

Fowey River Academy

Windmill - Fowey - Cornwall - PL231HE

Headteacher: Martin Dale - BA (Hons) - NPQH



Executive SENDCO (Secondary)

APPLICATION PACK

Salary: Leadership 10-14
Contract Type: Full Time
Contract Term: Permanent

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11-16 mixed comprehensive

www.fracademy.org

Executive SENDCO (Secondary)

This is an exciting opportunity for a well-qualified SENDCO to work at Fowey River Academy primarily and also across the Trust Secondary Schools. The role will be to act as the strategic lead to help all teachers in the Trust improve their SEND practice and develop and build a rich and inclusive culture for all students in each secondary school where personalised learning is the norm. The role will involve leading the MAT-wide SENDCO strategy with the Executive SENDCO (Primary). In addition, the post will involve specialist teaching to small groups and individuals in Key Stage 3 and Key Stage 4 and administrative duties in relation to special educational needs. We strive for all students to be successful, despite any barriers they may have.

The successful candidate will inspire the highest standards of teaching and learning and will be able to support and challenge all staff to do the very best for our students. You will have a vision of how to help our SEND students to thrive, working collaboratively with parents and other professionals to ensure an inclusive approach is adopted and students' outcomes are the best they can be.

Fowey River Academy recently transferred to the Leading Edge Academies Partnership and we are creating a fantastic future. Join us on the next stage of our journey as we become outstanding curriculum designers and work with our many partner schools, including some of the very best educators and education establishments and organisations in the world.

We are Leading Edge because we think differently and do things differently, on purpose. We are a Trust committed to innovative technology and Fowey River Academy is currently allocating one-to-one iPad devices to all its students. We especially welcome applications from teachers interested in becoming Apple Distinguished Educators. Please visit our website www.leadingedgeacademies.org for further information.

Following our recent Ofsted inspection last year, we now want to appoint key staff who will appreciate that this gives them the time and space to build something truly remarkable. This really is an excellent time for the right candidate to flourish and build something amazing.

Our Academy is set in a beautiful cliff-top location at the head of the Fowey Estuary and our natural environment shapes and influences the way we teach and work. We want a curriculum that maximises outdoor learning, stimulates creativity and productivity and provides a broad and balanced education to all students.

An application form and information pack are available via our Academy or MAT website or on request by telephoning the MAT office.

Leading Edge Academies Partnership is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment

For further information, please contact Laura Sadler, Executive Assistant
☎ 01736 352397 or email: lsadler@leadingedgeacademies.org

Closing date for applications: Monday 10th February 2020

Interviews: Wednesday 12th February 2020

Start: Summer Term

Please return completed application forms to Laura Sadler at the Leading Edge Academies Partnership, Boscathnoe Lane, Heamoor, Penzance, TR18 3JT
The successful candidate will be subjected to reference checks with previous employers and an enhanced DBS disclosure check.

Welcome

Dear Applicant,

Thank you for your interest in our Multi-Academy Trust and Fowey River Academy in particular. We hope that this letter and the attached information helps you to understand that we are working hard to make our academies stand out from the crowd; we intend that our schools become the first choice education for parents and students in their local area. To achieve this, Fowey River Academy is evolving at a fast pace with the support of the Leading Edge Academies Partnership.

We joined Leading Edge Academies Partnership on 1 May 2019. This aspires to be one of the top performing MATs in the country. You will be working for an employer who is absolutely committed to developing talent in staff, innovating curriculum delivery and ensuring that students soar and thrive. You are encouraged to view the MATs website, www.leadingedgeacademies.org.

Fowey River Academy prides itself in values-based education. Relationships matter to us and we are influenced by our core values of 'Ethical, Excellence, Equity, Empathy, Evolution and Endurance', which guide all of our conversations and decision-making.

Therefore, the people we appoint are key to our future and, unsurprisingly, we are very clear about the type of colleagues we now need.

We love innovators and teachers who are able to model perseverance, enquiry and endeavour and so:

- ✓ You will be multi-skilled and able to move effortlessly between being a team member who is a genuine collaborator, to an independent expert in your field.
- ✓ You will be positive, enthusiastic and inspirational to those working with and around you.
- ✓ You will be a creative practitioner who wants to share your talents to develop others.

Our students are amazing, but they do not always see the endless possibilities that are out there in the Big Wide World. We need teachers who know how to open eyes, minds and hearts. They readily commit to those who commit and genuinely care for them.

Fowey River Academy, along with all the Academies in the Trust, believes in a growth mindset. Intelligence is not fixed and can and will be grown and nurtured. Our philosophy promotes exploration and discovery. We are committed to the idea that everyone is capable of excellence - the first attempt at something is just that, a first attempt. We believe that failure only occurs when you stop trying or there are insurmountable barriers. We require staff who are determined to remove barriers.

Our philosophy is to teach students to persevere in order to master academic knowledge and skills; we need to teach them how to be resilient when faced with a challenge.

We admire people who have got themselves out there – we call them 'magpiers'. These are the people who will bring world-class ideas that work, to beautiful Mid Cornwall and change lives. Secondary education is a key stage in the life and development of each young person and we aim to work together with parents and carers to support the children; enabling them to develop and grow within our community and in building together a real sense of identity within Fowey River Academy.

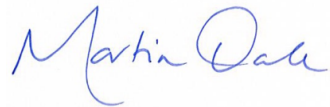
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2.

The Academy is committed to a leadership approach at all levels. We are all empowered to make a difference in terms of the Academy's ability to address its core purpose. We encourage creative planning to challenge and inspire both students and staff alike.

If this excites you and you want to work hard with us to develop your career, then we would love to hear from you.

Yours sincerely

A handwritten signature in blue ink that reads "Martin Dale". The signature is written in a cursive style with a large initial 'M' and a large initial 'D'.

Martin Dale
Headteacher

Notes to Applicant

Dear Applicant,

Application

If you wish to apply, please either email your application to Laura Sadler, Executive Assistant at lsadler@leadingedgeacademies.org (copies of all the details are available online on our website under the 'Vacancies' section), or post your completed application form to the address below, together with a covering letter, clearly demonstrating your suitability for the role. Where possible, please also provide email addresses for your referees.

Closing Date

Please ensure your application arrives before the closing date/time and that the post for which you are applying has been stated clearly on the application form. Applications received after the closing date will not be accepted.

Interview

Interviews for the post will take place shortly after the closing date or as stipulated on the advertisement above. Please assume that if you have not heard from us within 2 weeks of the closing date that, unfortunately on this occasion, your application has not been successful.

Fowey River Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

The successful applicant will be required to undertake an Enhanced DBS Disclosure.

Leading Edge Academies Partnership
Boscathnoe Lane
Heamoor
Penzance
Cornwall
TR18 3JT

Phone: 01736 352397

Web: leadingedgeacademies.org

Job Description

Post Title:	Executive SENCO
Purpose:	<ul style="list-style-type: none"> To take the lead in the strategic development of the MAT's Special Educational Needs (SEND) provision and oversight of the day-to-day operation of Fowey River Academy's SEN Policy, with the aim of raising SEND pupil achievement. To raise standards of achievement of children and young people with a SEND. To increase staff confidence and competence in teaching children and young people with a SEND. To ensure children with a SEND have full entitlement to the Leading Edge Curriculum. <p>NB: SEND to be defined as children and young people with learning difficulties, disabilities or other barriers to learning and those in other vulnerable groups.</p>
Reporting to:	Headteacher and CEO
Liaising with:	Executive Heads, Heads of Faculty, SEN teachers, SEN TAs and HLTAs, Senior Leadership Team, Learning Support Mentors, Teaching Assistants, Key Curriculum Leaders, Year Leaders, Pupil Support Services, the Trust Board, LACs, LA representatives, external agencies and parents/carers.
Working time:	195 days per year. Full-time.
Salary/Grade:	Leadership 10
Disclosure level:	Enhanced

MAIN (CORE) DUTIES

Main tasks	<ul style="list-style-type: none"> The specific nature and balance of these responsibilities will vary according to the needs of the Academy and may be shared.
Areas of Responsibility and Key Tasks	
<ul style="list-style-type: none"> Put provision in place to ensure that the progress of pupils with SEND improves relative to those without SEND. Ensure that Academies within the Trust carry out statutory responsibilities regarding all students with a Statement of Special Educational Needs. Support all Trust staff in understanding the needs of SEND pupils. Monitor progress towards targets for pupils with SEND throughout the MAT. Analyse and interpret relevant school, local and national data. Liaise with staff, parents, carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision. Co-ordinate all Annual Reviews and reviews of individual Educational Plans/EHCPs where appropriate and attend/chair meetings when necessary. Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme. 	

- Liaise with Year 5 pupils requiring advice about provision. (Secondary School SENDCO.)
- Exercise a key role in assisting the Executive Heads, Trustees and LACs with the strategic development of SEND policy/provision.

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND.
- Work with staff to develop effective ways of bridging barriers to learning through:
 - assessment of needs
 - monitoring of teaching quality and pupil achievement, including planning and work scrutiny to ensure they meet the needs of children with SEND
 - target setting – IEPs, or Provision Maps, PSP, CAF
 - keeping accurate records
 - plan and deliver training for all staff in relation to overcoming barriers to learning and statutory responsibilities
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies.
- Work with the Executive Heads, teachers, key stage co-ordinators and pastoral staff to ensure all pupils' learning is of equal importance and that there are high and realistic expectations of pupils.
- Model outstanding inclusive teaching and support colleagues as appropriate.
- Ensure all staff are kept up to date with teaching and learning strategies that promote effective inclusive practice.
- Evaluate the impact of inclusive teaching and support staff to improve practice.

Leadership and Management

- Monitor and evaluate the effectiveness of SEND provision through an evaluative provision management cycle.
- Track children's progress and set targets for raising achievement for child with a SEND.
- Ensure up to date and accurate records are kept of all interventions/involvement for individual children.
- Lead on aspects of the Self Evaluation Framework (SEF), including a timetable which relates to SEND and inclusive provision.
- Support and develop colleagues in relation to SEND through advice, guidance and the organisation of in-service training.
- Supervise, manage and lead on the performance management process for the SEND team of Learning Support Mentors and Teaching Assistants.
- Secure, allocate and monitor a resource budget to ensure effective curriculum access for all children with a SEND.
- Keep up to date with knowledge of national and local initiatives and how they may impact upon policy and practice.
- Undertake professional development activities to increase own effectiveness.
- Liaise with external agencies and manage consultant input.
- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.
- Work alongside colleagues to develop appropriate schemes for work and individualised programmes for children with SEND.

- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Provide regular information to the CEO, Executive Heads, Trust Board and LACs on the evaluation of SEND provision.
- Update and review all policies related to SEND.
- Organise and manage statutory reviews/obligations.

Effective Deployment of Staff and Resources

- Advise the CEO, Executive Heads, Trust Board and LACs of priorities for the deployment of staff and utilise resources with maximum efficiency.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of Academy and SEND policies.
- Work with external agencies to maximise resources made available.
- Create a well-resourced and welcoming SEND base.

Relationships

- To communicate effectively with the parents/carers of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Trust.
- To follow agreed policies for communications in the Trust.

Other Specific Duties

- To remain and adhere to the Trust's Safeguarding Policy and child protection procedures.
- To play a full part in the life of the Trust Community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To actively promote the Trust's corporate policies.
- Be responsible for your own continuing self-development, undertaking training as appropriate.
- To be aware and adhere to applicable rules, regulations, legislation and procedures eg. the Trust Equality and Diversity Policy, Staff Code of Conduct, national legislation and GDPR Data Protection Regulations.
- To comply with the Academy's Health and Safety Policy and undertake Risk Assessments as appropriate.
- Develop and attend network for sharing good practice.
- Keep abreast with national developments.

As a restorative organisation we:

- Apply the principles of mutual respect and responsibility in all our internal and external relationships.
- Actively work to prevent, address and repair harm.
- Engage in continuous learning to further develop our communication and problem-solving skills.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Person Specification

	Essential	Desirable	Demonstrated By
Qualifications and Training	<ul style="list-style-type: none"> Graduate with QTS A CPD portfolio with evidence of recent, relevant course participation and all academic qualifications Commitment to further professional development SENDCO experience or commitment to undertake SENDCO certificate 	<ul style="list-style-type: none"> Further professional study at a higher level in relation to SEND 	Application Form / Interview
Experience	<ul style="list-style-type: none"> Experience of teaching KS3 and KS4 Experience of working with children and young people with a wide range of SEND Experience of working successfully and co-operating as a member of a team Experience of leading a team Experience of training other teachers and/or introducing SEND initiatives Experience of working alongside teachers in the development of teaching and learning Experience of setting targets and monitoring, evaluating and recording progress Evidence of personal impact on the ethos of your school/Academy/MAT or community 	<ul style="list-style-type: none"> Teaching experience across the whole secondary age range 11-16 Evidence of personal impact in education projects of county or national importance. 	Application Form / Interview
Professional Values	<p>The SENDCO will have the ability to:</p> <ul style="list-style-type: none"> Establish and maintain good professional relationships with children/young people, parents/carers and colleagues Set high expectations of all children and young people and be committed to raising educational achievement Adopt a flexible approach to working Understand the value of education and teaching Maintain confidentiality at all times 		Application Form / Interview

<p>Knowledge and Understanding</p>	<p>The SENDCO will have the knowledge and understanding of:</p> <ul style="list-style-type: none"> • The statutory legislation concerning Safeguarding, including Child Protection, PREVENT, Equal Opportunities, Health and Safety, DES and SEND • The theory and practice of providing effectively for the individual needs of all children eg classroom organisation, learning strategies • The SEN Code of Practice and its practical application of strategies for meeting the needs of SEND children in a mixed ability classroom • Planning and implementing provision for children with SEND, including the monitoring, assessment, recording and reporting of children's progress • The positive links necessary within the Academy and with all its stakeholders • Effective teaching and learning styles and how to implement them • How to further develop professional skills and knowledge • How to establish an effective rapport with children, which is based on high expectations • How to use ICT effectively 	<ul style="list-style-type: none"> • Experience of using comparative information about attainment • Understanding of the funding mechanism for SEN • Experience of the statement process and the evidence required • Experience of working with and developing the role of external services that support the provision of children with SEN • Evidence of a qualification in ICT 	<p>Application Form / Interview</p>
<p>Skills</p>	<p>The SENDCO will be able to:</p> <ul style="list-style-type: none"> • Promote the Academy's aims positively and use effective strategies to enhance motivation and morale • Establish and develop a sound professional relationship with children and young people, parents/carers and colleagues • Demonstrate excellent classroom skills • Organise and sustain systematic support from a range of providers for a range of SEND • Manage the coordination of support staff in support of children and young people with SEND • Advise and motivate teaching staff about SEN Dinitiatives • Make consistent judgements based on careful analysis of 	<ul style="list-style-type: none"> • Confident in the use of ICT • Ability to influence and negotiate with others • A vision of how the Research School could develop 	<p>Application Form / Interview</p>

	<p>available evidence</p> <ul style="list-style-type: none"> • Develop sound professional relationships within the team • Present and communicate effectively to a variety of audiences • Lead on SENDCO policy development • Have an interest in making a contribution to the profile of the Teaching School and Associate Research School (EEF) 		
Personal Characteristics	<ul style="list-style-type: none"> • Love working with children and young people and want the very best outcomes for them • Ability to address challenging issues with clarity of purpose and diplomacy • Knowledgeable and highly competent • Approachable and empathetic • Open minded and positive • Clear sighted and determined • Organised and resourceful • Committed and resilient • A 'can do' positive attitude that seeks solutions to problems • Take interest in new approaches to learning • A willingness to role model good practice and act as a lead learner in the organisation • A commitment to safeguarding children and young people and an awareness of current national legislation relating to safeguarding and child protection 	<ul style="list-style-type: none"> • Evidence of creativity and a willingness to take risks and learn from mistakes • A vision of how learning could be transformed in the Academy • Evidence of giving inset to others or doing research for school improvement 	Application Form / Interview