



GREATFIELDS SCHOOL

Dream it.
Believe it.
Achieve it.

Great Careers

JOB PACK

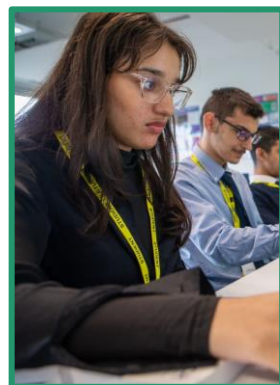
POST: SENDCo

START DATE: September 2024

SALARY: MPS/UPS + TLR 2c

DEADLINE FOR APPLICATIONS: Friday 9th February by 12pm

INTERVIEWS: Thursday 15th February 2024

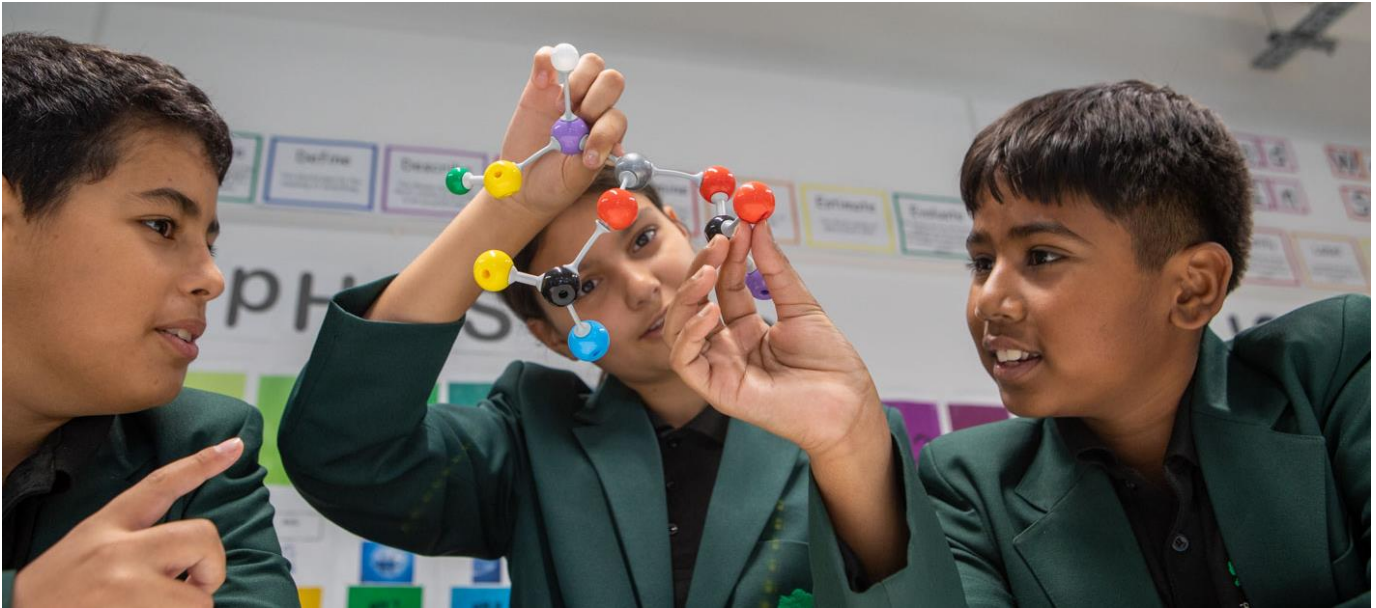


The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.



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The school

Greatfields School opened in September 2016. We are located in Barking, East London, and are proud to be the first secondary school to be built on the Gascoigne Estate. We have quickly established a positive reputation with our parents and local community, and are known for our excellent behavior and the high ambitions we have for the young people of this community. We currently have approximately 1160 students, including our Sixth Form which opened in September 2022.

We believe that our young people can compete with any other child in the country, despite the many challenges they face, and we do everything we can to ensure that they have the same opportunities as other young people across the country. It is incumbent upon us to give our students access to high quality teaching and learning; a broad, engaging and challenging curriculum; and to give them access to a wide range of activities, trips and clubs outside of the classroom to develop their cultural capital.

We passionately believe in ensuring our young people feel safe and happy in school. This is done through the establishment of high expectations and clear routines and by taking a positive approach to behavior at all times. This means that staff never shout at or demean our young people, and we understand the importance of mutual respect at all levels of the school.

We care deeply about and understand the responsibility we have towards our local community. This is a school embedded in the community and is one which we are proud to serve.

Our approach to Teaching and Learning is to challenge our students' thinking, celebrate mistakes as a way of learning and to develop a Growth Mindset approach to learning. We expect the students to work harder than the teacher in lessons and to be actively engaged throughout.



We run a three Key Stage 3 and offer a broad curriculum to all of our students at Key Stage 3, including Food Tech, music, art, Textile, PE, computing dance and drama alongside the core subjects. At Key Stage 4, we offer a wide range of subjects including Health and Social Care, Sociology, Business, IMedia, music, dance and drama. We also offer a broad range of subjects, both A Levels and BTEC, at Key Stage 5. The curriculum is constantly being reviewed and developed to ensure it is responding to the needs of our students.

Of equal importance is our extended curriculum offer, which provides our students with a wide range of clubs, trips and careers opportunities, which are free and accessible to all of our students. All staff are expected to support in the running of at least one club per week.

The role

This is an exciting opportunity for an existing SENDCo or someone who is looking for their first post as SENDCo. The school's SEND department is a great strength and has been highlighted as being a strong provision in a number of external reviews. The school invests heavily in SEND provision, particularly in the recruitment of quality staff. The school has a nurturing approach to all of our students and in particular towards our vulnerable SEND students. We are looking to continue to increase the capacity of the department and to ensure the best possible outcomes for our SEND students in all aspects of school life.



Benefits of working here

At Greatfields, staff wellbeing and development are an absolute priority.

We want all staff that come to work with us to become better teachers and practitioners, with a range of opportunities to develop:

- Every member of staff has a weekly, protected line management meeting.
- Department meetings take place on timetable, every two weeks, rather than after school.
- The Extended Leadership Team programme gives Middle Leaders the opportunity to apply for a two year placement on the Senior Leadership Team. This involves taking responsibility for a whole school area such as Pupil Premium, ECTs, trainees or data, as well as attending SLT meetings every three weeks.
- HODs pods take place every two weeks; this is an opportunity for groups of Heads of Department to meet to develop and share good practice around a key area of the school's priorities.
- Heads of Key Stage spend a year working on a leadership development programme run by an external consultant. The programme focuses on developing their understanding of curriculum, what to look for in lesson observations and how to develop their leadership skills.
- All teachers receive a minimum of two drop ins every half term (every two weeks for ECTs) to develop their practice in the classroom. Teachers are not informed in advance of these drop ins and lessons aren't graded. They are used to identify targets for development in their practice.



Job description

Line manager:

The postholder will be responsible to a member of SLT.

Core responsibilities and duties:

- Oversee the strategic development of SEND provision, including devising, implementing and monitoring policies and recommended practice.
- To provide high quality teaching within the school's Inclusion Provision.
- Update the senior leadership team about the effectiveness of SEND provision at the school.
- Prepare and deliver relevant reports to governors upon request.
- Contribute to school improvement planning and self-evaluation, with particular reference to SEND and inclusion.
- Keep up to date with local, regional and national initiatives and update other staff who might benefit from this knowledge.
- Oversee the daily implementation of school policy and practice relating to SEND.
- Identify resource needs to support pupils with SEND and assist the Headteacher and governors to achieve best value, identifying spending priorities where relevant.
- Work with other senior leaders to ensure that the school meets its responsibilities under the Equality Act 2010, including access arrangements and reasonable adjustments.
- Maintain high professional standards and set a good example to other staff.
- Promote a school culture in which staff believe that all pupils are capable of successful outcomes.

Supporting staff

- Identify, adopt and disseminate effective teaching approaches for pupils with SEND.
- Monitor teaching and learning activities that are designed to meet the needs of pupils with SEND.



- Model effective teaching for pupils with SEND.
- Plan and deliver CPD sessions on SEND and inclusion as required.
- Identify training needs for staff, addressing any gaps in knowledge or skills.
- Provide guidance, support and advice to all staff to ensure that they can support pupils with SEND effectively.
- Coordinate and monitor the work of support staff who are assisting pupils with SEND.

Supporting pupils

- Support pupils with a wide range of learning needs, e.g. EAL and more able pupils.
- Ensure that pupils with potential barriers to their learning are identified early and have their educational needs met by the school.
- Coordinate the provision that meets the needs of individuals and monitor the effectiveness of this.
- Ensure that accurate records are kept which track and evaluate the provision for individual pupils.
- Communicate with, and support, the parents and carers of pupils with SEND to ensure that they are well placed to support their child.
- Record keeping and use of data

Record keeping and use of data

- Maintain the school's SEND register.
- Oversee the collection of data to evaluate the effectiveness of SEND provision.
- Ensure that regular assessments are carried out which identify the progress that pupils with SEND have made; highlight any areas that require further attention.
- Analyse assessment data for pupils with SEND and ensure that this information is used to inform planning.

Working with partners

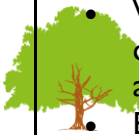
- Identify and secure relevant services for individuals (and groups of pupils) to support them with their needs.
- Liaise with other schools to facilitate the effective transition of pupils with SEND.
- Build strong working relationships with education psychologists and other available services to meet the needs of pupils with SEND.

This job description will be reviewed regularly and may be subject to change at any time after consultation with the postholder.



Person specification

Criteria	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none">• QTS• 5 GCSE: A-C including English and maths (or equivalent).• A Levels: grade C+ (or equivalent).• Degree	<ul style="list-style-type: none">• NASENCO qualification (accredited or working towards completion).• Certificate in Psychometric Testing, Assessment and Access Arrangements (or equivalent JCQ recognised qualification).
Knowledge and Understanding	<ul style="list-style-type: none">• A knowledge and understanding of the SEND Code of Practice.• Knowledge of provisions to support SEND and the EHCP process.• Knowledge of how to support students to make excellent progress in literacy and numeracy• Knowledge of the current Ofsted Inspection Framework• A full understanding of support systems for students.• Up to date and relevant knowledge of recent government initiatives for SEND students.• An ability to advise on classroom organisation, differentiation and teaching strategies to overcome barriers to learning.	<ul style="list-style-type: none">• Using ICT confidently including managing emails, outlook calendar, word processing (Word) and Spreadsheets (excel)• Using SIMS and other monitoring software to track and monitor behaviour and achievement.• Up to date and relevant knowledge of recent government initiatives for SEND students.
Skills and abilities	<ul style="list-style-type: none">• Ability to form positive relationships with students and colleagues.• Hard working and willing to 'go the extra mile'.• Flexible.	<ul style="list-style-type: none">• Evidence of having the skills to be an outstanding/good classroom practitioner.• Review and plan your own CPD

	 <p>Willing to accept constructive feedback and learn from it.</p> <p>Excellent oral and written communication skills.</p> <p>Emotional Intelligence and resilience.</p> <p>Ability to think analytically and strategically.</p> <p>Ability to lead, challenge and support others.</p> <p>A commitment to professional development.</p> <p>Ability to manage own well-being and work/life balance</p>	<p>GREATFIELD SCHOOL</p> <p>Dream it. Believe it. Achieve it.</p>
<p>Experience</p>	<ul style="list-style-type: none"> • Experience of assess, plan, do, review cycles and annual review for EHCP • A proven track record in raising achievement within his/her own teaching • Proven knowledge and understanding of SEND and best practice in its support and remediation • Evidence of an active contribution to the successful development of students with SEND related issues or other significant vulnerabilities. 	<ul style="list-style-type: none"> • Experience of monitoring classroom performance of other teachers. • Experience of interpreting data on school performance and producing reports to improve teaching and learning. • Experience of delivering whole school INSET and training to colleagues. • Experience of leading a team and planning, implementing and evaluating strategies. • Evidence of commitment to personal CPD.