



**SOUTHLANDS
HIGH SCHOOL**

Endeavour for Excellence

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Full Time SENDCO

Permanent



Candidate Information Pack

Are you an inspirational, creative and driven teacher who endeavours to be better in all areas of your practice? If the answer is yes, Southlands High School is the place for you to be successful and our students deserve you.

Southlands High School, a school in the Mosaic Academy Trust with Standish Community High School and Golborne Community Primary School, is seeking to appoint a full time SENDCO. The successful candidates will join our ever-improving School on our exciting journey to Excellence.

This post will be a permanent contract for the suitable candidate from April 2020 or as soon as possible.

Salary is on the Leadership scale L1 – L5.

Candidates should be hugely enthusiastic, passionate about this hugely important sphere of work and have an excellent working knowledge of DfE and DHSC Special Educational Needs and Disability Code of Practice 0 – 25 years.

It is also essential that the successful candidate leads the whole school across school to ensure we meet the needs of our students. The ability to develop very positive working relationships with students and staff and to be a team-player is essential. We are looking for an experienced SENDCO, who is responsible for leading the strategic and operational function of learning support provision within Southlands High School. The SENDCO will play an important role in advising the Headteacher and all staff on the development of SEND policy and provision within school. As a member of the Extended Senior Leadership Team (ExSLT), the SENDCO will participate in the formulation and implementation of college strategy and policy in all matters relating to learning support and SEND. The SENDCO will oversee the learning support team, with day-to-day responsibility for the operation of SEND policy and the co-ordination of specific provision for individual students, including those with EHC plans. The SENDCO will provide professional guidance to staff across a range of school functions and will liaise closely with parents and external agencies.

All candidates should complete the application form and attach a letter indicating their suitability for the post.

Closing Date: Monday 6 January 2020 - 9am.

Interviews date: to be confirmed.

Please return the completed application form by email to mearsc@southlands.lancs.sch.uk.

Southlands is an Equal Opportunities Employer welcoming applications from all sections of the community.

This post is covered by the Rehabilitation of Offenders Act 1975. If successful, you will be required to apply to the Disclosure and Barring Service (DBS).

General Information for Applicants

Southlands High School is on a journey to excellence. Our motto 'Endeavour for Excellence' demonstrates that we expect all stakeholders, staff and students to work hard. Southlands High School is striving to be 'Better' than ever before as a successful and inclusive school that works in close partnership with families and the community to achieve the best for our young people.

In December 2017, we were designated as a converter academy within the Mosaic Academy Trust with Standish Community High School and Golborne Primary School (Standish Community High School as the lead) and look forward to going from strength to strength in our partnership. The Mosaic Academy Trust as an organisation seeks to value each and every member of the community and to become a family of schools that will welcome other schools and be a Trust whose chief aim is to become stronger as a whole than by the sum of its parts. The Trust has a Trade Union Recognition Agreement in place.

In 2017 Southlands High School was the 8th most improved school in Lancashire and the fastest improving school in Chorley. In 2018 we were in the top 5 schools in Lancashire for improving English and English scores at 4+. Results in 2019 show that Southlands High School pupils maintained the improvements made in 2018 in terms of the percentage of standard and strong passes, with an increase in the number of students who attained 9-7 in Maths and English. There have been improvements in Languages overall and an increase in the number of strong passes in Sciences. An increase in the Attainment 8 score has been achieved by pupils in 2017, 2018 and 2019.

We strive to meet the needs of the individual child so that they feel safe, secure and happy and enjoy their time at Southlands High School. We also aim to provide the highest standards of teaching and learning so that students are able to progress and fulfil their potential. We believe that every child should be given opportunities to develop their leadership skills as part of their growth and development in order to prepare them for adult life. Character Strengths and Personal Development are very important to us as a school. We are committed in our drive for academic excellence whilst offering a wide range of extra-curricular activities and opportunities so that our students can achieve educational success and develop fully as individuals ready for today's ever-changing world.

We recognise that all students have the right to the highest quality education that will equip them with the qualifications they need to progress to college, university or their chosen career. Every decision we take to create our successful school comes from a firmly held staff belief that we can always strive to be 'better' than before.

The school was last inspected by Ofsted in June 2013 and was judged as good in every aspect. Our school priorities for 2019-20 clearly focus on our culture of Endeavour for Excellence in the areas of: Quality of Education, Personal Development, behaviour and Attitudes and Leadership and Management at all levels.

There are 890 young people on roll. 5.6% of these students have a SEND Status and 15% a SEND need.

The intake profile in both socio-economic and academic terms is that of a fairly typical comprehensive school.

At Southlands High School we are very proud of our family school community and place great emphasis on high standards of behaviour and respect for all through our Southlands Standard.

Hopefully, this has inspired you to take a serious look at the position on offer at Southlands High School.

I look forward to receiving your application form.

Kerry Millar
Headteacher

EXAM RESULTS

Overall Progress 8	2016	2017	2018	2019
Attainment 8	41.6	42.2	44.23	44.63
Overall	-0.74	-0.41	-0.34	-0.43

Southlands	2016	2017	2018	2019
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English Grade 9 – 4 (A* - C)	48%	66%	80%	74.8%
English Grade 9 – 5	-	51%	60%	58%

Maths Grade 9 – 4 (A* - C)	49%	56%	69%	70.3%
Maths Grade 9 – 5	-	40%	43%	40%
Maths 9 – 7	-	10%	6.5%	10%

SENDCO – Learning Support Team

Thank you for considering Southlands High School SENDCo role. This is a hugely important role within our school. The Learning support team in school is a committed, professional and supportive team. Once the post is successfully filled this area of school will consist of a Full Time SENDCo, an Assistant SENDCo, two HLTAs and 3 TAs. There is also an Inclusion Manager.

We are looking for an outstanding practitioner with high expectations and a passion for developing the provision and experience for this extremely important group of students to us, to reach their fullest potential and have access to an abundance of opportunities.

This is a well-resourced area of school with 2 specialist rooms and separate office.

In most cases students are supported within normal lessons and only withdrawn for some specific interventions when required. We currently use Edlounge, Lexia, and other computer packages to support learning. We have an external link to support our EAL students and an Educational Psychologist we use for work with students.

The successful candidate will:

- Commit to ensuring high standards are achieved across this area of work for our SEND students.
- Lead and drive a 'team' ethos in this area of school.
- Strive to develop students who will love their time at school, their subjects and are determined to be successful.
- Have strong leadership skills to lead and develop staff and students in this area of school and across the whole school.
- Work in line with our strong school ethos – Endeavour for Excellence.

Candidates who are able to innovate, engage students with their passion for this area of work and take part in the overall life of the school, are strongly encouraged to apply.

We will offer:

- A comprehensive staff support and well-being focus
- Strong links with other local schools for partnership working and support
- A strong community spirit
- An opportunity to work with a staffing body that is very supportive towards each other, with a great reputation for camaraderie across the school.

JOB DESCRIPTION: SENDCO

Job title:	SENDCO
Reports to (job title):	Headteacher
Hours of work:	Term Time
Salary:	<u>L1 – L6</u>

Main duties/responsibilities

General duties - SEND
Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
Ensure the school's SEND provision is inclusive at all levels.
Have a sound knowledge of the SEND Code of Practice and ensure the school's SEND provision meets the requirements that it sets out.
Have a sound knowledge of how relevant legislation impacts on the provision of SEND in the school.
Support staff members to understand the needs of pupils with SEND and be available to advise on classroom practice.
Coordinate and support the full SEND team.
Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
Identify staff training needs and ensure that they are met through organised CPD opportunities and training programmes.
Understand how the needs of pupils with SEND change as they get older.
Understand that the help will often be dependent on what a pupil is learning at a particular age and recognise that individual education, health and care (EHC) plans need to be developed and reviewed.

Teaching and Learning
The SENDCO will not have a teaching load, however they must ...
Understand the most effective and high-quality teaching approaches for pupils with SEND and ensure that they are implemented for individual pupils.
Effectively bridge barriers to learning through assessing pupils' needs, monitoring the quality of teaching and pupil attainment, setting targets and keeping accurate records.
Liaise with the Headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
Integrate cross-curricular links, specifically literacy and numeracy, into programmes of work.
Monitor the progress of pupils with SEND against agreed targets in classroom progress and in EHC plans.
Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.
Take the appropriate action to improve the quality of teaching and learning, such as by conducting a training session.
Facilitate small group work in the classroom and create time for teachers to work with pupils with SEND.
Support individual pupils through assessment, tests and examinations periods.
Work with individual pupils on a one-to-one basis to develop literacy, numeracy and social skills.
Liaise with other schools to ensure continuity of support and learning when pupils with SEND transfer to another school.
Ensure that school policies and procedures are adhered to throughout pupils' key stages of development in regards to SEND.
Identify pupils who may require extra help during assessment periods and help them to overcome barriers to learning.
Encourage and support pupils to work independently by implementing study skills that help pupils with SEND develop independent working skills.
Analyse performance data to ensure continuity and progression through the key stages.
Encourage pupils with SEND to engage in activities alongside their peers, actively taking the appropriate steps to make this possible, e.g. reasonable adjustments.
Understand the benefits that extended learning programmes have on enhancing the learning experience for pupils and implementing these throughout the school's SEND provision.
Talk to pupils with SEND and listen with the view to develop a more effective support system.



Leadership and management

Provide professional guidance to staff to secure good quality teaching for pupils with SEND.

Ensure staff recognise and fulfil their responsibilities to support pupils with SEND and provide support to staff where required to ensure that they fully understand their responsibilities.

Contribute towards the performance management process of any Learning Support staff and TAs.

Contribute to the professional development of staff, offer advice to, and seek CPD opportunities for, staff in relation to SEND.

Ensure the whole-school community has an opportunity to learn about SEND.

Ensure that resources are effectively maintained and deployed in line with the school's objectives and SEND policy.

Lead curriculum planning to ensure that it reflects the needs of pupils with SEND.

Work with teachers to ensure supported lessons provide differentiated materials for all pupils.

Support teachers with discipline techniques for pupils with SEND and ensure that these are used appropriately and correctly.

Assist staff in the acquisition and preparation of resources to promote the inclusion of pupils in the classroom.

Make sure that learning support assistants are deployed effectively, to cater for the needs of pupils with SEND.

Lead the design of the school's provision map and ensure that all members of staff are aware of how the map influences their provision.

Create an effective school improvement plan which makes appropriate consideration of pupils with SEND.

Ensure that EHC plans are live, regularly monitored and their impacted assessed, making appropriate adjustments to any EHC plans that are not aiding pupils sufficiently.

Ensure that intervention programmes target the right pupils and that staff expertise is appropriately deployed in relation to this.

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Ensure that resources are kept up-to-date and catalogued appropriately.

Communication	
Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.	
Liaise with early years providers, other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.	
Liaise, collaborate and engage with parents of pupils with SEND to develop an EHC plan.	
Work with the Headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.	
Where an LAC has SEND, ensure effective communication with the relevant designated teacher.	
Ensure that external support offered to the school is coordinated and managed effectively.	
Contribute to leadership meetings on the effectiveness of SEND provision and share information with the key stakeholders.	
Ensure that pupils with SEND have a smooth transition from one school to another.	
Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.	
Recording and assessment	
Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.	
Ensure that the school's administrative work for SEND is effectively completed, including the following: <ul style="list-style-type: none"> • Learning support assistant timetables • Supervision of learning support assistants • Reading timetables for pupils • Contact with outside agencies, in particular, careers and outreach agencies • The implementation of behaviour support plans by staff and their understanding by pupils 	
Use tracking systems to understand pupil assessment data and use this data to inform practice.	
Use screening systems at the point of entry to identify, assess and review provision for pupils with SEND.	
Set challenging targets for raising achievement amongst pupils with SEND.	
Meet with class teachers, learning support staff and TAs to formulate plans to address any issues and needs as appropriate.	

Person specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have a degree in a relevant subject. • Have QTS. • Have taught at KS3 and KS4 for approx five years. 	<ul style="list-style-type: none"> • SENDCO Qualification • First aid certificate
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Working with and caring for pupils with SEND. • The expectations in the Ofsted framework regarding effective Quality of Education. 	<ul style="list-style-type: none"> • An understanding of curriculum and pedagogical issues and research findings.
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an ability to work with pupils and their families in a sensitive and positive way. • Demonstrate a sound knowledge of the SEND Code of Practice and its application. • Evidence that they have experience of behavior management techniques for groups and individuals with SEND. • Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress. • Make consistent judgements based on careful analysis of SEND data. • Communicate in both written and verbal mediums effectively. • Present clearly a wide range of specialised information to both educationalists and non-educationalists. • Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice. 	<ul style="list-style-type: none"> • Greater understanding of how pupils with SEND develop. • Sound understanding of SEND funding on offer. • Knowledge to support EAL pupils. • Capacity for, and interests in, enhancing further personal development.
	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • A calm and caring nature. • Excellent verbal and written communication skills. 	



Personal qualities	<ul style="list-style-type: none">• Excellent time management and organisation skills.• A flexible approach towards working practices.• High expectations of self and professional standards.• The ability to work as both part of a team and independently.• The ability to maintain successful working relationships with other colleagues.• High levels of drive, energy and integrity.• A commitment to equal opportunities and empowering others. <p>The successful candidate will be:</p> <ul style="list-style-type: none">• Committed to promoting high-quality care of children.• Dedicated to promoting their professional development and achieving desired qualifications.• Able to plan and take control of situations.• Committed to contributing to the wider school and its community.• Capable of handling a demanding workload and successfully prioritising work.• Professionally assertive and clear thinking.	
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