



WE ARE A PROUD MEMBER OF
PETERBOROUGH KEYS ACADEMIES TRUST

Recruitment Pack

Special Educational Needs and
Disabilities Co-ordinator



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Welcome

Thank you for your interest in this exciting role. The post offers the opportunity to make a real difference to the lives and aspirations of the children in our care.

Thorpe Primary School is a wonderful, multi-cultural school where children feel safe, happy and secure. We are a vibrant place of learning, underpinned by expert teaching of a broad curriculum and high levels of pastoral care. Our children leave well-prepared for the next phase of their education, taking with them a love of learning, a curiosity about the world, the ability to care about others and a confidence that they will succeed.

We are proud to belong to Peterborough Keys Academy Trust, and this gives us the opportunity to collaborate with other schools and to further enhance our children's school experiences.

I hope that, by reading this information pack and by considering how your own skills match those needed to meet this fulfilling role, you will feel inspired to apply for the post. Visits to the school are very welcome; meeting the staff and the children will, I am sure, give you a clearer picture of the opportunity that this role offers.

Miss Emma Anderson
Headteacher



Miss Emma Anderson
Headteacher



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Thorpe ethos



Challenge

- Respectful behaviour is modelled by all
- Effective communication is a shared responsibility
- Staff development is supported to create an outstanding workforce



Inspire

- Children enjoy an engaging curriculum
- There is effective collaboration between home, school & staff
- Children are nurtured so they develop into confident, responsible & caring members of the community



Succeed

- Children feel safe, happy and secure
- Children are prepared for adult life
- All staff are valued and supported



Job Description

Purpose of the Job

The SENDCO will provide leadership and direction for innovating, maintaining and developing excellent in every aspect of the school's SEND responsibilities in relation to the SEND Code of Practice.

The SENDCO, under the strategic direction of the Headteacher, will:

- determine the strategic development of special educational needs and disabilities policy and provision in the school;
- be responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability;
- provide professional guidance to colleagues, working closely with staff, parents and other agencies.

The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Personal Qualities

- Uphold public trust in the school and maintain high standards of ethics, behaviour, and professional conduct always acting with professional integrity.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.
- Have excellent interpersonal, communication and organisational skills.
- Have high and rigorous expectations of all.
- Notwithstanding issues of confidentiality and tact, act with honesty and transparency regarding your work.
- Be passionate about leading on SEND with the staff, our children and their families.
- Always remain positive and lead staff by example.
- Have high standards of your own and the work of others, ensuring accuracy and attention to detail.
- Demonstrate a desire to improve your own practice and support staff to do the same.



Job Description (continued)

Duties and Responsibilities

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP).
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.
- Promote a culture and practices that allow all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Make sure the school engages effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEND support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including support staff / volunteer deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA).
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead (where appropriate) intervention groups for pupils with SEND and evaluate their effectiveness.



Support for pupils with SEN or a disability

- Lead, direct and support teachers in the identification of a pupil's SEN.
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan (EHCP) with parents/carers and the pupil (where appropriate).
- Communicate regularly with parents/carers.
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

Job Description (continued)

Personal Development – Strengthening Community

- Provide updated information on current and arising national and local trends/issues that will impact on the school community.
- Devise, develop and research effective strategies that can be employed to encourage parents and carers to support their children's learning.
- Build positive collaborative practices both within PKAT and beyond to support school improvement.

Leadership and Management

- Contribute to the school improvement plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the school's SEN policy.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability.
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability.
- Lead appraisals of teaching assistants.
- Review staff performance on an ongoing basis.

Governance, accountability and working in partnership

- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties including responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the governing board is required to publish.
- Report to the Headteacher, Local Academy Committee and other stakeholders, as required, against school improvement priorities.
- Maintain positive working relationships with fellow professionals, colleagues, and organisations to improve outcomes for all pupils.
- Robustly carry out the appraisal process with relevant staff, hold to account and support all identified groups of staff. In this context, undertake regular evaluation of staff progress towards agreed improvement objectives through the schools' appraisal and line management policies, practices, and procedures.
- Ensure that staff understand their professional responsibilities and are held to account.
- Work successfully with colleagues across the Trust, in partnership, for the benefit of all.



Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Deputy Headteacher and/or Headteacher.

This job description may be amended at any time in consultation with the postholder.

Person Specification – SENCo

	Essential	Desirable	Assessment Method
Qualifications & Training	<p>Qualified teacher status.</p> <p>A good bachelor's degree.</p> <p>National Award for SEN Co-ordinator / willingness to complete</p>	<p>Evidence of other CPD/accreditations relevant to the role/leadership.</p>	<p>Application form, certificates</p>
Experience	<p>Excellent Classroom practitioner.</p> <p>Successful leadership and management experience in a school.</p> <p>Experience of working with children with additional needs (e.g. SEND, behavioural, mental health).</p> <p>Experience of conducting training/leading INSET.</p> <p>Experience of working with colleagues and external agencies.</p>	<p>Experience in more than one school.</p> <p>Experience of working with governors, parents and the wider community.</p> <p>Experience in completing Early Help Assessments.</p> <p>Involvement in school self-evaluation.</p>	<p>Application form,</p> <p>Interview,</p>
Educational Philosophy and Outlook	<p>Identification with the school's stated aims and values.</p> <p>A recognition of the value of partnership with parents, other schools and the Trust.</p> <p>Have ambitious expectations for all pupils with SEN and disabilities.</p> <p>A belief that relationships are the key driver to supporting children to succeed.</p>		<p>Application Letter</p> <p>Interview</p>
Professional Knowledge and Understanding	<p>Extensive knowledge of the SEND Code of Practice.</p> <p>Understanding of what makes quality first teaching and of effective intervention strategies.</p> <p>Knowledge of available support services in the local area.</p> <p>The ability to lead by example and build on good practice.</p>	<p>Understanding of the Ofsted Framework, particularly in relation to aspects relating to SEND.</p> <p>Knowledge of how SEN hubs work within the Local Authority.</p>	<p>Application Letter</p> <p>Interview</p>

	Essential	Desirable	Assessment Method
Skills	<p>Effective listening, communication and interpersonal skills.</p> <p>Ability to build effective working relationships.</p> <p>Able to support colleagues to be the best they can be.</p> <p>Ability to positively influence others and negotiate.</p> <p>Ability to motivate, lead and manage people to work both individually and in teams.</p> <p>Able to create good relationships with children, staff, parents and external agencies.</p> <p>Excellent record keeping and attention to detail.</p> <p>Data analysis skills and the ability to use data to inform provision planning.</p>	<p>Able to think creatively and solve problems.</p>	<p>Application Letter</p> <p>Interview</p>
Personal Qualities	<p>A commitment to getting the best outcomes for pupils with SEN or a disability and promoting the ethos and values of the school.</p> <p>Ability to work under pressure and prioritise effectively.</p> <p>Commitment to maintaining confidentiality at all times.</p> <p>Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.</p> <p>Patient, calm, proactive and self-motivated.</p> <p>Integrity, honesty and fairness.</p>		<p>Application Letter</p> <p>Interview</p> <p>Task</p>

'What the children say...

If I could describe Thorpe in one word, I would say flawless! I have only been in the school for 3 years and, dare I say, it has been the best 3 years of my entire life! From the wide range of subjects to all the spectacular school trips, it's just fabulous! Working here must be one of the best work experiences of your life! The comfortable, heartwarming staff will help you fit right in! The students here have been taught exceptional manners and will not even think of anything foul. **Faithful**

I really like Thorpe because the lessons are amazing, the teachers are amazing! I believe Thorpe also has amazing opportunity such as swimming, sports events organised by our P.E teacher and also events at Jack Hunt. To all those teachers out there, I believe you will love your school and want to apply here because the children are so kind. **Eesa**

Thorpe is a good school and we have many happy times. Us Thorpians would highly appreciate if any new members came. We respect all teachers, all students and the school environment. **Insiyah**

Thorpe is an amazing school! When I first came I was scared but the teachers and classmates guided me through and now I can write cursive writing in seconds! The three simple rules are ready, respectful and safe, which makes the whole school steady and calm. It is a great place to work as well because the adults aren't strict, they like a good laugh too! The food is a 10/10, especially the wedges, they taste incredible. The trips are fun too, like swimming, camping, museum visits and more! **Kleon**

Thorpe Primary school is the best school I ever went to because the teachers are so funny. You can talk to the teachers or you can write your problems in the problem box. There are tournaments and house competitions. The food here is delicious: there is chips, pizza, roast chicken, mash potato and more. If you are interested in joining our school you might get happyfied! **Knox**

How to apply

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact the school office.

Visits to our school are warmly welcomed, please contact the school to arrange a tour.

Tel: 01733 264340

Email: office@tps.pkat.co.uk

Apply at: www.pkat.co.uk/vacancies

Closing date: 26/04/2024

Interview date: Possible 2nd/3rd May 24



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