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Sheepfold Lane

Cambourne

Cambridge

CB23 6FR

(01954) 284000

enquiries@cambournevc.org

www.cambournevc.org

Job Application Pack

Assistant Special Educational Needs Coordinator (Assistant SENCO)

School: Cambourne Village College and Cambourne Sixth Form

Salary: MPS or UPS plus TLR - amount dependant on whether SENCO qualified or non-qualified

Hours: Full-time

Contract: Permanent

Start date: 01 September 2024

Contents

About our Trust	1
Benefits.....	3
Our Schools	4
Safeguarding Children and Young People	7
The Vacancy	8
Information about Cambourne Village College	10
Job Description	15
Person Specification	17

About our Trust

The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy trust so that more schools could join and work closely with us.

As this partnership developed it was only right that the name changed with it as further schools/academies joined, including from the primary as well as secondary phase of education. The Comberton Academy Trust was renamed 'The Cam Academy Trust' – a clear statement that the Trust is greater than the sum of its parts.

The Trust currently comprises seven primary phase schools and four secondary schools, two with Sixth Forms. We are excited that a third Sixth Form is due to open at Cambourne Village College in 2023.

Our Primary phase schools are: Everton Heath Primary School (just inside Bedfordshire), Gamlingay Village Primary, Jeavons Wood Primary School, Cambourne, Offord Primary School, Offord D'Arcy, Hartford Infant and Pre-School, Hartford Junior School and Thongsley Fields Primary and Nursery School, Huntingdon. Bourn Primary Academy joined as the first Associate Member in 2021.

Our Secondary schools are: Comberton Village College (and Comberton Sixth Form), Cambourne Village College, Melbourn Village College and St Peter's School (and Sixth Form), Huntingdon.

The Trust strives for 'Excellence for All' and at the heart of this are six core principles which drive everything it does.

These are:

The Excellence Principle – Education must be of the very highest standard

The Comprehensive Principle – Education must be for all kinds and abilities

The Broad Education Principle – Education must incorporate a broad range of subject areas and personal development

The Community Principle – Every Academy must be at the heart of its local community and serve it well

The Partnership Principle – Each Academy must seek to work positively in partnership with others for mutual benefit

The International Principle – The curriculum inside and outside the classroom must have a clear international dimension.

Benefits

We offer the following benefits, designed to promote your wellbeing and make your time with The Cam Academy Trust satisfying and rewarding.

Core benefits

- Holiday – Up to 30 days' paid holiday a year plus bank holidays for full time non-teaching staff (statutory leave for teaching staff)
- Paid leave – enhanced sick pay, maternity pay and adoption leave pay (linked to service) and paid leave for unforeseen personal situations
- Pension – a generous defined benefit pension with the Local Government Pension Scheme or Teachers' Pension Scheme
- Death in service payment – lump sum payment and an ongoing pension for your partner & children (subject to conditions & membership of our pension scheme)

Health and wellbeing

- Employee counselling and support – free, independent 24/7 help and advice for work-related issues, as well as problems affecting your home life
- Wellbeing groups – arrangements may differ from school to school (secondary school staff)
- Environment – good working environment with excellent facilities (facilities may differ from school to school)

Professional development

- Professional development – full and part-funded training courses and a wide range of learning opportunities available to all staff

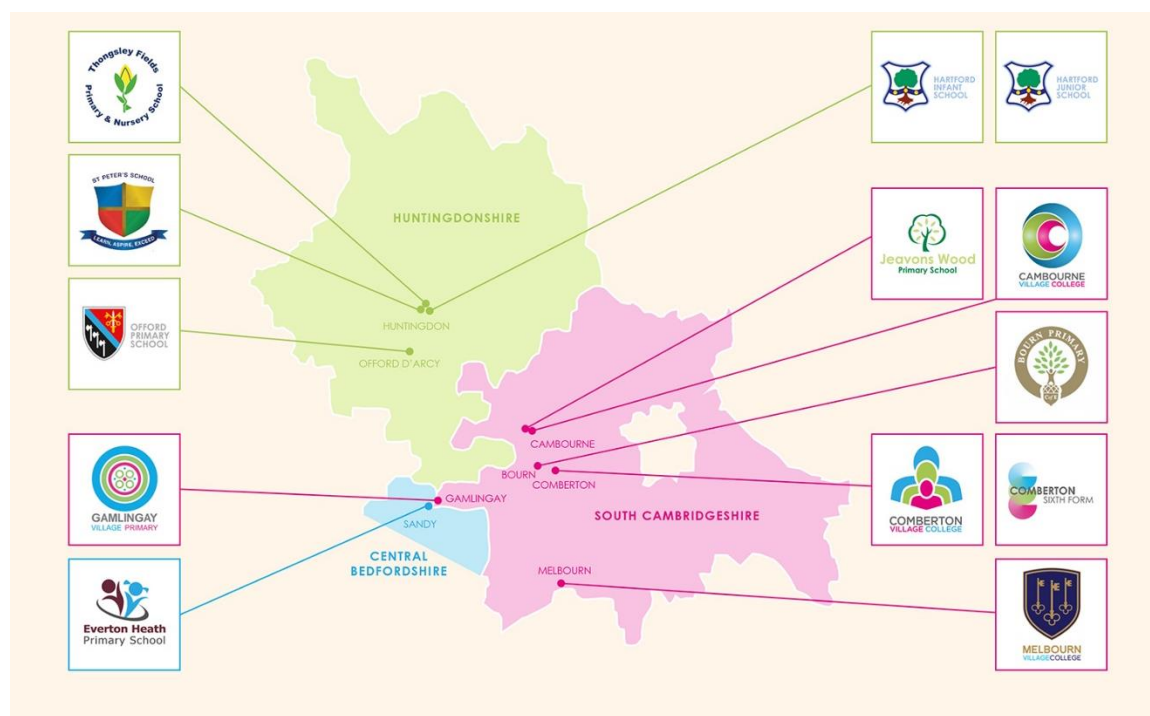
Employee discounts

- Car parking – free and on-site
- Cycle-to-work scheme – save £££ on a new bike and accessories
- Subsidised membership to the [Chartered College of Teaching](#) (teaching staff)

Work-life balance

- Flexible working – all staff can make a request to work flexibly
- Teacher cover - We have Cover Supervisors and General Teachers reducing the amount of cover required by teachers and PPA periods are on timetables and not used for cover purposes (school teaching staff)

Our Schools



Comberton Village College & Comberton Sixth Form



Comberton Village College is a thriving community of approximately 1800 students, including 500 in the Sixth Form which was added to the school in 2011.

It was established in 1960 as part of Henry Morris' vision for schools being village colleges at the heart of their community and not just places for children to learn. It has a vibrant Adult Education department as well as an on-site Sports and Arts Centre, including a full-size artificial football pitch and spacious performance hall. Current improvements to the much-extended site include the installation of a £multi-million ground-source heat pump to move away from the use of oil.

Cambourne Village College and Cambourne Sixth Form

Cambourne Village College opened as a Free School in 2013 as the first new village college in Cambridgeshire for 30 years. It serves the community of Cambourne, a group of villages located between Cambridge and St Neots.

It has been repeatedly grown since its inception and is now opening a Sixth Form in September 2024, in addition to adding further capacity to match growing demand for families moving into Cambourne West, the fourth of the villages it serves. It, too, offers extensive arts and sports facilities for community use.

It was the first school in the Trust to equip its students with iPads, an initiative now being rolled out across the Trust.



Melbourn Village College



Melbourn Village College is the smallest and oldest of the village colleges in the CAT community. With around 600 students in Years 7-11, it still offers an innovative curriculum with Mandarin taught to all from Year 7 with the option to take the language at GCSE level and, recently, at A Level in conjunction with Comberton Sixth Form.

Melbourn is undergoing considerable investment and improvement with a new artificial pitch that opened in late 2021 and work due to start on upgrading classrooms in summer 2022.

St Peter's School, Huntingdon

St Peter's School is located in the heart of Huntingdon and offers a nurturing and supportive environment for around 1200 students from a diverse multi-cultural catchment.

The school joined the Trust in 2016 and has undergone significant change with Ofsted now rating it as a 'Good' school. There has also been major investment in its buildings and infrastructure with a complete refurbishment of the Sixth Form and more work scheduled for Summer 2022.



Everton Heath Primary School



Located just over the Bedfordshire border, Everton Heath is the smallest school in the Trust with just over 70 students. However, the installation of two new classrooms in 2021 has given it capacity to grow.

It has joined forces with larger neighbours, Gamlingay Village Primary (less than two miles away) and the second smallest Trust school, Offord Primary, in a new collaborative West Village Partnership. It is a catchment school for Comberton Village College.

Everton Heath Primary School is part of the newly formed West Village Partnership.

Gamlingay Village Primary

Established as a full primary school by the Trust in 2018 from Gamlingay First School, it was relocated to the former middle school site following a major upgrade to the existing buildings.

It is now a thriving school for more than 380 pupils and includes specialist primary provision for students on the autistic spectrum, many of whom go on to Comberton Village College's similar secondary offering as Comberton is the school's designated 11-16 provider.



Gamlingay Village Primary School is part of the newly formed West Village Partnership.

Hartford Infant and Preschool



Renamed in early 2022 to reflect the addition of a bespoke preschool, the team are proud of their caring, secure and purposeful environment to nurture youngsters at the start of their educational journey.

The school shares a site with the Junior School in a suburb of Huntingdon and most pupils make the natural transition across the playground before going on to St Peter's, allowing them the full educational experience within the Trust.

Hartford Junior School

Hartford Junior School has two-form entry at the start of Key Stage 2 with the majority switching from the Infant School next door.

Rated 'Good' at their first inspection since joining the Trust in 2017, they are proud of their progress in recent years, based on their ethos of 'effort, encouragement and excellence'.



Jeavons Wood Primary School, Cambourne



Jeavons Wood is one of four primary schools located in the growing South Cambridgeshire community of Cambourne and is a feeder school for Cambourne Village College.

It has more than 400 pupils in a modern, airy building constructed 10 years ago and works unswervingly to support all their pupils both socially and academically.

Offord Primary School

The newest full members of the Trust, Offord joined in 2019 and undergone significant changes with a new headteacher and the recent collaborative partnership with Gamlingay and Everton Heath.



They are the first primary school in the Trust to obtain enough iPads for every pupil after securing a generous donation from a local charity which supports education in Offord D'Arcy and Offord Cluny.

Offord Primary School is part of the newly formed West Village Partnership.



Thongsley Fields Primary & Nursery School, Huntingdon

Thongsley Fields Primary & Nursery School was created in 2003 from separate junior and infant schools built to serve families on the Oxmoor estate in Huntingdon. They joined the Trust in 2018 and with a new headteacher are developing grand plans for their curriculum., their grounds and the provision and support for pupils and their families.

Like Hartford Junior School, they are a partner primary for St Peter's School with whom they share a Governing Body.

Bourn Primary Academy

Bourn Primary Academy, a single form entry Church of England school, became the Trust's first associate members in September 2021, cementing an already close relationship with both Comberton and Cambourne Village Colleges, which it lies between.

All the Trust's services are available to Bourn, which is in the Comberton catchment, and they now work closely with all the other schools and staff across the Trust, sharing experiences and best practice.



Safeguarding Children and Young People

The Cam Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check, barred list check and other relevant pre-employment checks.

The Vacancy

Assistant SENCO at Cambourne Village College and Cambourne Sixth Form

To Start: 01 September 2024

Salary: MPS/UPS plus TLR - amount dependant on whether SENCO qualified or non-qualified

Contract: Full-time

We are seeking to appoint an enthusiastic and committed Assistant SENCO to join our highly committed team from September 2024. The Special Educational Needs department is already well-established with resources to enable all children to have access to the whole curriculum, and an outstanding inclusion team that is highly valued by the senior leadership team and teaching staff. The department will be expanding, as we progress into Key Stage 5 teaching, so we are looking for a dedicated Assistant SENCO with a passion for Special Educational Needs, the ability to demonstrate excellent leadership and management skills to assist the SENCO in the further development of SEND within the school. We are looking for someone who can develop and maintain learning resources within the Centre for SEND, by Monitoring and tracking the progress of pupils with SEN support and those with EHCPs in order to ensure consistently high attainment.

The successful candidate will assist in the implementation of the SEN Code of Practice and be committed to supporting SEND students through their work in close partnership with teaching staff, parents and carers, and liaise with a wide range of external professionals.

It is an exciting time to join our teaching staff at Cambourne Village College and Cambourne Sixth Form. Already a well-established and successful school, the addition of our Sixth Form marks the final phase of our expansion. The school benefits from a wealth of exciting facilities and a strong culture of mutual support; staff morale is high and our students are courteous and eager to participate in the highly engaging curriculum offered to them. We are ambitious for our Sixth Form to reflect the successes of our main school, where results are consistently strong, with excellent progress 8 scores. Cambourne Village College is a 1:1 iPad school, with all students having a personal device; our Sixth Form students will have a device of their choosing in all lessons.

Further details are provided on the Job Description and Person Specification. For any other information and to arrange a visit, please contact Ramona Ross, HR Manager on rross@cambournevc.org. Pre-application visits to the College are welcomed.

How to apply:

Please complete the Teacher Application Form located on the Cambourne Village College website (www.cambournevc.org) or TES Portal and attach a letter of

application (consisting of no more than 2 sides of A4 when printed). In your letter of application, please explain:

- The reason for your interest
- Your relevant track record that confirms you could fulfil the expectations of the role
- Your reflections on how you could contribute to the further development of Cambourne Village College as a truly excellent school

Applications should be submitted to:

Our HR Department via email: hr@cambournevc.org or to Ramona Ross, HR Manager rross@cambournevc.org. Tel 01954 284000 or submitted on the TES Portal. Please note that we do not accept CVs.

Closing date: Noon on Monday 17th June 2024

The college reserves the right to interview and appoint within the application window

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check will be carried out for the successful candidate.

Information about Cambourne Village College

Context

Cambourne is a new settlement, eight miles west of Cambridge. It is already a significant community and construction of Cambourne West, a further 2400 new homes with associated facilities, is under way on land adjacent to our campus.

Cambourne Village College opened as a new 11-16 Academy and Free School of the Cam Academy Trust (formerly the Comberton Academy Trust) in September 2013. The College opened with six forms of Year 7 pupils and grew by one new intake each year, reaching five year groups in September 2018. Since then, the school has continued to expand to a current roll of 1320 students. Our intake is truly comprehensive, with 30% of the dwellings in Cambourne comprising social housing whilst the remainder is mainly mixed, new, privately-owned houses. The school has rapidly gained the support of the local community and co-operates closely with its four catchment primary schools, all situated in Cambourne.

We are now working with the Local Authority to expand our accommodation to admit up to 1650 students (11 forms of entry) in our 11 - 16 school phased over the next five years. As the logical sequence to our rapid and successful growth, planning is also underway to establish a 360 place Sixth Form, opening for Year 12 students from September 2024. Construction is on schedule and our Heads of Department are planning to introduce Key Stage 5 teaching.

The Cam Academy Trust

All staff at Cambourne Village College, along with those at Comberton Village College, Melbourn Village College and St Peter's School, Huntingdon, are employees of the Cam Academy Trust, whose CEO is Stephen Munday. The Trust has recently become significantly cross-phase with the membership of seven primary schools and more under negotiation. The schools share a number of high-level executive Trust staff, for example in Finance, IT and HR, and seek to collaborate on educational matters wherever possible. Cambourne Village College has worked in particularly close partnership with Comberton Village College from the outset; it is envisaged that our new sixth form will work in close collaboration with those at Comberton and St Peters. The Trust is working on strengthening the educational links across the schools; all secondaries now use an online platform, the CATalogue, to allow the sharing of resources across our schools. The College is fortunate to be supported by a team of skilful and dedicated school governors, led by Dr Kris Stutchbury.

Designations

Following its first, very successful, Ofsted inspection, the College gained Leading Edge status and successfully bid to become a Teaching School within the Cambridge Area Teaching Schools Alliance. In September 2019, CamVC was invited to become a partner school for teacher training with the Faculty of Education at the University of Cambridge. This partnership continues and we also work closely with our local teaching school hub to provide SCITT placements. The College encourages research, with staff participating in projects at a range of levels, and we are continually developing our CPL offer for our staff, with many teachers participating in Trust-based programmes.

In 2018, Cambourne Village College was a finalist in the Pearson School of the Year Awards, winning Silver in the 'Making a Difference' category – a huge accolade for a school only five years old, and a reflection of the very strong relationships already developed with the local community.

Standards

Extremely high standards of achievement and pastoral care have been quickly established, as recognised by the 'Outstanding' grade in all four Ofsted inspection categories, awarded to the College in May 2015 – a rare achievement for a new secondary school in its fifth term of opening. An annual Cross-Trust Review process confirms these high standards are maintained.

The first set of GCSE results for the College were awarded in summer 2018, the school achieving above the national average ranking for the KS4 Overall Progress 8 measure at 0.34. Results have continued to be very strong across the school with Progress 8 reported at between +0.34 and + 0.45 for following cohorts. We are building on these very strong results with projects under way to develop whole-school reading and vocabulary acquisition, pupils' skills of metacognition, and to narrow the differential between boys' and girls' achievement, and between Disadvantaged pupils and their non-disadvantaged peers.

Broad Education

The school's formal day runs from 8.35am to 3.00pm with 6 timetabled lessons of 50 minutes per day, run over a two-week cycle. Details of the curriculum taught in each subject can be found on our website under the *Parent, Carer and Student Information* tab. However, we believe that education should be broad and should give opportunities to develop individual interests. Many members of staff also offer activities within a very full and wide-ranging extra-curricular programme that runs each day from 3.00 p.m. There are many school trips and visits, both national and international, supported by a central Trips Administrator.

The College has engaged in a rolling programme to equip all pupil with iPads to enhance their learning, with all pupils in Years 7-11 having their own device from September 2021. Teaching staff and teaching assistants all have their own iPad; teachers also have laptop computers and all classrooms are equipped with Apple TV. Extensive training and support for development of staff IT skills has been a feature of school life since our opening, and has received a tremendous boost during the recent lockdowns!

The Village College

The outlook and ethos of Cambourne Village College are fully in line with the tradition of Village Colleges established as the vision of Henry Morris in the first part of the twentieth century for community-based schooling. Cambourne Village College has, from the outset, sought to be at the heart of its community and to serve the needs of the whole town, not just our 11-16 year olds during the designated school day. In normal times, the College is open on almost every evening and weekend for adult education classes and extensive community use of our excellent facilities.

Pastoral Organisation

Pastoral care in the College is overseen by the Deputy and Assistant Principals responsible for the supervision of the year teams. Each year team consists of a Head

of Year, Assistant Head of Year, Pastoral Support Assistant, and team of tutors, this team remaining in place as the cohort moves up the school. Most teaching staff will have responsibility for a tutor group and most teachers carry out 4 supervisory duties around school over the two-week cycle. Pupils see their tutors for morning registration and have a weekly assembly. The school has a strong and ever-developing focus on inclusion and wellbeing, with a team of counsellors in place and a wide range of inclusion support available to pupils.

The Premises

We are fortunate to work in a newly-built school, furnished, decorated and equipped to a high standard, with excellent facilities for teaching and learning. Sports facilities include 3G pitch, sports hall and gymnasium; performance facilities are excellent and Music is taught in a separate, dedicated wing. High speed broadband, good access to computers and sets of class iPads enhance learning. Since its outset, the College has employed a full-time, qualified librarian. The library is a vibrant learning space and is highly valued by pupils and staff.

The Staff

Our staff are highly skilled, highly committed, innovative, mutually supportive and sociable. Joining Cambourne Village College represents a remarkable and exciting professional opportunity. It offers the chance to help to establish a new and rapidly growing school whilst working within a wider high quality Academy Trust which gives excellent possibilities for professional and career development.

Our staff are loyal and enthusiastic about the Academy. We seek to maintain a culture of praise and recognition, and in our staff survey for 22-23, 93% of all staff agreed or strongly agreed: 'I am proud to work at Cambourne Village College.'

School Ethos

All of our work is carried out in the context of our Ethos Statement, to which all members of the College were invited to contribute:

Cam VC: Aspiring to Excellence

- *We are a dynamic, innovative and outward-looking school. o We value every individual and seek the best possible outcomes for each one. o Our staff is highly qualified, exceptionally committed and continually learning.*
- *We nurture mutually-beneficial partnerships which enhance our pupils' opportunities and well-being.*
- *We are sustained by collaboration, mutual support and trusting relationships.*
- *We are an open, friendly school, where all people feel they belong.*
- *We are proud to serve our community of Cambourne and want Cambourne to be proud of us*

Teaching and Learning

- *We have the highest aspirations for all pupils and the utmost belief in each individual.*

- *We deliver a rich and diverse curriculum, rooted in the needs of our pupils.*
- *We strive to remove all barriers to learning and refuse to allow disability or social disadvantage to limit our expectations or the achievements of our pupils.*
- *We inspire our pupils through excellent teaching.*
- *We value the expertise of our subject specialists, entrusting them to hone pupils' skills and to ensure access to powerful knowledge.*
- *We access technology for optimum impact.*
- *Our teaching is underpinned by meaningful data and rigorous, accurate assessment.*
- *We work together and across departments, sharing good practice to enhance performance and relationships.*
- *We create opportunities for research and professional learning for all members of staff, through our Teaching School and wider partnerships.*

Our Pupils

- *Our pupils enjoy school. They engage actively in their learning, inspired by excellent teaching and a sense of shared purpose.*
- *Our pupils are confident learners; they build self-esteem and are willing to challenge themselves, take risks and learn from mistakes.*
- *Our pupils attain standards which reflect their full academic potential.*
- *We foster imagination, adaptability, resilience and ambition.*
- *We create opportunities for every pupil to build independence, teamwork and leadership.*
- *Pupils treat each other and staff with respect and consideration.*
- *Positive behaviour is an inherent expectation.*

Leadership

- *Our leadership teams guide the school with vision and discernment.*
- *All leaders are role models: they act with integrity, are highly visible, and are approachable by all.*
- *Teaching and learning is at the heart of all decision-making.*
- *We believe in devolved leadership; middle leaders are highly trusted and empowered to have impact.*
- *All staff have opportunities to contribute their expertise to strategic school decisions.*
- *Communication across the school is direct and timely.*
- *Our leaders know the staff, communicate how much they are valued, and seek to sustain their well-being.*

Parents

- *We seek to engage with all parents in relationships based on mutual trust and respect.*
- *We believe in frequent and open communication, aiming to work with parents to maximise each child's school experience*

- *We have policies that are clear and easily understood, encouraging parental engagement and support.*
- *We maximise the use of technology to ensure full and swift communication.*

Community and Partnership

- *We are a Village College and embody this ethos.*
- *We work in full co-operation with our Trust partners to enhance all our pupils' education.*
- *We build local partnerships across all phases of schooling to ensure cohesive educational experiences.*
- *We engage with our local business community to sustain growth and opportunities for our mutual benefit.*
- *We work with our Locality Team, social and health workers, and all other relevant agencies to integrate support and sustain our pupils' well-being.*
- *We seek international partnerships to widen our pupils' understanding of their place in our world.*

Job Description – Assistant SENCO

Created April 2024

Salary

The post holder will be paid on the appropriate point of the main/upper pay scale. The post also carries a TLR - amount dependant on whether SENCO qualified or non-qualified

Line of Responsibility

The successful candidate is directly responsible to the SENCO

Line Management

The Assistant SENCo will support the SENCo to ensure effective line-management of the teachers and support staff associated with the Centre for SEND

Professional Training

If required, the post holder will undertake the National SENCo Award over the first year of their employment with the College.

Main Professional Duties

The post holder will:

- Assist the SENCo in ensuring that the College complies with the current SEN Code of Practice and DDA legislation
- Assist the SENCo to develop and maintain effective communication with partner organisations, the Local Authority, external agencies and parents, to improve SEND provision, delivery and individual SEND pupils' achievements
- Assist the SENCo to develop and maintain learning resources within the Centre for SEND
- Ensure effective communication with parents, responding to parental concerns and alerting SLG and colleagues as necessary
- Liaise with other key personnel within the College and across the Trust, as necessary
- Assist in managing the team of Teaching Assistants, recruiting as appropriate and ensuring their effective training and performance management
- Provide training opportunities to teaching and support staff as requested by the SENCO.
- Coordinate access arrangements for exams for pupils with SEND: keep abreast of exam board requirements (JCQ Regulations) regarding access arrangements in public exams; maintain the necessary evidence and paperwork for access arrangement request; make requests and provisions for access arrangements in good time in consultation with the exams officer; identify pupils who require exam access arrangements in liaison with teaching staff; liaise with external assessor; make colleagues aware of any access arrangements they should have in place for formal internal

assessment and coursework and instruct them to keep any records that may be necessary.

Ensure Appropriate Provision for Pupils with SEND

- Assist the SENCo to ensure provision as set out in individual pupils' Education, Health and Care Plans so that appropriate support is provided in a cost-effective manner
- Lead Annual Review meetings with parents and external agencies for all pupils with an Education, Health and Care Plan
- Assist the SENCo in maintaining the SEN and Disability Register, and provide strategy sheets and EHCP summaries for pupils with SEND, where appropriate
- Liaise with teaching staff regarding provision for pupils with SEND
- Monitor and track the progress of pupils with SEN support, and those with EHCPs, in order to ensure consistently high attainment, providing reports where required
- Assist the SENCo in making applications for EHCPs for students with SEND
- Assist the SENCo in identifying and applying to relevant agencies for assessment and support of pupils with SEN.
- Assist the SENCo in ensuring provision for pupils with SEN who do not qualify for an Education, Health and Care Plan, within the College's means
- After each progress report cycle, monitor individual SEND pupils' progress across their subjects and prepare further intervention support if required
- Ensure that the achievements of SEND pupils are celebrated on appropriate platforms
- Liaise with Post-16 providers and Careers Officer to aid transition for Year 11 pupils.

Teaching

To provide some timetabled teaching capacity for SEN pupils in either small intervention groups or whole class teaching, in a proportion agreed with the SENCo.

Performance Management

The Assistant SENCo will agree professional targets annually with the SENCo, who will monitor and review her / his performance in accordance with the College's performance management policy

Conditions of employment:

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- The post holder is required to support and encourage the College's ethos and its objectives, policies and procedures as agreed by the governing body.

- The post holder should uphold the College's policy in respect of Child Protection and safeguarding matters.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.
- The post holder shall be subject to all relevant statutory requirements as detailed in the most recent School's Teachers' Pay and Conditions Document.
- Provision is made for planning, preparation and assessment (PPA) time, in accordance with the requirement for all teachers at a College with timetabled teaching commitments to hold a contractual entitlement to guaranteed PPA time within the timetabled teaching day.
- The amount of guaranteed PPA time will be set as a minimum of at least 10% of a teacher's timetabled teaching time.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- All staff members are required to participate in the College's Performance Management scheme.

Person Specification – Assistant SENCO

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate

Qualifications	Essential	Desirable
5 GCSEs including English and Maths	√	
Degree	√	
QTS	√	
National SENCo Qualification		√
Evidence of involvement in continuing professional development activities		√
Successful Experience of:		
Leadership of SEND	√	
Achieving successful outcomes for students with a range of SEND	√	
Achieving successful outcomes for students with a range of SEMH	√	
Managing SEND documentation, including the EHCP	√	
Monitoring, tracking and evaluating student progress	√	
SEN tracking software		√
Liaison with a range of agencies	√	
Developing strategies to improve pupil performance	√	
Developing and implementing inspiring teaching materials	√	
Collaborating with and supporting other professionals to improve outcomes	√	
Collaboration with parents	√	
Leading teaching initiatives	√	
Supporting student transition	√	
Managing budgets	√	
Knowledge and Skills:		
Excellent organisational skills	√	
Excellent communication skills	√	
Excellent classroom practitioner	√	
Ability to form effective working relationships	√	
Personal Attributes		
Belief in inclusion and the right of all to be the best they can be	√	
Willingness to embrace new technologies and software to enhance pupil progress	√	
High personal motivation	√	
Ability to inspire and lead a team	√	
Desire to innovate	√	
Creative approach to problem solving	√	
Optimism	√	
Resilience	√	
Empathy	√	
Honesty and Integrity	√	
Strong team player	√	