



Education
Partnership
Trust

High Expectations • Commitment • Ambition

Candidate Information Pack

SENDCo

The Heights Burnley





A message from the Headteacher

Thank you for expressing an interest in the position of SENDCo at The Heights, Burnley.

This is a special opportunity for an outstanding, ambitious and dynamic teacher to join a newly opened school at an exciting stage of its journey.

We are an age 5-16, 150 place alternative provision school in Burnley. The Heights, Burnley is a thriving, ambitious community that places the best interests of young people at the heart of everything we do. We are a 150 place school, part of the Education Partnership Trust (EPT), serving the community of Burnley, Pendle, Rossendale, Hyndburn and The Ribble Valley. We have a fantastic student cohort and dedicated staff that thrive on a culture of high expectations.

At The Heights, Burnley, we are proud to provide a safe and inclusive learning environment: promoting positive attitudes and respect. Through instilling our PRIDE values of Perseverance, Respect, Initiative, Drive and Excellence, we aim to nurture our students' character, self-esteem, personal and social development. We are committed to providing the best educational experiences and opportunities for our students. Our vision is to ensure a world class education, addressing social disadvantage where it exists through high expectations and an ambitious curriculum. At the very heart of the school's work is a commitment to high quality teaching and learning and achievement for all: for our pupils to be safe, happy and successful developing as individuals into caring, responsible citizens who participate fully in school life and are proud of their achievements.

We aim high at The Heights, Burnley and expect high standards of behaviour and academic effort. Every student at The Heights, Burnley is encouraged to have ambitious goals and is responsible for creating a culture of high expectations and academic excellence. We support our students to become conscientious, high-achieving individuals, who are able to discover their talents and passions through the opportunities we provide. Our ethos revolves around ensuring that we provide the very best educational experiences and opportunities, both in and out of the classroom environment.

We are proud of our achievements at The Heights, Burnley our aspirational and exciting curriculum, our examination success, our ambitious opportunities for pupils' personal development, our charity work and our community involvement. We are committed to the pursuit of outstanding teaching and learning alongside the highest possible academic, personal and moral standards. This commitment is built upon a shared belief in hard work, self-reflection and a culture of respect and support for others.

Over the past three years The Heights. Burnley has achieved:

- 96% of our year 11 cohort moved into further education, employment or training.
- 98% of respite students successfully transitioned into their next phase of education.
- Established working relationships with over 40 mainstream schools.
- Established as the 'school of choice' for alternative provision in the local area.

To apply for this post, please follow the instructions on the 'Vacancies' page on our website. For visits to the school or any other information, please contact the School Business Manager dbury@theheightsburnley.com



N. Lewis
Headteacher



**Education
Partnership
Trust**



I am delighted that you are considering a role within the EPT.

The EPT was established in 2012 as a high performing multi academy trust and approved academy sponsor, that delivers the very best educational experience for our pupils within an ethos of collaboration and excellence.

Wishing you all the best with your application.



Sharon Roscoe
Chief Executive

Our Vision

Creating outstanding schools which transform learning, lives and communities

Our Values

High Expectations

of ourselves, our pupils and our school community

Commitment

we are dedicated to raising standards and improving opportunities

Ambition

we constantly strive to improve by setting ourselves challenging goals

Job Advertisement

SENDCO

Hours:	Full Time
Weeks Worked:	All Year (39 weeks)
Start Date:	15/04/2024
Salary:	MPS/UPS + TLR 2B

The Heights, Burnley wishes to appoint a hardworking, enthusiastic and committed SENDCo. If you are experienced, enthusiastic, open to new ideas and have a flexible 'can do' approach, we would welcome an application from you.

JOB PURPOSE:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school.
- Developing, implementing and evaluating SEND policies and practice that contribute to school improvement.
- Coaching, mentoring and induction of teachers, including trainees and NQTs
- Disseminating SEND materials and advising on practice, research and continuing professional development provision.
- Assessment and impact evaluation, including through demonstration lessons and classroom observation.
- 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, external agencies and other schools within the Trust.
- Fulfil the responsibilities of a teacher, as set out in the STPCD.

What are the job requirements?

- Qualified teacher status
- Qualified to at least degree level or adequate post degree conversion course
- National Award for SEN Co-ordination
- Up to date knowledge of SEND Requirements and developments for them.
- Experience in developing, implementing and evaluating SEND policies and practice.
- Knowledge of the SEN Code of Practice and its practical application of strategies for meeting the needs of SEN children in a mixed ability classroom.
- Knowledge of planning and implementing provision for children with SEN including the monitoring, assessment, recording and reporting of children's progress.



Amongst the many benefits of working within the Trust you will receive:

- Healthcare cash back plan provided free by the Trust includes optical, dental, physio, diagnostics, health assessment, NHS prescription charges, hospital cover, discounted gym memberships plus lots more.
- 6 sessions of free counselling including CBT, wellbeing and bereavement.
- Cycle to work scheme.
- Electric Car Scheme (Salary Sacrifice)
- Access to Teachers' pension scheme.
- Free parking
- Training and development opportunities
- Personal development and promotion opportunities across the Trust
- Trust wide focus on staff wellbeing
- Trust wide Intranet to share knowledge and resources

Closing date: 23rd February 2024

Interview date: w/c 26th February

Safeguarding

The Education Partnership Trust is committed to safeguarding its children; therefore, an enhanced DBS clearance will be undertaken for the successful applicant(s). The Trust (and its schools) are legally obligated to process a Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

Incomplete application forms will not be shortlisted, if you need to discuss a reason for being unable to complete a section, please contact the recruitment team HR@ept-uk.com

Applications for this exciting post are to be made through <https://ept.face-ed.co.uk/vacancies>

Job Description

SENDCO

Reports to: Assistant Head Teacher

Grade: MPS/UPS + TLR2B

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- Coaching, mentoring and induction of teachers, including trainees and NQTs
- Disseminating SEND materials and advising on practice, research and continuing professional development provision.
- Assessment and impact evaluation, including through demonstration lessons and classroom observation.
- 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, external agencies and other schools within the Trust.
- Fulfil the responsibilities of a teacher, as set out in the STPCD.

DUTIES AND RESPONSIBILITIES:

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 commissioning schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies and the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and organise 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, commissioning schools and external agencies.
- Ensure if the pupil reintegrates back to their referring 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 governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- 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

Assessor of exam access arrangements and dyslexia screen tests

- To assess exam access arrangements (covered by the Joint Council for Qualifications and individual awarding bodies such as City and Guilds).

- To individually identify and assess students' literacy performance and any additional cognitive processing difficulties to confirm the need for readers, scribes, extra time and other access arrangements for their exams at the school.

Staff mentoring, coaching and induction

- Ensuring new staff receive a high-quality induction programme
- Providing or coordinating the induction programme for new staff
- Carrying out assessments and regular progress reviews
- Meeting regularly with new staff to provide support and feedback
- Providing or arranging mentoring and coaching around specific phases and subject areas

Pupil Admissions

- Liaising with commissioning schools regarding new pupil admissions
- Responsible for pupil induction programme
- Organising school tours for parents/carers, pupils and representatives from commissioning schools.
- Completion of all induction paperwork
- Baseline tests completed for all pupils
- Ensuring pupils complete Induction process including discussions regarding policies and procedures, behaviour, uniform, timetables.

Other areas of responsibility

- Develop and attend Trust and other network meetings for sharing good practice
- Keep abreast with national developments
- Create a well-resourced and welcoming SEN base
- Any other duties required by the Senior Leadership team which is within the scope of this post
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation
- To use Information Technology Systems as required to carry out the duties of the post in the most efficient and effective manner

Person Specification

SENDCO

Reports to: Assistant Head Teacher

Grade: MPS/UPS + TLR2B

No	CATEGORIES	Essential/ Desirable
CORE BELIEFS		
1.	A relentless approach to securing the improvement of teaching and learning	E
2.	A commitment to establishing and maintaining honest, meaningful working relationships with children, school staff, parents, carers and the wider community	E
3.	Committed to team work and working collaboratively with colleagues	E
4.	Clear vision of what you want to achieve with the department, aligned to The Heights Free School's vision and values	E
5.	A commitment to the safeguarding and welfare of all students.	E
QUALIFICATIONS AND TRAINING		
6.	Qualified to at least degree level	E
7.	Qualified teacher status	E
8.	Evidence of relevant CPD	E
9.	National Award for SEN Co-ordination	E
10	Specialist Assessor in Assessing for Access Arrangements (or willingness to work towards)	D
11	Diploma in Dyslexia Assessment	D
KNOWLEDGE AND EXPERIENCE		
12	Experience of working at a middle leader, whole-school level that contributes to school improvement.	E
13	Involvement in self-evaluation and development planning	E
14	Experience in the strategic development of special educational needs (SEN)	E
15	Experience in developing, implementing and evaluating SEND policies and practice	E
16	Experience in coaching, mentoring and induction of teachers and staff.	E
17	Experience of conducting training/leading INSET	E
18	Knowledge of the statutory legislation concerning Safeguarding including Child Protection, Equal Opportunities, Health and Safety, and SEN.	E
19	Knowledge of the SEN Code of Practice and its practical application of strategies for meeting the needs of SEN children in a mixed ability classroom.	E

20	Knowledge of planning and implementing provision for children with SEN including the monitoring, assessment, recording and reporting of children's progress.	E
21	Experience of teaching a preferred subject at relevant Key Stage	E
22	A commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.	E
23	Good knowledge of current educational developments and initiatives relating to the subject and their implications	D
24	An understanding of the ways children learn and how individual needs may be assessed and met	E
25	An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards and a commitment to relentlessly implementing these strategies.	E
PROFESSIONAL SKILLS		
26	Excellent interpersonal and listening skills and a high degree of emotional intelligence	E
27	The ability to develop positive relationships with all young people	E
28	Well-developed planning and organising skills including time management and prioritisation.	E
PERSONAL QUALITIES & ATTRIBUTES		
29	Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	E
30	Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	E
31	Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction.	E
32	Ability to work under pressure and prioritise effectively	E
33	A high level of honesty and integrity	E
34	A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision	E



Contact

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An Education Partnership Trust School