



JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE

Mabel's Furlong, Ledbury, Herefordshire HR8 2HF

11-18 Mixed Comprehensive (NOR 894)

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SENDCo

Required for 1 September 2024, MPS/UPS + TLR1 (£11,411)

We are seeking to appoint an inspirational colleague with vision, drive and a proven track record of successful teaching to be our new SENDCo.

The successful candidate will be an excellent teacher with successful experience of working with SEND students, and knowledge of the EHCP process and other legal requirements placed upon the school in terms of the inclusion of SEND students. As part of a teaching timetable, the post holder will receive 10 hours per week of leadership and management time to carry out the role of SENDCO.

At JMHS, it is our ambition that students with SEND achieve as well as other students and we believe that the best support for students occurs in the classroom. We achieve this through simple, effective and research driven teaching, employing evidence based adaptive and responsive teaching strategies. Our Curriculum, Assessment and Teaching (CAT) policy has been designed to support all students, but to particularly support disadvantaged students and students with SEND. Further information about our CAT policy can be found on the school website.

The SENDCo will work with the Deputy Headteacher responsible for Curriculum, Assessment & Teaching to ensure that all classroom teachers have the skill and knowledge to deliver lessons that support all students to succeed, including students with SEND. This will include delivering staff training, reviewing the quality of teaching and the implementation of SEND strategies, and putting in place support to ensure that students with SEND are able to access the taught curriculum. The SENDCo will assist the Deputy Headteacher in setting and implementing the strategic direction of the SEND team and ensuring effective operational management on a day to day basis.

The post holder will have the ability to be a dynamic leader and will lead the SEND team consisting of an Assistant SENDCo, SEND administrator and a team of HLTAs and TAs. This will include allocating staff to support students in lessons, and planning and coordinating high-quality interventions to close the gap between students with SEND and other students. The post holder will also be expected to be a strong communicator able to work with a range of stakeholders, including the Senior Leadership Team, teachers, parents and carers, students and support staff.

JMHS was inspected by OFSTED in November 2022 who confirmed our good grading and whose comments included:

- Pupils behave well. They are polite to their teachers and considerate of their peers.
- Parents rate teachers' high expectations because they push pupils to do more. Many say teachers go 'above and beyond' for their children.
- Pupils can do unusual stuff at this exciting school.
- School leaders have constructed a rich and engaging curriculum.

In particular, inspectors made the following comments about the support for SEND students. “Leaders provide strong support for pupils with special educational needs and/or disabilities (SEND). This is because specialist staff accurately assess and identify their needs. Teachers and teaching assistants are skilled in adapting tasks for these pupils so that they can keep up with their peers.”

The successful postholder will be expected to:

- Provide excellent strategic leadership of the SEND team
- Ensure all legal SEND requirements are met
- Allocate resources for SEND Students
- Lead whole school training to enable effective teaching of students with SEND
- Ensure EHCPs are enacted so students achieve targets
- Work with the KS3 & KS4 progress leaders and Head of Sixth Form to identify SEND students who are making less progress and put support in place to help them improve

We are seeking a colleague who:

- Is a credible leader, strong communicator and highly effective teacher
- Is a strategic thinker and can effectively implement agreed strategy
- Is able to deliver high quality staff training
- Will visibly promote the culture, ethos and values of JMHS
- Has a proven track record of securing strong educational outcomes
- Can effectively delegate and manage the workload of the SEND team

We welcome visits from prospective applicants. If you would like to have a tour of the school, please email Adem Osbourn (Deputy Headteacher: Curriculum, Assessment & Teaching) adem.osbourn@jmhs.hereford.sch.uk

Applications forms should be emailed to vacancies@jmhs.hereford.sch.uk. We do not accept CVs. If you wish to apply for this post, please submit a completed application form and a letter of application of no more than two sides of A4, summarising:

- Your relevant past experience and how this shows that you meet the Person Specification and Job Description
- How you have contributed to improving educational outcomes in your current position
- What you would wish to achieve in your first year as SENDCo of JMHS and how you would achieve this

Full details on <https://www.eteach.com/job/sendco-1417547>

JMHS is committed to the protection and safety of its pupils and therefore all successful candidates will be subject to a Disclosure and Barring Service check at Enhanced Level. All shortlisted candidates will be subject to an on-line google search.

Closing date: 9:00am, Wednesday 8 May

Interview dates: Week Commencing Monday 13 May



PERSON SPECIFICATION - SENDCo

	CRITERIA FOR JUDGEMENT	METHOD OF ASSESSMENT
Qualifications and Training	<ul style="list-style-type: none"> Qualified Teacher Status NASENCo award or commitment to study for the new NPQ for SENCos within 3 years 	Certificates, application form and interview
Experience	<ul style="list-style-type: none"> Successful teaching experience A strong track record of enabling students to achieve strong educational outcomes Evidence of leading training for staff and/or mentoring/line managing colleagues Experience of providing students with pastoral support, such as working as a form tutor or Year Leader 	Application form and letter of application, interviews and references
Knowledge	<ul style="list-style-type: none"> Knowledge of the EHCP process and other legal requirements placed upon the school in terms of the inclusion of SEND students Knowledge of research on school improvement, cognitive science and evidence-based teaching Knowledge of how to successfully implement change and how to maintain and build upon improvements 	Letter of application, interviews and presentation
Skills and abilities	<ul style="list-style-type: none"> The ability to earn the respect of all stakeholders including students, staff, parents and governors The ability to communicate clearly with parents and other stakeholders such as SEND agencies plus Governors in order to share information plus review and inform intervention planning The ability to be resourceful and systematic in order to access limited funding to put in place appropriate support for SEND and other vulnerable students The need to be highly organised in terms of collecting evidence, completing timely referrals and reviews, and ensuring a consistent approach to matters such as Access arrangements and their application. 	Letter of application, interviews, presentation and prioritisation task
Other factors	<ul style="list-style-type: none"> Willingness to engage in parental meetings and Faculty /Year leader meetings, information events which may fall outside the school day. Evidence of being a team player Commitment to equality and inclusion Disclosure & Barring Service at Enhanced Level 	Letter of application, interviews and references



JOB DESCRIPTION - SENDCo

Organisational information:

Responsible to: Deputy Headteacher (Curriculum, Assessment and Teaching)

Functional Links: SLT; Assistant SENDCO; Year Leaders; Teaching Assistants; Pastoral Support Assistants/ Attendance Officer; Outside agencies; parents; governors

Main Purpose of Job:

Work with the Deputy Headteacher in setting and implementing the strategic direction of the SEND team to ensure that the school meets all legal SEND requirements. Coordinate the provision for students with SEND to promote inclusive high-quality teaching that secures excellent educational outcomes for students with SEND.

Main Responsibilities / Accountabilities:

1. Coordinate the provision for students with SEND
2. Work with Curriculum Leaders and classroom teachers to ensure that lessons are planned to meet the needs of the individual students, and students are able to make expected progress.
3. Work with the pastoral team to ensure that barriers to achievement; attendance, punctuality, levels of participation and behaviour, are addressed holistically.
4. Lead the SEND team to ensure that appropriate and effective support is provided for students.

Job Activities:

Examples

1. Coordinate the provision for students with SEND.

- Work with students and parents to ensure that the needs of the individual students are correctly identified and an appropriate and relevant plan is provided to allow the student to make expected progress and develop emotional resilience
- Prepare the Annual Review documentation for students with an EHCP
- Maintain the SEND Register through appropriate identification and assessment of students.
- Develop a provision map, identifying interventions that are offered and how effectiveness will be measured
- Be a key point of contact for external agencies, especially the local authority (LA)
- Lead on the access arrangements process, including working with teaching staff, support staff and the exams officer to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations

2. Work with Curriculum Leaders and classroom teachers to ensure that lessons are planned to meet the needs of the individual students, and students are able to make expected progress.

- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Oversee the production of Student Needs Profiles which highlight barriers to learning and suggested adaptive and responsive teaching strategies
- Deliver high-quality staff training and carry out learning walks/reviews of teaching

- Analyse student/ class progress and attainment across the curriculum and identify and initiate plans for improvement
- 3. Work with the pastoral team to ensure that barriers to achievement; attendance, punctuality, levels of participation and behaviour, are addressed holistically.**
- Attend Year Leader meetings to ensure that the educational and pastoral needs of all SEND students are identified and that whole school provision allows for their needs to be met
 - Manage the inclusion space (the Hub) including considering referrals from the pastoral team, defining objectives for students and reviewing the effectiveness of provision
 - Work with the designated teacher for children who are looked-after children (CLA), where a looked-after pupil has SEN or a disability
- 4. Lead the SEND team to ensure that appropriate and effective support is provided for students.**
- Work with the headteacher and governors 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
 - Contribute to the SDP, and produce and review an annual SEND development plan
 - Deploy Teaching Assistants to meet the needs of individual students
 - Provide ongoing support and training for Teaching Assistants.
- Set appraisal objectives, review and report on progress of objectives with team members

Pay: MPS/UPS + TLR 1 including 10 hours of Leadership and Management time per week

Date: April 2024