



SEND Coordinator Application Pack



Contents

Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust	3
Letter from Amy Fidler, Headteacher, Heath Hayes Academy	4
Our Cornerstones and Touchstones	5
The role	6
The application.....	8
The application process and timetable.....	8
Safeguarding, Safer Recruitment and Data Protection.....	9
Job Description.....	10
Person Specification.....	12

Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you, then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive Officer, REAch2 Academy Trust



Letter from Amy Fidler, Headteacher, Heath Hayes Academy

Dear Candidate

I am delighted that you have expressed an interest in the post of SEND Coordinator at Heath Hayes Academy.

Overview

Do you enjoy working with children? Do you have the skills to support their learning and development? Have you got a 'can-do' approach and outlook? At Heath Hayes Academy we are looking for a SEND Coordinator who will work as part of our leadership team, across the school, to support children in their learning and development, including those children with additional needs. We are looking for someone who makes decisions with the child at the centre of them and who is ready to become a key member of our team.

About us

Heath Hayes Academy is a one-form entry primary school with approximately 200 children who we are immensely proud of! They are, we feel, a credit to the school. We are a school where the staff work in teams and this is reflected in the way the children behave, work and interact with one another. Heath Hayes Academy is a truly wonderful place. Our purpose is to maintain a consistent, inspirational practice from the entire school community to develop the happiness, security and learning outcomes for all children. We inspire and enable all children to achieve their potential by having an expectation of excellence from all stakeholders.

To see more information about the school, please visit our website www.heathhayesacademy.co.uk

Amy Fidler

Headteacher, Heath Hayes Academy



Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: www.reach2.org



The role

Post: Special Educational Needs and Disabilities Coordinator

Start Date: As soon as possible

Contract Type: Fixed term reviewed annually

School/Location: Heath Hayes Academy, WS12 2EP

Closing Date: Friday 22nd October 2021

Who are we?

Heath Hayes Academy is part of the REAch2 Academy Trust. Our purpose is to maintain a consistent, inspirational practice from the entire school community to develop the happiness, security and learning outcomes for all children. We inspire and enable all children to achieve their potential by having an expectation of excellence from all stakeholders.

About the role

An exciting opportunity has arisen to appoint a Special Educational Needs Coordinator at Heath Hayes Academy. As a member of the academy's leadership team, you will be responsible for ensuring that the day-to-day operation of the school's SEND Policy meets the needs of the learners and supports staff across the school. You will also hold a strategic role in the development of the SEND Policy and provision.

What we are looking for?

We welcome applications from candidates who hold Qualified Teacher Status and are willing to, or already have gained the National Award for Special Educational Needs Coordination.

We are looking for someone who:

- Has the motivation and passion to achieve the very best for all children, including those with additional needs in our care and be relentless in the pursuit of excellence.
- Is a qualified teacher with a passion for supporting children with additional needs.
- The National SENCo Award (The school will consider supporting the right candidate to achieve this).
- Has the understanding, knowledge and experience to support the progress of pupils with a range of abilities, additional needs and talents.
- Has a dedication to removing barriers to progress, including social disadvantage.
- Actively promotes inclusion, diversity and equality.
- Will be responsible for the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- Understands children's emotional and social well-being.
- Has the capacity to be an excellent and reflective leader.
- Can line-manage and deploy a team of Learning Support Assistants, evaluating provision and impact.
- Has the ability to lead and support new initiatives and a passion for the curriculum offer for all pupils.
- Will provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Fosters and demonstrates a love for learning.
- Has high expectations of children's learning and conduct.
- Prioritises the safeguarding of all children.

The application

You are invited to download an application form from www.heathhayesacademy.co.uk/vacancies and submit to:

Mrs Hannah Greenway
Heath Hayes Academy
Wimblebury Road
Cannock
Staffordshire
WS12 2EP

Or email to: Hannah.greenway@heathhayesacademy.co.uk

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Amy Fidler: amy.fidler@heathhayesacademy.co.uk

The application process and timetable

Application deadline:	Friday 22 nd October at 12pm
Interviews:	The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.
Contract details:	Fixed Term reviewed annually
Working pattern	0.4
Salary:	Teachers Main Pay Scale
Start date:	As soon as possible

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Post: Special Educational Needs Coordinator

Salary: Teachers Main Pay Scale

Working pattern: 2 days per week (term time only)

Responsible to: Headteacher

Responsible for: Teaching and Learning Assistants

Core Purpose

As a member of the leadership team you will be an experienced teacher with a passion for supporting pupils with special educational needs. You will use your leadership skills to manage provision in the school and to provide support to other teachers. You will lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils.

Responsibilities

- Recognises how the quality of the academies provision has an impact on learning and on pupils' attitude to school
- Establish good relationships with children – interact positively with children, encouraging cooperation and mutual support; monitor children's well-being and readiness for class; provide help and support to children.
- Develop and oversee the implementation of the school's SEN strategy and policy
- Carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
- Provide regular updates on pupil progress through written reports and meetings with parents
- Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
- Provide advice, guidance and training to classroom teachers on supporting pupils with SEN
- Support teachers to develop learning programmes for pupils with SEN

- Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- Manage and advise on the school budget and resources for SEN provision
- Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date
- Analyse school, local and national data and develop appropriate strategies and interventions
- Manage teaching assistants and support staff to improve pupil progress and attainment
- Keep up to date with national and local policies related to SEN and cascade information to colleagues.
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangement
- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties consistent with the grade from time to time.

Person Specification

	Essential (for the job)	Desirable
Right to work in the UK	*	
Knowledge/Qualifications and experience		
Qualified Teacher status	*	
Have evidence of continuous participation in development and a commitment to further professional development	*	
Either already have or be willing to undertake the accredited SENCO qualification	*	
A qualification for the assessing and teaching of pupils with specific learning difficulties		*
Have experience of teaching in a Primary School	*	
Have experience of working successfully and co-operating as a member of a team	*	
Have experience of leading training of other teachers	*	
Have experience of setting targets and monitoring, evaluating and recording progress	*	
Dealing successfully with challenging and sensitive situations in a Primary		*
The statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEN	*	
The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	*	
The SEN Code of Conduct and its practical application strategies for meeting the SEN of pupils in a mixed ability classroom	*	
Behaviour management strategies for groups and individuals	*	
Planning and implementing an effective teaching programme and Individual Education Plans, including the monitoring, assessment, recording and reporting of pupils' progress	*	

The positive links necessary within school, a child's home and external agencies	*	
How to establish an effective rapport with children which is based on high expectations and establish a purposeful learning environment where all pupils feel secure and confident	*	
Skills , abilities and personal attributes		
To establish and maintain excellent professional relationships with pupils, parents and colleagues		
To set high expectations of all pupils and be committed to raising educational achievement	*	
To maintain confidentiality	*	
Demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment	*	
Organise and sustain systematic support from a variety of providers for a range of SEN	*	
Manage the coordination of teaching assistants in support of SEN pupils	*	
Advise and motivate teaching staff with SEN initiatives	*	
Present clearly a wide range of specialised information to both educationalists and non-educationalists	*	
Make consistent judgements based on careful analysis of available evidence	*	
Develop excellent professional relationships within a team	*	
Establish and develop appropriate relationships with parents, governors, and the community	*	
Develop policy	*	
The ability to address challenging issues with clarity of purpose and diplomacy	*	
Excellent inter-personal skills	*	
Preparedness to attend national and regional venues for training and development		*
Personal characteristics include being: <ul style="list-style-type: none"> - knowledgeable and highly competent - approachable and empathetic - creative and enthusiastic - organised and resourceful - intelligent and reflective - committed 	*	

