



Stanborough School



ASSISTANT SENDCo

Information Pack for Candidates

June 2019

Welcome

Dear Candidate,

June 2019

Thank you for your interest in the role of Assistant SENDCo. We are delighted that you see Stanborough as a school where you can make an impact. We know that Stanborough will provide an outstanding opportunity as you seek to make the next step in your career.

Stanborough is an oversubscribed, co-educational specialist Mathematics and Computing 11-18 Academy which has been asked to expand due to local demand for places.

It has been a privilege to lead Stanborough School from September 2018. My team share an educational philosophy which promotes the highest expectations and consistent pastoral care. Our core aim is to nurture enquiring minds and to inspire our youngsters to pursue their dreams, leaving our school ready to excel in a future which has limitless possibilities.

Our aim is simple, we want to be a truly outstanding school in every sense of the word and we want to be confident that our students get the best possible education that is ambitious, varied and stimulating. At the heart of everything we do is a desire to ensure that our students receive the highest standards of teaching and learning.

The successful candidate will be a committed educator with student-centred values, drive, ambition and a genuine love of learning. I would encourage you to visit the school and to meet with me for an informal discussion about this position. This can be arranged by emailing Sheila Delaney, HR Administrator, on sdelaney@stanborough.herts.sch.uk

Thank you for your interest in Stanborough. If you are passionate about education and really feel you can make a positive difference to students' lives then we look forward to receiving your application to join us at Stanborough.



Mrs M John
Headteacher



Stanborough School

Stanborough School is an 11-18 co-educational Academy that sits on the southern fringe of Welwyn Garden City. The school currently has 1096 Students. Due to parental demand for places at the school, from September 2019 we will be expanding to 8 form entry. This will require a substantial amount of new premises work to be completed.

We pride ourselves in being a fully inclusive school that serves our local community and on being a school that does its best for each individual student so they can achieve their potential during their time at Stanborough.

Stanborough is proud of its community involvement. We work closely with the four other local Secondary Schools as part of the Welwyn-Hatfield 16-19 Consortium. We also take a leading role in hosting and developing a number of other key community developments such as the Handside Schools Partnership with a local special school and primary school.

The school boasts excellent facilities including our first-rate IT resources, a legacy of our Specialist Computing Status. With a dedicated Technology block, Sports Hall, Sixth Form Centre and recently refurbished outdoor sports pitches, the students enjoy some outstanding facilities. Our excellent resources in all curriculum areas also show our commitment to giving students a wide variety of curricular opportunities including technology, the performing arts and computing.

Our greatest asset at the school is our staff. We want the best educators for our students and through exceptional retention we have a stable staff with very low turn-over. A number of staff who started at the school as NQTs now find themselves in senior positions at the school.

With the appointment of a new Headteacher from September 2018, this is an exciting time to join the school and become part of an ambitious and hard-working team dedicated to moving the school forward. We are looking for teachers who will embody our four principles of High Expectations; Mutual Respect; Quality Learning and Success for All.



Welwyn Garden City

Welwyn Garden City is a town in Hertfordshire with a population of just under 50,000 people. Welwyn Garden City was the second Garden City to be built, founded in 1920 and it exemplifies the physical, cultural, social and planning ideals of the time it was built.

Location and Transport Links

Welwyn Garden City enjoys superb communication links. Stanborough School sits five minutes from the A1(M) and approximately 10 minutes from the M25. The M1 is only a 30 minute drive away. The train station in Welwyn Garden City is on the main East Coast Line linking Scotland to London and Kings Cross station is a 30 minutes train journey.

Luton Airport is less than 30 minutes away and both Heathrow and Stansted Airports are less than an hour's drive away. The town is also a central hub for local bus services which link it to the rest of Hertfordshire.

Facilities and Amenities

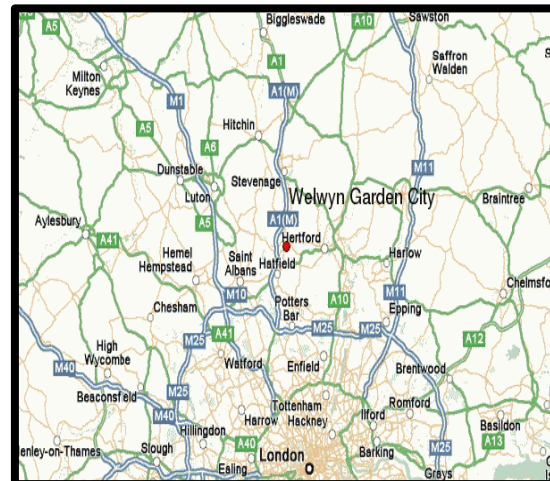
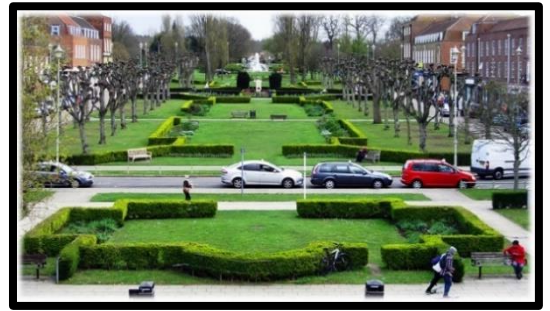
Stanborough School is a two minute walk from the Gosling Sports Park and is only a short car/bus journey to the University of Hertfordshire Sports Village in Hatfield. A range of shops, bars, restaurants and cafes can be found in the Town Centre as well as in the local Galleria shopping centre. St Albans, Hitchin and Hertford are all around 30 minutes away and all offer a range of retail and leisure experiences.

The town also has the QEII Hospital, a theatre, cinema and numerous other cultural and leisure facilities. Stanborough School lies at the southern edge of the town and the school grounds back onto the Stanborough Lakes Country Park.

Housing and Accommodation

A range of accommodation options are available in the local area and there is a thriving rental market. The excellent transport links allow many staff at the school to live in other parts of Hertfordshire as well as North London.

Help and advice can be given by the school if accommodation is required.



Stanborough School Learning Support Department

Stanborough School's Learning Support Department is made up of a dedicated team which includes the SENDCo, a team of HLTAs and TAs, and an admin assistant who works closely with the SENDCo. The team support our SEND students across Years 7-13 in lessons, in one to one and small group interventions, in mentoring and by supporting students in exams.

Each member of staff has a different area of expertise such as EAL, autism, maths etc. The team also work in The Nest, our nurture provision that provides nurture support and a safe space for our vulnerable Y7-9 students. We have a range of support packages that we use with our students such as Spellzone and diagnostic programs such as Lucid.

The department works alongside our Student Support Team which includes Compass, our inclusion base, and our team of support workers which includes two student and family support workers, a counsellor and a Life Coach. We are also the hub school for the Family Support Workers in Welwyn and Hatfield.



ASSISTANT SENDCo



JOB DESCRIPTION

Grade: H5

Responsible to: SENDCo

Main Responsibilities:

- To work with the SENDCo, Assistant Headteacher for Inclusion, the Inclusion Leader and the Year Leaders to ensure that staff, and parents are working together to create the best possible opportunities for our students to become successful adults.
- To support the SENDCo in ensuring that all staff have the information, skills and knowledge that they need to deliver the highest quality teaching they can.
- To proactively plan, support and intervene to ensure the highest quality support packages are being delivered by the SEND team.
- To work with the SENDCo to be responsible for the leadership, management, performance and development of the SEND provision.
- To be accountable, alongside the SENDCo, for the performance of the SEND provision to the Headteacher and the Governing Body of the school.

How you do the job

You will support the SENDCO to:

- Support the SENDCo in promoting high expectations in SEND student achievement, ensuring that effective strategies are in place for each student to achieve their best.
- Support the SENDCo in implementing the code of practice for SEND students, including the graduated approach to identify on admission and throughout the school students with special educational needs, including those with English as an additional language.
- In consultation with Curriculum and Subject Leaders or Year leaders ensure appropriate provision for SEND students, advising about or devising as appropriate interventions and/or additional programmes of study.
- To support the SENDCo in monitoring standards in teaching, learning and assessment across the school through simple, shared systems. Ensure the effective and innovative delivery of the National Curriculum promoting high levels of student motivation and participation in lessons through effective removal of the barriers to learning and high quality differentiation.
- To deliver a personalised curriculum for individual students depending on their need.
- Disseminate to all staff information and guidance about students with special needs and consult with them about students' needs and progress.
- Lead, encourage and support the innovation of support methods that promote the academic and social development of SEND students.
- Support, represent and communicate the views of the team in a whole school context in respect to SEND.
- Support the SENDCo in leading, mentoring, challenging and supporting teachers and TAs, facilitating their success, delegating responsibility to them as appropriate and promoting their professional development.
- Develop and promote links in the community, with other local schools and with outside agencies and local community groups and businesses as a way of developing learning for students in a broad and exciting context.
- Support the SENDCo to ensure students are identified correctly for Access Arrangements and tested appropriately, following JCQ guidance to gain support in exams.
- To help collate and distribute to all staff SEND data and information on the new Year 7 intake.
- Proactively support and enhance all strategies to positively promote the school; through liaison with parents, outside agencies and the community; and through school events and Open Evenings.

You will be able to:

- Organise the TA timetable of support ensuring the best spread of support for all students, whilst ensuring adequate support for students with the most complex needs. Update this regularly and ensure that all staff are aware of any changes to the support timetable.
- To take responsibility for the dissemination of specific materials to all staff (e.g. Inclusion Profiles, Lucid Test results, CATS, Student Passports) relating to identified SEND students.
- To write and develop existing Inclusion Profiles and Student Passports and ensure they are accessible and up to date throughout the year.
- To organise, run and attend parent meetings, TAF meetings, and meetings with outside agencies, keep meticulous notes and ensure actions from the meetings are carried out in a timely manner.
- To be a keyworker or mentor for high need or complex students who require more specialist ongoing support from the SEND team e.g. students with EHCPs.
- Conduct performance management meetings and reviews with TAs as arranged within the school structure, supporting their personal and professional development.
- Provide information, through consultation, for the Middle Leaders report to ensure it fully reflects the impact of the provision in place for SEND students.
- Work collaboratively with staff from all faculties to raise student achievement through regular monitoring, frequent feedback and open channels of communication to ensure a tangible impact on teaching and learning.

Knowledge, experience and training:

The Assistant SENDCo should have the experience necessary to lead and manage key developments within the Inclusion Provision, take initiative and take the role of SENDCo in her absence.

Your professional development and training will be met within the context of your needs and those of the school and supported by the SENDCO and Assistant Head in charge of Inclusion.

As a successful Assistant SENDCo, you will require excellent interpersonal skills and the ability to lead and manage through clear structures, effective two-way communication and the ability to inspire and motivate them to work as a team for the benefit of the students. You will be able to discuss, analyse, debate and formulate the best possible provision with the SENDCo. Your 'passion for learning' and team-working skills are central to the success of the role as are your understanding of students' needs and of pedagogical issues. You will embrace the school's developing ethos to drive a more therapeutic approach to behaviour management and facilitating a restorative approach to conflict resolution. Above all, your ability to work in an 'emotionally intelligent' way with staff, students and parents and to model the four principles of the school, will contribute to the wider success of the school as well as your team.

This job description sets out the duties of the post at the time it was drawn up and should be seen as describing in more detail aspects of the duties set out in the Education (School Teachers Pay and Conditions of Employment) Act. The Headteacher may vary the duties from time to time without changing their general character or the level of management responsibility entailed.

Additional information.

All staff at Stanborough have a comprehensive package of support, training and performance management, giving scope for personal and professional development.

It is a requirement of all staff that they sign the IT Acceptable User Policy, and all staff will be expected to attend Safeguarding and Prevent training.

Whilst every effort has been made to explain the main responsibilities and duties of the post, each individual task to be undertaken will not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description is current to the date shown but, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

June 2019

DeputySENDCo Person Specification

Qualifications

Essential	Desirable
<ul style="list-style-type: none"> Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children Knowledge of current legislation, guidance and developments relating to the subject area 	<ul style="list-style-type: none"> First degree Teaching degree Continuous on-going Continuous Professional Development Willingness and desire to undertake further professional development and training in areas of SEND Involvement in and organisation of wider school activities, including extra-curricular activities such as lunch Retreat or Nest. Relevant SEND certified training e.g. AET level 1.

Knowledge and skills

Essential	Desirable
<ul style="list-style-type: none"> The ability to demonstrate good knowledge of underlying SEND principles and policy The ability to manage behaviour effectively to ensure a good and safe learning environment An understanding of the principles of good classroom management and planning including removing barriers to learning and differentiation strategies Ability to challenge and support all students to do their best Holding positive values and attitudes and adopt high standards of behaviour in a professional role An understanding of and commitment to equal opportunities for all students Genuine commitment to high quality teaching Ability to challenge and support all students to do their best 	<ul style="list-style-type: none"> Knowledge of recent initiatives and issues in education relating to SEND practice Current and relevant knowledge of research into best practice for meeting need in the classroom. Using IT as a curriculum tool to improve standards and support SEN Having an extensive knowledge and well informed understanding of a range of learning, teaching and behaviour management strategies A willingness to participate actively in the life and work of the school to support its ethos and culture An understanding of attachment theory and the impact of this on vulnerable students An understanding of specific needs and their impact on learning and/or emotional regulation in the classroom e.g. Dyslexia.

Professional Attributes:

Essential	Desirable
<ul style="list-style-type: none"> Holding positive values and attributes and adopt high standards of behaviour in a professional role An understanding of, and commitment to, equal opportunities for all students Genuine commitment to high quality teaching 	<ul style="list-style-type: none"> A willingness to participate actively in the life and work of the school to support its ethos and culture

Personal skills:

Essential	Desirable
<ul style="list-style-type: none"> Highly effective communication skills with both children and adults Effective time management skills and an ability to meet deadlines and work under sustained pressure Commitment to implementing whole school policies relating to the safeguarding of children Commitment to extra-curricular activities 	<ul style="list-style-type: none"> Proven track record of successful teamwork

How to apply and the selection process

12th June to 26th June 2019 Application Window

Visits to the school for a tour and a meeting with the Headteacher before applying are encouraged.

26th June 2019

(10 a.m.)

Deadline for applications

Applications sent to **sdelaney@stanborough.herts.sch.uk**

**Week commencing
1st July 2019**

Formal interview at the school

