

# Knowle DGE Academy



## Applicant Information Pack

**SENDCo**  
**MPG/UPS + SEN 1 plus TLR2.3**

Dear Applicant,

Thank you for your interest in the position of SENDCo at Knowle DGE Academy. The Academy Council, Trust and Head Teacher seek to appoint an exceptional and passionate practitioner to work at Knowle DGE. We have just opened a new building for Key Stage 5 which will complement our already existing modern Key Stage 1-4 facilities.

Knowle DGE is part of the Learn@ Multi Academy Trust. We are a modern specialist Academy for Key Stage 1 - 5 students who have SEND including SEMH, SLCN and/or ASD. At Knowle DGE we recognise the importance of an inclusive approach to meeting young people's needs and promoting their learning. We are seeking a SENDCo to join our team and welcome candidates with a range of skill sets.

Alongside the Strategic Leadership Team (SLT) the SENDCo will have responsibility for ensuring high quality SEND provision across the academy. The role is non-class based, but will include some teaching. As a member of the Full Leadership Team (FLT), the SENDCo will be involved in supporting the strategic planning and the operational management of the School.

The main personal attribute we are looking for is an understanding and compassion regarding SEND. This post represents an excellent opportunity for an existing or aspiring SENDCo. We are looking for an outstanding practitioner who is passionate about high quality SEND provision, who has the highest levels of integrity as well as excellent communication skills and can contribute to our journey in driving forward our academy.

I hope you find the information helpful. If you feel that this is a post for which you would like to apply, please complete all sections of the Application Form including the Equal Opportunities monitoring (CVs are not accepted).

**The closing deadline for applications is 9am on Monday 30<sup>th</sup> January 2023**

Please ensure you provide the name, addresses (including email addresses where possible) of two referees, one of whom should be your current direct Manager. Candidates should be aware we will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

**Interviews will be held on Monday 6<sup>th</sup> February.**

Visits are welcomed. Please contact the school office on 0117 3708030 if you would like to visit. I wish you well and thank you once again for your interest.

Yours sincerely  
*Kate Lee-Wells*  
Head Teacher

## JOB DESCRIPTION

<b>Start date:</b> April 2023	<b>Job Title: SENDCo</b>
<b>Purpose of Role</b>	<ul style="list-style-type: none"> <li>• To inspire, motivate and challenge through the detailed planning and delivery of high-quality learning experiences leading to good progress and outcomes for all pupils.</li> <li>• To manage behaviour effectively to ensure a good and safe learning environment and high-quality pastoral support. Promote personal development and the welfare of pupils.</li> <li>• To fulfil the wider professional responsibilities of being a teacher, through supporting policies &amp; initiatives and as detailed within the Teachers’ Standards as set out by the DfE.</li> <li>• To take a lead role with Safeguarding across the academy.</li> <li>• Ensure that students are offered the best opportunities to maximise pupil development and outcomes in line with their strengths, needs and provision outlined in their EHCPs</li> <li>• Work with other SENDCos in the Trust to develop and consistently apply key SEND processes, ensuring effective and efficient use of funding</li> <li>• Support and develop colleagues in order that they can use the SEND processes in the Trust to accurately contribute to the EHCP processes, including developing the evidence bases for Top Ups.</li> <li>• Co-ordinate the Annual Review process and Top-Up applications in order that there is sufficient funding to meet the needs of students as outlined in their EHCPs</li> <li>• Lead as the designated teacher for children in care</li> </ul>
<b>Responsible To:</b>	<ul style="list-style-type: none"> <li>• Headteacher</li> </ul>
<b>Salary Grade</b>	MPG/UPS + SEN 1 plus TLR 2.3
<b>Main Duties</b>	<ul style="list-style-type: none"> <li>• To set high standards of personal habits and professional conduct and to encourage these in other staff.</li> <li>• To represent the Academy in a positive way at appropriate LA partnership meetings promoting the strategic development of the Academy with the LA provision plan.</li> </ul> <p><b>Lead SEND Responsibilities;</b></p> <ul style="list-style-type: none"> <li>• Ensure that the Academy carries out its statutory responsibilities regarding all students.</li> <li>• Support all staff in understanding the needs of SEND pupils.</li> <li>• Support departmental developments of SEND provision.</li> <li>• Analyse and interpret relevant Academy, local and national data.</li> <li>• Liaise with staff, parents, external agencies and other Academies to co-ordinate their contribution, provide maximum support and ensure continuity of provision.</li> <li>• Work with staff to develop effective ways of bridging barriers to learning through assessment of needs monitoring of teaching quality and pupil achievement, target setting, Provision Maps, PSP, keeping accurate records.</li> <li>• Collect and interpret specialist assessment data to inform practice.</li> <li>• Work with the Head Teacher, teachers, Heads of School and pastoral staff to ensure that there are high and realistic expectations of pupils.</li> <li>• Be DSL Trained and take a lead role in safeguarding pupils and liaising with staff, and relevant agencies/multi professionals.</li> </ul>

- Develop SEND provision following audits as part of the Academy development plan
- Have a thorough knowledge of the emotional and academic progress of Children in Care, in order to be the academy lead in PEP processes and allocation of any PEP funding needs
- Maintain an up-to-date knowledge of national and local initiatives regarding SEND
- Ensure relevant funding from Local Authorities to support the implementation of provision outlined in EHCPs and to evaluate the effective use of such funding

**Lead Managerial Responsibilities;**

- Contribute to the Academy Self-Evaluation (SEF), Academy Development Plan (ADP) and implement the Trust's special education needs (SEND) policy and provision in the Academy
- To support the day-to-day organisation of the academy and to ensure that all Academy guidelines and procedures are followed.
- To create an ethos in which individuals, pupils and staff, feel valued and where personal endeavour and responsibility are fostered.
- To ensure that children are always engaged in safe, healthy activities in a environment that is rich and colourful and designed to promote enjoyment and excitement in learning.
- To participate in the appointment of all teachers and learning facilitators and where appropriate, non-teaching staff, to ensure levels of performance necessary to achieve the agreed aims and objectives of the Academy, within the overall aim of providing outstanding teaching and learning.
- To lead, motivate, encourage and counsel teaching and, where appropriate, non-teaching staff, to ensure that they have access to regular advice, education and training appropriate to the needs of the Academy and to their stage of development.
- To provide regular supervision and the setting of performance management targets to ensure the professional development of all teachers and, as appropriate, members of support teams.
- To share with the Head Teacher and Full Leadership Team the task of implementing successive Academy Improvement Plans.
- Support the performance management process for SEND teachers and Learning Facilitators.
- Advise on and contribute to the professional development of staff, including whole Academy INSET provision.
- Provide regular information to the Head Teacher and governing body on the evaluation of SEND provision.
- Work with the Head Teacher and Governors to ensure the Trust meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- To liaise with Local Authority representatives regarding SEND practice, systems and provision
- To ensure that appropriate funding is in place to allow the implementation of any SEND provision that falls outside of the school 'core offer'
- To ensure that the school is compliant with the SEN Code of Practice and is fulfilling the requirements of individual EHCPs by monitoring whole school systems, observing lessons, liaising with other staff and tracking progress data against key indicators
- Be responsible for day-to-day co-ordination of specific provision to support individual pupils with SEND

- Monitor the provision for Children in Care, developing the skill set of staff, where needed, to ensure the specific needs of this group are understood and catered for
- Guide colleagues, working closely with staff, parents, and other agencies regarding pupils SEND needs
- Prepare and review information the governing board/ Trustees are required to publish
- Identify training needs for staff and how to meet these needs
- Undertake line management responsibility for staff supporting interventions
- To ensure the SEND Report is up-to-date and accurate
- To work with curriculum leaders to ensure that EHCP objectives can be met through the delivery of the school's curriculum
- Take responsibility for their own professional development

**Monitoring Duties;**

- To share with the Headteacher the task of Academy Self Evaluation and development.
- To ensure that all procedures and statutory obligations concerning Health and Safety at Work are satisfied, specifically in regard to the education and delivery of teaching and learning across the Academy.
- To ensure the maintenance of high standards of care of the Academy environment, including the grounds, buildings, furniture, equipment and learning materials.
- Attend and lead Annual Reviews to help facilitate continuity and progression through the development of a transition programme.
- Exercise a key role in assisting the Head Teacher and governors with the strategic development of SEND policy / provision.
- Monitor progress towards targets for pupils.

**Parents, Academy Councillors and External Contacts;**

- To encourage and develop positive co-operation between the home and the Academy.
- To ensure that families are properly advised of their child's progress and to keep them informed of curriculum developments.
- To ensure all statutory elements of the Academy web-site and other key areas of communication to parents and other agencies are fully met and up-to-date.
- To develop and maintain effective relationships with the community, and other agencies.
- To liaise closely with members of the LA support team when appropriate and to receive and host, as necessary, professional and lay visitors to the Academy.

**Professional Standards:**

- Support the aims of the Academy to promote a positive and aspirational learning environment.
- To treat all pupils fairly, consistently and without prejudice.
- Promote equality of opportunity and an acceptance of diversity, tackling the use of derogatory or aggressive language and challenging stereotyping and prejudice-based bullying.
- Set a good example to students in terms of appropriate dress, standards of punctuality, attendance and conduct.
- Promote the aims of the Academy by attending and participating in appropriate events, e.g. Open Evenings, Options Evenings etc.
- Support the ethos, policies and code of conduct for the Academy.

- Take responsibility for own professional development and participate in staff training when provided.
- Reflect on own practice as well as the practices of the Academy as part of Academy self-evaluation.
- Participate in the management of Academy by attending various team and staff meetings.
- Ensure that all deadlines are met as published in the Academy calendar.
- Be proactive and take responsibility for matters relating CP, Safeguarding and health and safety.
- All duties in the job description may be varied to meet the changing demands of the Academy at the reasonable direction of line manager and the Headteacher and are reviewed annually. This job description indicates the way the post holder is expected and required to perform and complete the duties as set out.

#### **General Accountabilities**

- So far as reasonably practicable, the post holder must ensure that safe working practices are adopted by employees, and in premises / work areas for which the post holder is responsible, to maintain a safe working environment for employees and service users. These are defined in Learn@MAT policies and codes of practice.
- Work in compliance with the Codes of Conduct, Regulations and policies of Learn@MAT and its commitment to equal opportunities.
- Ensure that output and quality of work is of a high standard and complies with current legislation / standards.

Please Note: The appointee will be expected to fulfil any reasonable tasks appropriate to the post title and as delegated by the Headteacher.

## Knowle DGE Academy

(SENDCo)

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Teaching Degree or PGCE.</li> <li>• Willingness to participate in further professional development.</li> <li>• SEND training</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification in Special Educational Needs Co-ordination</li> <li>• Additional leadership qualifications</li> <li>• Team Teach</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Leadership of a whole school initiative with demonstrative impact</li> <li>• Successful leadership of teams</li> <li>• Evidence of effective partnerships with parents and carers and external agencies</li> <li>• Experience of leading and developing CPD</li> </ul> <p>Teaching children in at least two of the below key stages</p> <ul style="list-style-type: none"> <li>• KS1/2/3/4 or 5</li> </ul> <p>At least 1 of the following:</p> <ul style="list-style-type: none"> <li>• ASCN/SLCN Teaching</li> <li>• Experience of working with children with SEMH needs.</li> <li>• Experience of working with SEND in either a special or mainstream setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching students with SEMH, ASD, MLD.</li> <li>• Teaching in a specialist provision.</li> <li>• Middle management/ Leadership training and/or experience.</li> <li>• SENDCo experience</li> <li>• SEN School/AP experience</li> </ul>
<b>General Knowledge</b>	<ul style="list-style-type: none"> <li>• Excellent behaviour management skills.</li> <li>• Excellent communication skills.</li> <li>• Excellent ICT skills.</li> <li>• Experience of and commitment to team work in planning, delivery, review and development.</li> <li>• Knowledge of safeguarding requirements and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Disability Equality awareness.</li> <li>• Ability to manage a budget effectively.</li> <li>• Team Teach Qualification</li> </ul>

	<ul style="list-style-type: none"> <li>• The ability to assess and evaluate pupil attainment and plan subsequent teaching accordingly.</li> </ul>	
<b>Subject Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of Code of Practice, EHCP process and wider SEND issues</li> <li>• Excellent teaching skills with knowledge/experience of and proven quality in subject area of specialism.</li> <li>• Effective tracking of pupils' progress in a curriculum area and implementing strategies to raise standards with the ability to work alongside other professionals to deliver a bespoke curriculum for each pupil.</li> <li>• Knowledge of PSPs/one page profiles/provision plans</li> </ul>	<ul style="list-style-type: none"> <li>• Experience and knowledge of foundation programmes of study.</li> <li>• Detailed and current knowledge of the Ofsted inspection framework</li> <li>• Understanding of governance</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>• Commitment to the provision of high quality education and pastoral care for all pupils.</li> <li>• Able to demonstrate a commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Commitment to a team ethos/approach.</li> <li>• Commitment to continued professional development.</li> <li>• Positive ethos to working with parents, colleagues and Academy Councilor's.</li> <li>• Good sense of humour.</li> <li>• Believes in Inclusive Education and building relationships (holistic approach).</li> <li>• Commitment to parental partnership in education and developing links between school, home &amp; the community.</li> <li>• Drive, resilience, innovation and creativity</li> <li>• Excellent communicator with strong written, oral and interpersonal skills</li> <li>• Proportionate and calm response to all issues, including conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to supporting residential trips/camps for young people.</li> <li>• Commitment to After-school clubs.</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• Non smoking environment.</li> <li>• Physically fit and able to use Team Teach (Physical Intervention, techniques when necessary).</li> </ul>	<ul style="list-style-type: none"> <li>• Driver (Mini Bus driver)</li> <li>• Clean driving license</li> </ul>



Signed \_\_\_\_\_

Date \_\_\_\_\_

## **Explanatory Notes**

Applications will only be accepted from candidates completing the appropriate Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

## **Safeguarding Children & Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

1. Candidates should be aware that all posts in Knowle DGE Academy involve a degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
2. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
3. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

## **Interview Process**

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of supporting positive behaviours.

### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- List 99 Check

- Satisfactory DBS Enhanced Disclosure
- Verification of professional status such as GTC registration, QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.**