



SENDCo
INFORMATION



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Dear Applicant

Thank you for taking an interest in this vacancy.

At Beaver Green we believe that through the delivery of a knowledge-led, experiential curriculum, we can support all learners to reach their true potential and beyond. The team at Beaver Green provide a varied and engaging curriculum with children encouraged to become independent learners. Staff have high expectations of the children and tailor their lessons to ensure all children have the best opportunities to help them succeed in all areas of the curriculum. Here at Beaver Green, we greatly value outdoor learning and we have a Forest School which all children have access to throughout the school year, even when it is pouring with rain!

Working at Beaver Green would give you an opportunity to work for a school that is committed to the development of all staff in every step of your career. We offer regular in house CPD alongside bespoke courses offered by outside agencies such as the Specialist Teaching Service and Speech and Language Therapists. We believe that learning never ends and therefore ensure that all staff are given the opportunity to learn new skills and keep old skills up to date. Beaver Green is situated in Ashford, close to both the outlet centre and Ashford international station, making swift links to both London and Europe.

Beaver Green Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check and satisfactory references. As a school we are dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

If you wish to apply you should send a fully completed application form via Kent Teach. We look forward to receiving your application.

Kind regards

Louise Hopkins
Executive Headteacher

Tina Oakley
Head of School

WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

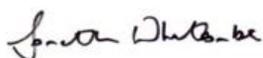
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe
Chief Executive Officer

JOB DESCRIPTION



Job Title: SENDCo
Salary: MPS-UPS Plus SEN
Responsible to: Headteacher

Purpose of the Job:

Professional Standards and additional responsibilities for SENCO

The core purpose of the SENCO is to ensure the effective implementation of the Special Educational Needs and Disabilities Strategy (SEND) for pupils at the school. This includes ensuring statutory requirements are fulfilled and ensuring the school follows identified best practice.

Meeting the above will require you to meet the National Standards for Special Educational Needs Coordinators. (Subject to change to reflect national legislation).

You will also be part of a team which ensures the needs of vulnerable groups are met at the School.

Specific responsibilities;

- Effective implementation of the SEND.
- Leadership of the School's core special educational needs team.
- Monitoring the progress of pupils with identified special educational needs and evaluating the effectiveness of teaching and learning.
- Work closely with other staff at the school to ensure that vulnerable groups are effectively provided for to ensure that they make at least expected progress.
- Coordination of access arrangements for examinations.
- Liaison with outside agencies as required including health and education.
- Liaison with parents.
- Transition arrangements for pupils with special educational needs.

Line management responsibilities will include;

- Ensuring the efficient deployment of teaching assistants.

In addition to the above you will need to work with other members of staff at the school who hold responsibility for vulnerable groups, CAF (Common Assessment Framework) and inclusion.

JOB DESCRIPTION



GENERAL PROFESSIONAL DUTIES

The current School Teachers' Pay and Conditions Document describes the general professional duties which teachers are expected to undertake in the course of their employment.

PARTICULAR DUTIES

Teachers are also expected to perform particular duties as may reasonably be assigned to them by the Headteacher.

For the purpose of this general job description these particular duties are:

Curriculum:

- To plan and prepare teaching materials.
- To continuously review teaching methods, schemes of work and resources as necessary.
- To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
- To participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Professional Development etc.

- To participate in any arrangement within an agreed national framework for the performance management of performance and that of other teachers.
- To participate in arrangements for further training and professional development as a teacher.
- To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and newly qualified teachers.
- To co-ordinate or manage the work of other teachers as appropriate.
- To manage or supervise support staff as necessary.

Pupils:

- To plan and prepare lessons and / or interventions.
- To teach pupils assigned, including setting and prompt marking of work carried out by pupils in school or elsewhere.

JOB DESCRIPTION



- To set relevant and sufficient homework, according to the homework timetable, and to ensure prompt marking of the homework.
- To assess, record and report on the development, progress and attainment of pupils, according to departmental and whole-school policies.
- To participate in the arrangements for preparing pupils for public examinations.
- To assess pupils for the examinations and record and report these assessments.
- To promote the general progress and wellbeing of individual pupils and of any class or group assigned.
- To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.
- To make records of, and reports on, the personal and social needs of pupils.
- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and / or groups of pupils.
- To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- To attend assemblies and to supervise class while in assembly, unless the teacher wishes to opt out of any religious aspect of assembly where this is against their beliefs.
- To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- To provide the individual contact, knowledge and support for pupils and to liaise with parents and other staff accordingly, as appropriate.
- To work with other colleagues to ensure that there is a consistent approach in ensuring pupils abide by the school's code of conduct and the same consistency in dealing with pupils who do not conform to school rules.
- To make relevant records and reports as necessary.

Resources and Accommodation

- To take responsibility for the care of resources, accommodation and fabric of the school, particularly when pupils are present.
- To allocate, as appropriate, equipment and materials in connection with his / her teaching.

JOB DESCRIPTION



Parents and the wider community:

- To communicate and consult with the parents of pupils when required.
- To communicate and co-operate with other persons and outside agencies as required.
- To participate in meetings arranged for any of the purposes described above.
- To foster good relationships with parents.

Policies and Staff Handbook

- To ensure that all departmental and school policies are understood and complied with.
- To ensure that s/he has read and understands the contents of the Staff handbook and complies with all the requirements detailed in the handbook.

Administration

- To participate in administrative and organisational tasks related to the above duties.

Health and Safety

- To accept responsibility for your own safety – as well as that of the pupils and colleagues with whom you
- work.
- To undertake Health and Safety training offered.
- To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including
- the cumulative effect of repeated manual handling operations.
- To follow any control measures and care plans required by the generic or individual risk assessments.
- To be familiar with and use available equipment safely.
- To be aware of your own limitations and inform your employer of any circumstances that may alter your ability to perform manual handling tasks.
- To report accidents and hazards.
- To report deficiencies in the employer's Health and Safety protection arrangements.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

PERSON SPECIFICATION



CRITERIA		ESSENTIAL/ DESIRABLE
Qualifications & Training	<ul style="list-style-type: none"> Qualified Teacher Status. 	E
Experience	<ul style="list-style-type: none"> Evidence of on-going professional development in relation to teaching, leadership, special educational needs and inclusion. 	E
	<ul style="list-style-type: none"> The purpose of devising, formulating, implementing and reviewing Educations Health Care Plan EHCP's provision maps etc. 	E
	<ul style="list-style-type: none"> Experience of successful leadership and management within a school or other educational setting in the area of inclusion (SEND, EAL, More-able, Disadvantaged etc.) 	E
	<ul style="list-style-type: none"> Experience of being a Designated Safeguarding Lead and be able to apply and use up-to-date knowledge in Child Protection and Safeguarding. 	D
	<ul style="list-style-type: none"> Recent relevant CPD along with evidence of further professional development in the area of SEND. 	D
	<ul style="list-style-type: none"> Knowledge of the National Curriculum. Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety. A good understanding of the importance of literacy and numeracy across the curriculum. A good understanding of how to assess pupil progress. The characteristics of effective teaching and learning styles in order to support pupils with SEND. Knowledge of relevant legislation – in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Education & Health Care Plans / Statements as well as those without. Knowledge of the range and type of interventions available and able to apply these appropriately in the context of the School's resources and the individual child. Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services. A good understanding of how to plan and assess work for vulnerable groups, such as SEN pupils, pupil premium pupils and gifted and talented pupils. Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school. 	E E E E E E E D D
Skills and Abilities	<ul style="list-style-type: none"> Enthusiastic approach to teaching and learning. Hardworking, reliable and trustworthy. Ability to work supportively within a team. A commitment to own continuing professional development. Ability to reflect upon and improve your teaching practice. Ability to maintain confidentiality. Ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and governors. Ability to inspire, lead and motivate children and staff in the pursuit of excellence. Excellent communication skills. Excellent time and task management skills. 	E E E E E E E E E E
	<ul style="list-style-type: none"> Friendly, with a sense of humour. A drive for personal and professional improvement. 	D D
Personal Qualities	<ul style="list-style-type: none"> Enthusiastic approach to teaching and learning. Hardworking, reliable and trustworthy. Ability to work supportively within a team. A commitment to own continuing professional development. Ability to reflect upon and improve your teaching practice. Ability to maintain confidentiality. Ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and governors. Ability to inspire, lead and motivate children and staff in the pursuit of excellence. Excellent communication skills. Excellent time and task management skills. 	E E E E E E E E E E
	<ul style="list-style-type: none"> Friendly, with a sense of humour. A drive for personal and professional improvement. 	D D



OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and all electronic applications should be made via this route. Alternatively, completed forms can be sent by post to the following address:

Mrs Jane Betts
Beaver Green Primary School
Cuckoo Lane
Ashford
Kent
TN23 5DA

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



SWALE ACADEMIES TRUST
ASHDOWN HOUSE
JOHNSON ROAD
SITTINGBOURNE, KENT
ME10 1JS

COMPANY NUMBER: 7344732