

The logo for SAST (Software Assurance Support Team) features the letters 'SAST' in a bold, sans-serif font. The 'S' is blue, 'A' is yellow, 'S' is green, and 'T' is red.

TRUST SENCO

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Dear Applicant,

Thank you for expressing an interest in the post of Trust SENCO across SAST.



SAST is a strong and ambitious Trust of both primary and secondary schools seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset as well as South Somerset.

The Sherborne Area Schools' Trust was established in June 2017 with seven schools serving the West and North Dorset area as well as students from South Somerset. Currently there are 17 schools with over 5000 students, and we employ over 850 staff. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years. SAST has both large town primary schools with over 300 children, smaller village primary schools and nursery provision. There are several secondaries: two large 11-18 secondary schools with Sixth Forms, a smaller 11-16 secondary with 400 students and a pupil referral unit. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Dioceses of Salisbury and Bath and Wells. We believe in preserving schools in their local community.

This role will be challenging, yet immensely rewarding and integral to the development of our trust improvement function. You need to be a team player, you will go the extra mile to support schools, staff and pupils and want to continually develop and pick up the best ideas to develop inclusion. In return, you will join a Trust that is full of activity, opportunity, and optimism.

In summary, there is a great sense of pride in what we collectively already achieve, and we want to enhance the existing and new schools. Education is more than just test and exam results – we place great value on the personal development of each child. We aim for them to ultimately leave school as well-rounded young people with a strong sense of what is socially, morally and culturally acceptable, and to feel that they have a contribution to make to the greater community. You can make an important contribution to this strategic ambition.

There is further information on the SAST website: www.sast.org.uk. If you would like to visit the Trust or discuss any aspect of the post, please contact Alice Brown, Director of Inclusion at Alice.Brown@sast.org.uk in the first instance.

On behalf of the Trustees of SAST, the leaders, staff and students we look forward to seeing your application and meeting you.

Very best wishes,

A handwritten signature in black ink that reads 'Colin Sinclair'.

Colin Sinclair
CEO

THE APPLICATION PROCESS

We look forward to receiving your application by **9am, Friday 05th December 2022**

If chosen for interviews these will take place **Wednesday 14th December 2022**

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned either by post, marked 'Confidential' to the HR Team, Shaftesbury School, Salisbury Road, Shaftesbury Dorset SP7 8ER or preferably by email to:

recruitment@sast.org.uk

You are warmly encouraged to get in touch prior to application to discuss the position. Our Director of Inclusion is available to have an informal discussion with interested applicants about the role. Please contact her at alice.brown@sast.org.uk. You are also most welcome to visit the Trust.

Sherborne Area Schools' Trust has an absolute commitment to safeguarding and promoting the welfare of children. The Trust follows the national and relevant local authority policies and procedures for child protection and security. Current and/or previous employers will be contacted through references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service and the post is subject to a Barred Lists check.

Sherborne Area Schools' Trust (SAST) recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.



JOB DESCRIPTION

TRUST SENCO

Purpose of the job:

The SENCO will, under the direction of the SAST Directors of Education and Inclusion, and the host school Headteacher:

- Consistently promote an ethos and culture of inclusion
- Support the strategic development of special educational needs (SEN) policy and provision in the Trust
- Provide professional guidance to colleagues, working closely with SAST Directors, to maintain high quality teaching and effective SEN provision which enables excellent learning outcomes and success for all learners
- Secure the day-to-day operation of the Trust's SEN policy and school procedures, to co-ordinate provision which supports individual pupils with SEND in host schools
- Work in partnership with the school improvement team, schools, families, local authority partners and other professionals

The Trust SENCO may also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Main responsibilities and duties

Strategic development of SEN policy and provision in host schools

- Have a strategic overview of provision for pupils with SEN or a disability in host schools, so that you are able to assist the Director of Inclusion in monitoring and reviewing of the quality of provision across the Trust.
- Contribute to school and Trust self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Ensure the SEN policy and procedures are put into practice.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the Trust's policy and practice, cascading to colleagues as appropriate.
- Work with Headteachers and staff to ensure all pupils learning is of equal importance and that there are high aspirations for pupils with SEND.
- Work collaboratively with colleagues in host schools to develop and maintain high quality SEND provision that ensures children's needs are met; and that all communications are timely, effectual, and appropriate.
- Provide professional guidance and support to staff to secure good teaching for SEND pupils.
- Contribute to the improvement of Teaching and Learning to ensure SEND pupils make good progress and that staff are equipped with effective strategies to best support SEND pupils, including:
 - Modelling effective teaching, to coach and train colleagues
 - Identifying and disseminating the most effective teaching approaches for pupils with SEND
 - Collecting and interpreting specialist assessment data on SEND to inform practice
 - Working with staff to develop effective ways of bridging barriers to learning through assessment of needs; monitoring of teaching quality and achievement; target setting; Learning passports; Individual Provision Maps; PSPs etc
 - Leading Continuing Professional Development (CPD) sessions for staff

- Ensuring good practice is shared
- Advise on the school budget and resources for SEN provision
- Report to the Directors of Education and Inclusion, Headteachers and Local Governing Bodies as requested.

Operation of the SEN policy and co-ordination of provision in host schools

- Analyse school, local and national data and implement appropriate strategies and interventions.
- 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 SEN support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff 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 locality team.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Support for pupils with SEN or a disability in host schools

- Establish strong relationships with pupils, acting as a role model and setting high expectations.
- Lead and undertake holistic assessments of pupils causing concern and those with SEN, to identify needs and monitor progress - including observations in the classroom, meeting with teachers and parents.
- 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.
- Support teachers to adapt schemes of work and learning programmes for pupils with SEN, ensuring that they remain aspirational and do not place a ceiling on attainment.
- Work closely with the Headteacher and teachers to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Maximise the effective use of technology to support learning and develop independence.
- Work with classroom teachers, the senior leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans.
- Negotiate, provide and monitor personalised timetables for pupils with specific additional needs.
- Ensure all stakeholders are fully informed about support programmes in place/planned.
- Provide regular updates on pupil progress through liaison with teachers, written reports and meetings with parents.
- Develop and maintain systems for keeping pupil records (including any professional correspondence and reports) ensuring information is accurate and up to date.
- Ensure that individual support/learning plans are reviewed with parents at least three times a year.
- Lead and co-ordinate the Annual Review of Education, Health and Care plans, working collaboratively with parents and professionals in a person-centred approach.
- Ensure that when the pupil transfers to another school, all relevant information is conveyed which will 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.
- Establish strong relationships with pupils, acting as a role model and setting high expectations.
- Promote safeguarding and welfare of children and young people in accordance with the Trust's safeguarding and child protection policy.

Leadership and Management in host schools

- Prepare and annually review the school SEN information report.
- Ensure performance management reviews are completed of identified personnel in line with school policy.
- Participate in the recruitment of personnel and ensure effective induction of new staff in line with school procedures.

Skills

As a Trust SENDCo you will need:

- A strong commitment to raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff to do so.
- A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments.
- Influencing and negotiation skills - to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies.
- Leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole school commitment to supporting pupils with SEN.
- Interpersonal skills - for building relationships with pupils, parents, teachers, and external professionals, as well as with the Central SAST School Improvement Directors
- Written communication skills - for writing learning and support plans, reports on pupil progress, and training and guidance for staff.
- Organisation and time-management skills - needed for prioritising and balancing a busy and varied workload.
- Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils and parents.
- Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.
- To be an exemplar of high-quality teaching and learning - so that others are inspired and motivated.
- Resilience, resourcefulness and a flexible approach to where you work – in order to support the changing needs of our schools

Person Specification

Essential

- Qualified Teacher Status with degree or equivalent in a relevant subject
- National Award for SENCO
- Experience of working in a variety of school contexts and across at least 2 key stages
- A passionate commitment towards inclusive practice
- An ability to advocate for SEN pupils and their learning

- The ability to lead and manage staff (e.g. LSMs etc.)
- Good communication skills involving oral, written and IT skills
- Excellent interpersonal skills and the ability to work co-operatively as a team member

Desirable

- Experience of leading colleagues in a time of change

PLEASE NOTE that this is for guidance only. Post holders are expected to be flexible and may be required to operate in different areas of work/carry out different duties as may be reasonably assigned by the SAST CEO/Directors of Education and Inclusion.



THE ADVERT

TRUST SENCO



Closing Date: 9am, Monday 05th December 2022
Start Date: As soon as possible
Salary: Teacher's Pay Scales plus a *SEN Allowance of £3,393 per annum*
Contract Type: Full-Time, Permanent

We are looking to appoint an outstanding SENCO to join our Trust School Improvement Team. You will work across multiple trust schools and be committed to raising standards for all students. This is a wonderful opportunity to join a Trust with great potential, some real strengths and the ability and desire to develop further.

SAST is a strong and ambitious Trust of both primary and secondary schools seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset as well as South Somerset. The Trust now consists of 5000 children and over 850 staff working in our 17 schools and shared services teams.

You are warmly encouraged to get in touch prior to application to discuss the position. Our Director of Inclusion is available to have an informal discussion with interested applicants about the role. Please contact her at alice.brown@sast.org.uk. You are also most welcome to visit the Trust.

For a recruitment pack and online application form, please visit the trust website: www.sast.org.uk

SAST will conduct online searches of shortlisted candidates. This will be part of safer recruitment check, and the search will purely be based on whether an individual is suitable to work with children. All aspects of social media and internet searches will be conducted. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

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This role is UK- based and your right to work will need to be established as part of the appointment process.

SHERBORNE AREA SCHOOLS' TRUST (SAST) INFORMATION

SAST is a multi-school trust, formed in June 2017, of seven schools serving the West and North Dorset area as well as students from South Somerset. Currently, there are 17 schools with more than 5,000 students and over 850 members of staff. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 4 secondary schools including a state boarding school and Sixth Form and a large 11-18 secondary school with a Sixth Form of over 400 students. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

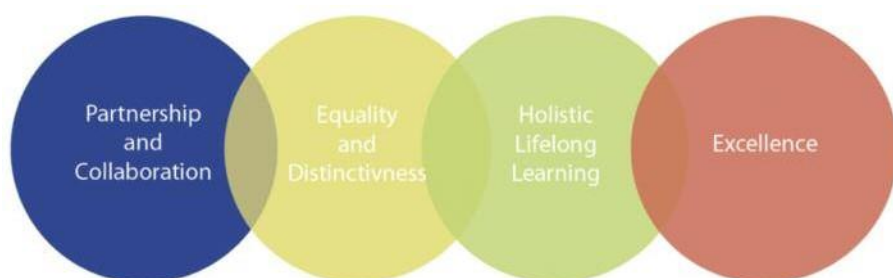
Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

What we value – our ethos:



Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Equality and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

Organisation - How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every School to continue to provide an excellent education for all our students while protecting the school's role at the heart of its community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to Schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

Partnerships:

Partnership and collaboration is a core feature of all our Schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The Schools have always worked closely together and across Dorset and Somerset.

SAST Benefits:

As part of the Sherborne Area Schools Trust, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme