

**THAMES
PARK**



Candidate Pack

SENCO



THAMES PARK

Headteacher Mr. K.Bains

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Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

March 2021

Dear Colleague,

Thank you for your interest in a role at Thames Park Secondary School. The aim of this candidate pack is to enable you to find out more about the school's distinct nature in order to inform your application.

Thames Park Secondary School opened to Year 7 pupils in central Grays in September 2020 as a brand new school. Grays is a vibrant, dynamic, rewarding and inspiring place to work with excellent transport links. The area is undergoing large scale redevelopment in Europe as part of the Thames Gateway Development. We are part of a £20 million plus building programme and will have excellent, purpose-built accommodation with state-of-the-art specialist equipment and facilities in September 2022. We are the newest school in the Osborne Co-operative Academies Trust which comprises of 12 schools.

Our education plan and curriculum have been designed to ensure our students make outstanding progress, reach high levels of academic attainment and develop the skills essential for career success. Our students are fully supported through high-quality, personalised pastoral care. The curriculum is enhanced by a digital theme that runs through all subject areas designed to develop authentic, contextualised learning. Our students are motivated and highly engaged by the offer of a dynamic learning environment.

Initially Thames Park Secondary School has a small staff complement, meaning high levels of personal and professional commitment, along with excellent teamwork will be essential. The successful candidates will be part of a small team and will be required to be highly adaptable and flexible and will need to work hard. In exchange, Thames Park Secondary School will offer first class career development opportunities, high quality personalised CPD, the chance to work with cutting edge equipment along with an engaged Trust and outstanding group of young people. Staff wellbeing is given high priority. You will have the unique opportunity to play a central role in creating an exceptional school.

We would love to hear from you if you feel you have the skills and expertise required for this key role.

Please do contact me directly should you wish to discuss the role in more depth.

Best wishes,

Mr Kam Bains
Headteacher



Thames Park Secondary School is a proud partner in the Osborne Co-operative Academy Trust

Telephone 01375 648966 **Email** info@osborne.coop **Website** osborne.coop

Registered office St Clere's School, Butts Lane Stanford-le-Hope, Essex. SS17 0NW **Registered at** Companies House, Cardiff. Company Number 7703865

Job Advert

Thames Park Secondary School

Grays area
www.thamespark.org.uk
Group 5

SENCO – Assistant Headteacher

FTE: 100%

Salary and Range: Leadership Scale L4 to L8 - £46,604 to £51,314

Start date: September 2021

Thames Park Secondary School is the newest secondary school within the Osborne Co-operative Academy Trust. We opened our doors to our founding Year 7 pupils in September 2020 and will be increasing to five year groups by 2024. We have a strong on focus digital education running throughout our curriculum and are passionate about making our learning both exciting and memorable.

This is a wonderful opportunity for a dynamic and motivated individual to join our new school and help shape its future. We are seeking to appoint an outstanding SENCO with a vision for inspirational educational provision, who believes in unlimited opportunities for all students. The post is ideal for individuals who place student welfare at the centre of their everyday practice and who are keen to progress and develop professionally.

These are exciting times for us and this role is central to the school's mission in providing an education which prepares pupils for the future. On the near horizon, the school will move to its brand-new purpose-built state of the art facilities in September 2022.

In return, Thames Park Secondary School can offer:

- Member of Senior Leadership Team at Assistant Headteacher Level
- High quality training and professional development.
- A professional, dedicated and creative team of staff.
- The support of a family of schools within the Osborne Co-operative Academy Trust.

Please contact Abbie Stonehouse, Trust Recruitment Officer on a.stonehouse@osborne.coop or 01375 648901 if you would like to organise an informal chat with Mr Kam Bains, the Headteacher of Thames Park Secondary School.

To apply for this post, you can download the application pack from www.osborne.coop or apply online at www.essexschooljobs.co.uk

Closing Date: Friday 30th April 2021

Interview Date: 11th May 2021

Osborne Co-operative Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments will be subject to an enhanced CRB check, medical clearance and satisfactory references.

SENCO JOB DESCRIPTION

Reports to: Headteacher

Duties: The current School Teachers' Pay and Conditions Document and the Professional Standards for Teachers applies to the professional duties of all teachers in all teaching posts.

Particular duties for this post: Certain particular duties are reasonably required to be exercised and completed. In recognition of this, an allowance is payable.

Core Purpose of post: The core purpose of the SENCO is to provide professional leadership and management within Special Needs/Behaviour Support to secure high quality teaching, improved standards of learning and achievement for all students, and to contribute towards the effective use of resources. The SENCO is a line manager and is responsible for relevant teaching staff and support staff.

Particular Duties:

- Coordinating, throughout the school, the provision for students with special educational needs.
- Ensuring that the school has an effective special needs policy which reflects the current Codes of Practice on Special Educational Needs and Disability and to implement this policy.
- Coordinating assessment of students' needs, to write and ensure the delivery of individual education programmes.
- Setting targets, reviewing and recording progress.
- Sharing this information with staff and parents.
- Liaising with outside agencies.
- Reporting to senior management and governors on the work of the department.
- Effectively managing the SEN budget.
- Being the named person for pupils with Statements of Special Educational Needs.
- Being the named person for Children in Public Care.
- Being the named person for children on integrated support or with special medical needs.

Provide vision and direction by:

- Focussing on teaching and learning and providing a clear vision for high expectations of achievement within Special Needs.
- Planning and managing the development of the subject area in terms of curriculum policies, statutory requirements, plans, targets, practices and professional development so as to maximise student achievement.
- Ensuring the status of the subject within the school and its contribution towards supporting the SIP.
- Being a leading professional and subject expert, promoting excellent teaching and learning and identifying and sharing innovative ideas
- Attending appropriate meetings, supporting the vision for the school and its development.
- Ensuring all actions and decisions support the ethos of being a specialist school in Digital Education.

Manage teaching, learning and subject area development by:

- Implementing and monitoring policies and practices for assessing, recording and reporting on student achievement, including baseline grades, key stage results and external examinations, in conjunction with the Lead Teachers.
- Setting, agreeing and monitoring targets for improvement for all students within the subject area, alongside the Lead Teachers.
- Analysing examination data in relation to targets to provide information to the Lead Teachers/Leadership team or to inform performance management targets.
- Monitoring and evaluating the quality of teaching and learning so as to enable course content and teaching methods to develop effectively and to allow targets to be met.
- Regular monitoring of teachers' planning files, assessment, marking, homework and schemes of work.
- Providing time and opportunities for collaboration.
- Working alongside the Lead Teachers with the co-ordinators of learning support, gifted and talented and EAL, to extend schemes of work/differentiation.
- Ensuring the subject handbook is developed and maintained regularly.
- Assisting with dealing with discipline issues which disrupt the teaching and learning within the subject area, in line with the school's behaviour management system.
- Ensuring the school policies on numeracy, literacy, citizenship and ICT are delivered within the subject.
- Developing enrichment and extra-curricular activities across subject.
- In conjunction with the Lead Teachers, seeking to deploy expertise and outside knowledge as and when appropriate.

Lead and manage people by:

- Providing all those with involvement in the teaching or support of the subject, with the challenge, information, support and development necessary to sustain motivation and secure improvement in teaching.
- Observing and evaluating teaching and learning in such a way so as to enable professional development within the context of agreed frameworks.
- Participating in the recruitment of teachers and support staff advising on the deployment of both in order to make the best use of their abilities and to meet the needs of the students and providing suitable induction for new staff.
- Encouraging the evaluation and sharing of good practice.
- Ensuring the effective organisation of team meetings, ensuring action minutes are kept and circulated and that action is carried out as appropriate.
- Establishing agendas for subject meetings which will introduce/lead new initiatives and stimulate discussion.

Efficiently and effectively manage the deployment of staff and resources by:

- Consulting with the Lead Teachers to assist in establishing resource needs, setting priorities for expenditure to meet the objectives of the SIP.

- Planning the development of subject learning resources.
- Considering the effective use of the environment of the subject area to support school ethos and maximising the display of student and motivational exemplar work.
- Ensuring that information regarding a safe and appropriate working and learning environment in which risks are properly assessed is communicated to the Lead Teachers.

SENCO PERSON SPECIFICATION

Requirement	Essential	Desirable
Qualifications	<p>Qualified Teacher Status.</p> <p>National Award for SEN Co-ordination</p>	Masters Degree
Experience	<p>Teaching experience.</p> <p>Experience of working at a whole-school level.</p> <p>Involvement in self-evaluation and development planning</p> <p>Experience of conducting training/leading INSET</p>	
Skills and knowledge	<p>Sound knowledge of the SEND Code of Practice</p> <p>Understanding of what makes 'quality first' teaching and of effective intervention strategies.</p> <p>Ability to plan and evaluate interventions.</p> <p>Data analysis skills, and the ability to use data to inform provision planning.</p> <p>Effective communication and interpersonal skills.</p> <p>Ability to build effective working relationships.</p> <p>Ability to influence and negotiate.</p> <p>Good record-keeping skills.</p>	
Personal qualities	<p>Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</p> <p>Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p>	

Recruitment and Selection Policy Statement

1. The Trust Board is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Trust Board recognises the value of, and seeks to achieve a diverse workforce, which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race(which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
 - receipt of satisfactory references
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness for the particular role
 - verification of qualifications and of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period
 - verification that you are not subject to any section 128 direction preventing you from holding a management position within the Trust/school

- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Trust is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Trust operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.