



SENDCo/DSL Application Pack



Contents

Contents.....	2
Letter from Catherine Paine, Chief Executive	3
Letter from Mrs Frith-Sly, Headteacher, Camulos Academy	4
Our Cornerstones and Touchstones	5
The application.....	6
The application process and timetable.....	6
Safeguarding, Safer Recruitment and Data Protection.....	7
Job Description	8
Personal Specification.....	14

Letter from Catherine Paine, Chief Executive

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Catherine Paine
Chief Executive, REAch2 Academy Trust



Letter from Mrs Frith-Sly, Headteacher, Camulos Academy

Dear applicant,

Camulos Academy serves a relatively new and diverse community with wonderful pupils who are eager to learn. We need an exemplary practitioner who can model the high expectations of their practice to other staff and pupils across the school.

We are looking for an enthusiastic, inspirational **SENDCo/DSL** to join our thriving team on a full-time basis. The successful candidate will be a highly motivated, dedicated and creative teacher who has passion for teaching and learning within special needs. The essential aspect of the SENDCo role is to be an exemplary role model to others in teaching and learning. Regarding the DSL aspect of the post, you will continue to develop the effective safeguarding culture across the school and take the lead responsibility for all safeguarding and child protection matters arising. You will also support all other staff in dealing with any child protection concerns that arise.

If you can demonstrate that you have excellent practice, the energy and commitment to make a difference and a desire to ensure that all children reach their full potential, this could be the perfect next role for you.

Our modern, spacious, and well-resourced site which is located close to the A12 and the Northern Gateway Leisure Development could be just what you are looking for.

Our pupils achieve and behave well but this candidate would support us in reaching even higher!

If this sounds like the perfect next step for you, please get in touch and arrange a visit.

Thank you,

Lisa Frith-Sly
Headteacher

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the 'possible' in people as well as the 'actual'. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone. Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don't make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. [You can learn more about REAch2 at our website: www.reach2.org](http://www.reach2.org)



The application

You are invited to submit an application form to Mrs Frith- Sly, Headteacher, via: [My New Term](#)

REach2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Mrs Frith-Sly, via the main school office on: 01206 588588.

The application process and timetable

Application deadline:	Midday, Friday 12 July 2024
Interviews:	Tuesday, 16 July 2024
Contract Details:	Full time, permanent – 32.5 Hours Per Week
Salary:	MPR/UPR
Start date:	September 2024

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#)

Job Description

Post:	Special Educational Needs Coordinator (SENDCo) with Designated Safeguarding Lead (DSL) responsibilities
Salary:	MPS/UPS
Responsible to:	Deputy Headteacher

Core Purpose

As SENDCo, to manage the provision for pupils identified as having Special Educational Needs and Disability (SEND), including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils. To work with alongside our Education, Welfare and Pastoral Lead, ensuring effective provision for all pupils with additional needs and work with senior leaders as part of the Senior Leadership team. As DSL, to develop an effective safeguarding culture across the school. Taking the lead responsibility for all safeguarding and child protection matters arising at the school and supporting all other staff in dealing with any child protection concerns that arise. Adding to the existing team.

Responsibilities for the SENDCo role

- Co-ordinate provision for pupils with SEND.
- To manage the implementation of an inclusive curriculum.
- To lead the provision for SEND across the school through overseeing and managing the day to day operation of the school's SEND policy.
- Line manage SEND support staff.
- To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely
- To develop curriculum resources to ensure that pupils identified as having SEND have the required levels of support
- Ensure that pupils' needs are identified at an early stage, are being met and are monitored and reviewed
- Work to develop and implement intervention groups and support.
- To monitor the progress of students with SEND.
- To ensure the provision of SEND supports pupils needs, including the allocation of support time and the writing of EHCP, personalised provision plans, high needs funding applications and provision mapping.
- Ensure that Education Health Care Plans are met appropriately
- Ensure that Health Care plans are in place for children with medical needs and are reviewed regularly, in line with the Supporting Children with Medical Conditions Policy.
- Ensure that parents are full partners in the processes and support for pupils with SEN
- Be well-informed about SEN issues and matters at a local, county, national and international level

- To identify children who require High Needs Funding in order to make progress and to ensure funds are acquired for this purpose.
- To develop appropriate outcomes for children in receipt of High Needs funding and ensure appropriate resources are allocated.
- To evaluate the effectiveness of how High Needs Funding is being used to ensure accountability.
- Advise all staff on the graduated approach to providing support for pupils with SEND.
- Support, develop and challenge information and development necessary to sustain motivation and secure improvement in learning.
- To offer, advice and support teaching and support staff in providing a quality first teach approach.
- To liaise with members of SLT to develop, monitor and implement the schools behaviour policy
- Liaise with relevant outside agencies to ensure that individual pupil SEND are met effectively and that the requirements of EHCP's and high needs funding are met fully.
- Liaise with the designated teacher where a looked after pupil has SEND.
- To liaise with and inform parents/carers about the specifics of the SEND provision for their child.
- Carry out termly SEND support plan meetings and Pupil Progress meetings.
- Ensuring that accurate and detailed records are kept of meetings and discussions with staff, pupils, parents and outside agencies.
- Ensure that staff are kept informed of pupil's SEND and advise on areas to develop and support.
- To be a key point of contact for parents of pupils with SEND, external agencies, including the local authority and its support services
- To co-ordinate and lead SEND meetings, communicate information to staff and co-ordinate resulting action.
- Ensure pupil transition to primary school or the next stage of education is smooth and planned.
- Work with the Headteacher and the Governors to ensure that the school meets its responsibilities under the equality Act (2010) and the SEND code of practice (2014)
- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensure SEND needs are met appropriately through the deployment of the school's delegated budget and other resources to meet SEND pupils needs effectively.
- Take an active role in the leadership team taking part in meetings and other roles under the direction of the Headship Team.
- To maintain the SEN register.
- To act as consultant to the Headteacher, teaching staff and governors in matters to do with SEN
- To support LSA professional development
- To jointly monitor the effectiveness of LSA provision in the school and report on impact to the SLT
- To contribute to the School Development Plan on SEN
- To take an active role in SENDCo Forum Meetings
- To maintain own professional development on development with SEN

Responsibilities for DSL role

Managing Referrals:

To take lead responsibility for:

- Referring all cases of suspected abuse of any pupil at the school to the Local Authority children's social care, ensuring that a response is received and recorded;
- Ensuring teachers fulfil their statutory duties of referring all confirmed cases of female genital mutilation performed on a pupil to the police, as per legal requirements, and keeping records of these referrals and subsequent actions.
- Supporting other staff who have made referrals to Local Authority children's social care;
- Taking part in strategy discussions and inter-agency meetings and/or supporting other staff to do so, and to contribute to the assessment of children;
- Referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern;
- Making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;
- Making referrals to the police where a crime may have been committed which involves a child;
- Undertaking early help assessments for identified pupils and their families, and acting as lead professional where appropriate;
- Maintaining accurate and organised records of all welfare and child protection concerns brought to the attention of the school by staff, members of the public or other professionals ;
- As required, liaising with the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School in respect of police investigations or investigations under Section 47 Children Act 1989 which involve the school;
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies;
- Supporting any referrals to the Local Authority under 'Children Missing in Education' requirements.

Raising Awareness:

- In liaison with the LGB, ensure the school's safeguarding/child protection policy and its implementation is reviewed at least annually, is up to date, and is in line with the Trust's policy;
- Ensure the safeguarding/child protection policy and any other statutory documents are available publicly, and are confirmed to be read and understood by all staff;
- Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care, and the school's role in this;

- Maintain links with the local Safeguarding Children Partnership to ensure staff are aware of training opportunities and the local policies on safeguarding;
- Share information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced with key adults within the school.
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible, transferred separately from the main pupil file, and taking responsibility for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

Preventing Radicalisation:

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015), the DSL has the following responsibilities:

- Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
- Co-ordinating Prevent Duty procedures in the school, including creating a school specific Prevent risk assessment, and updating it regularly in light of statutory updates and/or local events;
- Undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training.
- Undergoing appropriate training on the Channel programme.
- Assessing the training needs of all school staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers.
- Maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees, and keeping records of staff training;
- Monitoring the creation, confidentiality and storage of records in relation to the Prevent Duty;
- Liaising with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstances relating to the Prevent Duty.

Training

The DSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis, but at least annually) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so;

- Ensure that all staff and volunteers have access to and understands the school's safeguarding/child protection policy and procedures, especially new and part time staff;
- Provide or source appropriate safeguarding training for all school staff to provide them with the relevant skills and knowledge to safeguard children effectively, updated at least annually.
- Provide appropriate safeguarding induction training for new staff, volunteers, work experience students, apprentices, visiting staff, supply teachers and governors to provide them with the relevant skills and knowledge to safeguard children effectively.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations.
- Understand the unique risks associated with online safety, and support those responsible for ICT at the school to keep children safe whilst they are online at school.
- Recognise the additional risks faced by children with special education needs and disabilities (SEND), including when online (for example, from bullying, grooming and radicalisation) and be confident they have the capability to support SEND children to stay safe.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regard to the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Safer Recruitment:

- Undertake safer recruitment training, and support the school in achieving best practice in recruitment and selection of staff.
- Together with the Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School, school business manager/office manager and nominated safeguarding governor, undertake termly reviews of the single central record to ensure full compliance with expected standards in safer recruitment practice.

Audits, evidence and reporting:

- Creating and maintaining files of safeguarding evidence, including to support Ofsted inspections.
- Contributing towards and/or providing regular safeguarding reports to the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School and LGB.
- Working with the nominated Safeguarding Governor to complete the Local Authority safeguarding audit, as required.

Pupil Outcomes:

- Maintain a culture of high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues.
- Support all staff to identify the challenges that pupils in this group might face and the

- additional academic support and interventions required to best support these children.
- Attending persistent absence panels and/or supporting effective liaison with the school's attendance lead & educational welfare to ensure good attendance at school.
- Monitor the academic progress of pupils in need, contributing to reviews of individual pupil progress, sharing feedback from agencies/professionals who are working with the pupil/family and supporting and informing any academic-based interventions.
- Creating an overview of how the curriculum teaches key themes of safety (including online safety and anti-bullying) and contributing towards the capture of Pupil Voice about safety at school.

Working with others:

- Be a point of contact with the three safeguarding partners
- Working proactively with the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School SENCO, ICT lead, Thrive Practitioners and any other key staff within the school and on matters relating to safety and safeguarding.

General:

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality, and data protection.
- Be aware that all pupils have equal access to opportunities to learn and develop.
- Participate in training and other learning activities as required and to participate in appraisal and professional development.

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS with Child Barred List check will be requested. □

policy, practice, guidance and good safeguarding practice.			
PERSONAL QUALITIES			
<ul style="list-style-type: none"> Well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents and pupils. 	Essential		I R
<ul style="list-style-type: none"> Flexibility of approach 	Essential		R
<ul style="list-style-type: none"> Ability and commitment to work closely as part of a team. 	Essential		I R
<ul style="list-style-type: none"> A strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child. 	Essential		A I
INTEREST AND MOTIVATION IN THE JOB			
<ul style="list-style-type: none"> Enthusiasm for children's learning 	Essential		O I R A
*Key: A=Application, R=Reference, O=Observation, I=Interview			

All staff are expected to understand and be committed and to contribute to Trust's commitment to Equal Opportunities for all.