



Fareham
Academy

Applicant Pack
SENDCo

MPS/UPR – TLR 1a (Fully qualified)
TLR 2b (SENDCo in training)
Start date: 01 January 2023

Fareham Academy
www.fareham-academy.co.uk/vacancies

For an informal discussion about this post, more information or to arrange a visit,
please contact the Academy on 01329 318003 or g.payne@fareham-academy.co.uk

Closing Date: 14 October 2022

Letter from Headteacher

Dear Applicant

I am delighted that you are expressing an interest in working at Fareham Academy. We are a caring and forward-thinking school, where academic achievement and the personal development of each child go hand in hand. Our motto “Unlocking Potential – Creating Opportunity” supported by our values of Resilience, Aspirations and Kindness captures the ambition we have for all our students.

Throughout my time as Headteacher, especially through these turbulent times I have consistently seen exceptional teaching and learning, which has been verified through our recent Ofsted Inspection in October 2021. I am especially proud that several members of our Middle Leaders started their careers as ECTs in the school. We are committed to your development and providing you with the opportunities and support to progress in your career.

I wish you luck with the application process.

If you have any questions on the recruitment process, please email g.payne@fareham-academy.co.uk or visit our website: www.fareham-academy.hants.sch.uk

Yours faithfully,

Christopher Prankerd
Headteacher



SENDCo

We are offering an exciting opportunity for an enthusiastic and inspirational Special Educational Needs & Disabilities Co-ordinator (SENDCo) to lead our highly motivated SEND department at Fareham Academy.

We believe that all children should be given the opportunity to learn inclusively within the classroom and are seeking a SENDCo who can support our team of highly skilled and committed teachers and support staff to achieve this.

This role is suited for an outstanding teacher with SENDCo experience or willing to achieve the relevant SENDCo qualification within the next two years.

WE ARE SEEKING A PROFESSIONAL INDIVIDUAL WHO:

- Is a passionate and committed practitioner with good SENDCo and teaching experience
- Has excellent subject knowledge and a passion for raising attainment and expectations
- Is passionate about developing best practice to support pupils with SENDCo
- Has excellent interpersonal skills and recognises the importance of well-being for every pupil
- Has experience of working with a range of SEND pupils and their families

WHAT TO EXPECT?

The role can be highly rewarding, as you'll have the opportunity to directly contribute to pupils receiving the support they need, to achieve their potential.

The successful candidate will:

- Have demonstrable experience on school improvement and effectively managing the work of others
- Have demonstrable experience of using performance management and performance data to inform target setting, planning and policy
- Be able to lead, coach and mentor others to unlock potential.
- Be able to effectively analyse data to inform short, medium- and long-term planning linked to whole school objectives

It is very important to us at Fareham Academy that all our teachers feel valued, listened to and mentored well so that they have opportunities to develop.

We offer high-quality professional development opportunities catered to individual needs. As a result of this, we have many success stories of teachers that have joined us and been quickly promoted to positions of leadership at all levels.

In return we will offer you:

- A professional, hardworking and supportive team of staff with the capability and desire to raise student achievement
- Enthusiastic students who are willing to learn and are proud of their learning environment
- Opportunities for further professional development
- A caring and supportive working environment within a vibrant school community
- A personalised CPD programme suited to staff requirements
- Access to a network of schools to support personal and professional development
- Well Being Service – Employee Assistance Programme (EAP)



Please note: Academies may hold interviews as and when applications are received, and this job may be withdrawn at any point without notice. You will still be able to add information until the closing date, but you will not be able to submit your application. With this in mind, you are encouraged to apply as early as possible.

Fareham Academy is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants. In line with our commitments to safeguarding.

Post Details		Last Updated: September 2022
Job Title:	SENDCo	
Salary:	MPS/UPR + 1a (fully qualified) 2b (in training)	
Responsible to:	Senior Leader responsibilities for SEN	
Responsible for:	Assistant SENDCo, Lead Learning Support Assistants & Learning Support Assistants, Admin Assistant	

Fareham Academy is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Main Purpose

The SENDCo, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

This job purpose reflects the core activities of the post. As the School and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The School expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary. Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.

Qualifications	Essential/ Desirable	A	I	L	R
Degree in Teaching	E	*		*	
PGCE or equivalent teaching qualification	E	*		*	
Professional Knowledge and Understanding	Essential/ Desirable	A	I	L	R
A minimum of three years' experience in a teaching/learning/child support working environment, with a proven track record of improving results.	D	*			*
Detailed knowledge and understanding in the subject	D		*		*

Ability to apply knowledge and skills from theory in a practical classroom context	E		*		*
Ability to motivate and encourage children	E		*		*
Effective classroom manager	E		*		*
Ability to demonstrate understanding of complex problems and apply in depth knowledge to address them	E		*		*
Ability to create effective relationships with a variety of different people	E			*	
Experience	Essential/ Desirable	A	I	L	R
Excellent experience and knowledge of IT support learning	E	*	*	*	*
Excellent use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life.	E	*	*		
Experience of marking for examinations boards	D	*			
Evidence of ability to teach across the whole of the 11-16 age range	E	*			*
Evidence of use of strategies for raising achievement and achieving excellence	E	*			*
Evidence of use of strategies for ensuring inclusion, diversity and access	E	*			*
Highly successful teaching including exam result success at all key stages for at least 3 years	D	*			*
Leadership and Management Skills	Essential/ Desirable	A	I	L	R
Ability to prioritise, plan, organise and manage work life balance	E	*			*
Ability to work as an effective team player, understanding the strengths and weakness of others to help team development	E	*	*		
Excellent time management and organisational skills	E		*		
Excellent interpersonal, presentation and communication skills, both written and spoken	E	*	*		*
Ability to manage and deliver own course units and contribute to team taught course units	D	*	*		
Ability to contribute to wider school administration and initiatives	D	*	*		*
Communicating & Influencing	Essential/ Desirable	A	I	L	R
Ability to influence desired student behaviour	E			*	
Ability to generate enthusiasm in students	E			*	

Excellent communication skills, able to clarify and explain instructions	E		*	*	
Other skills & Behaviours	Essential/ Desirable	A	I	L	R
Ability to stay calm	E			*	
Empathy with students and sympathetic to their needs	E			*	
Professionally discrete and able to respect confidentiality in particular areas	E				*
Safeguarding Children	Essential/ Desirable	A	I	L	R
Committed to safeguarding and promoting the welfare of children and young people (References)	E	*	*		
Equality	Essential/ Desirable	A	I	L	R
The ability to ensure that there is equality of access to educational attainment <ul style="list-style-type: none"> All aspects of equality are adhered to 	E	*	*		
Personal and Professional Qualities & Attributes	Essential				
<ul style="list-style-type: none"> Excellent organisational ability Ability to organise own teaching resources and activities to deadline and quality standards Ability to plan, manage, organise and assess teaching objectives Ability to contribute to the design of subject units, curriculum development and new teaching approaches Inspire, challenge, motivate and empower the school community to carry forward a shared vision. Build and maintain effective relationships. Think strategically, create, maintain and share a coherent school vision. Manage change, conflict and empower individuals and teams. Listen to, and reflect on, feedback from others, including colleagues and trustees. Think creatively to anticipate and solve problems Prioritise, plan and organise themselves and others Set & achieve ambitious, challenging goals and targets Knowledge/understanding, consistency, complete finisher, supportive/loyal/trustworthy/effective communicator, take initiatives, follows up, creates sustainability and motivates. 					
Organisational Information					

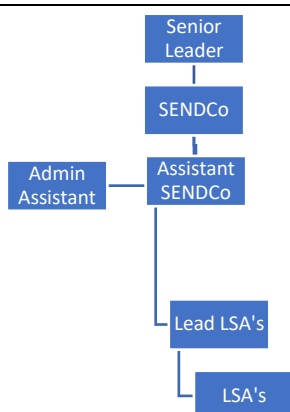
All staff are expected to:

Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the Schools Equal Opportunities Policy.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
- Following local codes of safe working practices and the school's Health and Safety Policy.

Undertake such other duties within the scope of the post as may be requested by your Manager.



Main Responsibilities/Activities:

This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities and should be read in conjunction with the accompanying Job Purpose.

More specifically the post holder will be expected to:

You will have a central responsibility for leading the provision and support for students with special educational needs and those who are able, gifted and talented. This will involve setting and communicating appropriate expectations; teaching and managing effectively, deploying resources and external capacity to good effect to drive progress and to meet a diverse range of needs. You will ensure robust and effective tracking and good use of systems to ensure that statutory duties and responsibilities are met. You will support our wider drive in making sure our students have high levels of employability.

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget 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 (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- 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 the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- 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 children, where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the headteacher and trustees 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 trust board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability

- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Other areas of responsibility

All teachers have a duty to:

- participate in and support the Performance Management Policy
- assist in the development of the School Improvement Plan and its review mechanism
- undertake specific duties within the SEN Team as agreed with SENDCo
- support the school's safeguarding policy and procedures
- undertake such other duties as reasonably required by the Headteacher

The SENDCo will be required to safeguard and promote the welfare of children and young people, and follow school 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 SENDCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.