

Ambition • Bravery • Respect



Northern Ambition Academies Trust

SENCO

Recruitment Pack



Northern Ambition
Academies Trust

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northernambition.org.uk



Welcome to Northern Ambition Academies Trust

It is often said that each child gets one chance at education, and here at Northern Ambition Academies Trust (NAAT), we ensure that our pupils are given every possible opportunity to reach their potential, unlock their creativity and succeed in life.

We are proud to be a values-driven organisation with an unwavering commitment to our children and young people, our families, our staff and the community. We place our pupils and staff at the heart of everything we do.

Our family of schools, our leaders, academy councils and trustees are committed to our core values of Ambition, Bravery and Respect. We are hugely ambitious for every pupil within the Trust and are committed to continuous school improvement.

We aim to facilitate the very best experiences and achievements for our pupils through high-quality, wide-ranging curricular and extracurricular experiences underpinned by rigorous and systematic support and challenge of all our schools.

Vision & Values

Our Vision

*At Northern Ambition Academies Trust,
our vision is to create a world in which all young
people can flourish, dream and succeed.*



Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



Bravery

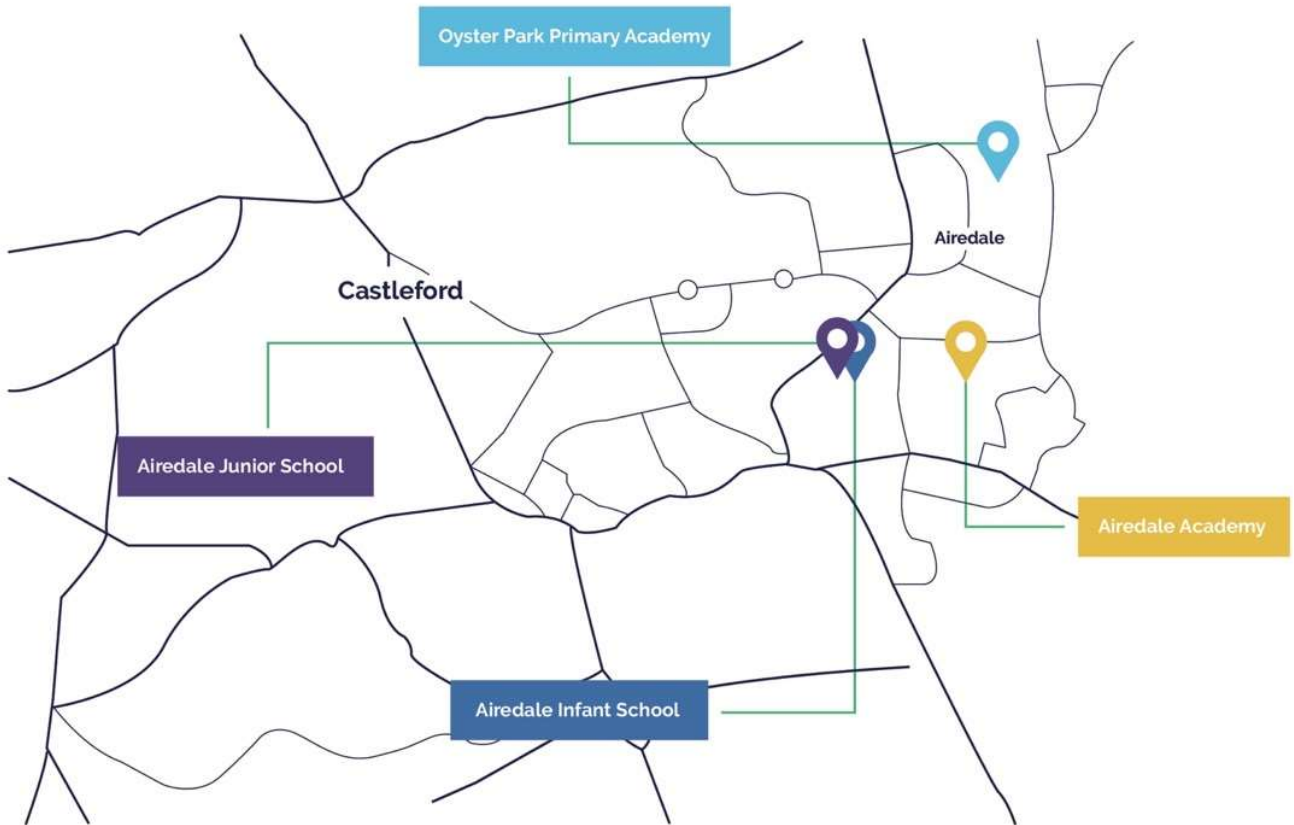
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

Our Academies



Purpose Of The Post

- To take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- To determine the strategic development of special educational needs (SEN) policy and provision in the school.
- To be responsible for the day-to day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- To act within the statutory frameworks, which set out the professional duties and responsibilities in line with STPC and Teacher's Standards.
- To undertake classroom teacher responsibilities for Key Stage 2.

Responsible For

The full provision and a full learning experience and support for SEND pupils.
Education Support Advisors and Higher- Level Teaching Assistants.

Liaising with

Headteacher/Deputy Headteacher, Senior Leadership Team, teachers and relevant staff with cross-school responsibilities, relevant non-teaching support staff, parents/carers, external agencies, other professionals, Academy Council and Governors.

Requirements of the Post

The ability to attend meetings as required by the Headteacher/Deputy Headteacher/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

- Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS

Main (Core) Duties

Strategic development and leadership of SEN policy and provision

- Have a strategic overview of provision for pupils 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 pupils 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 to suggest changes to make use of funding more effective.
- Ensure that the school meets all its legal obligations under the most recent version of the SEND Code of Practice.
- Contribute effectively to the development of a positive and ambitious ethos in which all pupils have access to a broad, balanced and relevant curriculum and can fulfil their potential.
- Review and update the SEND policy regularly working with the SEND link governor.
- Self evaluate SEND practice across the curriculum through robust audit tools.
- Ensure that the objectives of the SEND Policy are reflected in the School Improvement Plan, that effective systems are in place to identify and meet needs.
- Develop and maintain effective partnerships with parents/carers of pupils with SEND so as to promote pupils' learning; communicate effectively; provide information to parents/carers about targets; achievements and progress.
- Develop effective liaison with external agencies in order to provide maximum support for pupils with SEND.

Operation of the SEN Policy and co-ordination of provision

- 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.
- Analyse, and interpret relevant national, local and school data for pupils with SEN or a disability.
- Research inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Support for pupils with SEND

- Identify a pupil's SEND needs.
 - Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
 - Secure relevant services for the pupil.
 - Ensure records are maintained and kept up to date
 - Review the education, health and care plan with parents or carers and the pupil.
 - Communicate regularly with parents or carers.
 - Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
 - Lead on pupil access arrangements for SATs.
 - 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.
 - Work with pupils, subject leaders, class teachers to ensure that realistic expectations are set for pupils with SEND.
 - Ensure that the needs of pupils with medical conditions are met fully and Information is disseminated to all staff regularly. •
 - Advise and contribute to the support that pupils with medical conditions receive and ensure that the support they receive fully meets the Equality and Inclusion framework and Supporting pupils with Medical conditions policy.
-

Managing pupil learning, achievement, assessment & evaluation

- Ensure that pupils with SEND achieve their full potential.
- To work with primary feeders to ensure successful transitions for SEND pupils.
- Identify and disseminate the most effective teaching approaches for pupils with SEND.
- Support the development of improvements in literacy, numeracy and ICT skills.
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.
- Monitor and report on the progress of pupils with SEND, evaluate the effectiveness of specific teaching and learning techniques and use the analysis to guide further improvement.
- Support colleagues in having knowledge and understanding the learning needs of pupils with SEND and the importance of raising their achievement.
- Ensure that the necessary procedures are in place for the identification and assessment of pupils needing additional support.
- Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- Provide regular information to the Headteacher/Deputy Headteacher and SLT on the evaluation of the effectiveness of provision for pupil with SEND to inform decision making and policy review.

Leadership and management

- Work with the Headteacher/Deputy Headteacher and Academy Council/Governors as a member of SLT 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.
- Lead and line manage the SEND Team.
- 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 pupils with SEN or a disability.
- Lead and conduct staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis.
- Encourage all colleagues to recognize and fulfil their statutory quality first teaching responsibilities to pupils with SEND.
- Communicate effectively with all relevant colleagues on special provisions for external assessments.
- Advise, contribute to and, where appropriate, coordinate professional development to increase their effectiveness.
- Organise and coordinate the deployment of the SEND team and learning resources, as well as information and communications technology and monitor their effectiveness.
- Manage the annual budget for SEND.

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- 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.

Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.
- To contribute to the extra-curricular programme of the Faculty.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Trust/Schools will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher/Deputy Headteacher/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

SENCo

Essential Criteria

Qualifications

- Educated to Degree Standard
- Qualified Teacher Status (this is a requirement under the SEND Code of Practice)

Experience

- Teaching experience
- 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

Professional Knowledge/Skills

- 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

Desirable Criteria

Qualifications

- A passion for continual professional development
- National Professional Qualification for SEND or willingness to study this [note: this is a requirement under SEN Code of practice]

Personal Attributes

- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality
- Ability to demonstrate emotional resilience when working with challenging behaviours and still retain a sense of humour

Recruitment Process

1

Advert posted with job description and person specification.

2

Candidates invited to look around if desired.

3

Shortlisting process.

4

Candidates invited to interview, and references requested.

Interview days may include a task or teaching example depending on the role.

5

Offer made to successful candidate(s).

6

Pre-employment checks completed.

7

Start date and induction period.



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