



SENCO (FULL OR PART TIME) (required for September 2021)

Recruitment Information Pack



Putting Achievement First

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Dear Applicant

Thank you for showing an interest in the post of qualified SENCo at The North School, this vacancy is available either full or part-time and would suit a qualified teacher with a primary background.

This is an extremely exciting time to join The North School on its journey to be outstanding. Our aim is to ensure that every single member of the school community is putting achievement first, fostering resilient, independent, happy and confident learners who leave school with the right skills and qualifications for the world they are growing into.

The North School achieved excellent exam results in 2019 and in partnership with the Swale Academies Trust we continue to be focused on school improvement and continuous learning for both our students and staff. We are particularly proud of the recent advances in oracy and students' leadership.

We look for talented and committed people and work hard to keep them, helping them reach as high as they can. We are looking for somebody that has high expectations of themselves and of others to join our staff team. In return we offer access to our outstanding teacher programmes; outstanding leadership programme and out shadow leadership scheme.

We are looking to recruit a teacher with an excellent grasp on good and outstanding teaching, confident in their ability and able to consistently deliver effective lessons and learning with a positive approach.

You should possess excellent communication and organisational skills, be hard working, flexible and professional. Have high expectations of students, colleagues and yourself, displaying energy and enthusiasm in and out of the classroom, contributing to the school's overall success. A willingness to contribute to other areas of school life would be welcome.

I want The North School to be outstanding and a strong part of the local community. If you share our commitment to educational excellence, we want to hear from you.

Yours sincerely



Mrs Anna Lawrence
Headteacher

WORKING WITH SWALE ACADEMIES TRUST

Welcome from the Chief Executive Officer
Swale Academies Trust

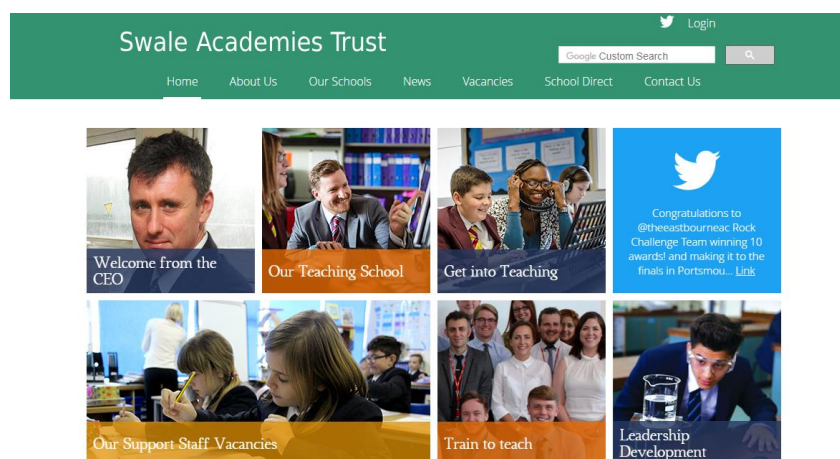
Since its creation in September 2010 Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary, South Borough Primary, Meopham School, The North School, Regis Manor School, The Whitstable School, Westlands Primary School and Sittingbourne Community College, 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.

We don't seek to develop clone schools that deliver education in a regimented manner. Rather, we value the development in our schools of a spirit of enquiry and action research that provides the best possible education that is right for students in a local setting. We do however collectively value and strive for all students to produce beautiful work which showcases their development over time of which they, their teachers and support staff and parents can be really proud. We are proud of our schools and we strive for a sense of shared pride in the achievements of all of our students.

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 who provide the highest quality challenge and support.



Jon Whitcombe
CEO Swale Academies Trust



INTRODUCTION

At The North School we value both the pastoral care of our students and the pursuit of academic success. Our aim is to ensure that every single member of the school community is putting achievement first, fostering resilient, independent, happy and confident learners who leave school with the right skills and qualifications for the world into which they are growing.

We are proud that The North School is a happy and improving school where students and teachers enjoy learning together. An experienced team of colleagues provide all students with the best possible opportunities, both inside and outside of the classroom.

Our students are expected to treat each other and staff with care, courtesy and consideration. They are taught to always try their very best at whatever they do and to value the progress they make as individuals. We value a community approach to education to ensure that there is a broad range of expertise within the school. This enables our students to be supported in all areas, so that they may strive to reach their full potential in school and in their future lives.

At The North School we recognise that the students are at the centre of the learning experience and that they all come with different needs and abilities, not to mention interests and strengths. Therefore we continually review the curriculum diet available; to ensure that it best reflects the national picture and the needs of the students. This enables us to make the learning experience as skills based as possible with a broad range of subjects and an emphasis on personal achievement.

Working in partnerships with parents and the local community is important to us. Collaboration with parents to ensure that every pupil in our care reaches their full potential is highly valued. We encourage all parents to get involved in the life of the school. The well-established Parents' Forum offers an excellent opportunity to influence the developments at the North School.

Our classroom practice and academic achievement are supported by a wide range of facilities that include a Basketball Academy, excellent sports facilities and clubs, a climbing wall and even a full working farm that has achieved great success at the Kent Show. All these elements contribute towards our safe, positive and varied learning environment that will enable your child to achieve their full potential and enjoy their time with us.



SCHOOL'S VALUES AND ETHOS

The North School recognises that people have different strengths and interests and we aim to give individuals the opportunity to develop those further where possible.

We expect students to have high expectations of themselves, to share our aim of 'putting achievement first' and to commit to the school's values,

As a school we value:

- **Challenge:** Everyone is expected to do their best, never settle for second best and show a determination to achieve high standards in whatever they do
- **Respect:** The school upholds each individual's right to learn and respects different views, opinions and beliefs; showing kindness and consideration towards others is a baseline
- **Resilience:** We understand that long-term success requires perseverance, quality improvements to students' work and the ability to learn from mistakes
- **Community:** We believe that being part of the school community makes us stronger; caring for each other and supporting our local community helps us achieve our very best.
- We learn together, we celebrate together and we support each other through challenges.
- **Leadership:** The school believes that the voice of students and the leadership they show should play a significant part in the life of The North School.



THE APPLICATION PROCESS

Within this pack you will find a document detailing the responsibility of the role and a person specification listing the requirements you must meet to satisfy the selectors at the shortlisting stage. You should ensure that you address each of the points within the person specification in your application. Whether or not you are selected for interview will be determined solely on the information provided in your application form.

Should you be shortlisted for interview your suitability for the post will be explored including your motivation to work with children and young people and your understanding of appropriate boundaries.

Please limit any additional information to two single sides of A4 Paper. Please note CVs will not be considered. Applications should be typed or written in black ink.

All posts are offered subject to:

- A satisfactory Enhanced check from the Disclosure and Barring Service or Disclosure Scotland
- Identity Verification
- Verification of your entitlement to work in the UK
- Verification of any relevant qualifications, including Qualified Teacher Status if you are applying for a post requiring QTS
- Receipt of 2 satisfactory references
- Satisfactory pre-employment health clearance.

Copies of teaching certificates or any further professional qualifications will need to be provided at interview stage. If you are applying for a teaching post, your qualified teacher status will be verified.

Please note that this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind overs, including those regarded as spent must be declared. Providing false or misleading information could result in the application being disqualified or summary dismissal if in post.

References will be taken up prior to interview. Referees should be able to comment on your professional suitability for the post you have applied for. One referee **should** be your current or most recent employer.

Completed applications should be returned to recruitment@north.kent.sch.uk or by post addressed to Mrs Jo Manning, Personnel/Recruitment Manager, The North School, Essella Road, Ashford, Kent TN24 8AL. If returning your application by post, please ensure your envelope contains the correct postage. If you would like us to acknowledge receipt of your application form, please enclose a stamped addressed envelope with your application.

Please see recruitment site for closing date for the receipt of applications.

Shortlisting will take place the following week and interviews will be confirmed at the beginning of January. An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within four weeks of the closing date please assume your application has been unsuccessful.

If you have any queries on any aspect of the application process or need additional information please contact the Recruitment Team on 01233 614600 ext. 210.

SENCO

full or part time hours available

From September 2021

The North School wish to appoint a highly motivated, enthusiastic and dedicated SENCO to join our successful, hardworking SEN team

The successful candidate will:

- Hold QTS (primary or secondary)
- Hold the National Award for SENCO qualification
- Be a strong leader, who is committed to providing the highest standards of provision for SEND students.
- Be an excellent practitioner with high expectations and a commitment to raising standards.
- Be able to demonstrate effective communication skills with all member of the school community.
- Have a thorough knowledge of the new SEND Code of Practice.
- Have the ability to support and overview the work of teaching assistants working with SEN children.
- Have good management and organisations skills and experience of leading/managing other staff.
- The necessary communication skills enabling liaison with a variety of external agencies.

Please be aware that this post would be an excellent opportunity for a SENCO with primary school experience.

Applicants should possess excellent communication and organisational skills, be hard working, flexible and professional. They should have high expectations of students, colleagues and self, displaying energy and enthusiasm and be able to contribute to the school's overall success. A willingness to contribute to other areas of school life would be welcome.

Further details about the school can be found on our website www.north.kent.sch.uk.

The closing date for applications: See recruitment site

Interview date: To be confirmed

The North School is committed to safeguarding and promoting the welfare of young people, and expects all staff and volunteers to share in this commitment. Any successful candidate will be required to undertake an Enhanced Disclosure by the Disclosure & Barring Service.

The North School is an Equal Opportunities Employer



JOB DESCRIPTION

| | |
|-----------------------|---|
| JOB TITLE: | SENCO |
| PAY SCALE: | MPS / UPS (dependent on experience) |
| HOURS OF WORK: | OUTLINED IN TEACHERS' PAY TERMS & CONDITIONS DOCUMENT |
| LINE MANAGER: | HEADTEACHER |

A. GENERAL PROFESSIONAL DUTIES:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

B. PARTICULAR DUTIES:

The SENCO is 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:

1. Teaching and Learning:

- Be responsible for overseeing all aspects of SEN across the whole school to ensure the new Code of Practice is fully implemented.
- Identify and adopt the most effective teaching approaches for students with SEN.
- Monitor teaching and learning activities to meet the needs of students with SEN.
- Identify and teach study skills that will develop students' ability to work independently.

2. Communication:

- Liaise with other schools to ensure continuity of support and learning when transferring students with SEN.
- Update the Headteacher and Governing Body on the effectiveness of provision for students with SEN.
- Attend consultation evenings and keep individual parents informed about their child's progress.
- Liaise with parents on any aspect of SEN.
- Develop links with governors, Swale Academies Trust, LA and neighbouring schools.
- Attend SENCO meetings as appropriate.
- Maintain links with other schools both primary and secondary to ensure that all SEN data is transferred and transition is smooth.

3. Recording and Assessment:

- Maintain the vulnerable children's register.
- Organise the provision of intervention strategies across the school and produce provision maps for the whole school and individual year groups.
- Set targets for and track the progress for raising achievement among students with SEN.
- Collect and analyse specialist assessment data produced both within the school and the DfE (Raise-online).

- Set up systems for identifying, assessing and reviewing SEN.
 - Develop understanding of learning needs and the importance of raising achievement among students.
4. **Leadership and Management:**
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEN.
 - Provide training opportunities for learning support assistants and other teachers to learn about SEN, e.g. train teaching assistants as appropriate in the delivery of intervention programmes.
 - Be aware of the needs of any Looked After Children and act as the designated coordinator within the school.
 - Collate information regarding medical needs within the school and add to the register.
 - Disseminate good practice in SEN across the school.
 - Identify resources needed to meet the needs of students with SEN and advise the Headteacher of priorities for expenditure through maintain the budget for SEN.
 - Be responsible for performance management of teaching assistants.
 - Be responsible for the documentation necessary for individual reviews and ensure deadlines are met.
 - Keep up to date through reading relevant materials for SEN and attending INSET.
5. **Standards and Quality Assurance:**
- Support the aims and ethos of the school.
 - Working with staff, ensure that teaching and intervention programmes are put into place to address student's needs highlighted by data analysis.
 - Track the achievement of significant groups of learners in the school to ensure that they are achieving to the best of their ability.
 - Periodically check a cross-section of students' work to ensure that teachers' and teaching assistants' planning meets the needs of students as highlighted through data analysis.
 - Ensure that records are kept and passed on according to school policy.
 - Attend team and staff meetings within and outside school including twilight briefing sessions.
 - Attend and participate in open evenings.
6. **Resources and Accommodation:**
- To take responsibility for the care of resources, accommodation and fabric of the school, particularly when students are present.
 - To allocate, as appropriate, equipment and material in connection with SEN.
7. **Policies and Staff Handbook**
- To ensure that all departmental and school policies are understood and complied with.
 - To ensure that you have read and understood the contents of the Staff Handbook and Code of Conduct and that you comply with all the requirements detailed in both documents.
8. **Administration**
- To participate in administrative and organisational tasks related to the above duties.
 - To participate in appropriate meetings with colleagues and parents.
 - To carry out a share of supervisory duties in accordance with agreed practices.
 - Undertake any professional duties reasonably delegated to you by the Headteacher, Deputy Headteacher or Line Manager.
9. **Health and Safety**
- To accept responsibility for your own safety – as well as that of the students 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 that 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.

Review of this Job Description

This job description is not necessarily a comprehensive definition of the post. The duties and responsibilities of the post may vary from time to time according to the changing needs of the school. The job description may be reviewed at the reasonable discretion of the Headteacher in the light of those changing requirements and in consultation of the postholder.

Working Time

The following is extracted from the School Teachers' Pay and Conditions Document:

- *A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days which he/she may be required to teach students in addition to carrying out other duties; and those 195 days will be specified by the Headteacher.*
- *Such a teacher shall be available to perform duties at such times and such places as may be specified by the Headteacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he/she is required to be available for work*
- *Such a teacher shall work such additional hours as may be needed to enable him/her to discharge effectively his/her professional duties, including, in particular, the marking of students' work, the writing of reports on students and the preparation of lessons teaching materials and teaching programmes. The amount of time required for this purpose beyond the 1265 hours and the time outside the 1265 specified hours at which duties shall be performed shall not be defined by the governors but shall depend upon the work needed to discharge the teacher's duties.*

A summary of the directed time for teachers at The North School as allocated by the Headteacher.

The Working Time Regulations 1988

All teachers are subject to the EU Working Time Regulations which are described in paragraph 114 of DfEE Circular No. 12/99.

PERSON SPECIFICATION

| | | |
|---------------------------------------|--|--|
| JOB TITLE: | SENCO | |
| | ESSENTIAL | DESIRABLE |
| QUALIFICATIONS & TRAINING: | Qualified Teacher status National Award for SEN Co-ordination. | Good honours degree. Evidence of continuous INSET with particular reference to Special Educational Needs (SEN) |
| EXPERIENCE: | <p>The SENCO should have experience of:</p> <ul style="list-style-type: none"> Teaching at primary or secondary level. QTS experience of at least four years in primary or secondary education. Evidence of continuing professional development. Experience of training other teachers. Experience of working alongside other teachers in development and learning. Experience of setting targets and monitoring, evaluating and recording progress. | <p>In addition, the SENCO might have experience of teaching a range of ages dealing with a range of SEN.</p> <ul style="list-style-type: none"> Experience of leading a team of teachers on the curriculum initiative. <p>Experience of budget management.</p> |
| KNOWLEDGE & SKILLS: | <p>The SENCO should have knowledge of:</p> <ul style="list-style-type: none"> The SEN Code of Conduct and its practical application. The statementing process and the evidence needed. Behaviour management techniques for groups and individuals. Good understanding of the curriculum and pedagogical issues related to extending student performance and the development of thinking skills. Good understanding of factors promoting effective transfer of learners from one phase of education to the next. | <p>In addition the SENCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> Using comparative information about attainment. The funding support mechanism for SEN. The roles and responsibilities of educational psychologist and of learning and behaviour support services. Pastoral support plans. An understanding of the broader secondary and primary context and government initiatives to raise achievement. |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Good understanding of the principals behind school improvement including school improvement planning, monitoring, review and Good understanding of the principals behind school improvement including school improvement planning, monitoring, review and evaluation of progress. | <ul style="list-style-type: none"> • Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress. • Knowledge and understanding to support EAL children. |
| <p>PERSONAL SKILLS / QUALITIES:</p> | <p>Ability to make consistent judgements based on careful analysis of available evidence. Good communication skills, both written and oral. Good presentation skills with the ability to enthuse and motivate others. Good organisational skills Willingness to share expertise. Sensitivity to the aspirations, needs and self-esteem of others. Commitment to team working. Willingness to address challenging issues with clarity of purpose and diplomacy.</p> | <p>Confident in the use of information and communication technology. Good influencing and negotiation skills:</p> <ul style="list-style-type: none"> • Empathise with the difficulties of SEN • Manage the coordination of teaching assistants in support of SEN students. • Advise and motivate teaching staff with SEN initiatives • Present clearly a wide range of specialised information to both educationalists and non-educationists. |

Our School and its personnel are committed to safeguarding and promoting the welfare of the children. This post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service.

| The North School Facts and Statistics : | |
|---|---|
| Type of School | Community School |
| Age Range | 11-19 |
| Location | Ashford, Kent |
| Gender | Mixed |
| Number of students on roll | 912 |
| Number of students in Sixth Form | 152 |
| GCSE Results 2019: | English : 61% at 4+ and 39% at 5+ Maths : 69% at 4+ and 49% at 5+ Science : 47% at 4+ and 27% at 5+ |
| Number of teaching staff | 85 |
| Number of associate staff | 65 |
| Ofsted Inspection Report – Sept 17 | https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118832 |

