

**ALDRIDGE**  
**SCHOOL**

Achieving Excellence Together



## Application Pack

# Special Educational Needs Co-ordinator (SENCO)

Aldridge School  
Tynings Lane, Aldridge,  
Walsall, West Midlands  
WS9 0BG

01922 743988



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## About Aldridge School - a Founder Academy of the Mercian Trust



Dear Applicant

Thank you for taking the time to find out more about Aldridge School. This pack is intended to give you information about this role and our school's broader vision and ethos. Further background information is available in our Prospectus and Sixth Form Prospectus on our website.

We are a comprehensive school of over 1500 students situated near the centre of Aldridge village. We believe that it is our responsibility to work to meet the needs of every individual student, challenging them to achieve their best, supporting them to become responsible young adults and preparing them for their next steps into the world of work or further education.

Aldridge School is a good school (Ofsted 2017). It is a school which is proud of its traditions and successes which have been achieved through hard work and high expectations. particular, we encourage our students to be **Respectful**, **Responsible**, **Resilient** and **Ready** to learn in order that they will be happy and successful at school and in the wider world beyond.

Aldridge School has a dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services. Our broad curriculum is designed to meet national expectations, be relevant and interesting, support our students in achieving the best possible standards in external examinations and to equip them with the skills they need to be successful in adult life.

At Aldridge School we have a popular and thriving Sixth Form. We are very proud of our students' success with over 80% securing places at some of the top Universities and on Higher Apprenticeships last year. We offer a very broad range of both academic and vocational courses at level 3, ensuring that Aldridge School Sixth Form is an option for a wide range of students.

We also enjoy strong links with surrounding primary schools, working with students in Years 5 and 6 including work in Science, Maths, English, Performing Arts and Enterprise. We are proud of our community and we work hard to promote this pride in all our partnerships, so that we can make sure that future students from these schools enjoy an easy, enjoyable transition to Aldridge School.

Students at Aldridge School are friendly, polite and respectful. Strong relationships between staff and students contribute significantly to ensuring that students are happy and feel safe.

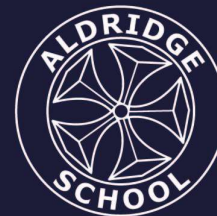
If you would like to find out more, please contact us to arrange a visit to see our school at work. We look forward to meeting you.

Ian Bryant  
Head teacher

## Benefits of Working at Aldridge School



- Teachers are all provided with a laptop to support their teaching
- Main scale teachers teach 21/25 periods per week maximum
- No pressure to "put on a show" in lessons. A culture of typicality is reinforced by no lesson grading (outstanding, good etc.)
- No expectation to write lesson plans of any kind
- Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations
- A clear system of sanctions which is applied consistently so staff don't have battles with students
- Senior Leadership are very visible
- Excellent pastoral support offered through House Offices
- CPD tailored specifically to staff needs, based off their feedback
- Time for staff to put new things into action
- Non-hierarchical approach to professional development - there are things a senior leader can learn from an NQT and vice versa
- Targeted support plans for teachers who are struggling
- Regular Staff, Faculty and Pastoral briefings to support good communication
- Comprehensive support for NQTs with dedicated mentors and regular meetings
- Performance Management is tailored to faculty and individual needs. Data targets are not used punitively but aspirationally. We begin from the assumption that everyone will get the pay rise unless they haven't done all they can to improve student outcomes
- We are constantly streamlining all systems and processes so they take less time
- Open door Senior Leadership Team - no concern is ever too small
- Countless opportunities to get involved with the wider life of the school - Duke of Edinburgh, school performances, sports teams, music
- Contributions of staff recognised through 'Above and Beyond' draws each half term



## **Student Development Faculty**

### **Student Development Faculty Staff**

Aldridge School has a team of 24 Learning Support Assistants, 6 of which are Senior Support Staff and have specialist responsibilities. These specialisms include Emotional Literacy Support intervention, dyslexia, as well as Y7 and post 16 transition. We also have a full time SEN administrator. The department consists of a SEN base of 2 classrooms and office areas as well as 2 other SEN classrooms within the main school.

### **Learning Support Assistants**

Learning Support Assistants support students in the classroom, in small groups and deliver 1-1 support. They also support with delivering both academic and social and emotional interventions and support vulnerable students at break and lunchtimes.

### **Interventions**

The SEN Team deliver a range of interventions to meet students' needs. Interventions include Nessy and Dynamo Maths for students who have specific learning difficulties, rapid reading and reading box support, for those who require support for reading and social and emotional programmes such as Lego Therapy, Emotional Literacy Support and Friends For Life Groups. We also have a social group for students at KS3 to help students make friends and socialise during lunchtimes.

### **External Agencies**

The department works closely with a range of external agencies to support students who have more complex needs. The school receives support from Walsall Council Educational Psychologist Team as well as the West Mercia MAT therapeutic team which consists of a Music Therapist, Speech and Language Therapist and Occupational Therapist.

## The Mercian Trust



Aldridge School operates as an Academy Trust, and now as a founder member of the Mercian Trust.

The Mercian Trust is a new and exciting development for education in Walsall. It brings under one banner six schools to work together as a Multi-Academy Trust or MAT.

The six schools are unique in their identity and united by their ambition to offer the best possible future for their students.

### **The six Schools are:**

- Aldridge School
- Queen Mary's Grammar School
- Queen Mary's High School
- Shire Oak Academy
- The Ladder School
- Walsall Studio School

Each School has its own distinct ethos and approach, but we have this over-arching aim in common: we prepare all our students to enjoy life to the full by inspiring them to:

- Realise their potential as learners
- Thrive in the world of work
- Make a positive contribution to the local, national and international community

The Mercian Trust respects the autonomy of its member schools but, through collaboration, fosters strengths that are greater than the sum of its parts. Working together as a Multi Academy Trust provides a framework for sharing expertise and enthusiasm, resources and ideas.

We also enjoy strong links with surrounding primary schools, working with students in Years 5 and 6 including work in Science, Maths, English, Performing Arts and Enterprise. We are proud of our community and we work hard to promote this pride in all our partnerships, so that we can make sure that future students from these schools enjoy an easy, enjoyable transition to Aldridge.

## Job Description



### **Post: Special Educational Needs Co-ordinator (SENCO)**

The SENCO, under the direction of the Headteacher, will:

- Determine the development of the Special Educational Needs provision in-line with the Trust's SEN policy
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual students with SEN or a disability
- Produce the annual statutory SEND Information Report and present this to the Local Governing Body
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions (STPCD)

#### **Strategic development of SEN provision**

- Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the Faculty and school improvement plan
- 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

#### **Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with 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 students with SEN or a disability
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness
- Lead inclusion team meetings within the school

#### **Support for students with SEN or a disability**

- Identify a student's SEN
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up-to-date
- Review the education, health and care plan (EHCP) with parents or carers and the student
- Communicate regularly with parents or carers
- Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student'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 student has SEN or a disability
- Ensure access arrangements are applied for and put in place



### **Leadership and management**

- Work with the Headteacher and Governors to ensure the school meets its 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
- Contribute to the school improvement plan
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the Trust's SEN policy
- Promote an ethos and culture that supports the Trust's SEN policy and promotes good outcomes for students with SEN or a disability
- Lead and manage the Student Development Faculty which consists of HLTAs, Senior LSAs and LSAs working with students with SEN or a disability and a Behaviour Lead and Administrator
- Lead staff appraisals
- Review staff performance on an ongoing basis and undertake quality assurance
- Develop and maintain a timetable of support

### **Teaching and Learning**

- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

### **Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- **Having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions**
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Other areas of responsibility**

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

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 SENCO will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the Line Manager.

# Person Specification



## Qualification Criteria

- Qualified to degree level or above
- Possess QTS status or equivalent
- National Award for SEN Co-ordination, or a **willingness to complete it**
- within 3 years of appointment

## Experience

- Teaching experience of working with SEND learners
- Experience of working at a whole-school level
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET
- Experience of Line Managing staff (desirable)

## Knowledge

- Sound knowledge of the SEND Code of Practice
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies
- Ability to plan and evaluate interventions
- Data analysis skills and the ability to use data to inform provision planning
- Effective communication and interpersonal skills
- Ability to build effective working relationships
- Ability to influence and negotiate
- Good record-keeping skills

## Personal qualities

- Commitment to getting the best outcomes for students and promoting the ethos and values of the school
- Commitment to equal opportunities and securing good outcomes for students with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality

## Teaching and Learning

- Effective and adaptable ICT skills
- Possesses energy, enthusiasm, resilience and perseverance
- A commitment to educational research in order to facilitate learning
- Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards
- Thinks strategically about classroom practice and tailoring lessons to student's needs
- Understands and interpret complex student data to drive lesson planning, achievement and progress
- Excellent planning and organisational skills
- The ability to produce correspondence/documents, appropriate for a specific audience and in well-written English, ensuring the tone is appropriate to the purpose

## How to Apply



**Salary Scale:** MPS/UPS plus TLR 1b (£10,204 pro rata per annum)

### Closing Date

9.00am on Friday 04 February 2022

### Interviews will take place on

Friday 11 February 2022

### Start Date

Easter 2022

### Visits to School

Visits to school are welcome and encouraged. For further information, please contact the school either by email [info@aldridgeschool.org](mailto:info@aldridgeschool.org) or by telephoning Mrs J Timmis on 01922 743988 ext 2224

### Applying

Apply through TES application system or further details can be found on the school website [www.aldridgeschool.org](http://www.aldridgeschool.org)

# Advert

## Special Educational Needs Co-ordinator

**Salary Scale: MPS/UPS plus TLR 1b** ((£10,204 pro rata per annum)



Aldridge school is a successful oversubscribed Academy with good track record of results at both GCSE and A Level. Our most recent Ofsted inspection (February 2017) rated us as Good in all areas. This is an excellent opportunity for inspired, committed and enthusiastic people to join a thriving department in this popular and successful school.

We offer:

- A friendly, supportive and inclusive ethos
- Students who are willing to learn
- An outstanding team of learning support and administrative staff
- An excellent ECT programme
- Extensive opportunities for professional development
- A great chance to make difference to young people's lives

We seek:

- An excellent SENCO who will be responsible for the strategic development and day-to-day operation of the SEN provision
- A person with vision, drive and initiative required to achieve further success
- An enthusiastic, committed and passionate individual, able to motivate and inspire young people and colleagues
- An individual with a 'can do' approach willing to make a significant contribution to the life of the school

Aldridge School - An Academy is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment. The post is subject to enhanced DBS and safeguarding checks.

For further information please go to our website [www.aldriggeschool.org](http://www.aldriggeschool.org) or contact the Faculty Leader on 01922 743988 ex 2224.

We reserve the right to close vacancies before the advertised date if a large number of applications have been received.



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