
Lord Street Primary School

'Be the best you can be'



Permanent SENCO Application Pack



PENNINE TRUST
iNNOVATE • iNCLUDE • iNSPIRE



Contents

Introduction to Lord Street

The Pennine Trust

Safeguarding Statement

Welcome Letter

Job Description

Person Specification

How to Apply

Introduction to Lord Street

Our school has proudly served the families of Colne for nearly 120 years since it opened as a 'board school' at the end of Queen Victoria's reign. We have grown significantly since then and now have about four hundred children taught in two classes in each age group.

The school has four very strong CORE Values; Community, Ownership, Respect and Excellence. Staff and pupils follow these values and that is the feel you get from our children and staff when you visit. We place great emphasis on the care and guidance our children receive to enable them to be good learners. The school is a happy, caring and vibrant place.

We offer a broad and balanced curriculum based on the national curriculum but designed to help our children become well rounded, confident and resilient students who love learning. We teach all the areas of the curriculum you would expect in addition to Forest School, regular trips and opportunities to join in activities like sailing, judo and our drama club.

We are an outward looking school and we are proud to be part of the Pennine Trust with our three partner schools; Blacko and Laneshaw Bridge Primary Schools and Park High School.

Pennine Trust

The PENNiNE Trust is a young, vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school. Our family of schools have an unswerving determination to provide every child in our care with a high quality education, offering the best possible start in life. Innovation, inclusion and inspiration are at the heart of our ethos.

We will **innovate** to ensure provision matches the needs of our pupils, providing a knowledge-rich curriculum and enriching experiences which stimulate our pupils and raise aspirations.

We are fully **inclusive**, developing school cultures where no child is ever left behind and where pupils, staff, families and those in the wider community are valued and supported.

We seek to **inspire** all members of our community to realise their full potential and achieve the highest standards, tackling any potential obstacles to progress with tenacity and an indomitable attitude.

Trust leaders adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. We are confident that our shared ethos and collective sense of purpose will lead to exemplary collaboration and sustained improvement.

Safeguarding Statement

At Lord Street Primary School, the welfare of our children is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that they have applied for. If you are appointed to this post, the information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to a satisfactory Enhanced DBS and Barred List check. Our policy and practice are in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2021.

Welcome Letter

Dear Applicant

I am delighted you have expressed an interest in the post of SENCO at Lord Street Primary School and I hope that after considering all the information provided you will decide to make an application.

Lord Street is one of the founding members of the Pennine Trust. It is situated in the heart of Colne and has a strong sense of community. The school's family ethos provides a nurturing environment, enabling children of all abilities to flourish. Pupils are proud of their school, enjoy their experiences and have a positive attitude to learning. Staff are dedicated, positive and there is a strong sense of purpose and a commitment to the children, including a desire for continual improvement of provision.

In making this appointment, we will have regard to the potential exhibited by candidates as well as to their experience. We are looking for a colleague who will make a positive contribution to the dedicated and committed staff team we are proud of. We want to appoint a dynamic and innovative SENCO who will work alongside our dedicated team to deliver our vision.

I hope you are excited by the prospect of this role, working alongside committed colleagues across a Multi-Academy Trust who are committed to providing every child with a high quality education.

I look forward to receiving your application.

Yours sincerely

Mrs H Walsh
Headteacher

SENCO

Job Description

Job Title:	SENCO
Grade:	MPS – SEN TLR
Term:	Permanent
From:	21 st February 2022
Accountable to:	Headteacher / Assistant Head

Job Purpose

Have overall responsibility for determining the strategic development of SEND policy and provision in the school.

Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.

Where a LAC has SEND, ensure effective communication with the relevant designated teacher.

Advise on the graduated approach to providing SEND support.

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Liaise with the parents of pupils with SEND.

Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.

Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.

Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.

Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.

Have a sound knowledge of how relevant legislation, including the '[SEND Code of Practice](#)', impacts the school's SEND provision.

Understand how the needs of pupils with SEND change as they get older.

Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.

Teaching and learning

Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.

Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.

Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

Leadership and management

Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.

Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.

Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

Support staff members to understand the needs of pupils with SEND.

Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary. Provide professional guidance to staff to secure good quality teaching for pupils with SEND.

Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.

Contribute to the performance management process of any SEND teachers, learning support staff and TAs.

Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.

Ensure the school's SEND provision is inclusive at all levels.

Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.

Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.

Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.

Ensure that learning support staff are supervised effectively.

Communication

Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.

Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.

Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.

Recording and assessment

Ensure that the school's administrative work for SEND is effectively completed, including the following:

- Learning support staff timetables
- Reading timetables for pupils
- Contact with outside agencies, e.g. careers and outreach agencies

The implementation of behaviour support plans by staff and their understanding by pupils

Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.

In addition, other duties at the same responsibility level may be interchanged with/added to this list at any time.

PERSON SPECIFICATION/SELECTION CRITERIA

Job title: SENCO	Grade: MPS – SEN TLR
Specification related to role Essential (E) /Desirable (D) – or experience and enthusiasm / willingness to develop in the areas not meeting the criteria (eg. Apprentices). Such standards will be assessed in the application form and letter of application / references and / or at interview.	
Qualifications	
GCSE Grade C or equivalent in English & Maths	E
Have a degree in a relevant subject	E
Have QTS	E
To hold the National Award in Special Needs Coordination (Or a commitment to obtain within 3 years of taking up the post, or relevant experience as a SENCO for more than 12 months)	E
Be a trained first aider	D
Be familiar with end of KS testing	D
Have taught at KS1 and KS2 for at least two years	D
Experience	
Experience of working with and caring for pupils with SEND	E
Experience of working in line with expectations in the Ofsted framework regarding effective teaching and learning.	E
Have knowledge and experience of the SEN Code of Practice	D
Knowledge & Understanding	
Demonstrate an ability to work with pupils and their families in a sensitive and positive way.	E
Demonstrate a sound knowledge of the SEND Code of Practice and its application.	E
Evidence that they have experience of behavior management techniques for groups and individuals with SEND.	E
Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress.	E
Make consistent judgements based on careful analysis of SEND data.	E
Communicate in both written and verbal mediums effectively.	E
Present clearly a wide range of specialised information to both educationalists and non-educationalists.	E
Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice.	E
Demonstrate a greater understanding of how pupils with SEND develop	D
Demonstrate a sound understanding of SEND funding on offer.	D
Support EAL pupils.	D
Improve current skills and demonstrate a willingness to develop further.	D
Personal Qualities	
Dedicated to promoting the ethos and values of the Trust and School	E

Be a positive role model at all times	E
Excellent verbal and written communication skills	E
Excellent time management and organisation skills	E
A flexible approach towards working practices	E
Ability and willingness to work effectively as part of a team, learning with and from colleagues	E
To be calm and enthusiastic	E
Commitment to safeguarding and protecting the welfare of children and young people	E
<p>In addition, it is expected that employees will have a:</p> <ol style="list-style-type: none"> 1. Commitment to equality and diversity 2. Commitment to health and safety 3. Commitment to good attendance at work 	
<p>It is essential that to have positive references, including current employer.</p> <p>Note: We will contact your current employer at interview stage unless you give reason not to. We will always consider your references before confirming a job offer in writing.</p>	

Staff Attendance Policy Statement

This Trust is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the School Management Team monitors levels of sickness absence in school regularly and takes action in accordance with the Guidelines of the Trust to deal with unacceptable levels and frequency of sickness.

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures the best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.

How to Apply

To apply, please complete and return the application form, together with a letter of application of not more than two sides of A4 in font size 11, noting the closing date of **noon on 31st January 2022.**

In your letter of application please include:

- How your skills and experiences have prepared you for this post. Please pay particular attention to the job description and person specification whilst writing your letter with a focus on your suitability for the post gained from past experiences.
- What you personally would bring to Lord Street Primary School.

Please note we accept electronic applications via rlonsdale@lordstreet.lancs.sch.uk Please be aware we cannot accept responsibility for missent or late applications. If you are called for an interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

Further details and application packs are available from www.penninetrust.org or <https://www.lordstreetprimary.com/vacancies> or for more information contact Miss R Lonsdale on 01282 865597 or at rlonsdale@lordstreet.lancs.sch.uk

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

Electronic applications are preferred or you may send a completed application form and letter to:
Lord Street Primary School, Colne, Lancashire, BB8 9AR.

Lord Street is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.

Headteacher: Mrs H Walsh
Lord Street Primary School
Lord Street, Colne,
Lancashire, BB8 9AR