



Shipston High School

High achieving - Student-centred

Associate Assistant Head teacher:

***Special Educational Needs
Co-Ordinator***

Candidate Information Brief



SHIPSTON HIGH SCHOOL
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Post of SENCO at Shipston High School

Thank you for your interest in this post. Shipston High School is a fantastic place to work, and I very much hope that you will wish to apply for this exciting job opportunity.

The post of Special Educational Needs Co-Ordinator is a permanent, full time post. The post is focused on leading and managing the SEND provision within the school, working with students from year 7 to year 11. This is a senior leadership role.

Shipston High School has a unique school atmosphere, arising from our high expectations and our student-centred ethos. It is an ethos in which our teachers are able to focus on the wellbeing and academic progress of our young people. As a result, both students and teachers flourish. This post offers the successful candidate an exceptional opportunity for career development and will be of interest to ambitious and experienced teachers.

In our search for an outstanding practitioner we are seeking a leader with a commitment to academic excellence and high standards. The successful applicant will have a good knowledge and understanding of the teaching of SEN pupils at both Key Stage 3 and Key Stage 4 and will be able to demonstrate excellent pedagogy. The person appointed will play a major part in the work of the school.

The SEND department is central to our work. 8.7% of students have a special educational need statement including 9 students in school with an EHCP. The department is at the forefront of implementing appropriate curriculum support; they are an effective unit. The successful candidate will be joining a strong and supportive team. Embedding SEND practice in all classrooms is a clear priority for our school, and leading, monitoring and supporting colleagues in this work will be an essential part of the role.

This is a hugely exciting time for the school. At this point of significant national change in education, we are highly ambitious for our students and we recognise that our staff are essential to their success. Examination results have shown impressive attainment in the last few years.

Our students are our best advertisement. They are motivated, hard working and well behaved. In July 2023, Ofsted noted that 'pupils are mature, polite and considerate of others', further observing that 'Pupils show positive attitudes towards learning'.

For an informal, confidential discussion about the post or to arrange a visit please contact the Headteacher's Secretary on 01608 661833 or at cdaubney@shipstonhigh.co.uk. Visits to the school are encouraged, and you will be most welcome. I wish you all the best with your application and very much look forward to hearing from you.

Yours sincerely,

Andrew Larkin & Jordan Allsworth
Acting Headteachers

INFORMATION ABOUT APPLYING FOR THE POST

Please complete an application form and forward it by e-mail to Lydia Ernst, HR Manager, at lernst@shipstonhigh.co.uk

Application forms can be accessed on the school's own website:

www.shipstonhigh.co.uk

In your application please indicate (no more than 2 sides of A4) how you feel your experience to date has prepared you for this post and what strengths you feel you could offer the school. Please include specific examples of where your work has enhanced pupil progress.

Applications are welcome from suitably experienced teachers.

The closing date for applications is Wednesday 11th February with interviews planned for WC 23rd February

INFORMATION ABOUT THE SEND DEPARTMENT

This is a permanent full-time post to lead and co-ordinate the implementation and impact of Special Educational Needs provision through its next phase of development.

The school has earned an excellent reputation locally for supporting students with special educational needs and it has an outstanding record of success. The range of types of special educational needs vary considerably and are spread throughout all years and abilities including some very able students.

The Department has six dedicated Learning Support Assistants. They support students in lessons or by withdrawing them for specific one-to-one or small group assistance. There is a strong team ethos and staff are enthusiastic to share and develop good practice.

Shipston High School is dedicated to improving life opportunities for all students, and therefore all teachers are expected to deliver Quality First Teaching for all students. As in many secondary schools, students with SEND sometimes do not make the same levels of progress as other students. We are committed to addressing this, and this senior leadership role is an essential part of ensuring that curriculum delivery is enabling all students to achieve or exceed their potential.

The post of SENCO is an extremely important one for the school. The role requires a readiness to support and challenge all stakeholders as we seek to improve our delivery, including staff, students and external agencies. As well as leading and supporting our team of Teaching Assistants, the post also involves working directly with families, external agencies and support services. In school, the SENCO will work collaboratively with senior colleagues for pastoral and curriculum matters.

We are seeking an outstanding leader with the skills, experience and vision to build on the excellent work of the department and to continue the work of developing our SEND provision into a model of outstanding practice. We are also looking for an excellent classroom teacher. This post will give you a genuine opportunity to make a real difference to the lives of students as well as to make your mark on the school. It will also provide you with an excellent opportunity for career progression.

SEND is a key priority for the school. The current staff team are strong practitioners of impressive commitment. Pupils take their learning seriously. This vacancy is a unique career opportunity for the right candidate.

JOB DESCRIPTION

POST: SENCO (Associate Assistant Head teacher)

Purpose

To ensure strategic development and practical implementation of Shipston High School's Special Educational Needs (SEND) policy and overseeing the day-to-day operation of that policy so that every student with special needs makes good progress and achieves well.

Responsible to:

The Headteacher or a designated member of the leadership team

Responsible for:

Special needs teacher(s) and learning support assistants

Key Accountabilities

- Strategic development, evaluation and implementation of the school's special needs policy and provision
- Supporting all staff in identifying, assessing and planning to meet the needs of all students who have special educational needs
- Creating and organising specialist provision for students with recognised special educational needs
- Fulfilling the statutory obligations for students with an Education Health Care Plan
- Liaising with parents/carers and a range of specialists and agencies to plan and evaluate provision, including preparing and reviewing formal documentation on behalf of students
- Leading, developing and managing the learning support team
- Tracking the progress of students
- Effective and efficient deployment of resources to meet the other accountabilities

Key Responsibilities

- support all staff in understanding the needs of students with SEN and ensure the objectives to develop SEN provision and practice are appropriately reflected in the school development plan
- monitor progress of objectives and targets for pupils with SEN, evaluate the effectiveness of teaching and learning in relation to supporting special needs and use these analyses to guide future improvements
- analyse and interpret relevant school, local and national data and advise the head teacher on what actions are required to maximise achievement
- liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision

- support the identification of and disseminate the most effective teaching approaches for pupils with SEND
- Oversee and monitor the quality of student profiles and other student support plans.
- Maintain the school High Needs register
- work with head teacher and staff to develop effective ways of bridging barriers to learning for students with SEND through:
 - early and effective assessment of needs
 - Quality Assurance: monitoring of teaching, learning and pupil achievement
 - liaison with Heads of department to ensure an appropriate curriculum
 - using school systems to monitor progress of students who have special needs
 - Collect and interpret specialist assessment data to inform practice
 - Creating reports on progress and examination data, and devising action plans in response.
- undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies
- provide professional guidance, support and development to staff to secure good teaching for SEND pupils
- contribute to the performance management process for SEND teachers and learning support assistants
- contribute to the professional development of staff, including whole school INSET provision
- provide regular information to the head teacher and governing body on the evaluation of SEND provision
- advise the head teacher and governing body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies
- Co-ordinate all annual and interim reviews and attend / chair meetings when necessary
- Attend or co-ordinate Year 6 Reviews as appropriate for primary pupils to help facilitate continuity and progression through the development of a transition programme.
- Work closely with staff within the pastoral team to ensure that their work is co-ordinated with that of the Learning Support Team.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO) Person Specification

Essential	Desirable
Qualifications and Training <ul style="list-style-type: none"> Degree QTS Recent, relevant in-service training – particularly in relation to inclusion Continuing good record of professional development 	Qualifications <ul style="list-style-type: none"> National Award for Special Educational Needs (or a commitment to gain the award if not already held) EAL qualifications
Experience <ul style="list-style-type: none"> Experience of teaching in at least one secondary school Experience of working with SEND students An understanding of and commitment to equal opportunities Experience of writing reports and referrals for SEND children Experience of identification, curriculum planning and monitoring the progress of children with SEND Experience in effective planning policy formation and efficient deployment of resources Consistently good or better classroom practitioner supported by good student outcomes 	Experience <ul style="list-style-type: none"> SEND leadership experience, including managing staff and students Experience as a current or recently practicing SENCO
Knowledge <ul style="list-style-type: none"> Thorough understanding of effective inclusion practice Thorough knowledge of the statutory assessment process Understanding of what makes a good or outstanding lesson and the ability to put this consistently into action Analysing and using data to enable students' progress 	
Skills <ul style="list-style-type: none"> Ability to identify students' needs and act upon them in order to raise standards Ability to effectively manage students' behaviour in a positive manner with consistent clear boundaries following the school's behaviour management policy Ability to take a whole school perspective on raising standards of achievement. Ability to use a range of sources of evidence to make judgments and identify next steps for action IT literate Effective verbal and written communication 	

Personal Qualities and Attributes <ul style="list-style-type: none"> • Be passionate about inclusion and committed to the principle of meeting students' needs within a mainstream school • Ability to motivate and inspire a large support team • Ability to support and challenge colleagues at all levels to improve practice • Ability to work and cope under pressure • Be able to manage the paper involved with SEND procedures • A commitment to high standards for all • A good sense of humour 	Personal Qualities and Attributes <ul style="list-style-type: none"> • Ability to work well with and through other staff and professionals
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INFORMATION ABOUT THE SCHOOL

Shipston High School is a non-selective 11-16 mixed High School with a very special ethos and character. Our students are high achieving and increasingly successful. The school itself is located on an attractive green-field site on the outskirts of Shipston-on-Stour in South Warwickshire. Our buildings are spacious and offer a wealth of specialist and general accommodation. Significant development of the site saw a first phase of new classrooms open in 2015, with a further teaching and reception block completed in the summer of 2018. A £10.5 million refurbishment and redesign of the original building, including a new sports hall is currently underway, due for completion in 2027.

Visitors frequently remark on the distinctive ethos of Shipston High School. In particular, they praise the obvious energy and enthusiasm of staff and students, the excellent relations, and the happy and mutually respectful atmosphere. They also express admiration for the unusual confidence and maturity of our students and the way they rise to the challenge of taking on increasing levels of responsibility.

Some recent highlights

- The school has year on year been improving its examination results. In our most recent (2025) results 74 % of students achieved standard passes in English and 78 % in Maths.
- In our 2023 Ofsted inspection the school was judged to be good overall with our students seen as 'at the centre of school life at Shipston High School'.
- The school has achieved positive progress 8 outcomes in the majority of years this measure has been active.
- The school became a new Academy on 1st September 2012 and has developed an imaginative and ambitious project to redevelop the entire school in phases.

Teaching and Learning

We put learning at the heart of everything we do. Staff have high expectations of all students, whatever their backgrounds or abilities, and we expect students to make the most of the many opportunities the school provides. Class sizes are kept as small as possible so that we cater more effectively for every student's needs. We believe firmly in the importance of homework and independent study as important tools to help our students become successful, self-motivated learners.

Resources for Learning

The range and quality of our facilities ensure that teaching and learning is varied, interesting and successful. ICT facilities throughout the school have been increased and upgraded significantly during recent years.

All classrooms are equipped with audio visual technology; our students are learning in high quality, well-equipped subject environments.

The School Curriculum

All National Curriculum subjects are taught through both Key Stages 3 and 4. Students are initially grouped by ability in most subjects at Key Stage 3. At Key Stage 4 all students follow a "core" curriculum and then choose from a wide range of options. The curriculum is robust, and fulfills national accountability measures whilst enabling a personalised programme for our learners.

Pastoral Care and Guidance

All students are expected to meet the very high standards of behaviour required of them. There is a very experienced pastoral team based on a House system that looks after the needs of all our students. We also rely on the support of parents to maintain our high standards.

We place a strong emphasis on establishing a caring community that encourages growth and confidence in all our students. Each student is assigned to a form and a form tutor whose purpose is to enable youngsters to obtain the best out of all aspects of the school life. The positive relationships that exist with our partner primary schools ensures that we have detailed information about students as they transfer at 11 years old.

During Years 10 and 11 students are encouraged to take on leadership roles by applying to become school prefects. They take on responsible duties and are expected to use their own initiative in helping with the day-to-day running of the school. Senior prefects are appointed annually.

Celebrating Achievement

Our school is founded on the belief that all students have talents and can achieve. We make it our mission to bring out the talents of our individual students and to celebrate their endeavours and successes at all levels. The school takes a proactive stance with regard to rewarding students for good behaviour, achievement, motivation and service to the school and wider community. Our system of rewards is designed to encourage positive attitudes above and beyond normal working expectations. Some examples of the many ways that we reward achievement include:

- Individual praise
- The award of merit points
- Letters, postcards and certificates sent home
- Celebration in House and whole school assemblies
- Inclusion on our "Success Board"
- Special, end of term "Celebration Assemblies"
- Letter of commendation from the Headteacher

Extra curricular Activities

A wide range of opportunities exist for the students to be involved in sporting, dramatic, computing and musical activities. Our student participation rate is exceptionally high. We regularly compete on the sports field with neighbouring schools and youngsters are involved both locally and with county teams. Opportunities also exist for students to take part in a wide range of educational visits to places in this country and abroad.

From the first telephone conversation to your school we were met with the utmost courtesy and attention and the boys who showed us round are to be particularly commended. They were truly ambassadors to your school and their knowledge, interest and enthusiasm for the school was clearly obvious to see. The comment from our son afterwards was that Shipston High School was his number one choice.

Prospective parent visiting the school

Communication with Parents

We are keen to see parents involved in helping their youngsters to learn. Much of this contact is achieved informally through parents coming into the school or by telephone. On a more formal level, regular consultation sessions take place including termly reports home.

Post 16 Destinations

On completion of their GCSEs the majority of our students leave school to follow a wide range of AS/A level and other post 16 courses at local sixth form centres and colleges. Many then go on to university and higher education in order to enter a wide range of professions and careers.

SHIPSTON HIGH SCHOOL'S SAFE RECRUITMENT PROCEDURE

Shipston High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Disclosure

Shipston High School requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the right criteria will be taken forward for interview.

Interview

1. Shortlisted candidates will be subject to an in-depth interview process including a lesson observation
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to a further three months). The probation period is a trial period to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with students.