

# SENCO Application Pack (Potential SLT role)



The next exciting chapter  
of your career starts here.

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***‘By prioritising staff well-being and providing useful professional development, staff feel more empowered’***

***‘Determined and consultative leadership’***

***‘You have created greater pride in the school amongst staff and the wider community’***

***‘Trust leaders share your high expectations for pupils’ education and welfare’***

*Ofsted 2021*

## Information Regarding the Role

**We have a vacancy for a SENCO—with or without senior leadership role**

**Salary: Negotiable**

**Closing date for applications:**

**9am Thursday 13th May 2021**

**Interviews will be held on 19th & 20th May 2021**

We would strongly encourage any interested applicants to discuss the role with the Trust CEO, Sarah Watson. Whilst we need a SENCO at Court Fields School, we acknowledge there may be applicants who wish to extend their experience to Strategic leadership. We are keen to invite candidates at both levels as our priority is to ensure that our children with SEND, our most vulnerable children, get the very best education we can offer, and have bespoke and appropriate provision. We are keen to hear from you if you have ambition for children with SEND and want to work with a forward-thinking, dynamic and collaborative team.

Situated in Wellington, a bustling market town in Somerset, Court Fields School is an ambitious school, demonstrating significant improvements over the last 2 years across all areas. Levels of staff retention and morale, parental support, community engagement and the quality of teaching and learning all underline the success of our journey to date, and the roles available provide an exciting opportunity for the successful candidates to impact on the strategic development of our school and the development of our community.

We will give you opportunities to develop leadership and management, to work with some of the best teachers in the country and to learn leadership from some of the best in the profession. You will work with our Senior Leadership Team, Trust SENCO & SEMHCO, as well as all our teachers of SEN. You will be able to make use of your experience, but also have the opportunity to develop new skills and knowledge, ready for the next stage of your career.

At Court Fields School we are fortunate to have students who are motivated and enthusiastic about learning and taking part in the huge range of enrichment on offer. The Castle Partnership Trust is committed to providing strong professional development support for all colleagues who work with us. As a thriving Multi Academy Trust, there are opportunities to build a fantastic CV working across the Trust, which currently includes two secondary and two primary schools in the Wellington & Taunton area.

We are looking for candidates with a proven record of impact regarding SEN and success in achieving progress for disadvantaged students as well as strategic vision and commitment. The successful candidates will also have an understanding of the wider role of the school in the community and excellent interpersonal and teamwork skills. Appointment is from September 2021.

To arrange an informal discussion with Sarah Watson (CEO), please email:  
SWatson1@castle.somerset.sch.uk

For an application pack and more information about Court Fields School, please visit [www.courtfields.net](http://www.courtfields.net). The closing date for applications is 9am Thursday 13th May 2021. Interviews will be held on the 19<sup>th</sup> and 20<sup>th</sup> May 2021.

***The Castle Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all who work here to share this commitment. The successful candidate will be subject to employment checks, including an Enhanced DBS disclosure.***

## Job Description

The Trust's aims and values are fundamental and each member of staff will be expected to promote and develop these in all aspects of her/his work. All duties should be exercised in the context of these aims and values and in line with the Trust's policies.

The Conditions of Employment of Teachers (contained in the School Teachers' Pay & Conditions Document) and the Teachers' Standards Frameworks produced by the Teacher Training Agency form part of job descriptions for teachers.

In line with both the complex nature of the roles carried out and the priority placed on development and improvement in all aspects of our work, job descriptions are written in terms of outcomes rather than simply a list of specific tasks.

The post holder shall perform, in accordance with any directions, which may reasonably be given to her/him by the Headteacher from time to time, such particular duties as may reasonably be assigned to her/him.

The generic job description, which follows, outlines the main areas of responsibility. There will be particular areas of responsibility and accountability, which will be negotiated with the successful applicant based on his/her strengths and the needs of the school. The skills and experience of the successful candidate will determine specifics of the role, and additional duties will be included if the successful candidate were to be appointed to the Leadership Team.

**Post Title:** SENCO

**Purpose:** The School SENCO will lead all our inclusion work to ensure appropriate provision is in place for all students in the vulnerable groups in School.

The key task of the SENCO is to ensure that our inclusive provision is both efficiently and effectively managed.

It is expected that all legal and statutory requirements are met for students with SEN via the School SENCO.

To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

To create an environment conducive to effective learning.

To support the maintenance of high standards across all aspects of school life.

**Reporting to:** Trust SENCO/Headteacher

**Liaising with:** Senior Leadership Team, the faculty and departments within, other middle leaders, teaching and support staff, external agencies, organisations, individuals, parents at schools within the School.

**Working time:** 195 days per year

## Job Description (Continued)

**Salary Grade:** Negotiable

**Disclosure Level:** Enhanced

The School SENCO, with the support of the Trust SENCO, Headteacher and Governing Body, takes responsibility for the day to day operation of provision made by the School for students with SEN and provides professional guidance in the area of SEND in order to secure high quality teaching and effective use of resources to bring about improved standards of achievement of all students.

### **Main Responsibilities**

- Strategic direction and development of SEN provision
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

### **Strategic Direction of SEN Provision**

- Collaborate at an early stage with primary colleagues both within and outside of the Trust to build strong relationships, thus ensuring seamless progression of students
- Vulnerable families to be identified early and strategies for support implemented
- Lead all our inclusion work to ensure appropriate provision is in place for all students in the vulnerable groups
- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of students, whilst ensuring that systems are coordinated, evaluated and regularly reviewed. Carry out effective self evaluation
- Ensure the objectives of the SEND policy are reflected in the school improvement plan
- Liaise with and coordinate the contribution of external agencies and parents
- Provide up to date knowledge of national and local initiatives which may impact upon policy and practice
- Ensure effective collaboration with post sixteen providers
- To produce an area development plan in consultation with the colleagues in the area

### **Teaching and Learning**

- Influencing the whole teaching and learning policy within the School to promote aspects of inclusive teaching
- Identify and adopt the most effective teaching approaches for students with SEN.
- Manage the Somerset Local Authority Education, Health and Core Plans (EHCP)
- Take responsibility for statutory assessment where applicable
- Take responsibility for the support and alternative provision for students in the vulnerable groups

## Job Description (Continued)

- Lead CPD regularly and where appropriate
- Fulfil all the responsibilities as a teacher in this area, as well as a small element of mainstream teaching
- Collect and interpret specialist assessment data gathered on students and use to inform practice
- To be responsible for the code of practice for students with special educational needs and disabilities regarding implementing the five stage assessment process
- Maintain a register of all students with special educational needs in the school
- Liaise with outside agencies, attend relevant meetings, assess student difficulties and decide on relevant action
- Oversee and monitor the quality and effectiveness of Student Passports and, in liaison with Heads of House, PSPs.
- Support the Headteacher in meeting statutory responsibilities for SEND through the Annual Review. Process lead the Annual Review meetings where appropriate for students with EHCPs
- Ensure that provision for special needs for all examinations is identified and met
- Participate, as required, in the meeting structure of the school, and meet with colleagues and parents in respect of the duties of the post
- Ensure there is an effective scheme for the induction, testing and academic placement of students new to the School other than the September intake
- Lead on advising colleagues within the School to ensure work is differentiated effectively

### **Leading and Managing Staff**

- Maintain high standards of professional conduct assist and advise colleagues in such matters
- Lead and ensure effective management of staff within the SEND area
- Advise the Headteacher on all staffing matters within the area
- Ensure that performance management procedures are followed for all colleagues within the area
- Identify the training needs of staff and organise/coordinate CPD as required
- Provide regular information to the Headteacher and governing body on the evaluation of the effectiveness of provision for students with SEND, to inform decision-making and policy review

### **Efficient and Effective Deployment of Staff and Resources**

- Manage the area capitation in an efficient and effective manner
- Provide advice to the Headteacher relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND across the School
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources
- Maintain existing resources and explore opportunities to develop or incorporate new resources

## Job Description (Continued)

### **Main Tasks**

- The specific nature and balance of these responsibilities will vary according to the needs of the School

### **Class teacher responsibilities**

- Carry out those responsibilities defined by statute with specific reference to the Core Professional Standards, the conditions of Employment of Teachers in the DfE (DCSF) publication 'School Teachers Pay and Conditions,' in order to provide a full and rich learning experience and support for students
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers
- To be responsible for teaching across both key stages

### **The internal organisation, management and control of the school:**

To contribute to:

- Maintaining and developing the ethos, values and overall purposes of the school
- formulating the aims and objectives of the school and policies for their implementation
- keep up to date with major developments in secondary education and disseminate this knowledge to staff
- planning improvement which will translate school aims and policies into actions
- implementing the Local Authority's and Governing Body's policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs
- the efficient organisation, management and supervision of school routines
- reports for SLT, Governors and other stakeholders and attend meetings as required

### **Curriculum Development**

To contribute to:

- The development, organisation and implementation of the school's curriculum
- the development of literacy across the school, to ensure excellence in all aspects of literacy
- school policies on curriculum, teaching and learning, assessment, recording and reporting
- ensuring that the learning and teaching provided by different faculties and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
- ensuring that information on student progress is used to improve teaching and learning, to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers and to aid Governors in their management of the school
- Ensuring that the individual students' continuity of learning and effective progression of achievement are provided

### **Pupil Care**

To contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of students including pastoral care and guidance
- The effective induction of students

## Job Description (Continued)

- The determination of appropriate student groupings
- The promotion among students of standards of conduct/discipline and proper regard for authority and the encouragement of good behaviour
- The development of culture of independent learning
- The handling of individual student disciplinary cases.

### **The leadership of staff**

- To be responsible for the line management and performance management of specific leaders, teachers and support staff
- To participate in the recruitment and development of teaching and non-teaching staff of the School
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements for the appraisal of the performance of teachers and support staff
- The provision of professional advice and support and the identification of training needs

### **Relationships**

- To be responsible for fostering positive relationships across the school community
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making reports
- To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education and wellbeing
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression and curriculum developments
- To develop and maintain positive links and relationships with the community, local organisations and employers

### **Specific Responsibilities:**

- To be established following consultation with the successful candidate.
- It is an important feature that the post holder should be a positive, professional role model. It is equally important that the SENCO is able to identify his/her own personal and professional development needs and be able to set and achieve his/her own professional objectives within a supportive school environment
- This job description is current at the date shown, but, in consultation, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the salary grade and post title. It does not form part of a contract of employment
- Each individual task may not have been identified and outlined within the main duties and responsibilities above. It would be expected that the post holder would carry out any reasonable request made to undertake work of a similar level that is not specified in this job description

## Application Process

Please send in a completed application form and your letter of application. Your letter should include:

- No more than 150 words on your vision and values
- The story of your career so far. No more than 150 words
- No more than 100 words on your career aspirations
- Evidence of impact – this should make up the main part of your letter and demonstrate your leadership in whatever areas you have experience. I am always interested in what impact you have had on young people so data is important. If you have had responsibility for attendance, behaviour and/or participation this data is as important as achievement data so please include data from your own classes as well as whatever whole school data you have contributed to.

Please ensure your covering letter is **no more than 2 sides of A4 in total** and in **Arial font size 12**. We do not need a personal statement in addition to the letter. A letter will be sufficient.

Please note that covering letters from candidates who are shortlisted for interview will be sent to their referees for comment as part of the reference process.

Applications should be emailed to [tmorcom@educ.somerset.gov.uk](mailto:tmorcom@educ.somerset.gov.uk) or posted to:

Mrs Tracey Morcom  
Cover Manager & HR Assistant  
Court Fields School  
Mantle Street  
Wellington  
Somerset  
TA21 8SW

Please contact [SWatson1@castle.somerset.sch.uk](mailto:SWatson1@castle.somerset.sch.uk) if you would like to have a further conversation regarding the role with The Castle Partnership Trust CEO.

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Achieve.  
Belong.  
Participate.

