



Forward Thinking, Cohesive, Proud



Chingford
Academies
Trust

Candidate brief for the position of

Deputy SENCO

Tenure: Permanent

Grade/Pay Range: PO1, points 27-30, £28,379 to £30,446

Hours: 36 hours per week x 44.4 weeks per year





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CHINGFORD ACADEMIES TRUST

Forward Thinking, Cohesive, Proud

Chief Executive Officer/Executive Principal
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Tel: 020 8529 1853
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Dear Applicant

Thank you for expressing an interest in the post of Deputy SENCO at Chingford Academies Trust. We hope the information in the pack will give you a good flavour of our schools as well as the application procedures and that, having read the pack, you will decide to apply.

Chingford Foundation School (CFS) and South Chingford Foundation School (SCFS) have 120 years of combined history and experience in delivering a positive, aspirational environment for our students to flourish. Whilst we have continued to adapt to the changing world around us with the creation of our Multi Academy Trust, our commitment to helping students of all abilities and backgrounds achieve their dreams has only strengthened. We are incredibly proud of our staff and students and passionate about driving improving standards across the Trust, aspiring to offer a world class education and professional development model for all.

When completing the application form, please follow the instructions contained in this pack and demonstrate clearly how you meet the person specification and job description.

We very much look forward to receiving your application.

Yours sincerely

Jane Benton
Chief Executive Officer



An Introduction to the Chingford Academies Trust

A warm welcome to the Chingford Academies Trust, where we provide students with an excellent secondary education. The two secondary schools challenge and extend students of all abilities and backgrounds and prepare them to contribute positively to the communities in which they live.

Our commitment to quality, achievement and the 'comprehensive ethos' makes our schools the natural first choice of students, parents and staff in the local area who are keen to contribute to the successful development of tomorrow's young citizens.

We are proud of recent developments to provide educational spaces for our expanding roll that create a sense of wonder and awe at Chingford. These have included the Clive Moore Sports Hall, our Arts Centre, state of the art Library facilities, additional classrooms and external recreation areas. We are further developing our site with an extension to our Science facility which will be ready in September 2020.

At South Chingford Foundation School, we offer a smaller learning environment 'where everybody will know the student's name' and the support will be individualised to inspire students to make excellent progress. There is a thriving extra-curricular programme including an externally funded Saturday School which is well attended.

Our strengths, including what Ofsted say about our schools:

The Schools serve a diverse community and are inclusive in their approach.

Pupils say that they are encouraged to respect others and treat everyone equally.

Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning.

Pupils are proud of their school. They behave well around the School and in lessons. They are cheerful, polite, helpful and very supportive of each other.

Many pupils choose to stay on in the Sixth Form. A student explained "We stayed because our Sixth Form has a good reputation."

Parents, carers and staff are overwhelmingly positive about the Schools' work.

Positive relationships between teachers and pupils underpin engaging and effective learning.



Deputy SENCO

Job Description

Job Title:	Deputy SENCO
Responsible To:	Assistant Principal - Inclusion
Responsible For:	Designated Teaching Assistants
Grade/Pay Range:	PO1, points 27-30, £28,379 to £30,446
Hours:	36 hours per week x 44.4 weeks per year
Purpose of the Job:	To assist the SENCO in the management of the support of students with Special Educational Needs

MAIN DUTIES AND RESPONSIBILITIES

Overview

- Take shared responsibility for care and welfare of SEND students including dealing with their therapeutic, pastoral and personal care needs.
- Support individual students and groups of students within and outside of our Specialist Resourced Provision with EHCPs, ASD and SEND delivering sessions as required.
- Establish and maintain relationships with individual pupils and groups including acting as a key worker for specific EHCP students.
- Tracking and monitoring progress of SEND students, using school data collection and analysis systems, intervening and advising of interventions as needed after advice from the SENCO.
- Weekly attendance at Inclusion team meetings and other relevant meetings.
- Writing, monitoring and updating key documentation including pupil passports, provision maps and annual review documentation.
- To support the SENCO in the creation of student 'EPs and to monitor and oversee the plans.
- To develop a secure understanding of the SEN Code of Practice and the impact SEN has on Teaching and Learning.
- To contribute to the production of the Inclusion Self-Evaluation and Development Plans.
- To support the SENCO in the identification of SEND students and help implement, assess, plan, review cycle.
- To undertake other duties of a similar level and responsibility as may be required from time to time.



Line Management

- To take part in the appraisal process as an appraiser for designated staff.
- Monitoring the role of other key workers.
- Checking cover daily for absent colleagues.
- Timetabling teaching assistants to ensure that SEN students are sufficiently supported to make progress.
- Monitoring the attendance of teaching assistants at all timetabled lessons.
- To lead training or contribute to training of TAs and other members of teaching and support staff as directed by the SENCO.

Internal Liaison

- Liaison with departments with regards to support in lessons and appropriate timetabling.
- Assistance in disseminating information on SEND students.
- Daily informal communication with the Inclusion Team over student progress and student issues.
- Responding to requests from staff over strategies for students and issues with students.

External Liaison

- Regular liaison with parents including parent meetings, responding to parent emails, responding to phone calls.
- Being part of the team carrying out Annual Reviews for EHCP students.
- Working closely with the SENCO, scrutinising applicants for school places with EHCPs identifying the extent to which the school can meet their needs, making recommendations for additional resources needed.
- Liaising with primary schools for Year 7 entrants or other schools for mid-term admissions, attending annual reviews for individual students where practical.
- Attending meetings with outside agencies concerning EHCP and SEND students.
- Liaison with external support services with regard to individual students with special educational needs, representing the school as appropriate, including transition arrangements for new students.
- Working with the EP with regard to individual students as required, advising the school on strategies to be implemented or action to be taken.
- To put together transition plans for vulnerable students.

Testing and Access Arrangements

- Carrying out a programme of reading and spelling tests on transfer and ensuring all reading and spelling tests are accessible to all staff and repeated through the year.
- Carrying out all cognitive and ability testing to investigate reasons for concerns around student progress.
- Ensuring that all retests have taken place, recorded, reviewed and communicated to staff.



- Carrying out all testing for examination access arrangements.
- Coordinating the planning and execution of all Access Arrangements for all examinations.

General

- These above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other duties as required by the School.
- Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
- To be committed to, and comply with, all school policies.
- To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.
- To participate in appraisals annually in line with school policy.
- To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively.
- To manage both internal and external relationships, striving for excellence in stakeholder satisfaction.
- To work effectively and successfully in your team within school.

Other requirements

To have an up-to date Enhanced DBS Disclosure.

Safeguarding

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant Of Part 1 Of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LBWF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and



must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

'The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'

"The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf". (Ref: Safeguarding Children and Safer Recruitment in Education 2007)."

*I - Interview R - Reference L - Lesson observation A - Application Form



Person Specification

Job Requirements	Essential	Desirable	Method of Assessment (I/A/R)*
Qualifications			
TA Level 3 Qualification		✓	A
HLTA qualification		✓	A
GCSE Maths minimum grade C or equivalent	✓		A
GCSE English minimum grade C or equivalent	✓		A
Access Arrangements Level 7 Qualification or willingness to undertake qualification	✓		A/I
Experience			
Experience of working in a secondary school with students with a range of Special Educational Needs	✓		A/I/R
Experience of working with children / young people with SLCN and ASD		✓	A/I/R
Experience of line managing staff		✓	A/I/R
Confident user of IT	✓		
Knowledge and Understanding			
Ability to use a range of software for testing SEND students	✓		A/I
Up to date knowledge of statutory policies and practices for SEND students, including regarding examination access arrangements	✓		A/I
Skills and Abilities			
Ability to demonstrate professional communication and interpersonal skills both written and verbal.	✓		A/I/R
Ability to handle sensitive issues relating to students, keeping confidentiality as required	✓		A/I
Personal Attributes			
A passion for working with students with SEN and their families	✓		I/R
Enthusiastic and willing to learn	✓		I/R
Flexible, proactive and resourceful	✓		I/R
Willingness to work flexibly to meet the needs of the students as demand dictates		✓	I/R
Ability to motivate others	✓		I/R
High level of resilience and determination	✓		I/R
Calm and organised approach to work including times when under pressure	✓		I/R



Other Requirements			
Flexible approach to work	✓		I/R
Ability to work well as part of a team	✓		A/I/R
Ability to quickly gain the respect of all students and staff and foster appropriate relationships	✓		R
Committed to school ethos and direction	✓		I
Understanding of Safeguarding Procedures	✓		I
High standard of punctuality	✓		I/R
A commitment to on-going personal development and willingness to undertake appropriate training	✓		I
Appointment to the post is subject to a satisfactory enhanced DBS check	✓		Post Interview



Additional Information

The Trust will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

You can find out more information by taking a look at our websites:

www.chingfordfoundation.org and www.southchingfordfoundation.org.uk

To arrange a visit to the Trust schools please contact Amanda Crowley on 020 8529 1853 extn: 222 or email crowley@chingfordfs.org.uk

Closing date: 9am on 16th April 2021

Interview date: Week beginning 19th April 2021

Please return your completed application to jobs@chingfordfs.org.uk

The Trust is committed to safeguarding children and successful candidates will undergo an enhanced DBS check.





How to Apply

- i. Read carefully all the information about this post.
- ii. If you have any questions, or would like to speak to the Chief Executive Officer, please do not hesitate to telephone or email the PA, Amanda Crowley on 020 8529 1853 extn: 222 or crowley@chingfordfs.org.uk
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide additional information on a separate sheet. Please note that your application form will be photocopied for the Selection/Interview Panel, therefore clarity is essential. It is important that all gaps in your career history and employment are fully explained on your application form.
- iv. Send your completed application form by email (if downloaded) to:
jobs@chingfordfs.org.uk or post to:

Human Resources
Chingford Academies Trust
31 Nevin Drive
Chingford
London
E4 7LT

Your application must be received by 9am 16th April 2021



Appointment Process

Suitable applications will be shortlisted for interview as quickly as possible.

If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. Please ensure that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

Pre-employment Checks

Chingford Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Chief Executive Officer/Headteacher/employer. It is our usual policy to take up references before interviews wherever possible. An offer of employment is conditional on any reference provided being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK.
- Complete a Medical Declaration and receive fitness to work.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position.



Our Trust is committed, through daily practice, to our belief that our job is to create an environment in which strong relationships pervade; staff and students are committed to building, repairing and reflecting on our behaviours so that our harmonious community is maintained.

This Charter supports CAT Strategic Objectives 3 and 4:

Strategic Objective 3:

To develop a culture within the constituent Academies of the MAT in which all employees and students have outstanding behaviour and attitudes to one another, their learning and the community of schools

Strategic Objective 4:

To nurture a culture in which personal development contributes to the creation of a harmonious community

Creating the Right Environment

- Committing to our part in creating a harmonious community for young people to be educated in.
- A setting where young people feel confident to engage with adults and where adults facilitate opportunities for young people to talk.
- To be open to delivering programmes and undertaking training to facilitate improved engagement and creating a harmonious community.
- To provide opportunities through the curriculum to help all young people to see the world of opportunities and the possibility of relationships beyond their immediate peer groups.
- Giving young people a forum in the school to become leaders.

Building Relationships

- Being warm, emphatic, and curious about all students in our care.
- Meeting and greeting students in classrooms and conversing with them in and outside of classrooms at every opportunity.
- To be constantly offering students opportunities to expand their horizons.
- Supporting staff to show the joy of their craft.

Repairing Relationships

- Behaviour practices that are based empathy, reflection and positivity.
- Whatever the cause, to be prepared to intervene at all times in order to make young people feel calm, soothed and secure.
- To be able to help young people feel confident in 'help seeking' without fearing threat, danger or shame.
- Staff and student openness to proactively repair relationships that appear to have broken down using restorative justice, warmth, understanding and kindness.

Reflecting and Improving

- Staff development and training that ensures adults and students cultivate positive behaviours and reflective practices in the art of good listening, good dialogue, empathy and understanding.
- Training for parents and carers in order to support them to empower families.
- The school to utilise the most current research practice, and resources in order to enable students to make informed choices about how they can relate to each other, how they live their lives and how they treat their bodies, brains and minds.



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