

Huxlow Academy

SENDCo/DDSL

MPS/UPS with TLR1B (£11,411)

Huxlow Academy is a fully inclusive school, located in Irthlingborough, East Northamptonshire. Our students are a vibrant and varied mix that bring an energy that is not found in many other schools. The loyalty the students show for the staff and community, whom they recognise care so deeply about them, is what makes Huxlow a very rewarding and fun place to work. If you want to work with a team committed to making a difference to the lives of the young people in our community, we want to hear from you!

We require a talented and committed SENDCo to join our team at an exciting stage in our improvement journey.

The successful candidate will:

- Be an excellent communicator with strong inter-personal and administrative skills
- Possess the drive and energy to operate as the lead teacher with whole school responsibility for those students with Additional Needs and with Special Educational Needs.
- Set an example of integrity and professionalism

If you believe that you have these qualities, are passionate about being involved in the growth of students and are interested in working as part of our school team, then we look forward to hearing from you.

Training and development opportunities will be offered. All staff are encouraged to study further, and the trust will actively support staff to obtain relevant further qualifications where possible.

Tove Learning Trust is a fast moving and exciting place to work. The trust schools have a shared vision and purpose: to deliver outstanding educational experiences that lead to inspiring outcomes. Each academy has a strong individual identity and tailors their educational provision to serve their local community. Academies within the trust collaborate to share expertise and maximise opportunities and experiences for our students.

The Trustees of Tove Learning Trust are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

How to apply

All documents including the full job description, person specification and application form are available on our website <https://www.huxlow.northants.sch.uk/> Please ensure your application form and covering letter includes examples of your experience and how you meet the criteria outlined in the job description and person specification. Further information requests or completed applications should be sent to Sonya Earby-Martin E: hr@huxlow.northants.sch.uk T: 01933 650496

Applications will be reviewed and shortlisted on an ongoing basis. As a result, the vacancy may be closed early if a suitable candidate is found. We encourage you to submit your application promptly to ensure consideration.

Closing Date: Monday 13th May

Interviews: WC Monday 20th May

SENDCo/DDSL Job Description

Role:	SENDCo
Reports to:	Senior Assistant Headteacher
Location:	Huxlow Academy
Purpose of Post	To determine the strategic development of special educational needs (SEND) policy and provision in the academy and be responsible for day-to-day operation of the policy and coordination of provision.
Remuneration:	MPS/UPS with TLR1b (£11,411)

Key Responsibilities

- Determine the strategic development of special educational needs (SEND) policy and provision in the academy.
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND.
- Provide professional guidance to colleagues, working closely with staff, parents, and other agencies.
- Designated teacher for Looked After Children.
- The SENDCo will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Strategic development of SEND policy and provision

- Have a strategic overview of provision for students with SEND or a disability across the academy, monitoring and reviewing the quality of provision.
- Contribute to academy self-evaluation, particularly with respect to provision for students with SEND.
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the academy's policy and practice.
- Evaluate whether funding is being used effectively and propose changes to make use of funding more effective.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching students with SEND and advise on the graduated approach to SEND support.
- Advise on the use of the academy's budget and other resources to meet students' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.

- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for students with SEND.
- Implement and lead intervention groups for students with SEND and evaluate their effectiveness.

Support for students with SEND

- Identify a student's SEND.
- Co-ordinate provision that meets the student's needs and monitor its effectiveness.
- Secure relevant services for the student.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan with parents or carers and the student.
- Communicate regularly with parents or carers.
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student.
- Promote the student's inclusion in the academy community and access to the curriculum, facilities, and extra-curricular activities.
- Work with the designated teacher for looked-after children, where a looked-after student has SEND.

Leadership and Management

- Work with the headteacher and governors to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the governing board is required to publish.
- 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 academy's SEND policy.
- Promote an ethos and culture that supports the academy's SEND policy and promotes good outcomes for students with SEND.
- Lead and manage teaching assistants working with students with SEND.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.

Other areas of responsibility

Act as Deputy Designated Safeguarding Lead covering any of the following under the direction of the Designated Safeguarding Lead who retains responsibility for Safeguarding:

- Advise and support other members of staff on child welfare and child protection matters and liaise with relevant agencies such as the local authority and police.

Managing Referrals

- Refer cases of suspected abuse to the local authority children's social care
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk of harm to a child
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals

Working with staff and other agencies

- Inform the Headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm and police investigations
- Liaise with the case manager and the Local Authority Designated Officer for child protection concerns in all cases where a member of school staff is involved.
- Liaise with staff on matters of safety, safeguarding and when deciding to make a referral
- Act as a source of support, advice, and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
 - Support the academy in meeting the requirements of the Prevent duty
 - Provide advice and support to staff on protecting children from the risk of radicalisation
 - Undergo training on female genital mutilation and be able to
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the police, and help others to do so
 - Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
 - Obtain access to relevant resources

Raise awareness

- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are where the academy puts measures in place to protect them
- Model best practice and uphold the principles of confidentiality and data protection at all times

The DDSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

During term time, the DDSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video calling in exceptional circumstances.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description, but which is within the remit of the role, duties, and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.

to the safety or welfare of children in the s/he must record the details and take appropriate action, according to the nature of the concern, to safeguard the young person and inform the relevant staff within school, including the Designated Safeguarding Lead.

Identity, Prohibition, Qualification, Barred List, Enhanced DBS, Section 128, Overseas, right to work, Reference, Criminal Record and Medical Checks are essential for all applicable posts at the school.

KCSiE 2022 Online Searches - In accordance with paragraph 221 of Keeping Children Safe in Education 2022 schools are now required, to carry out an online search for shortlisted candidates. If shortlisted for the role an appropriate online search will be undertaken on your name(s). Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

SENDCo/DDSL Person Specification

	ESSENTIAL	DESIRABLE
PRE-EMPLOYMENT CHECKS		
Criminal Records	*	
Enhanced Disclosure and Barring	*	
Proof of identity	*	
Barred List Check	*	
Medical Questionnaire	*	
Satisfactory References	*	
QUALIFICATIONS/TRAINING		
Qualified Teacher Status	*	
National Award for SEND or a willingness to train to be accredited	*	
Evidence of continuous CPD with <u>particular reference to Special Educational Needs (SEND)</u>		*
KNOWLEDGE AND EXPERIENCE		
Experience of teaching at KS3 and KS4	*	
Qualified teacher with at least four years' experience	*	
Evidence of continuing professional development	*	
Experience of budget management	*	
Experience of leading training to improve the quality of teaching and learning	*	
Experience of setting targets, monitoring, <u>evaluating</u> and recording progress	*	
An outstanding classroom practitioner	*	
Excellent understanding of current, relevant issues and national developments in SEND	*	
Excellent skills in the use of data to evaluate effectiveness and quality of provision and to secure accountability	*	
Experience of leading and developing a SEND team	*	
Experience of strategies for meeting SEND in a mixed ability class situation	*	
Experience of the SEND Code of Practice and its practical application	*	
Good understanding of strategies required when working with children with SEND	*	
Behaviour management techniques for groups and individuals	*	
Familiarity with the concepts of Gifted and Talented	*	

Good understanding of curriculum and pedagogical issues relating to extending student performance and the development of thinking skills	*	
Good understanding of factors promoting effective transfer of learners from one phase of education to the next	*	
Highly developed understanding of effective pedagogy for SEND	*	
Experience of using comparative information about attainment		*
Understanding of the funding support mechanism for SEND		*
Understanding of the roles and responsibilities of educational psychologists and of learning and behaviour support services		*
Knowledge and understanding to support EAL children		*
COMPETENCIES		
Empathy for the difficulties of SEND pupils in accepting the curriculum	*	
Ability to organise and sustain systematic support from a variety of providers for a range of SEND	*	
Capable of managing the co-ordination of teaching assistants in support of SEND pupils	*	
Able to advise and motivate teaching staff with SEND initiatives	*	
Able to clearly present a wide range of specialised information to both educationalists and non-educationalists	*	
Able to make consistent judgements based on careful analysis of available evidence	*	
Good communication skills, both written and oral	*	
Good presentation skills with the ability to enthuse and motivate others	*	
Able to manage challenging behaviour of students and support colleagues to manage behaviour	*	
Creative and imaginative thinker, able to anticipate problems and find solutions	*	
Knowledge and understanding of Child Protection and Safeguarding legislation.	*	
Is committed to and meets all the requirements for safeguarding children.	*	

Why Join Huxlow Academy?

Letter from the Headteacher

Dear Candidate

Thank you for your interest in the role of SENDCo at Huxlow Academy. We trust this application pack provides you with an insight into life at our school and encourages you to apply for the role.

We are incredibly proud of our school, a medium-sized Secondary Academy (11-18), located in Irthlingborough, East Northamptonshire. As a fully inclusive school our students are a vibrant and varied mix that bring an energy that is not found in many other schools. The loyalty the students show for the staff and community, whom they recognise care so deeply about them, is what makes Huxlow a very rewarding and fun place to work. If you want to work with a team committed to making a difference to the lives of the young people in our community, we want to hear from you!

I believe that every student and staff member that walks through the doors of Huxlow is a valuable member of our community, and we work hard to ensure they are welcomed, supported, and challenged to be the best version of themselves that they can be.

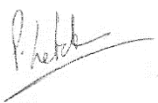
We are in an exciting new phase in the history of Huxlow and place a pursuit of excellence at the core of everything we do. This is underpinned by our core values of Respect, Ambition and Pride. I hope that you feel inspired to aim high and come and join us as we strive to make Huxlow even better.

We place an emphasis on ambition and respect for each other and working together to ensure that our community is constantly developing. Huxlow students are exceptional, staff go the extra mile, and we are dedicated to Professional Learning and Development.

At Huxlow Academy we aim to create a learning environment that supports excellence, risk taking and innovation, stretching student understanding and ensuring that lessons are interesting and inspiring. Our teachers engage in regular professional development, keeping up to date with the latest evidence-informed research to help students learn effectively. Our teaching and learning programmes enable teachers to develop their individual strengths. Staff are encouraged to plan together, developing schemes of learning that keep students engaged. We have a well-developed online learning platform using Google and Go4Schools which allows students to emerge as independent learners and parents to support their child's learning from home. Collaborating with schools across the Tove Learning Trust and beyond ensures our staff are at the forefront of educational thinking and practice.

Please explore our website, the recent Headteacher's letters section and our social media, to gain a flavour of what it means to be part of the Huxlow Academy community. We hope you are as impressed by our school as we are. I look forward to receiving your application should you decide you want to be a part of the proud Huxlow team.

Please contact the school if you have any questions or require any further information.



Headteacher
Paul Letch

Huxlow Academy Information

The Curriculum

Our ambitious curriculum is designed to deliver our vision of “Thriving Through Excellence.” This means we offer a perfect balance of academic learning, personal development, and enrichment.

All teaching and learning is designed to meet our high expectations and aspirations with a clear focus on sharing knowledge and developing lifelong skills. Every child is pushed to do the very best they can do, whilst taking account of every individual’s needs.



Our Key Stage 4 programme is extended over 3 years to develop deeper understanding and mastery of subjects at GCSE, in order to achieve the highest outcomes and to aspire for every student to reach their potential.

- All students study English, Mathematics, Science, Religious Studies, Physical Education and French
- At Key Stage 3 (Years 7 & 8) students also study Technology, Geography, History, Music, and Drama
- At Key Stage 4 (Years 9, 10 & 11) alongside our core subjects students make a number of option choices from the range of other subjects including Psychology, iMedia, Sociology, Photography, Dance and Business Studies.

All of this is supplemented by a rich programme of enrichment, curriculum themes and extra-curricular activities.

Our excellent Key Stage 5 provision is delivered alongside our fellow Tove Learning Trust partner, Rushden Academy, as part of The East Northamptonshire School (TENC). Our joint provision has one of the most comprehensive choice of subjects in the county, consisting of over 20 A Level courses and additional BTEC Level 3 courses. Please visit www.tenconline.co.uk for more details.



Huxlow Academy Information

Extra-Curricular and Enrichment

At Huxlow Academy there is a strong commitment from staff to offer our students an inclusive and enriching educational experience, both within the curriculum and through a wide range of extracurricular opportunities.

An exciting array of clubs, activities and trips provide a springboard for developing key life skills. There really is something for everyone! Inspiration is achieved through our many day and residential trips.



Throughout the academic year, all year groups are offered a range of enrichment activities which link to curriculum areas, future career opportunities and our school values and the Huxlow Way. These opportunities begin in Year 7 with a Jungle Parc personal development adventure for all students to participate on to build mutual respect, pride and ambition amongst themselves as a form and individually. There are also many other opportunities as they journey through the school through the disciplines of sport, theatre, engineering, university experiences and museums, to name a few.

Residential and overseas opportunities for Huxlow Academy students

- Year 9 Biannual trip to France. Next trip planned spring 2025
- Years 9 and 10 Biannual overseas trip to Iceland: next trip planned October 2024
- Year 10 - Biannual trip to Cornwall next trip planned October 2025
- Year 11, 12 and 13 Annual Tour of Remembrance to Krakow, Poland. December
- Year 11 Biannual overseas trip to Paris.



Huxlow Academy Information

Vision, Mission, and Values

Our Vision and Mission:

At Huxlow Academy we create the opportunities to enable everyone that walks through our doors to ultimately achieve our vision of “Thriving Through Excellence.”

Our mission is to achieve this by building an exceptional learning community of aspirational and responsible citizens.



Huxlow is an inclusive school where every student matters. Students come to Huxlow Academy from a variety of backgrounds and quickly become a part of the Huxlow family. Alongside high-quality teaching, we provide a wide variety of effective support. Our success is achieved by knowing every student as an individual and caring for them personally and academically. Students are prepared to successfully navigate the many opportunities and challenges that are presented by the modern world.



To fulfil our mission we work, study, and collaborate by placing a focus on three core values.

- **AMBITION** - We strive hard to achieve the very best in all that we do, and we celebrate achievement and excellence. We enable our students to fulfil their academic and personal purpose.

- **RESPECT** - We pride ourselves on being a school that fosters relationships in an atmosphere built upon empathy, mutual respect, dignity, equity, diversity, and fairness.

- **PRIDE** - Pride in all we do, both from within school and across the wider community, is at the core of our actions. Our students go on to become successful adults and we enable our students to develop the pride and character we need them to have in the future.

