

AVELEY



PRIMARY SCHOOL

SENCo **APPOINTMENT PACK** **2019**

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

Selection Procedures:

- ❖ Closing Date Wednesday 6th March (12 pm)
- ❖ Shortlisting Wednesday 6th March 2019
- ❖ Interviews Wednesday 13th March 2019
- ❖ 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 – Fax: 01708 869375
E-Mail: admin@aveleyprimary.thurrock.sch.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 schools 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 are encouraged and should be arranged by telephoning the school office.

We look forward to receiving your application.

Yours sincerely

N. Shadbolt
Headteacher



Aveley Primary School is part of Catalyst Academies Trust, a company limited by guarantee, registered in England & Wales (Company Number 8407989)
Registered office: Catalyst Academies Trust c/o Dilkes Academy, Garron Lane, South Ockendon, Essex, RM15 5JQ

Aveley Primary School – February 2019

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 2 and 3. 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.

All classes have some ancillary support to work alongside the classteacher. 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 in the last year. 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 2019/20
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 SENCo 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. • Experience of inter-agency work. 	<ul style="list-style-type: none"> • Proven record of subject leadership. • Experience of successful leadership and management within a school or other educational setting. 	Application Form/Certificates	
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 	<ul style="list-style-type: none"> • How the learning environment supports high standards. 	Letter of application Interview Portfolio Presentation	

	<ul style="list-style-type: none"> as well as those without. 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	
Curriculum	<ul style="list-style-type: none"> The National Curriculum and its assessment Understanding of Personalised Learning. 	<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	
Personal Qualities	<ul style="list-style-type: none"> Passionate about Learning and Teaching. Displays warmth, care and sensitivity in dealing with 	<ul style="list-style-type: none"> Ability to use data. effectively in setting targets. Demonstrate a commitment to environmentally-friendly 	Letter of application Interview Reference	

	children. <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. • 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. 	and sustainable working practices. <ul style="list-style-type: none"> • 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.

Policy Statement on the Recruitment of Ex-Offenders

The CRB Code of Practice Requires that the school sends a copy of its Policy on the Recruitment of Ex-offenders to all job applicants. A Model policy statement is given below.

In accordance with the Criminal Records Bureau Code of Practice this policy is made available to all Disclosure applicants at the outset of the recruitment process. The full CRB Code of Practice is available at www.disclosure.gov.uk.

- As an organisation which uses the Criminal Records Bureau (CRB) Disclosure service, the Governing Body of the school complies fully with the CRB Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the Criminal Records Bureau before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure will only be requested from the CRB for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the school. This will depend on the nature of the position and the circumstances and background of your offences.