



Woodland
Academy Trust

Ignite the spark, reveal the champion

SENDCo Application Pack



Knockhall
Primary School

Ignite the spark, reveal the champion

Welcome from the CEO

Dear Applicant,

Thank you for expressing an interest in this role at Woodland Academy Trust. Woodland Academy Trust is a small but ambitious Trust that puts the children and community first. We are on an exciting journey to achieve the best possible outcomes and excellence for all.

To support us on our journey, we are welcoming applications from skilled and committed applicants who have vision, drive and ambition and would be keen to hear about your experiences and what skills you can bring to this role. We seek to attract staff who have a growth mindset, strong values and work ethic and care deeply about serving communities.

This is an exciting time to join Woodland Academy Trust as we further strengthen our school improvement offer across the Trust. You will benefit from working with a strong team, receive the very best professional development and have the opportunity to make a real difference to the daily learning experiences of our wonderful children.

We look forward to your application.

Yours faithfully,

Nav Sanghara, Trust Leader (CEO)



About our Trust

Woodland Academy Trust was formed in September 2011 and consists of four primary schools, three of which are located in the London Borough of Bexley and one in Kent, with a further primary free school due to open in September 2023.

All our schools share the same mission; *ignite the spark, reveal the champion*. We are an inclusive and ambitious Trust, striving to achieve the best possible outcomes for our children. Our aim is to provide the highest quality learning experiences for every child by creating an ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.



AMBITION



COLLABORATION



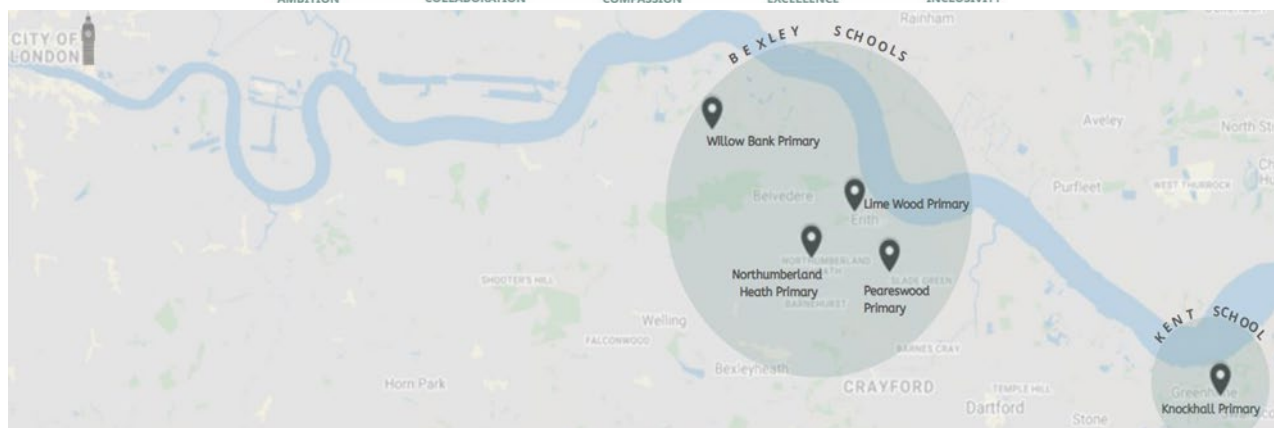
COMPASSION



EXCELLENCE



INCLUSIVITY



Ignite the spark, reveal the champion

Welcome from the Headteacher

A very warm welcome to Knockhall Primary School.

Our school values the relationships it holds with children, their families, the school and wider communities in order to secure the best outcomes for children at each stage in their primary learning journey. We pride ourselves on our commitment to communication and inclusion for all and value the contributions made by our children's parents and carers.

Our values of honesty, respect, teamwork and pride prepare and equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

Our school believes in the concept of lifelong learning and that the learning we provide is a rewarding and enjoyable experience for everyone. This is achieved through our school curriculum philosophy which is bespoke to our school and Trust and works by considering areas of study in the context of the local area; Greenhithe – taking in the heritage of our locality, followed by the wider area, London and then the whole of the UK, before broadening out beyond our country to take in global issues.

We look forward to meeting you.



Tiffany King
Headteacher

About Our School

Knockhall Primary School is a two-form entry school situated at the heart of the community in Greenhithe, Kent.

It has recently had a brand-new build for the Early Years and Foundation stage children in addition to a recent extension for key stage 2.

We want to capture the minds of our learners by creating an inspirational curriculum that adults enjoy delivering. We always strive to improve on our outcomes to ensure our children get the very best from their time with us. More than anything however, we do this as peers, supporting each other along the way with a focus on our core purpose.

Ignite the spark, reveal the champion

Knockhall Primary School



 www.knockhallprimaryschool.co.uk 

Knockhall Primary School,
Eynsford Road,
Greenhithe,
DA9 9RF

 01322 382053

The Vacancy

Job title:	SENDCo (special educational needs and disabilities coordinator)
Status:	Permanent
Working pattern:	3 days per week
Pay scale:	Teacher's Main or Upper Pay Scales plus SEN allowance
Post Start Date:	September 2023 or sooner depending
Closing Date:	17 th April 2023

Knockhall Primary School are seeking to appoint a SEND Coordinator with a passion for ensuring all children have access to excellent educational opportunities. You will be responsible for leading and developing the inclusion provision within the school. No day is ever the same for our SENDCo, you will be adaptable, flexible, resourceful and passionate. You will be able to work collaboratively with our inclusion team and wider school colleagues as well as external stakeholders.

We are looking for someone who has a creative approach to teaching, who is enthusiastic, motivated and a passionate teacher and who is able to share their knowledge and skills in order to help our children to ignite their spark and reveal the champion they hold within themselves.

The Successful candidate will:

- Have an excellent understanding of SEND provision in primary schools
- Have an understanding of the primary phase
- Be fully committed to the development of inclusive school wide visions
- Have the ability to manage any instances of challenging behaviour
- Have a thorough understanding of the SEND code of practice
- Have up-to-date knowledge of current teaching practices and safeguarding legislation

The post is a part time, permanent contract.

Ignite the spark, reveal the champion

We reserve the right to close the position early, should a suitable candidate be found. Therefore, early application is strongly encouraged.

Applications

Please apply by visiting our recruitment page at: [Woodland Academy Trust- Join Us](#)

Or if you would prefer to complete a word application form, please contact the school via email at: sbmkhp@watschools.org.uk

Application Deadline: 17th April 2023

Interviews: To be arranged

Visits to the school are welcomed and can be organised by contacting sbmkhp@watschools.org.uk

For more information about Woodland Academy Trust please visit: [Woodland Academy Trust](#).

Diversity & Inclusion

Woodland Academy Trust values and cares about the lived experience and backgrounds our colleagues can bring to their roles. We believe a diverse team strengthens our organisation and encourages innovation.

We welcome applications from all backgrounds and ensure our colleagues feel respected and valued for being themselves.

We are committed to ensuring that employees who have a disability are given every possible assistance in the workplace. All disabled applicants that meet the minimum criteria for the job will be given the opportunity to be interviewed. We have a commitment to make reasonable adjustments to our recruitment and selection processes, where appropriate, this is to ensure that no candidate, whether or not that have a disability, is unfairly prevented from demonstrating their true abilities.

Our Offer

Woodland Academy Trust seek to appoint colleagues who share in our values and mission to ignite the spark and reveal the champion. We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have in place for all staff:

- Continuous professional learning focusing on core areas;
- Working collaboratively with agencies around us and offering formal training opportunities, bespoke and targeted professional development as well as in-house, bespoke training from our many experts and coaching and mentoring;
- Embedding initiatives to support with reducing teacher workload;
- A strong supportive ethos with dedicated line management structures and clear communication channels;
- Well-being assistance and support including a dedicated employee assistance helpline and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Wide range of family friendly policies in place for staff;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes;
- Cycle to work schemes.

Safeguarding Children and Young People

Woodland Academy Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References



Knockhall Primary

Teamwork Respect Honesty Pride

Job Description and Person Specification

JOB TITLE	Teacher – Special Education Needs and Disabilities Co-ordinator Appendix
APPENDIX TO:	<i>In conjunction with the roles and responsibilities of a Teacher - Core Purpose of the SENDCo</i>
MAIN PURPOSE OF THE ROLE	To coordinate the Special Educational Needs provision within the School liaising with relevant external agencies ensuring the provision meets the needs of the children and staff are able to effectively contribute to the learning of every child.
Duties & Responsibilities	<p><i>Strategic Direction and Development of SEN Provision in the School (with the support of, and under the direction of the Headteacher and Deputy Headteachers) to:</i></p> <ul style="list-style-type: none"> • Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum. • Support all staff in understanding the needs of SEN pupils and ensure that objectives to develop SEN are reflected in the school development plan. • Regularly monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements. • Analyse and interpret relevant school, local and national data and advise the Headteacher on the level of resources required to maximise achievement. • Liaise with staff, parents/carers, external agencies, and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision. • Consult with local feeder schools on transfer at any stage particularly from pre-school to EYFS and secondary transition to achieve as much continuity in provision and support as possible. <p><i>Teaching and Learning to:</i></p>

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEN.
- Formulate, implement and review SEN support plans.
- Maintain an SEN profile.
- Collect and interpret specialist assessment data to inform practice.
- Work with pupils, class teachers and key stage leaders to ensure realistic expectations of pupils.
- Monitor the use of resources, teaching activities and target setting and develop a recording system for progress.
- Provide detailed and supportive information and documentation for pupils referred to EIT, the SEN panel, Educational Psychologist and other outside agencies as required.

Leading and Managing Staff to:

- Achieve constructive working relationships and establish opportunities for the SENCO, support assistants and other teachers to review the needs, progress, and targets of pupils with SEN.
- Provide regular information to the Headteacher and governing body on the evaluation of SEN provision.
- Ensure teachers are updated on specific pupils and be available for them to raise issues causing concern or needing attention.
- Advise on and contribute to the professional development of staff, planning and leading staff training on SEN issues and other related aspects.
- Meet, when necessary, with TAs to discuss overall provision, offer guidance and keep them informed with SEN and other initiatives insider and outside school.

Effective Deployment of Staff and Resources to:

- Advise the Headteacher, SLT and governing body of priorities for expenditure and deployment of staff and utilise allocated resources with maximum efficiency.
- Maintain and develop resources, coordinate their deployment, and monitor their effectiveness in meeting the objectives of school and SEN policies.
- Ensure professional knowledge and expertise is kept up to date.
- Take on any additional responsibilities which might from time to time be determined.

- This job description sets out the duties of the post at the time it was published.
- The hours and the job description may be modified depending on the needs of the school.
- The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.
- The priorities for each year will be reviewed against this job description annually through performance management meetings.

Person Specification		
	Essential	Desirable
Education, Qualifications and Training	Qualified Teacher Status Child Protection training National award for SEN co-ordination or a willingness to complete upon appointment <ul style="list-style-type: none"> • 	Evidence of continuous INSET & commitment to further professional development. Designated safeguarding Lead
Experience	Teaching at foundation stage, KS1 or KS2 Experience of working with/supporting children with high levels of SEND requirements Experience in areas of leadership	Involvement in self-evaluation and development Experience of conducting training/ leading professional development
Knowledge and Skills	Sound knowledge of the SEND Code of Practice Understanding of what makes 'quality first' teaching, and of effective intervention strategies Ability to plan and evaluate interventions Effective communication and interpersonal skills Ability to build effective working relationships Good record-keeping skills	Use of technology and digital learning to enhance children's learning Knowledge of the preparation and administration of statutory National Curriculum tests. Understanding of the links between schools, especially, networks and partner schools. Able to develop strategies for creating community engagement
Personal Qualities	Approachable Committed Empathetic Enthusiastic Organised Flexible Professional Collaborative Inclusive Compassionate Ambitious	

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@KnockhallSch