
Vice Principal: SENDCO and Inclusion

Contract Type:	Permanent
	Leadership Scale 12 -16
Required for:	September 2023
Closing Date for applications:	9.00am on Monday 24th April 2023
Interview date:	w/c 2nd May 2023

This is an outstanding opportunity to join Aylesbury UTC, a 14-19 Secondary School in Aylesbury.

Aylesbury University Technical College is a unique school offering the very best of technical education with outstanding links to our specialist employer sponsors. Our UTC specialises in Computing / Digital, Health Care / Social Care and Building Studies (final cohort). Our curriculum embraces the core subjects at Key Stage 4 coupled with an innovative focus on our specialisms which is then further developed into our Sixth Form.

The UTC joined Merchant Taylors' Oxfordshire Academy Trust on 1st November 2021. This has enabled an even sharper focus on professional development for staff with excellent support for teaching and learning and wellbeing. Shared practice across our schools lies at the heart of our Trust ethos and is already having an impact at the UTC.

We are looking for colleagues who are passionate about their subject, are committed to supporting young people and are keen to buy into the vision of what makes a successful UTC. We are seeking future school leaders who see working in our context as another step on their professional journey and who are committed to our trust value of "making a difference".

Aylesbury UTC is a growing, non-selective school with students aged 14-19 who come from a very wide area including Buckinghamshire, Hertfordshire and Oxfordshire. We have an excellent reputation for supporting young people from diverse backgrounds in their pursuit for purposeful destinations. Our students successfully secure competitive university places, apprenticeships and employment positions. Importantly, we gain huge satisfaction from seeing students successfully joining local job sectors. We are proud of the careers focus throughout the school and we aim to support young people no matter what their chosen pathway.

Students enjoy a huge range of employer engagement opportunities such as work placements, mentoring, guest speakers, workshops, site visits and industry-specific projects. We have strong links with large multi-national and local organisations alike and we are particularly proud of the excellent working relationships with our local community.

Outside of the core curriculum, students predominantly complete vocational courses as these provide opportunities to gain valuable technical qualifications and offer more flexibility than academic course. However, from September 2023 we will be offering T-Level Health and from 2024, T-Level Digital. We review courses regularly to ensure that specific modules and qualifications match our students' and industry needs, giving students the strongest possible start to their careers. We are very fortunate to have industry-standard facilities which are frequently commented upon by visitors and students as being inspiring. Throughout the curriculum there are industry links and practical activities to ensure that students leave us with the experience and techniques to be able to thrive in their next steps.

Our students join us because they have a passion for the Computing / Digital or Health Care / Social Care sectors and they want to specialise in one of these. We are an inclusive school in a selective Buckinghamshire educational landscape and are determined to serve our local community well. Students of all abilities thrive at Aylesbury UTC and we pride ourselves on ensuring that every student fulfils their potential.

Staff – teaching, support and associate – are happy at Aylesbury UTC. Professional development is important to us and our programme is varied but also bespoke to support individual needs and priorities. Our annual two-day Teaching and Learning Conference is probably the highlight of this programme. We embrace the inevitable challenges of working with young people and staff are supportive of each other. It is an excellent place to work and we are committed to staff wellbeing and a healthy work-life balance for all our colleagues.

This post would be ideal for someone with experience of leading a SEND department to achieve strong outcomes for the students it serves but we also recognise that it may be right for someone who is looking to make a mark in the early stages of their career

Inclusion at Aylesbury UTC:

As a non-selective school taking students from a wide variety of feeder secondary schools we are very focused on inclusivity for all. Our SEN department is a key part in our school ethos of sending all pupils into the world both able and qualified.

Currently as a department there are 3 TAs who work in a range of ways from small group interventions to in-class support. We offer support for students with a range of needs and are proud that we adapt our curriculum on a regular basis to meet the needs of any new pupils joining us. The data surrounding SEN students shows there is a clear gap in the progress they make against other students which is also the National picture. Closing this gap is a priority for us as a school and will remain so for a new SENDco in the role.

We work closely with Alternative Provision organisations and a range of outside agencies to ensure the support in place is right for each individual. Our SENDco will need to collaborate with teaching and non-teaching colleagues in and beyond the school. Strategic leadership of safeguarding and attendance will also be key areas

of focus for the successful applicant, since these are very much linked to inclusion. As the school expands this is an exciting opportunity for a new SENDco to shape the effectiveness of the department moving forwards.

Senior Leadership Team:

Our aim is to have an SLT of three people. The successful applicant would work alongside the Assistant Principal (Teaching & Learning) and be line-managed by the Principal.

Main Purpose

The SENDCO, under the direction of the Principal, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- 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
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Duties and Responsibilities

Strategic development of SEN policy and 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
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose 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
- Contribute to discussions regarding 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 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
- Analyse assessment data for students with SEN or a disability
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

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 that 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

Safeguarding

- Be the Designated Safeguarding Lead (DSL) for the school
- Effectively meet all school, local and national expectations for a DSL
- Liaise with local Safeguarding agencies
- Ensure effective Safeguarding procedures are in place
- Monitor the effectiveness of Safeguarding procedures in school
- Make strategic decisions about the approach to Safeguarding
- Ensure all staff are well-trained and receive regular updates / CPD on Safeguarding
- Provide reports to the governing body on Safeguarding when required

Attendance

- Be the strategic leader for attendance at the school
- Embed an effective strategic approach to maintaining and raising attendance
- Ensure effective procedures are in place
- Monitor the effectiveness of procedures and instill consistency
- Liaise with local Safeguarding agencies, students and their families
- Make strategic decisions about the approach to attendance
- Provide reports to the governing body on attendance when required

Leadership and management

- Work with the Principal, SLT 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 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 students with SEN or a disability
- Lead and manage teaching assistants working with students with SEN or a disability
- Lead staff appraisals
- Review staff performance on an ongoing basis

The SENDCO 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 SENDCO will carry out. The postholder may be required to do other duties appropriate

Selection Criteria

The successful candidate will be able to meet the following person specification criteria:

Person specification

Criteria	Qualities
Qualifications and training	Qualified teacher status National Award for SEN Co-ordination, or a willingness to start the qualification at the time of appointment Degree qualification or equivalent
Experience	Teaching experience with students in KS3-5 at all ability levels Experience of working at a whole-school level Involvement in self-evaluation and development planning Experience of conducting training/leading INSET Experience in line-management Experience in leading change Strategic work: planning, decision-making and successful implementation Held Middle or Senior Leadership roles previously
Skills and 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 pupils Consistent modelling and promotion of the ethos and values of the school Commitment to equal opportunities and securing good outcomes for pupils with SEND Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality

General Duties

Aylesbury UTC is part of Merchant Taylors' Oxfordshire Academy Trust. At 'MTOAT' we pride ourselves on providing a safe and happy environment where young people can flourish and we want to send every young person into the world able and qualified to play their full part in it. This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

You will be expected to carry out the professional duties of a SENDCo as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation. The performance of all the duties and responsibilities will be under the reasonable direction of the Principal, or other Senior Manager if appropriate, who will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

Merchant Taylors' Oxfordshire Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

Next Steps

- Closing date for applications is Monday 24th April 2023
- Further information and an application form can be found on our school website at www.aylesburyutc.co.uk
- For more information or to arrange a visit to the school with the Trust CEO (strongly encouraged), please email enquiries@mtoat.co.uk.
- Please email all completed applications to: recruit@MTOAT.co.uk (our Trust HR team)