

Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Outstanding Achievement for All

Job Advert



Silverdale School is an extremely popular and high achieving 11-18 comprehensive in the south west of Sheffield and is the founding school of Chorus Education Trust. The school has an excellent record of student achievement at both KS4 and KS5. At its heart is one of the country's largest Teaching Schools, the Sheffield

Teacher Training Alliance. The school sits within a new building with a full complement of facilities.

In 2020 it was named the Sunday Times Top State Secondary School in the North of the Decade, in recognition of its sustained success.

Silverdale School is part of Chorus Education Trust, and as such all appointees may be required to work at any Trust site in the future.



You can view the school website at: www.silverdale-chorustrust.org

Special Educational Needs Coordinator (SENCO)

TLR2b (£5,023) plus SEN allowance (£2,384)

Salary: M1 to USP3

Permanent

To start: September 2023

About this vacancy

Chorus Education Trust in Sheffield is seeking a multi-skilled, energetic individual with excellent leadership and communication skills who will drive our inclusive culture. A background of working with SEN students is essential, and, if you are not already a qualified SENCO, a willingness to complete the training. Colleagues with a primary background are welcome to apply.

Responsibilities will encompass all aspects of our SEND provision throughout Silverdale School, managing the work of a dedicated and committed team of Teaching Assistants whilst also building and maintaining effective working relationships with our students and their families, all support and teaching staff, and external agencies.

The successful candidate will be an excellent classroom practitioner with high expectations; their teaching will be a combination of small groups of students with SEN and mainstream classes in their subject specialism. They will work closely with our deputy SENCO and the wider staff team to ensure we are meeting the needs of our SEN students across all aspects of school.

Benefits include:

- CPD support from one of the largest Teaching Schools, the **Sheffield Teacher Training Alliance**, throughout your career.
- Opportunities to develop skills and experience as part of a growing, local Trust.

There will be no need to go elsewhere – your career will flourish with us.

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to India Cottiss (HR Administrator) at: recruitment@silverdale.chorustrust.org

Please note that CVs and Sheffield City Council/Derbyshire County Council application forms will not be accepted. Applicants are welcome to discuss any aspect of the role with David Dalrymple, SENCO.

Deadline for applications: **11.59pm on Sunday 26th March**

Interviews to be held: **Week beginning Monday 17th April.**

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

At Chorus Trust we are committed to the Safeguarding of all our pupils, please visit our website to access our Safeguarding & Child Protection policy <https://www.chorustrust.org/policies>

Job Description: summary

Post title:	Special Educational Needs Coordinator (SENCO)
Group:	M1 – UPS3
Salary point range:	M1 – M6 & UPS1 – UPS3 ,TLR2b plus SEN allowance
Reporting to:	Senior Leadership Team & Head of School
Line Manager of post holder (if different):	Assistant Headteacher
Post holder will work with:	All Teaching and Support staff within the School and across the Trust.
Holiday and sickness relief:	By and for other teaching colleagues.
Purpose of job:	<ul style="list-style-type: none"> • To lead the development of effective strategies in the delivery of teaching and learning for children with SEND. • To ensure students with additional and special educational needs and disabilities are supported to maximise their achievement and inclusion in the school. • To use data in order to challenge all teachers to remove barriers to learning and underachievement in the students with SEN. • To liaise with students, their families, all colleagues in school and external agencies in order to maximise progress and engagement of our learners • To lead on the provision for our looked-after and previously looked-after children, including working with outside agencies. • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high quality teaching and learning for which the teacher is accountable.
	This post may work across the Trust schools.
Version revised:	April 2020

Job Description: duties

The post holder must at all times carry out his/her responsibilities within the spirit of the School and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School.

The job description should be read alongside the range of professional duties of teachers as set out the Teachers' Pay and Conditions Document. 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 Department for Education.

The specific duties and responsibilities include but are not limited to:

Teaching and Learning

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.
- 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 SEN register and oversee the records on all students with special educational needs.
 - Monitor and improve the work of the inclusion department to ensure that high quality learning leads to sustained high achievement.
 - Monitor and evaluate the learning, progress and behaviour of students supported through the inclusion department in partnership with the designated member of the leadership team.
 - Lead on the regular and systematic review of the quality of teaching and learning within the SEN department in accordance with the published annual cycle.
- Responsibility for the leadership of curriculum development in the relevant subject areas.
 - Lead ongoing curriculum development in learning development and ensure that this supports whole school priorities.
 - Lead on relevant SEN 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 SEN student attainment 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.
- Use all available data to allocate students and staff to appropriate teaching groups.
- Responsibility for providing training and coaching for all teachers, support staff and trainee teachers to ensure high quality teaching, learning and support for students with additional and special educational needs.
 - To plan and deliver training and coaching for the whole school 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 SEN students.
- Responsibility for ensuring the correct conduct of all school and public examinations involving SEN students.
 - Ensure that all administration connected with special exam arrangements for SEN students for public and school examinations is carried out efficiently, and that staff and students understand and meet the school's high expectations for the conduct of all examinations.

Whole school organisation, strategy and development

- Proactive promotion and maintenance, in conjunction with the leadership team, of a shared school ethos of respect for learning and achievement.
 - Model high professional standards for the teaching of SEND and vulnerable groups and promote the development of teaching and learning in line with the school development
 - plan and school improvement priorities.
 - 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 school policies are followed.
- Leadership of ongoing strategic development within school for SEND children.
- To lead on the provision for our looked-after and previously looked-after children, including working with outside agencies.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to paragraph 52.7 of the STPCD, supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.
- To have overall responsibility for ensuring the school's provision for students with special educational needs represents best practice in all aspects and complies fully with National and local policies and statutory frameworks.
 - To provide advice and guidance to the Headteacher and Governing body on these matters.

- 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.
- Training 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 ensure the smooth transition of students into the school.
 - To meet with partner Primary staff to ensure smooth transition, KS2 to KS3.
 - To coordinate attendance at individual SEN meetings in final year of KS2.

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 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 referral meetings, pastoral team meetings and subject leader meetings.
- Shared responsibility with the Headteacher, Leadership team, Business Manager 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 SEN area.
 - Monitor LA SEN funding and its accuracy.
- Responsibility for ensuring that facilities and resources in the SEN 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 undertake CPD activities.

- To lead on performance management for team members.

Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

- 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 SEN.
- Develop and implement curricular and extra-curricular activities within the departmental area, in partnership with other agencies where appropriate.
- Work with the SEN team to ensure all special needs students receive appropriate support.
- Be proactive in bidding for additional funds to support out SEND students from the LA and other funding streams

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Support for the Trust / School (applies to all roles)

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the Trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the Trust/schools.
- Participate in relevant training, other learning activities and performance management as required.

- Team responsibilities: all staff are considered part of the overall Trust team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job title: SENCO

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview R = reference
Qualifications			
A relevant degree together with PGCE or equivalent teaching qualification (or currently an ITT/GTP trainee).	✓		A
Evidence of commitment to CPD to support areas of the job role.	✓		A/I/R
Detailed knowledge and understanding of the current issues in English education.	✓		A/I/R
SENCo accreditation		✓	A/I/R
Willing to participation in the SENCo accreditation course		✓	A/I/R
Experience			
Very good classroom practitioner with an excellent track record of student outcomes.	✓		A/I/R

Recent relevant experience of working with students with SEN	✓		A/I/R
Recent relevant experience of conducting annual reviews and working with external SEN agencies		✓	A/I/R
Knowledge and understanding regarding safeguarding, child protection and Prevent.	✓		A/I/R
Use of student performance data to inform classroom teaching and wider interventions..	✓		A/I/R
Professional knowledge and understanding			
An enthusiasm for innovation and developing teaching and learning.	✓		A/I/R
An excellent understanding of inclusion, engagement and how to motivate students.	✓		A/I/R
A sound understanding of modern pedagogy methods within the field of teaching students with Special Educational Needs.		✓	A/I/R
Knowledge and experience of intervention strategies.	✓		A/I/R
Professional skills			
A high commitment to learning and achievement.	✓		A/I/R
A passion for education and making a difference.	✓		A/I/R
Excellent interpersonal, planning and organisational skills.	✓		A/I/R
The ability to collaborate with other staff.	✓		A/I/R
Willingness to contribute to the wider life of the school.	✓		A/I/R
Commitment to safeguarding and promoting the safety and welfare of young people.	✓		A/I/R
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents.	✓		A/I/R