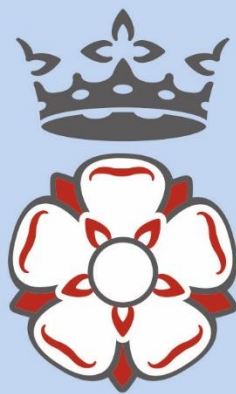


APPLICANT PACK



KING ECBERT SCHOOL



Realising Potential. Transforming Lives.

Headteacher welcome / letter

Dear Applicant

King Egbert School is seeking an outstanding **full time Special Educational Needs and Disabilities Co-ordinator (SENDCO)**



The school is exceptionally strong – rated outstanding by Ofsted and has academic results that are consistently ‘well above average’. This is a truly comprehensive school serving both disadvantaged and highly affluent communities. We are proud of our diversity, with 20% of students disadvantaged, 30% EAL and 40% from BAME communities. The school leadership is motivated by social mobility, inclusiveness and a focus on vulnerable learners. We are looking for applicants who are committed to serving a diverse population and have experiences and perspectives that will enrich our work. The school is proud to offer one of Sheffield’s Integrated Resources for children with ASD. The sixth form is highly regarded for its record, not just of helping students access top Russell Group and Oxbridge Universities but also enabling students to be the first in their families to access Higher Education.

The school is proud to be at the heart of Mercia Learning Trust that started with King Egbert School and now comprises 6 schools both primary and secondary across the southwest of Sheffield. The Trust is led by its CEO, Chris French and all the schools benefit from an expert central services team.

The school is principally as strong as it is because highly qualified teachers teach excellent lessons with high expectations of all students in terms of attendance, behaviour, attitude and character. The teaching team are backed up by an exceptional team of support staff who are experts in their field.

When we make appointments, we are looking to strengthen an outstanding team; working in such a high achieving school is demanding but the camaraderie of working together to achieve excellence makes it a very rewarding place to work. The school is committed to staff development and supporting the career progression of the ambitious and talented.

The school was awarded the World Class Schools Quality Mark in 2017 and reaccruited in 2020 – the first school in the region to be nominated for and successfully achieve this accolade. This award enables the school to access a peer group of elite schools nationally. In 2023 we were awarded the Centre for Race, Educational & Decoloniality Anti-Racist School Award Bronze Status. We are proud to be the first and only school in the country to have met the criteria for this award.

We look forward to receiving your application.

Paul Haigh

Headteacher, King Egbert School

Advert

Post: Special Educational Needs and Disabilities Co-ordinator (SENDCO)

School: King Ecgbert School

Salary: Teachers' Pay Scale plus TLR1B (currently £10,714)

Contract Term: Permanent

FTE: 1FTE

Start Date: September 2023

King Ecgbert School is seeking to appoint a highly skilled and talented SENDCO to join this system leading school at the heart of Mercia Learning Trust.

Mercia Learning Trust is a growing multi-academy trust which currently includes 3 secondary and 3 primary schools. Our mission is to provide an outstanding education for pupils from 2-18+. We are passionate that all our pupils should see their time at school as happy and fulfilling, with their potential developed to the utmost. Our approach is founded on partnership working, binding together our school, parents and their communities. We are currently looking to recruit an outstanding teacher with the ability to support the academic progress and wellbeing of all students.

At King Ecgbert School, we believe in and promote our **ERA** values:

Academic **E**xcellence for all

Showing **R**espect at all times

Having high **A**spirations and personal goals that go beyond our time in school

We are committed to providing outstanding education for all in a safe, happy and positive learning environment.

We are delighted to offer the opportunity to join our forward-looking team. King Ecgbert School is a special place to work, and our students are well-behaved and ambitious. Our staff are dedicated to improving the life chances of all our young people and the core business of teaching and learning is at the heart of all we do. We have high expectations of our staff but we also value and look after them – we balance hard work with meaningful and tailored professional development, great practice every day with a manageable workload.

Confident in your ability to lead an outstanding team, with a record of success, you will challenge and excite our students and have the ability to consistently inspire. Imaginative and committed, you will have passion for your work, high standards of professionalism and high expectations of students.

Ambitious for learning and a team player, you will have the vision, enthusiasm and drive to build on the strong foundations that already exist in the SEN department. Innovative and resilient you will have an unwavering commitment to progress for all students. We are looking for staff who are enthusiastic and are keen to make a difference.

King Ecgbert School is a highly successful and Ofsted recognised 'Outstanding' school which provides a first-class education for over 1300 students aged from 11 to 18. We are looking for staff who are enthusiastic and are keen to make a difference.

We hope that our recruitment pack and website provide you with plenty of information about us. However, should you require any additional information, or would like an informal discussion please contact us on 0114 235 3855 or email sstockham@ecgbert.sheffield.sch.uk

To apply please submit a Trust application form to recruitment@merciatrust.co.uk

Please note, we do not accept CVs or Council Application forms.

Closing date for applications is: Midnight Monday 17 April 2023

Interviews are provisionally scheduled for: Week commencing 24 April 2023

Additional information

King Egbert School is committed to ensuring all students have access to a broad and balanced curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. All King Egbert teachers are teachers of SEND and have responsibility for planning the curriculum to ensure it is accessible to all. The varying needs of students are addressed through personalised learning and through appropriate differentiation wherever possible.

Additional provision is in place to ensure students have the necessary skills to access the curriculum independently wherever possible. KES provides support for students with communication and interaction needs; cognition and learning needs; social, emotional and mental health needs and sensory and physical needs. The school also has an Integrated Resource which provides support for students with Autism Spectrum Conditions.

Our school ethos and curriculum guide commit to making our school, its facilities and its curriculum, inclusive and accessible for all.

Please visit our SEND pages on the school website [here](#) to learn more about SEND at our school

JOB DESCRIPTION

Post Title:	Special Educational Needs and Disabilities Co-ordinator (SENDCO) * This post is a designated customer facing role under the fluency duty and requires a specified level of spoken English in the person specification
Grade:	Teachers Pay Scale plus TLR1B
Responsible to:	Deputy Headteacher
Responsible for:	SEND related teaching and support staff

The post holder must at all times carry out his/her responsibilities within the spirit of School policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to statutory responsibilities of the Governing Bodies of Schools.

Purpose of the post:

- To ensure students with additional and special educational needs and disabilities are supported to maximise their achievement and inclusion in the school.
- To lead, design and deliver interventions for students on the SEND register to ensure that the full needs of young people are met at Newfield School.
- To work as a team leader within and across the SEND department.
- To contribute to the effective strategies and delivery of teaching and learning within the SEND department.
- To keep up to date with national and local policies related to SEND and cascade information to colleagues.

Employment Duties:

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

Job Description:

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part XII of the Teachers' Pay and Conditions Document, sections 48 to 50. The post holder will be expected to undertake duties in line with the

professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

Areas of Responsibility

1 Leadership and Management

Proactive promotion and maintenance, in conjunction with the leadership team, of a shared school ethos of respect for learning and achievement, underpinned by high expectations for behaviour:

- Model high professional standards for the SEND department and promote the development of teaching and learning in line with the school development plan and school improvement priorities.
- Ensure that good order and discipline are maintained at all times and promote amongst staff and students an understanding and appreciation of the school's Behaviour Policy and staff Code of Conduct.
- Ensure, in conjunction with colleagues, that the school's equal opportunities policies meet all statutory requirements and are effectively implemented.
- Lead and support colleagues to ensure that departmental and school policies are followed and contribute to the delivery of the school's ethos and values.

Leadership of ongoing strategic development within the SEND department:

- Lead on and liaise within SEND department on the creation of the school improvement plan and be responsible for specific aspects of implementation.
- Support and manage departmental reviews, examination performance analysis and improvement plans.
- Advise the Headteacher on the appointment and deployment of staff in the departmental area.

Line management of designated staff:

- Provide regular support and supervision of designated staff and undertake their performance management, making recommendations to the Headteacher on pay progression where applicable in accordance with the performance management regulations.
- Provide induction and lead the professional development of designated staff as appropriate.

- To manage Learning Support Assistants, Curriculum Intervention Assistants, and Learning and Care Assistants to improve pupil progress and attainment

Development and maintenance of effective relationships with individuals and organisations including parents, the governing body, the LA and the wider community to further the achievement of the school's aims:

- Liaise with all relevant external agencies, chair and attend relevant LA and inclusion panel meetings and events.
- Develop excellent liaison with parents/carers of all students with SEND.
- Develop and implement curricular and extra-curricular activities within the departmental area, in partnership with other agencies where appropriate.
- Work with the SEND team to ensure all special needs students receive appropriate support.

Other

- To ensure that the school's provision for students with special educational needs and disabilities represents best practice in all aspects and complies fully with National and local policies and statutory frameworks.
- To keep up to date and disseminate all relevant information with regard to additional and special educational needs.
- To attend governing body meetings as required.
- To organise training for staff with regard to the school's statutory obligations.
- Monitoring and evaluating procedures for the school to ensure compliance, providing reports as necessary.
- Ensure that LA and the Code of Practice procedures are followed in relation to statutory assessments and annual reviews.
- To support with the development and oversight of the implementation of the school's SEND strategy and policy.
- To make referrals and liaise with professionals outside of the school – this could include psychologists, health and social care providers, speech and language therapists and occupational therapists.
- To analyse school, local and national data and develop appropriate strategies and interventions.

To support the smooth transition of students into the school

- To meet with partner Primary staff to ensure smooth transition.
- To coordinate attendance at individual SEND meetings in final year of KS2.

2 Teaching and Learning

Implementation of agreed aspects of the school's work to improve teaching and learning to sustain high achievement and attainment:

- Provide staff with an individualised profile of students' needs which inform whole school collaborative planning and meets the individual needs of students across the curriculum.
- Maintain the school's SEND register and oversee the records on all students with special educational needs.
- Lead, plan and deliver high-quality interventions within the SEND Department and create schemes of work that measure the impact of provision. This includes supporting the Curriculum Leaders with the development and delivery of a Foundation Pathway curriculum, reading intervention, Life skills intervention and precision teaching (this is subject to change depending on SEND priorities).
- Monitor and evaluate the learning, progress and behaviour of students supported through the SEND department.
- To carry out assessments of pupils with SEND to identify needs and monitor progress – including observations in the classroom and meeting with teachers and parents.
- To work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans.

Responsibility for the leadership of curriculum development in the relevant subject areas:

- Lead on relevant SEND curriculum issues including timetabling.

Responsibility for contributing to the analysis of student attainment data to ensure the continuous improvement of student achievement:

- Undertake the collation, analysis and dissemination of SEND student attainment and progress data to ensure continuity and progress across all key stages.
- Ensure data is used to support the development of personalised learning for all students and remove barriers to learning.
- Ensure that data is used to inform provision for students with SEND.

Responsibility for providing training and coaching for all support staff to ensure high quality teaching, learning and support for students with additional and special educational needs:

- To plan and deliver training and coaching for support staff in relation to additional and special educational needs.
- To work with Subject Leaders and teachers to promote the best practice in providing differentiated learning materials and experiences for all SEND students.

3 Administration, accommodation, finance and resources

Shared responsibility for the efficient running of the school through effective administration and communication at all levels:

- Lead regular department meetings to ensure that information is communicated clearly and promptly and that administrative procedures are supported.
- Attend student support and relevant pastoral meetings.
- Attend leadership team meetings as necessary.
- Work in collaboration with the Exams Officer on exam arrangements and associated accommodations for students across all areas of curriculum delivery, and efficiently disseminate this to staff. In addition, ensure readiness and compliance with JCQ regulations for inspection of access arrangements

Shared responsibility with the Headteacher, Deputy Headteacher and governors for establishing budget priorities and evaluating the effectiveness of spending in line with the principles of best value:

- Manage allocated budgets and monitor expenditure in the SEND area.
- Monitor LA SEN funding and its accuracy.

Responsibility for ensuring that facilities and resources in the SEND department are used efficiently and that there are high standards of health and safety, security and maintenance at all times:

- Manage the efficient use and maintenance of accommodation and facilities within the designated area.
- Ensure that high standards of health and safety are adhered to at all times and that accommodation and resources are kept appropriately secure.

To lead, plan and participate in appropriate continuing professional development:

- To plan and organise appropriate training for team members.
- To ensure the delivery of meaningful CPD for all school staff as part of the School Improvement Plan.
- To lead on performance management for team members.
- To ensure that statutory deadlines are adhered to for students on the SEND register
- To ensure appropriate provision mapping and budgeting is in place for SEND provision.
- To develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date.

Footnotes:

(i) The above details are not exhaustive and the postholder may be required to undertake tasks, roles, and responsibilities as may reasonably be assigned to him/her by the Senior Management Team.

(ii) This job description may be reviewed at any time via consultation between the governing body and/or Senior Management Team Representatives and the postholder as may be necessary and appropriate to the needs of the school.

Trade Union representation will be welcomed in any such consultations.

WORKING ENVIRONMENT AND CONDITIONS OF THE POST

- Due to the routine of the schools and the terms and conditions of the sector, the workload may not be evenly spread throughout the year.

- The post may be required to travel and work within any school in Mercia Learning Trust.

GENERAL DUTIES

- To contribute to whole school events as and when required.
- To ensure accurate records are securely maintained and held in accordance with General Data Protection Regulations (GDPR)/Data Protection Act 2018.
- Be aware of and support diversity, ensuring equal opportunities for all.
- Develop professional, constructive relationships with other agencies, schools and professionals.
- Participate in meetings, training and performance development as necessary.
- Recognise own strengths and areas of expertise using these to advise and support others.
- Be willing to undertake training and professional development as required of the post.
- Any other duties and responsibilities appropriate to the grade and role.

PROMOTION OF TRUST VALUES

- To contribute to the overall development of Mercia Learning Trust to ensure the Trust operates on the basis of shared and collective responsibility.
- To contribute to the overall ethos, work and aims of Mercia Learning Trust.
- To support and contribute to the Trust's commitment to safeguarding all students. All schools in Mercia Learning Trust are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees are expected to share this commitment.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To be aware of and comply with the codes of conduct, regulations and policies of the School and its commitment to equal opportunities.
- All the above duties and responsibilities to be carried out in accordance with policies adopted by the School Governing Body and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher/CEO to reflect or anticipate changes in the post commensurate with the grade or job title.

Issue Date: March 2022

PERSON SPECIFICATION

Post Title:	Special Educational Needs and Disabilities Co-ordinator (SENDCO)
Grade:	Teachers Pay Scale plus TLR1B
Responsible to:	Deputy Headteacher
Responsible for:	SEND related teaching and support staff

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications/ Training	Degree in an appropriate secondary subject Qualified Teacher Status SENDCo accreditation/willingness to attend the SENDCo accreditation course (or already in progress) Recent and relevant professional development	Qualified SENDCO Moving and handling Personal care First Aid
Experience	Working with pupils with additional and complex needs and their families Promoting a culture of inclusion Have a proven record of success as a practitioner and expertise in empowering children to make rapid progress	Leading CPD specific to SEND students Experience as a qualified SENDCO/substantial work as part of an inclusion team Leading whole school developmental change with demonstrable impact.

	<p>Working both as a team member and team leader</p> <p>Conducting or be familiar with annual reviews and liaison with outside agencies</p> <p>Clear commitment to continuous school improvement.</p>	
<p>Knowledge/Skills (The ability to effectively)</p>	<p>*The ability to converse at ease with members of the public and students and provide advice in accurate spoken English is essential to this role</p> <p>An excellent communicator with strong interpersonal skills</p> <p>Demonstrate high quality teaching</p> <p>Identify pupil needs and act upon them to raise standards</p> <p>Demonstrate an excellent understanding of how children learn</p> <p>Empower children to make rapid progress</p> <p>Effectively manage pupil behaviour in a positive manner with consistent, clear boundaries following the school's behaviour management policy</p> <p>Work as part of the extended Senior Leadership Team and lead staff in their support of pupils with special educational needs</p>	<p>Knowledge of exam access requirements/accommodations for SEND students.</p>

	<p>Demonstrate the ability to lead effective CPD</p> <p>Demonstrate the ability to coach and mentor teachers and support staff</p> <p>Implement the SEN policy, including the SEN Code of Practice, in order to administer SEN provision across the school</p> <p>Demonstrate the ability to forge partnerships with multi-agencies, parents and carers</p> <p>Communicate both verbally and in writing to a range of audiences</p> <p>Make professional use of ICT including assessment and recording systems</p>	
Personal Qualities	<p>Must be able to show evidence of an alignment with the values of Mercia Learning Trust both in words and behaviours</p> <p>To be reliable, have the ability to work hard and be an effective team leader and team player</p> <p>Be able to manage a demanding workload, meet deadlines and give freely of your time</p> <p>To have shown an interest and success in dealing with young people and their welfare, particularly those with SEN.</p>	

	<p>Have high expectations of all pupils, staff and yourself</p> <p>Well organised, calm and positive</p> <p>A good sense of humour</p> <p>Attention to detail</p>	
Commitment (demonstrate a commitment to)	<p>Be a key member of the extended SLT, working to inspire staff and be ambitious for children and the community</p> <p>Promote parental and local community involvement</p> <p>Working as part of a team with both teaching and support staff</p> <p>Furthering your own professional skills, knowledge and abilities</p> <p>Promoting and safeguarding the welfare of children and young people within the school</p>	

The Application Process

All candidates must complete the following application process.

- All applicants must submit a Trust application form. We do not accept CVs or Council Forms. The application form can be found under 'Careers' at www.merctrust.co.uk
- Email your completed application to recruitment@merctrust.co.uk or post it to:
 MLT Recruitment Team
 Mercia Learning Trust
 79 Glen Road
 Sheffield, S7 1RB

After your application has been submitted:

- In all cases written references will be taken up and made available to interviewers BEFORE the final selection stage.
- All applications that have been submitted via email will receive an email confirming receipt.
- An email and/or letter will be sent to shortlisted candidates with details of the interview process.
- If you have not heard from us within 2 weeks of the closing date, please assume that on this occasion, your application has been unsuccessful.

Further information:

- Take a look at www.merciatrust.co.uk/careers for more on what it's like working for the trust, what we offer you, and what we're looking for.
- Should you require any additional information about the role or the school, or would like an informal discussion or out of hours visit, please contact us on 0114 2353855 or enquiries@ecgbert.sheffield.sch.uk.
- For more information about the application process, please email recruitment@merciatrust.co.uk.

Key dates:

- **Closing date: Midnight 17 April 2023**
- **Interviews: Week commencing 24 April 2023**

The small print:

Mercia Learning Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. If you are shortlisted, your suitability to work with children will be explored, and this will include disclosing convictions. The information you disclose may be discussed with you during the interview.

The successful candidate will therefore be required to complete a DBS check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

We are an Equal Opportunities employer. Our staff are recruited and promoted on the basis of their merits and abilities and no job applicant or employee receives less favourable treatment on the grounds of racial group, origin or nationality, sex, disability, marital status, age, sexual orientation, political or religious beliefs or trade union activity. Please indicate whether there are any reasonable adjustments or access requirements you would need to help you to attend an interview. If you wish to discuss your requirements prior to submitting your form, please contact the Human Resources Team on 0114 349 4230. Alternatively, please give details on a separate sheet and return with your application form.