

AVELEY



PRIMARY SCHOOL

SENCo **APPOINTMENT PACK** **2021**

Aveley 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.

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RECRUITMENT PROCEDURES
SENCo
Aveley Primary School

How to apply:

- ❖ Please apply using the enclosed application form and a supporting statement. (No longer than 2 sides of A4)
- ❖ The appointment will be made based on the match between the applicant and the person specification. Please make sure that you supply the necessary information on your form and write your statement based on our requirements.
- ❖ Please send your application to:

Miss N. Shadbolt
Headteacher
Aveley Primary School
Stifford Road
Aveley
Essex
RM15 4AA

Or email to Paula.Ayris@catrust.org.uk

Selection Procedures:

- ❖ Closing Date Friday 16th April (12 pm)
- ❖ Shortlisting Friday 16th April 2021
- ❖ Interviews Wednesday 21st April 2021
- ❖ Candidates will be advised as soon as possible after shortlisting of times and specific details.



Headteacher – Miss N. Shadbolt
Stifford Road, Aveley RM15 4AA
Tel: 01708 865868
Website: www.aveleyprimary.org.uk
Email: info.aps@catrust.org.uk

Dear Applicant,

We would like to take this opportunity to thank you for showing an interest in the SENCo vacancy at Aveley Primary School.

The Headteacher and Governing Body are looking for an energetic, enthusiastic and committed professional. Someone with the drive and determination to work with the Headteacher, Staff, Governors and Parents to raise standards and build on the school's achievements.

Aveley Primary is a happy, friendly school which believes in developing the whole person and encouraging each child to reach their full potential.

Please take the time to read the information within the application pack and see for yourself what an ideal opportunity this is for someone wishing to develop their career whilst being part of a hard working and dedicated team.

Informal visits to the school (subject to current restrictions) or an informal telephone conversation are warmly welcomed and should be arranged by telephoning the school office.

We look forward to receiving your application.

Yours sincerely

N. Shadbolt
Headteacher



Aveley Primary School – March 2021

Aveley Primary School is set in large and extensive grounds on the periphery of Aveley Village, in Thurrock Education Authority. It is within easy reach (5 minutes) of the A13 into London/Southend and the Dartford Crossing.

In September 2005 KS1 and KS2 came together in one building. The original village school building has been developed into the local Children's Centre. The school has close links with the Early Years providers based in the Centre.

The school has grown in size again over the last few years and is now a full two form entry school with extra bulge classes currently in Year 4 and 5. The school also opened its own Nursery class offering 15 hours a week in 2016.

Staff are dedicated, hardworking and supportive of each other. The school has a Pastoral Manager to support the wellbeing of the children.

Aveley Primary joined the Catalyst Academy Trust at the beginning of February 2019. The Trust has a nationally recognised reputation for high achievement for all of its pupils.

Children with Special Educational Needs are well catered for with adult support and a non-class based SENCo.

The catchment area of Aveley Primary School is in a mixed housing environment; the school has approximately 25% of children on free school meals. The school has positive links with the local community, notably with church groups and the secondary schools.

The school has achieved the 10 years Basic Skills Quality Mark award, Silver Science Quality Mark and Silver Artsmark. The school has a strong school ethos, followed by all staff and children.

The Headteacher, Governors, together with a dedicated and hard-working team of teachers, aim to provide the best education and a variety of opportunities for all of our children.

Aveley Primary School 2020/21

Job Description

SENCo

Post: SENCo.

Pay Scale: TMS/UPS + TLR2B

Responsible to: Headteacher.

Job purpose: To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with additional educational needs

Responsible for: Learning Support Assistants and other staff as appropriate.

Note: In the context of this Job Description, pupils with additional educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural problems;
- Pupils whose first language is other than English;
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.
- Pupils with individual medical/care plans

Duties:

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Strategic direction and development:

1. Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
2. Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
3. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have additional educational needs;

4. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
5. Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
6. Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
7. Develop and maintain good relationships with parents, outside agencies and the local community.

Teaching and learning

1. Identify and adopt the most effective teaching approaches for those pupils with additional educational needs;
2. Monitor teaching and learning activities to meet the needs of pupils with additional educational needs;
3. Identify and teach study skills that will develop pupils' ability to work independently;
4. Liaise with other schools to ensure continuity of support and learning when transferring pupils with additional educational needs.

Recording and assessment

1. Set targets for raising achievement among pupils with additional educational needs;
2. Collect and interpret specialist assessment data;
3. Set up systems for identifying, assessing and reviewing additional educational needs;
4. Monitor and evaluate the impact of intervention on individual pupil's progress and attainment.
5. Update the Headteacher and Governing Body on the effectiveness of provision for pupils with additional educational needs;
6. Develop understanding of learning needs and the importance of raising achievement among pupils;
7. Attend consultation evenings and keep parents informed about their child's progress.

Leadership

1. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with additional educational needs;
2. Provide training opportunities for learning support assistants and other teachers to learn about additional educational needs;
3. Disseminate good practice in additional educational needs across the School;
4. Identify resources needed to meet the needs of pupils with special educational needs and advise the Headteacher of priorities for expenditure.

Standards and quality assurance

1. Support the aims and ethos of the School;
2. Set a good example in terms of dress, punctuality and attendance;
3. Attend and participate in open evenings and student performances;
4. Uphold the school's behaviour code and uniform regulations;
5. Participate in staff training;
6. Attend team and staff meetings;
7. Develop links with Governors, Local Authorities and neighbouring schools.

Maintenance of Professional Standards:

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School and the Team for which you are responsible;
2. Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
3. Ensure the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles;
4. Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.

Other Duties and Responsibilities:

Undertake any other reasonable professional task as directed by the Headteacher.

Aveley Primary School

Inclusion Manager Person Specification

	ESSENTIAL	DESIRABLE	EVIDENCE	SCORE (1-5)
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status recognised by the DFE or appropriate qualification. • Evidence of ongoing professional development attendance on courses, INSET, action research, personal study etc. 	<ul style="list-style-type: none"> • Hold the National Award for SEN Co-ordination or working towards it (or in post as a SENCO before Sept. 2008). 	Application Form/Certificates	
Experience	<ul style="list-style-type: none"> • Proven ability as an excellent classroom teacher • 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. • 	<ul style="list-style-type: none"> • Proven record of subject leadership. • Experience of successful leadership and management within a school or other educational setting. • Experience of inter-agency work. • Experience of working with children with a variety of needs. 	Application Form/Certificates References	
Professional Knowledge, Understanding and Skills	<ul style="list-style-type: none"> • What constitutes quality and high standards in learning and teaching. • Child protection in a primary school. • Knowledge of relevant legislation - in particular of the SEND Code of Practice 2014, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCP's as well as those without. 	<ul style="list-style-type: none"> • How the learning environment supports high standards. • Ability to hold others to account 	Letter of application Interview Portfolio Presentation References	

	<ul style="list-style-type: none"> Knowledge of the range and type of interventions available and be 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. 			
Specific knowledge, understanding and skills	<ul style="list-style-type: none"> Using a positive approach to promote excellent learning behaviour Confident and competent user of ICT Demonstrate knowledge and understanding of Assessment for Learning. (AfL) 	<ul style="list-style-type: none"> In-depth qualification/understanding in a particular area e.g. qualified sport's coach; dyslexia; music etc. 	Application form Lesson observation Interview References	
Curriculum	<ul style="list-style-type: none"> The National Curriculum and its assessment Understanding of Personalised Learning. Knowledge of strategies that support access to the curriculum for all. 	<ul style="list-style-type: none"> Cross curricular learning and teaching How the curriculum supports the ethos and values of a school 	Letter of application Interview	
Professional Values	<ul style="list-style-type: none"> High expectations of everyone Learning should be fun Commitment to practical learning Willingness to use variety of teaching strategies to engage all learners Commitment to the personal welfare and safeguarding of children 		Letter of application Interview Portfolio References	
Personal Qualities	<ul style="list-style-type: none"> Passionate about Learning and Teaching. Displays warmth, care and 	<ul style="list-style-type: none"> Ability to use data and other information effectively in setting targets. 	Letter of application Interview Reference	

	<p>sensitivity in dealing with children, staff and parents.</p> <ul style="list-style-type: none"> • Open minded, self evaluative and adaptable to changing circumstances and new ideas • Able to enthuse and reflect upon experience. • Willingness to be involved in the wider life of the school. • Ability to work flexibly. • Ability to prioritise. • Proactive and solution focussed attitude to working with stakeholders. • Excellent written and oral communication skills. • When all the above fail, to maintain good sense of humour, a willingness to learn and the will to continue to strive for excellence. 	<ul style="list-style-type: none"> • Demonstrate a commitment to environmentally-friendly and sustainable working practices. • Willingness to engage with the opportunities for learning presented by the building. • Insight into what is important in our school • Brings personal interests and enthusiasms to the school community. 		
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Above all, you need to like children, to want the very best for them and be prepared to put their needs first. You recognise the importance of educating the whole child, including all learners and achieving high standards, within a creative, broad and innovative curriculum.

Recruitment and Selection Policy Statement

1. The Governing Body 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 Governing Body 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 setting:
 - 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 a section 128 direction preventing you from holding a management position within a 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 valid 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 we 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 Governing Body 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 eg 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).

Our procedures are operated in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. We process personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process 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.