



About The Learning Partnership Trust

The Learning Partnership Trust (TLPT) was founded in 2015. We are a small Multi-Academy Trust currently consisting of three primary schools all located within the same geographical area in Essex.

The Board of Trustees are determined to see a high performing and successful Multi-Academy Trust (MAT) that delivers the very best educational experience for all pupils. Our focus is on improving leadership and governance, teaching and learning, raising standards, growing our own leaders, and collaboration. We aim to develop a family of schools that serve the local communities, building a dynamic, local solution to identified and potentially developing needs.

We bring high expectations to everything we do, they are embedded in our culture and our delivery and we are really excited to work with partners who share this ethos.

We have a strong belief in 'learners today – leaders tomorrow'. Our primary objective is to ensure that all of the children within our schools get the very best education we can possibly provide, within an organisation that cares about the whole child and their growth and development, preparing them for the next stage of education and life.

Vision and Values

The **vision** for The Learning Partnership Trust is to build '**learners today – leaders tomorrow**'.

To achieve the vision our **mission** is to establish high-performing, respectful, inclusive learning environments that enable children to equip themselves with the skills, knowledge, attitudes, emotional intelligence, belief and confidence to be ready for the next stage in their education and life. The vision is as relatable to every employee and partner of our Trust as it is to our children.

We have the following values:

- **The children and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, caring and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** we value developing people's lives by striving to personally and professionally grow and support others to do the same.
- **The Learning Partnership Trust is relentlessly focussed on improvement;** it values and celebrates success and encourages collaboration to maximise success.

We have a strong belief in the value of lifelong learning. Our staff are the best resource we have and it is our privilege to be involved with such courageous, committed and child-centred individuals. It is with and through them that we will make our vision a reality.



Job Details

Job Title: The Learning Partnership Trust Special Educational Needs Co-ordinator (SENCo)

Reporting to: CEO/Headteachers/Trustees

Contract type: Permanent full or part time (5 or 4 days a week, depending on candidate)

Pay range: MPS/UPR

Main Purpose

The SENCo, within the time resource allocated, under the overall direction of the CEO and in liaison with individual headteachers, will:

- Determine the strategic development of the special educational needs & disabilities (SEND) policy and provision in each of the three schools in the Trust
- Be responsible for the day-to-day operation of the three schools' SEND policy and coordination of specific provision to support individual pupils with SEND. Provide professional guidance to colleagues, working closely with the SEN team, staff, parents and other agencies

Duties and Responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND across all three schools in the Trust, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Ensure the SEND policies are put into practice, and that the objectives of these policies are reflected in the school improvement plans
- Maintain an up-to-date knowledge of national and local initiatives which may affect the schools' policies and practices
- Evaluate whether funding is being used effectively, and propose changes to make the use of funding more effective

Operation of the SEND policy and co-ordination of provision

- Ensure that accurate SEND registers and provision maps are maintained for each school within the trust
- Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support
- Advise on the use of the schools' budgets and other resources to meet pupils' needs effectively, including staff deployment

- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND
- Evaluate the effectiveness of intervention groups and other support for pupils with SEND

Support for pupils with SEND

- Work with colleagues to identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review education, health and care plans with parents or carers and the pupil
- Communicate regularly with parents or carers where appropriate. Support other staff to do the same similarly
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after or post looked-after children, where they have SEND

Leadership and Management

- Work with each Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to school improvement plans and whole-school policies where appropriate
- Identify training needs for staff and how to meet those needs
- Share procedural information, such as the schools' SEND policies
- Promote an ethos and culture that supports the schools' and Trust's policies and promotes good outcomes for pupils with SEND
- Be involved in the performance management review for SEN team

Other areas of responsibility

- Provide termly reports to the directors/CEO in relation to SEND standards and provision across the Trust
- Keep professional knowledge up to date and knowledge of evidence-based practice
- The SENCo will be required to safeguard and promote the welfare of children and young people, and follow school and Trust policies and the staff code of conduct

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the CEO/Headteacher.

The Application Process

We warmly welcome interested candidates to apply by completing an application form via the [Essex School Jobs](#) website.

Closing date: Monday 17th March 2025 (midday)

Interview date: Monday 24th March 2025

The Appointment

We are committed to the safeguarding, protection and welfare of children and young people and expect all staff and volunteers to share this commitment. Following Safer Recruitment procedures, all appointments will be subject to an enhanced DBS check, medical clearance and satisfactory references.

The trust is an equal opportunities employer.

It is normal for the Appointment Committee to offer the appointment to the selected candidate on the day of the interview. It is, therefore, important that every candidate be ready to give a definite reply in the event of them being offered the appointment.

The school reserves the right to appoint a suitable candidate earlier than the stated closing date.

Person Specification

Criteria	Essential Qualities
Qualifications	<p>Qualified teacher status</p> <p>National Award in Special Educational Needs Co-ordinator (or currently working towards)</p>
Experience	<p>Teacher 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; meetings</p>
Skill and knowledge	<p>Sound knowledge of the SEND Code of Practice</p> <p>Understanding of what makes 'quality first' teaching, and of effective evidence-based intervention strategies</p> <p>Able to develop and lead staff training and source appropriate training</p> <p>Ability to coach and mentor staff</p> <p>Ability to plan, oversee and evaluate interventions</p> <p>Data analysis skills- the ability to understand and use data to inform provision planning and reports</p> <p>Effective communication and interpersonal skills</p> <p>Able to chair and lead meetings, e.g. TAF, Annual Review</p> <p>Ability to build effective working relationships</p> <p>Ability to influence and negotiate</p> <p>Highly organised with accurate and effective record keeping skills</p> <p>Able to draft, write and complete reports</p> <p>Able to meet tight deadlines</p> <p>Able to interpret professional reports, advise and support teachers/LSA to implement recommendations/write personalised one plans</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>
Professional	<p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p> <p>Commitment to own professional development</p> <p>Active participant in performance management process</p> <p>Team player</p> <p>Solution focussed/constructive</p> <p>Commitment to the ethos of the Trust and school, working collaboratively within the school and beyond (e.g. network meetings etc)</p>

Notes: This job description may be amended at any time in consultation with the postholder.

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 setting:
receipt of satisfactory references

verification of identity

a satisfactory DBS disclosure if undertaking Regulated Activity

verification that you 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 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 Board 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 Trust (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 Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:

- to identify issues which call into question the applicant's suitability to work with children;
- to verify employment history

Only information related to the purposes stated will be shared with the panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. 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 Trust's retention schedule.

A copy of our Recruitment Procedure is available upon request.