list-style-type: none"> 1. At least 2 years successful teaching experience in either a primary, secondary or all through mainstream setting. 2. Experience of raising attainment of SEND students and curriculum design for SEND students. 3. Teaching a broad ability range of students including children with EHCP's/complex needs 4. Experience of middle leadership. 5. Experience of senior leadership. 	E E E E D
Knowledge and Understanding <ol style="list-style-type: none"> 1. Detailed knowledge of curriculum and current developments relevant to SEND 2. Comprehensive knowledge of SEND needs, legislation and responsibilities under the SEND code of practice. 3. Able to effectively use data to set targets, monitor and raise standards. 4. Solid understanding of issues related to the national curriculum 	E E E E
Skills and Abilities <ol style="list-style-type: none"> 1. Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively; to achieve desirable outcomes which include the ability to articulate and lead the vision for SEND/inclusion. 2. Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information. 3. Strong resilience to operate in a challenging environment. 4. Readiness to seek and respond to advice and guidance. 5. Excellent collaborative working skills to perform effectively as part of the wider team of the Fylde Coast Academy Trust. 6. Expert and robust people management and leadership skills, to lead by example. 7. Determination to promote equality of opportunity throughout all aspects of academy life. 8. Ability to set, expect and monitor excellent standards. 9. Strong ability and drive to achieve challenging personal and organisational goals. 10. Positive outlook, good sense of humour 	E E E E D E E E E E
Other Attributes <ol style="list-style-type: none"> 1. Evidence of having undertaken recent and relevant continuous professional development and to demonstrate the impact of this in work practice. 2. A commitment to career progression beyond this role. 	E D