

LEAD SENCO

VACANCY

The Acorn Speech and Language Centre
Minterne Junior School / The Oaks Infant School
Minterne Avenue
Sittingbourne
Kent
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Dear Applicant

Thank you for expressing an interest in joining us at Minterne Community Junior School.

I hope this pack will give you a flavour of what it is like to be part of our successful and supportive school. We would welcome your request to come and visit us during the school day to see for yourself why we are so proud of our pupils and staff who make up our school community.

At Minterne, we are passionate about providing children with the opportunities and desire for learning. Our aim is to produce happy children who are successful learners, confident individuals and responsible citizens. Built in 1964, Minterne Junior School serves a pleasant residential area. The town centre and the countryside are both easily accessible from the school. There are almost 390 pupils aged from 7 to 11 currently on roll. The school is set on a spacious site, with 12 classrooms and an attached Speech and Language Unit. Each class has an interactive whiteboard, internet access and access to iPads. Indeed, our computing facilities are excellent; featuring a large suite which houses 36 modern computers and a class set of iPads. We are proud to be part of Our Community Multi Academy Trust, a group of ten schools under the leadership and guidance of Chief Executive Officer, Mr David Whitehead.

All new colleagues at Minterne Junior School are made to feel welcome and professional development of staff across our Multi Academy Trust is one of our top priorities.

If you would like to find out more about our school, please visit our website: www.minterne.org or contact the office: office@minterne.kent.sch.uk (t:01795 472323).

Please do not hesitate to contact us if you have any questions or would like to know more about the role.

Yours faithfully

Ms Kirsty Hadfield
Head of School



Mrs Catherine Hurst
Executive Headteacher



Advert

Job Title: Lead SENCO

Grade: UPS/Main Scale - to be discussed at interview

Full time, Monday to Friday

This is a permanent position, subject to a six month probationary period

This is a fabulous opportunity for a dedicated and organised person to join the school team at The Acorn Speech and Language Centre (at The Oaks Infant School and Minterne Junior School) which is part of Our Community Multi Academy Trust. We are seeking to appoint an enthusiastic and experienced Senco/Teacher to join the school's successful and supportive team. This role may be suitable for teachers with leadership experience who have or are working towards a SENCO accreditation and who are looking for a new challenge. However, we encourage anyone to apply who feels they have the necessary skills and abilities to fulfil the role.

The Acorn Centre sits between each school who are two of ten schools within Our Community Multi Academy Trust. We have one infant and two junior classes with 29 of pupils on our roll, but with space for 35-40. The Acorn Centre team work very closely with both schools and the lead Senco is integral to the liaison between SLT to promote as much inclusion and shared working as is needed to support all pupils. It is unique that The Acorn Centre works across two schools but with the support of the Executive Headteacher, this works extremely well.

Our Community Multi Academy Trust believe that our people are our biggest asset.

We can offer you:

- The opportunity to work in an excellent school and to contribute to its growth and development
- Students who enjoy learning
- A stable and committed staff team determined to give our students the best possible opportunities
- A supportive and committed board of trustees
- Work within a growing Trust who fully believe in the professional development of their staff.

The successful candidate will:

- Have excellent organisational skills
- Be punctual
- Communicate well and be confident managing others
- Have good teamwork skills
- Respect confidentiality and the potential sensitivities of working in a school
- Have experience working in a school
- Be able to demonstrate in their application that they can fulfil the main duties of the job description and person specification as a minimum

The successful candidate will be subject to an enhanced DBS check along with other pre-employment checks which must be undertaken before the role is confirmed by the school.

Our Community MAT is committed to safeguarding, safer recruitment and promoting the welfare of pupils. Our comprehensive recruitment and selection processes aim to discourage and screen out unsuitable applicants. Successful candidates are subject to rigorous pre-employment checks.

We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds. We oppose all forms of unlawful and unfair discrimination.

Applications to be made via Kent Teach.

For further information about the role, please contact Catherine Hurst (Executive Headteacher) via telephone on 01795 472323, or office@minterne.kent.sch.uk.

Job Description

Purpose of the job

Under and alongside senior leaders/year group leaders across the schools:

Support and lead staff in The Acorn Centre to ensure high standards of teaching and learning and the wellbeing of staff and pupils.

Use information data and knowledge to improve practice, initiate change and track progress in learning within The Acorn Centre.

Work with the school's senior leaders to develop, embed and monitor the impact of strategies in line with the School Development Plan.

Be responsible for the education and welfare of pupils in The Acorn Centre in accordance with the requirements of the current School Teacher's Pay and Conditions Document and Professional Standards for Teachers. Due regard will also be given to the school's ethos, vision, aims and objectives and any policies of the LA and Governing Body.

As a lead teacher, make the education of pupils, the class teacher's first concern, and be accountable for achieving the highest possible standards in work and conduct.

Act with honesty and integrity, have strong subject knowledge, keep knowledge and skills as a leader up to date, be self-critical, forge positive professional relationships and work with parents in the best interests of their pupils.

Model the professional conduct and behaviours expected from all staff in The Acorn Centre and school, in line with the Teacher Standards.

Work collaboratively with both schools to promote the inclusion of pupils within The Acorn Centre.

Accountabilities as The Acorn Centre leader:

Under and alongside Senior Leaders/Year Group leaders across both schools:

- To work with the local authority to ensure that The Acorn Centre fulfils the commitments set out in KCC's SEND policy to offer inclusive mainstream educational and social opportunities for pupils with SLCN alongside access to specialist interventions from specialist teaching staff and in class support.
- To be familiar with admissions processes for the Speech and Language SRP and implement it effectively.
- Regularly attend local authority Specialist Resource Panel meetings to ensure that children with the correct need type are offered a place within The Acorn Centre.
- To be aware of the levels and standards in each class and be accountable for ensuring equal access and progress across The Acorn Centre.
- To evaluate the successes and areas for development in the provision annually and with guidance from the School Development Plans, write, monitor and review The Acorn Centre action plan.
- To undertake work sampling and moderation and discuss findings with senior leaders to decide on improvement strategies during pupil progress meetings.
- To act as appraiser, as requested, for the team's teaching assistants and teachers as appropriate ensuring that targets are set.

- To act as a coach for their appraisees, in line with school procedure and protocol.
- To monitor the quality of teaching and learning within The Acorn Centre alongside senior leaders.
- To ensure that all teachers in The Acorn Centre meet deadlines.
- To instil confidence and be positive about changes and initiatives that the school needs to implement.
- To work as a member of the team, whilst assuming an assertive leadership and management role.
- To be responsible for ensuring that all staff contribute to planning and that daily plans reflect the agreed objectives, ensuring that proper adaptation is planned for and carried out and children of all abilities are challenged in their learning.
- To give guidance to and share The Acorn Centre class planning with cover staff.
- To oversee/organise the administration of any national assessment procedures.
- To liaise with the previous and next provisions (including pre-schools and junior schools where appropriate), ensuring that arrangements are in place for a smooth transition.
- To lead The Acorn Centre activities such as school trips, curriculum enhancements, Christmas activities etc.

SENCO responsibilities

With reference to The Acorn Centre in all cases:

- To hold the Masters Level National Award for SEN Coordination or be working towards the National Professional Qualification for SENCOs.
- To hold up to date knowledge of speech, language and communication needs.
- To provide strategic direction on regard to SEN provision throughout the Acorn Centre.
- To ensure that the SEND policy is compliant and being effectively administered.
- To maintain the SEND register.
- To build an inclusive school culture and establish inclusive values and policies.
- To evolve inclusive practices through; the effective deployment of resources, personnel and provision of training.
- To evaluate the provision for groups of children – SEND, Pupil Premium, CiC and underachievers in The Acorn Centre.
- To develop the use of intervention programmes and the effective use of My Plans, one page pupil profiles and pastoral support plans where appropriate to ensure all children make appropriate progress.
- To liaise with the FLO team to ensure effective provision for all learners.
- To lead multi-agency professional meetings where appropriate, to be able to sign post parents and carers to Early Help and other support networks.
- To work alongside senior leaders and SENCOs at both schools to improve outcomes for all children with SLCN through a whole system strategic approach (Balanced System Scheme for Schools).
- To work collaboratively with other SEND staff within the Acorn Centre and other schools within OCMAT.
- To ensure the smooth transition of pupils with SEND from nursery to infants, to juniors and to specialist secondary provision thereafter.
- To organise, advise, co-ordinate and monitor INSET related to inclusion and SEND.
- To carry out the induction of new staff joining The Acorn Centre.
- Maintain any Health Care Plans and liaise with all professionals when needed.

Monitoring, Assessment, Planning and Tracking

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports.
- To take a leading role in setting targets for pupils with SEND and vulnerable pupils, tracking achievements and using analysis of this data to guide further improvements through pupil progress meetings.
- To oversee the writing and regular review and updating of provision plans.
- To liaise with external agencies in regard to particular pupils, to ensure that the school is providing appropriate support for the child.
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils.
- To assist class teachers to analyse and evaluate the progress and achievements of individuals and different groups regularly, especially the impact of additional support through regular pupil progress meetings.
- To interpret the recommendations of Educational Psychologists, Occupational Therapists, and other professionals and disseminate them so that they are effectively implemented.
- To use data generated by school assessments effectively to inform future pupil progress.
- To be available to all parents of pupils within the Acorn Centre, by appointment and at consultation evenings, to help build up good relationships and support positive home/school partnership and provide advice and support to parents about their child's development.

Communication and Reporting

- To liaise with parents and carers concerning pupil progress and provision plan progress.
- To make recommendations to parents concerning the use of external agencies for identifying SEND.
- To update the Executive Headteacher and Head of School and the LMC on the effectiveness of provision for SEND and vulnerable groups of pupils.

Professional Knowledge and Development

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies.
- To participate in INSET provided by the school and where appropriate lead INSET on relevant SEND issues.
- To set realistic measurable and achievable personal targets as part of appraisal in consultation with the SENCO and Head of School.
- To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal.

Teaching and Learning

- To demonstrate good practice when providing release time for colleagues.
- To identify adopt and disseminate the most effective teaching approaches for pupils with SEND.
- To monitor teaching and learning activities to meet the needs of SEND pupils.
- To ensure that a high standard of physical and emotional care for all children is maintained and that conduct, and behaviour is good.

Act as a role model adopting personal standards of behaviour with staff, pupils and the wider community which support the highest possible standards putting children at the centre of everything you do.

Be aware of health and safety issues within the school and how they impact on pupils, staff and visitors to the school.

Be committed to safeguarding and promote the welfare of children, raising concerns appropriately.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development for staff.

This job description explains the main duties and responsibilities of the post, but each individual task undertaken may not be identified. It should be read in conjunction with the Professional Standards for Teachers.

This role is subject to an enhanced DBS check

Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Person Specification

Applicants should describe in their application how they meet these criteria.

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

	CRITERIA
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of recent and relevant professional development • SENCO accreditation or a willingness to complete it • Desirable to hold a middle leadership qualification e.g. NPQML • Desirable to have qualification in Makaton
Experience	<ul style="list-style-type: none"> • Recent experience as an effective SENCO • Relevant experience of working with pupils with SLCN and autism • An understanding of teaching and learning in alternative phases • Demonstrate knowledge of how children and adults learn and take account of a range of teaching styles
Leadership and Management Skills	<p>Have a developing ability to lead and manage people to work towards common goals by:</p> <ul style="list-style-type: none"> • Ability to lead by example • Demonstrating drive and determination • Modelling a positive and 'can do' attitude • Motivating and inspiring pupils, teachers and support staff • Ability to work as part of a team • Commitment to continuous professional development of all staff based on analysis of needs • Ability to prioritise and delegate appropriately • Ability to work in partnership • Ability to deal sensitively with people and resolving conflicts effectively
Self-management Skills	<p>Demonstrate the ability to plan time effectively and organise oneself well by:</p> <ul style="list-style-type: none"> • Prioritising and managing own time/workload • Working to deadlines • Taking responsibility for own professional development • Seeking advice and support when necessary
Personal Attributes	<p>All successful and effective teachers possess or display the following attributes in the context of their leadership and management role:</p> <ul style="list-style-type: none"> • Personal impact and presence – instil confidence • Open to feedback and suggestions – sees others' perspective • Takes an assertive stance on issues re: children's standards and well-being • Has a real commitment to creating a school ethos that values every child • Is committed to the aims and ethos of the school, being positive and ready to initiate new ideas • Responds calmly • Handles unexpected demands • Can meet deadlines • Takes calculated risks, has an enthusiasm for change, stimulates discussion • Optimistic and resilient with self-confidence • Personally accepts, leads and acts to support change • Adaptability to changing circumstances and new ideas • Has good interpersonal and ICT skills

	<ul style="list-style-type: none"> • Can create group energy in pursuing collective goals, ensuring agreement from every team member • Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part int the life of the school and their child's education
Knowledge	<ul style="list-style-type: none"> • Knowledge of relevant school policies which keep children safe in education • Knowledge of relevant health and safety rules and regulations

Our Community Multi Academy Overview

We believe that the success of an organisation is rooted in the quality of its leadership. In Our Community Multi Academy Trust we believe that leaders who uphold the core values of the Trust and demonstrate the leadership principles as listed below will enjoy the greatest success within their schools.

We believe exemplary leadership is rooted within our three core values. We want our leaders to be:

1. Inclusive Leaders
2. Compassionate Leaders
3. Community Leaders



OCMAT Leadership Principles

The Inclusive Leader:

- Will hold and maintain the highest educational standards for all children
- Will welcome all children and staff to our schools equally
- Will make reasonable adjustments to enable/ensure all pupils to have equitable access to an enriching, broad and balanced curriculum
- Will adhere to the principles of the SEND Code of practice
- Will ensure that their school is an accessible educational environment for all pupils, staff, governors, parents and visitors alike.
- Fosters a culture where all stakeholders/staff feel comfortable contributing their ideas and opinions, ensuring that all voices are heard and valued.
- Upholds and champions British values and protective characteristics, creating a culture of respect, equality and diversity.

The Compassionate Leader:

- Will show empathy with children, staff and families through their leadership behaviours
- Will act with fairness and consistency at all times
- Will give credit where it is due and show appreciation for the efforts of every member of staff
- Will not be afraid to make mistakes and will show their own vulnerabilities
- Will go above and beyond to recruit and retain good staff
- Will be unconditionally inclusive
- Will have courageous conversations
- Will be reflective on their own professional practice and be receptive to advice offered.

The Community Leader:

- Will be highly visible within their own school setting and the local community
- Will be accountable for their actions and decisions
- Will act with integrity, drawing on their values to guide their decisions
- Will empower and enable staff by leading by example
- Will positively promote the Trust and school at all times

We will ultimately achieve this through being Collaborative leaders

The Collaborative Leader:

- Will articulate a clear vision for their school which is understood and acted upon by all staff, pupils and families
- Will engage in and promote all Trust wide activities - working in a positive partnership with all Trust staff.
- Will unconditionally work with other professionals both within and outside of the Trust for the greater good of our children
- Will display commitment to their staff and school priorities, resulting in high staff morale.
- Will motivate their staff with passion, enthusiasm and inspiration making staff feel valued for their contribution to the school and the Trust.

Our Schools

Primary

Borden Church of England Primary School, ME9 8JS

Bredgar Church of England Primary School, ME9 8HB

Dymchurch Primary School, TN29 0LE

Lydd Primary School, TN29 9HW

Lynsted & Norton Primary School, ME9 0RL

Milstead & Frinsted Church of England Primary School, ME9 0SJ

Minterne Junior School, ME10 1SB

Petham Primary School, CT4 5RD

Selling Church of England Primary School, ME13 9RQ

The Oaks Infant School, ME10 1GL

Trust Central Team

Central Support Team

(based at Lynsted & Norton Primary School)

Human Resources Team

Finance Team

Business Support & Management Information Team

Marketing Team

ICT Support

Trust Executive Team - School Improvement

Inclusion Executive Officer

Standards Executive Officer

The Application Process

Applications will only be accepted from candidates who complete our application form, CVs will not be accepted. Applicants can apply directly through the Kent-Teach website. Alternatively, please contact trusthr@ocmat.org.uk for a paper application form.

The Shortlisting and Interview Process

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

If your application is shortlisted, the Trust reserves the right to conduct an online search as part of our safer recruitment checks in line with KCSIE guidance. Any relevant information found with regards to a candidate's suitability to work with children will be discussed at interview.

Candidates selected for interview will be informed.

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

- Documents to evidence right to work in the UK
- Visual identification which includes a photograph (driving licence or passport)
- Documentary proof of current name and address
- Where appropriate, 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 2 satisfactory references in line with KCSIE, one or if applicable, both of which must be your most recent employer and/or most recent childcare setting
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check and appropriate checks that may be required if you have worked or been resident overseas in the past 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 an employed teaching role

Safeguarding

OCMAT 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 six months from the date of interview or submission date of application if not successful for interview, in accordance with our retention or records procedure.

Please visit the OCMAT website for all Trust Policies: www.ocmat.org.uk



Mr David Whitehead, CEO, Our Community Multi Academy Trust
c/o Lynsted & Norton Primary School
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