



Deputy SENCo Application Pack

Deputy SENCo

**Full time (8.30 - 4.00 with 1 hour lunch 5 days a week - 32.5 hours)
£18,548 - £26,852 pro rata dependent on skills and experience**

SET Maidstone and Causton School are proud members of the Seckford Education Trust. We share many things, including a determination to improve the outcomes for children. We have a team of staff that are dedicated to the welfare of all our young people, our staff go the 'extra mile' to ensure that children 'Enjoy, Achieve and Thrive'. As a School we have adopted 'The Thrive Approach' as a way of supporting our young people.

We have a higher than average percentage of children with SEND and we are incredibly proud of the inclusive nature of our school. The School also hosts three specialist provisions that we are equally as proud of - a generic unit for EY and KS1, a KS2 cognition and learning unit and a KS2 communication and interaction unit.

We are looking for a passionate, talented and rigorous practitioner to join our dedicated team. The successful candidate will assist the SENCo in supporting our SEND pupils and their families. This is a non-teaching role, however, experience of covering classes and teaching small intervention groups on HLTA basis would be an advantage. Our new Deputy SENCo will contribute to improving standards of SEND in mainstream and across our specialist provisions. They will share the School's vision and the belief that all young people can achieve at high levels.

The person appointed should be able to demonstrate that they hold the respect and confidence of pupils and their parents. They should have an understanding and concern for SEND requirements, and will support the vision for the future development of SEND provision at SET Maidstone and Causton. It is important that they can demonstrate resilience to champion inclusion at all levels of the school and to manage the challenges that arise in a pragmatic and measured way.

Is this the position for you? If so, the children, staff, parents and trustees of SET Maidstone and Causton would very much like you to join them.

Visits to the School are welcome. Please email lynnefriston@maidstoneandcauston.org

For more information about the School and to download an application pack, please visit:
<https://www.seckfordeducation.org.uk/jobs/>

Please return your completed application form and a formal letter of application to hr@seckford-foundation.org.uk, or by post to HR Department, Marryott House, Burkitt Road, Woodbridge, Suffolk IP12 4JJ.

Closing date: 9am on Monday 28 September 2020

We reserve the right to appoint prior to the closing date for the right candidate. Please therefore submit your application early to avoid disappointment.

Seckford Education Trust is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an enhanced check from the Disclosure and Barring Service (DBS).

Introduction from the Chief Operating Officer

Across Seckford Education Trust, we believe in each and every child. We are ambitious and yet small and caring Schools with big opportunities in mind for those who join us.

Our motto is 'providing a foundation for life'.

Striving for excellence underpins everything we do and we aim to give our pupils an appetite for excellence in all that they do, equipping them with a set of lifelong skills which will enable them to succeed.

We want our pupils to enjoy their school life, and be inspired to be inquisitive in their lessons whilst providing each of them with an academic challenge that enables them to realise their potential. We offer a curriculum that enables them to flourish academically and lays which lays strong foundations for the future.

We strive to teach them that learning yields a multitude of rewards if it is approached with rigour and enthusiasm. This is cultivated by an approach to learning that is student-centred and set in a stimulating environment.

As important as academic success is, our aim is to develop the whole person through a range of clubs and activities which enrich the daily experiences of our pupils.

Added to this is our commitment to build a supportive community that encourages a sense of social responsibility and develops within them a desire to become global citizens. Full details on our curriculum and our enrichment activities are available on our website.

At the heart of our success will be a strong and positive partnership between parents/carers, pupils, teachers and wider friends of the School. Our '6Cs to Success' underpin how we expect every member of our School community to approach learning and behaviour. To facilitate excellent communication we encourage open dialogue between home and School. To read more about our vision and ethos, please visit: <https://www.seckfordeducation.org.uk/>.

I hope this provides you with some insight into the life of our Schools and the founding Trust-wide principles from which we work; yet it cannot truly reflect all that we have to offer. If you like what you read do come and visit us. We look forward to offering you a warm welcome. In the meantime, I thank you for your interest in our Trust and we look forward to receiving your application.

Mark Barrow
Chief Operating Officer



The Role

Job Title: Deputy SENCo

Hours: 32.5 hours per week

Accountable to: SENCo

Main Responsibilities

- To assist the SENCo in raising the achievement of SEND pupils so all pupils fulfil their potential;
- To assist the SENCo in developing alternative curriculum pathways for lower ability SEND pupils;
- To use assessment data to monitor and report on the progress of SEND pupils in order to develop interventions as well as teaching and learning materials as required;
- To support with the identification of pupils' special educational needs;
- To assist in managing screening, referral and diagnostic systems to ensure that pupils who may need specific interventions are identified and their needs assessed effectively;
- To assist in the assessment and management of access arrangements;
- To promote excellent communication about SEND and inclusive practice across the school and to collaborate with the Pastoral Team and SLT so that pupils' needs are fully met;
- To promote the inclusion of all pupils and their families within the school community and ensure their access to the school's curriculum, facilities and enrichment activities;
- To assist the SENCo with providing provision and inclusive practice for pupils;
- To support the SENCO with leading the SEND team;
- Work flexibly with all other members of the Inclusion Team (SENCO, HLTAs, TAs) to ensure a coherent approach to Inclusion takes place within the School;
- Organise the diary for the Special Needs Co-ordinator;
- Adhere to the School's rigorous procedures for recording, monitoring, analysing and acting upon a range of data including pupil attendance, punctuality, referrals and academic records from all subject areas;
- Contribute to the creation, development, implementation and operation of procedures and processes which allow effective liaison with external agencies;
 - Meeting SLT
 - Meeting with parents / carers
 - Attend Pupil progress Meetings
 - Being available during parents evening
 - Telephone/reception acting as first point of call for the SENCO
 - Draft reply to letters
 - SEN filing
 - Photocopying
 - Administration of SEND STA, Provision Maps and ITP's
 - Organisation of Annual reviews / transition reviews
 - Completion of HTN/EHCP evidence
 - Update support timetables for pupils
 - Liaise with feeder schools and other relevant bodies to gather pupil information;
- Ensure that confidentiality is observed at all times and abide by the data protection act.

Note:

The duties and responsibilities of these posts may vary from time to time according to the changing demands of the School. This job description may be reviewed at the reasonable discretion of the Head of School in the light of those changing requirements and in consultation with the post-holders.

In any event, the Head of School reserves the right to review and amend the job description.

The Role (Cont.)

General Responsibilities

Health and safety

You have a legal duty to take reasonable care of your own health and safety and that of others and you are expected to be familiar with, and adhere to Seckford Education Trust's Health and Safety Policy.

Child Protection/vulnerable adults statement

Seckford Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. You will be expected to support this approach in the context of your role and to adhere to and ensure compliance with the Trust's Child Protection Policy Statement at all times. If in the course of carrying out your duties you become aware of any actual or potential risks to the safety or welfare of children in the school you must report any concerns to the appropriate Safeguarding Lead or to the Headteacher.

Brand values

Ensure your work, communication and approach conforms to the brand values and house style of the Trust and the wider Seckford Foundation.

Keep up to date, and comply with the Trust's Rules, Policies and Procedures at all times, as detailed on the School Intranet.

The Person

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • Good personal academic record including Maths and English grade C equivalent or better; • Working with children in EYFS / Key Stage 1 / Key Stage 2. 	<ul style="list-style-type: none"> • NVQ Level 4 or equivalent; • Recent primary school classroom experience.
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Ability to supervise and assist pupils; • Ability to work as part of a team; • Good numeracy, literacy and communication skills; • Understand the principles of child development and learning processes; • Have a good level of knowledge and understanding of EYFS and KS1; • Ability to transfer theory/training into practice and demonstrate skills of problem solving and drawing on relevant experience; • Ability to complete reports e.g. behaviour logs, progress reports; • Can build effective relationships with children across the EYFS, Key Stage 1 & Key Stage 2; • Good administration skills, with the ability to use ICT effectively to complete documents such as behaviour logs and progress reports; • Ability to assess, monitor and report on pupils' progress; • Ability to communicate effectively, orally and in writing. 	<ul style="list-style-type: none"> • An awareness of current developments within education and SEND; • An ability to liaise with other teaching staff and to work with colleagues to ensure the best outcomes for SEND pupils; • An ability to assist in leading a large and diverse team; • An ability to motivate pupils through the use of a variety of teaching methods and the setting of appropriate goals; • Ability to develop productive working relationships with parents.
Personal Qualities	<ul style="list-style-type: none"> • Well-motivated, calm, friendly and hardworking; • High levels of integrity; • Reliable, positive and flexible; • Can use own initiative within the context of team working; • Ability to remain positive in challenging situations; 	<ul style="list-style-type: none"> • The skills to implement school policies consistently, including the school policy on confidentiality; • Willing to share personal skills and talents with the rest of the school.

The Person

Essential

Desirable

Personal Qualities	<ul style="list-style-type: none">• Willing to take part in/seek out whole staff and individual training to develop as a professional;• Willing to take an active part in the life of the school and work across the primary age group.
Safeguarding	<ul style="list-style-type: none">• Evidence of a commitment to promoting the health, welfare and safeguarding of children.

Trust Vision and Values

Vision

We believe in each and every young person.

We will play our part in your success in the relay of life.

So join us and take up the baton.

You might run.

You might walk.

You might stumble and fall.

Whatever you do we will empower you to enjoy running your best race.

We believe in each and every young person, providing a foundation for life, so that you will proudly pass the baton to the next generation.

Values

Striving for Excellence

Is it a Rolls Royce or the Lego car that Peter aged 3 made? A Rembrandt or Maria's first finger painting that is now displayed on grandmother's fridge? Is it a Gold medal at the Olympics or Jamie beating his personal best?

It's all of these: using our talents and abilities in the best possible way; always trying to be better, guiding others to success. We know that excellence is never an accident; it is an attitude.

Collaboration

Alone we can do so little, together we can do so much.

Flowers will grow.

Bees will work.

Wind will carry.

Each works well on their own. But it's the whole that is greater than the sum of the parts.

Together they create new crops, beautiful flowers and sweet tasting honey. But they do more than that. They sustain life.

We are like the wind, bees and flowers. We too provide the foundation for life. We create the pollination of success through the power of collaboration.

Integrity

As the sun rises I wake up and I am faced with options and my choices affect how I feel about myself at the end of the day. I strive to have strength of character to speak out for others making a decision to stand by what is right. When I know one of my colleagues has not got the confidence to speak up I will stand by their side. When I see someone in class that no-one will work with I will work with them. I will treat others fairly and with kindness even when I feel the world is against me. Every choice I make will work towards supporting and strengthening the values of our community.

As the sun sets I will know that at the end of the day I can look back proudly, knowing I have been honest and stood by my principles. I acted with integrity

Trust Vision and Values

Determination

We all have dreams.

We all have goals.

Jesse Owen's goal was to win an Olympic gold medal.

Imagine a divided America, where challenges and barriers were common place.

This is where Jesse Owens began to work towards his goal.

He was not allowed to travel on the bus alongside his white team mates, but yet he continued.

It was unsafe for Owens to eat in the diners, but yet he continued.

Owens carried injuries and was excluded from the team hotels, but yet he continued.

In 1936, in front of Hitler, Jesse Owens' determination was rewarded with not one, but four Olympic gold medals.

Our strength in falling back is our strength to leap forward.

Empowering

'Let go!'

'....I already have.'

I will provide my child with the tools and confidence to cycle through their journey of life, supported in facing new adventures and challenges. Not everything to be experienced comes with instructions, but with strength in failure we can grow in success.

Starting with the stabilisers, the shout 'I can't.' My reply, 'Yes you can!' The stabilisers are removed and I steady the back of the bike running along-side. The new shout of 'Let go!' My response, 'I already have.'

Apply this to our Trust; for every time a student says 'I can't do it', we will reply 'Yes, you can. You just can't do it yet.' Empowering them and remembering that 'It always seems impossible until it is done.' – Nelson Mandela.

Information For Candidates

Applications will only be accepted from candidates completing the application form in full. CV's will not be accepted in substitution for completed application forms in the absence of good reason, although you may refer to the CV in the relevant section of the application form.

Interviews will be offered to those applicants who best demonstrate how:

- Skills, abilities and experience match the person specification for the job description, and;
- You evidence your commitment to the needs of the role and the Trust.

Any questions?

If you would like an informal discussion about any aspect of the role, please email the HR Department in the first instance at: hr@seckford-foundation.org.uk

Applying

For more information about the School, the role and to download an application form, please visit website: <https://www.seckfordeducation.org.uk/jobs/>

Please return your completed application form by email to: hr@seckford-foundation.org.uk

All appointments are subject to the usual pre-employment checks to meet vetting and barring requirements. For more information about the application and vetting process please refer to the Explanatory Notes provided on the website.



Marryott House | Burkitt Road | Woodbridge | Suffolk | IP12 4JH
01394 615 000 | www.seckfordeducation.org.uk