



CROXLEY DANES SCHOOL



Appointment Brief for Special Educational Needs Coordinator (SENCO)



DANES EDUCATIONAL TRUST



CROXLEY DANES SCHOOL

Dear Applicant,

Thank you for showing an interest in the post of Special Educational Needs Coordinator (SENCO) starting in September 2022.

This is an extremely exciting time to join Croxley Danes School as in September 2022 we will be introducing our Sixth Form. In terms of facilities, in September 2020, the school opened its brand new permanent accommodation at Baldwins Lane in Croxley Green, including a building with a capacity for over 1200 students. The permanent site for the school comprises 12.3 hectares. This far surpasses the need for a six form entry school, therefore the space afforded to the students on site is, compared to other local schools, second to none. Furthermore, the permanent school building has been meticulously designed to ensure both students and staff experience a first-class learning environment. More details about (and images of) the permanent site can be found [here](#).

The Danes Educational Trust currently comprises nine schools: St Clement Danes School, Croxley Danes School, Chancellor's School, Onslow St Audrey's School, De Havilland Primary School, Elstree Screen Arts Academy, Ascot Road Primary School, Jupiter Primary School and Lanchester Primary School. Dr Josephine Valentine OBE is the CEO of the Danes Educational Trust. She was Headteacher of St Clement Danes School for 20 years. She is a National Leader in Education, a DfE Advisor and has oversight of all nine schools. If appointed, you will benefit from working within an established, outstanding Trust whilst also contributing to the education of the first cohorts of students in a new school at an exciting stage in its development. More information about the Trust can be found [here](#).

We are heavily over-subscribed with 840 students across Years 7-11 who are aspirational, confident and have excellent attitudes to learning. They are extremely proud of being the first cohorts of students in a brand new school and excited about the future. Staff overwhelmingly report that they are delightful to teach and fun to have in the classroom. Their behaviour is excellent.

We are looking to recruit a Special Educational Needs Coordinator (SENCO) to lead our committed, friendly SEN team. If you are passionate about helping students work to their highest potential, giving support to those with varied needs and have proven experience and skills in this area, we would love to hear from you.

I want Croxley Danes School to be outstanding and a strong part of the local community. If you share our commitment to educational excellence, we want to hear from you.

Yours sincerely

MR S THOMPSON
Headteacher





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JOB DESCRIPTION



Job Title: Special Educational Needs Coordinator (SENCO)

Line Manager: Senior Leadership Team Member

Pay Range: MPS/UPS plus TLR1c

Permanent, full-time contract

Start Date: 1st September 2022

Core Purpose

To provide leadership and direction for the Special Educational Needs Faculty and ensure that it is managed and organised to meet the aims and objectives of the school. To support the Leadership Team in securing effective teaching and learning, the holistic well-being of SEND students and developing school policy and practice.

All teachers are responsible for safeguarding and promoting the welfare of children.

Main duties and responsibilities

Strategic Direction and Development of the Subject

- Develop and implement policies and practices for the Special Educational Needs Faculty which reflect whole school aims and objectives
- Create a climate which enables staff to develop and maintain positive attitudes towards the support and development of students with Special Educational Needs
- Create a climate which enables staff to liaise positively and proactively with the faculty
- Demonstrate both enthusiasm and high standards of teaching to members of the faculty and students
- Use interactions with students to prepare them for the opportunities, responsibilities and experiences of adult life
- Establish short, medium and long term plans for the development and resourcing for the faculty which contribute to whole-school aims, policies and practices and identify realistic targets for the development of the subject

Leading and Managing Staff

- Help staff to achieve constructive working relationships with students and establish clear expectations and constructive working relationships among staff involved with the Special Educational Needs Faculty
- Appraise staff as required by school policy and develop and evaluate staff development and training needs
- Line manage the Deputy SENCO
- Ensure that all new Learning Support Practitioners (LSPs) are appropriately trained, monitored, supported, assessed and effectively inducted into the department
- Ensure that all new teachers to the school are effectively inducted with regard to the information and support available to facilitate Quality First Teaching
- Encourage staff to discuss developing ideas and foster an atmosphere of discovery to enhance the provision for students with Special Educational Needs



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JOB DESCRIPTION Cont.



Communication and Liaison

- Communicate effectively and meet regularly with members of the faculty through formal and informal meetings and briefings
- Meet regularly with an SLT line manager over matters relating to the faculty and over personal professional development
- Liaise with other staff, including Senior Leaders, Heads of Years, Subject Coordinators, Data Manager etc on matters relating to the faculty
- Liaise with the SENCO for the Danes Educational Trust when necessary on matters relating to the faculty
- Liaise with the Examinations Officer with regard to access arrangements for public examinations and mock examinations
- Provide reports to the Local Governing Body, Headteacher and Local Authority on the provision for and progress of students
- Liaise with feeder Primary schools to support the transition of students with Special Educational Needs



Teaching and Learning

- Support effective curriculum coverage, continuity and progression for all students through the deployment of LSPs and, where necessary, wave 2 & 3 interventions such as small group withdrawal from MFL lessons
- Ensure that teachers are aware of students' needs and appropriate strategies to meet those needs in order to inform decisions regarding appropriate teaching and learning methods
- Contribute to the evaluation of the teaching and learning of students with Special Educational Needs in the school, making recommendations for action to improve provision if necessary
- Ensure the development of students' literacy, numeracy and information communication technology skills
- Establish policies and implement procedures to evaluate and report on the progress of students with Special Educational Needs via whole school reporting systems
- Establish high expectations and ensure that clear targets are set for student achievement including for those with special educational needs and the more able
- Use data effectively to identify students who are underachieving and create plans of action to include target setting
- Ensure the effective development of students' individual learning skills takes place
- Establish a partnership with parents to involve them in their child's learning, including termly SEN reviews and develop effective links with the local community



Efficient and Effective Deployment of Staff and Resources

- Establish timetabling, staff and resource needs for the faculty and inform the SLT line manager of priorities for expenditure in connection with school policies and the faculty development plan
- Ensure the effective and efficient management of learning resources including ICT
- Use accommodation to create an effective and stimulating learning environment in which health and safety risks are properly assessed
- Maintain effective control for allocated capitation for the Special Educational Needs Faculty





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JOB DESCRIPTION Cont.



Our Vision

At the Danes Educational Trust we are committed to 'Making the Difference Together' sharing best practice and supporting each other to be the very best we can be.

Core Values

The post holder is expected to share our commitment to our core values:

- We value joy in working, teaching and learning together
- We encourage everyone within our Trust to feel optimistic about the future and how they can shape it
- We support all individuals in developing resilience to enable them to respond to change and grow as a result
- We value and support the wellbeing of all individuals who learn and work in our schools
- We provide equality of opportunity and experience for all
- We provide a safe and secure learning environment for all



Compliance

The post holder is required to be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts.

Additional Information

All staff are required to participate in training and other learning activities and in performance management and development as required by the Trust's policies and practices.

This job description is a guide to the duties the post holder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of the Trust.



Supervision/Job Context

The post holder is managed by a member of the Senior Leadership Team.

Contacts

The post holder will work with Senior Leadership Team members, faculty coordinators, teaching staff, Learning Support Practitioners, and non-teaching staff. They will have contact with students, parents, governors, and may have contact with advisors and other visitors to the school.





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PERSON SPECIFICATION

We are looking for knowledge, experience and training

We are looking for ...

Knowledge, Experience and Training

Essential:

- Qualified Teacher Status (QTS)
- National Award for SENCo Qualification (NASENCo qualification)
- A passion for teaching and education in its widest sense
- Experience of teaching students at Key Stages 3 & 4 and demonstrating a positive impact on their progress
- Excellent interpersonal skills to facilitate effective communication with a range of stakeholders
- A willingness to undertake Continuing Professional Development and Learning (CPDL)
- The ability to show initiative, to multi-task and develop existing skills
- Ability to demonstrate patience, flexibility and a sense of humour
- Ability to cope with pressure and demonstrate a calm and measured response
- A natural aptitude to model the Trust's core behaviours – *'We display transparency, kindness and respect in all our interactions with others, and support each other in all our endeavours. We are tenacious in our desire to make the difference together'*

Desirable:

- Be qualified to assess students' eligibility for examination concessions, or be willing to undertake the necessary training to achieve this within the next academic year
- Experience of teaching at Key Stage 5 and demonstrating a positive impact on student progress
- Experience and evidence of a positive impact in a similar role
- Holder of NPQML qualification



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SCHOOL SUMMARY

Curriculum Summary

We currently have nine faculties: English, Maths, Science, Humanities, Modern Foreign Languages, Technology, Physical Education, Creative Arts (Art, Music and Drama) and Social Sciences.

All Faculties currently have a Head of Faculty or Faculty Co-ordinator, other than Social Sciences, in which we will be appointing such a post for September 2022. Over the course of the next few years additional curriculum and pastoral middle leadership roles, will also become available, ensuring that aspirational staff will have opportunities to progress their career and assume additional responsibilities at the school.

All our Faculties use Schemes of Work that have been developed from tried and tested resources from St Clement Danes, our sister school. As such, the students are following an identical curriculum and assessment framework at Key Stage 3 which facilitates progress comparisons with an established school which has outstanding student outcomes. Every data comparison to date demonstrates that the students have adopted the positive attitude to learning that is highly evident in our sister school and are making equivalent progress. When the students reach Key Stage 4 they will follow the same specifications at GCSE as St Clement Danes to facilitate the sharing of resources, knowledge and expertise, which should reduce workload whilst promoting positive academic outcomes. The school has high expectations of student behaviour, which is proving to be exemplary. To learn more about the curriculum and to download the KS3 & KS4 curriculum booklets, please visit our website:

<https://www.croxleydanes.org.uk/198/ks3-ks4-curriculum>

There is a rich programme of Extra-Curricular activities and Student Participation Groups underway. Successful candidates will be encouraged to add to these opportunities for our students. In addition, many Faculties have already started to create links with the local community in Croxley Green where the school will be situated. Examples of this can be seen on our News Pages and Twitter Feed. We are keen for successful candidates, to further develop these links. The current extra-curricular programme can be downloaded from our website: <https://www.croxleydanes.org.uk/200/extra-curricular-1>

Staffing

As a new school, we have an extremely keen, committed and cohesive staff group. The active staff room committee organise social events at least once per term. We are looking for colleagues who want to make a difference to the lives of the families we serve whilst also developing their own interests and careers; we hope they will, like our current staff, also enjoy working at our school.



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SCHOOL SUMMARY Cont.

Resources

Our school is fortunate to be extremely well resourced. There are interactive TVs in all classrooms and software has been purchased to support and facilitate learning and reduce workload: ActivInspire, Show My Homework and Mint Class have all been very well received by teaching staff. There is also considerable investment in curriculum software in all Faculties, for example - Accelerated Reader, Hegarty Maths, Kerboodle, and Active Learn to name but a few. In the fullness of time, each Faculty will have its own dedicated ICT resources, either through a computing suite of 30 PCs or the provision of 30 laptops. Through a prudent expenditure and staffing plan, the school has been able to provide all the resources requested by staff whilst also developing significant reserves to develop financial resilience at a time when funding is a significant issue in most schools.

Accommodation

The funding envelope for the development of the permanent site and construction of the school building was approximately £30million and therefore from September 2020 the school has been able to provide first class facilities to create a rich learning environment, which is populated by students and staff who demonstrate a 'can-do' attitude and enjoy celebrating one another's successes. The building has been designed around the faculty system, in which classrooms within a faculty are grouped together, each Faculty benefiting from its own staffroom. With the permanent site totalling 12.3 hectares, the playing fields are extensive but also many of the aesthetic features of the site, such as an historic lime tree walk and other established shrubs and trees, have been retained to create a landscaping effect which few other schools can offer. In addition to the playing fields, there will be dedicated tennis courts and (separate to the tennis courts) dedicated netball courts and a floodlit astroturf. Our permanent site is situated within walking distance of Croxley Green underground station and a short bus ride from Watford town centre. Opposite the school is a parade of shops and several key bus routes serve the location. Croxley Green itself is a welcoming and cohesive community of which the school is already becoming a part. We hope that this relationship will grow and flourish.





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SCHOOL SUMMARY Cont.

Our student body is drawn from local families, largely from Croxley Green, West Watford and Rickmansworth. They are engaging, imaginative and enthusiastic learners who are excited about coming to school each day. The video we made of them for our 2017 Open Evening, although shot within days of them arriving at the school, gives a flavour of their character and can be seen [here](#). The videos we created for our 2021 virtual secondary transfer event can be seen [here](#).

Data from recent progress checks shows fantastic attitudes to learning from the vast majority of students and detailed support plans are successful in helping those who find learning more challenging to access the curriculum and work alongside their peers successfully. In terms of their ability on entry, their aggregated overall KS2 scaled scores of 106 is above the national average. Their progress so far is a little hard to evidence comprehensively, as you will appreciate, but all data captures to date indicate that the students are progressing well. Our numbers on Free School Meals are low (9% FSM). 15% accrue Pupil Premium funding. Our population is ethnically diverse and 24% of students have English as an additional language. 15% of students receive SEND support and five students have an EHCP. We have a highly experienced SENCO who leads a team that includes an SEN Teacher and six learning Support Practitioners (LSPs).

All visitors comment on the pride our students take in their school, the care they show for one another and the delight they express about being students who have the chance to help shape a new school community – a role which they take extremely seriously.

Leadership qualities are already being developed and it is intended to build on opportunities to allow students to lead as the school grows. An extensive student participation programme has been introduced and has been heavily oversubscribed by students wishing to join. A number of groups such as the Student Council, Environment Group and Equalities Team feed into the School Parliament.

The school prides itself on nurturing students' talents, whatever they might be. Students are currently able to join in with a wide range of clubs and activities and our sports teams are starting to chalk up promising results against local schools. To get a full sense of the life our students are able to lead at the school, see our [News Pages](#) or [Newsletters](#) on the school website or follow us on Twitter [@croxleydanes](#).





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BENEFITS

We can offer a range of benefits including:

- Children of staff are admitted under criterion 2 of the secondary transfer admission arrangements, after two years' service
- Exceptional CPD opportunities
- We run a strong and robust induction programme for Early Career Teachers (ECTs). We have a vast experience of working with ECTs and we see ECT Induction as a means to develop the best teachers in the local area
- Study Assistance Programme
- Comprehensive Employee Assistance Programme
- Membership of the Teacher's Pension Scheme / Local Government Pension Scheme
- Career development opportunities within an expanding Multi-Academy Trust
- Opportunities to expand your professional networks through the Trust's external partnerships e.g. Science Learning Partnership, Challenge Partners
- £250 New Employee Referral Scheme (i.e. finder's fee) for any qualifying positions that you refer the successful candidate for
- Cycle to Work Scheme
- Occupational Health and an onsite Counsellor
- Free flu jabs
- Free parking
- Staff Committee that organise regular social events





Becoming part of the team at the Danes Educational Trust will give you an opportunity to make a difference to the educational outcomes of young people in Hertfordshire, whilst providing you with an opportunity to pursue your passion for education.

In the last year, we have expanded to be a Trust of nine schools: St Clement Danes School, Croxley Danes School, Chancellor's School, Onslow St Audrey's School, De Havilland Primary School, Elstree Screen Arts, Ascot Road Primary School, Lanchester Primary School, Jupiter Primary School and we have more schools in the pipeline. Schools maintain their own individual cultures and relationships with their community and networks, but align through key educational policies and school improvement strategies, and crucially align with respect to the Trust's vision and core values.

You will be part of a Trust that develops optimistic, resilient learners and valued, empowered staff. We collaborate with local, national and global partnerships to achieve our vision of 'Making the Difference Together' and consider our core values to be at the heart of what makes our Trust unique:

- We value **joy** in working, teaching and learning together
- We encourage everyone within our Trust to feel **optimistic** about the future and how they can shape it
- We support all individuals in developing **resilience** to enable them to respond to change and grow as a result
- We value and support the **wellbeing** of all individuals who learn and work in our schools
- We provide **equality** of opportunity and experience for all
- We provide a **safe** and secure learning environment for all





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Head: Stephen Thompson, MA (Cantab) PGCE

Baldwins Lane, Croxley Green, Rickmansworth, Hertfordshire WD3 3LR

Tel: 01923 284483 **Web:** www.croxleydanes.org.uk



Recruitment Manager

01923 589699 / 07917 035962
recruitment@danesedtrust.org.uk



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