



**The Meads Primary School**  
**Application Pack**

**SENCo Assistant**

**“We Are The Meads  
Getting Better Every Day at Everything We Do”**

## About Us

The Meads Primary School opened in 1962 as Limbury Mead Infant School. As the surrounding housing and population expanded, additional classrooms were built to accommodate growing pupil numbers and the school became a primary school. The population of Luton continues to grow and as part of a wider school expansion scheme, The Meads was expanded in 2011 to accommodate three forms of entry, with a total intake of 630 pupils.

We are situated in the centre of an established area in North Luton and are fortunate to have large grounds with versatile and open spaces.

## Our School aims

At The Meads we work as a partnership between pupils, parents, staff and governors, to provide an inclusive learning environment where all are valued, respected and achieve their very best. Together we strive to achieve the following aims:

- ◆ To promote a set of strong values in order to develop children's moral understanding and personal development
- ◆ To provide a high-quality education which meets the needs of every child in an inclusive environment, helping them to reach their full potential
- ◆ To provide a fun, safe and nurturing environment in which children want to participate, will enjoy their learning and be motivated to improve
- ◆ To provide a rich and exciting curriculum which takes account of children's different stages of development
- ◆ To encourage parental and community involvement in the everyday life of the school, to share skills and expertise in enhancing educational opportunities for our pupils
- ◆ To ensure a consistent approach, providing continuity from induction into our Early Years 4+ provision through to supporting our Year 6 pupils in the transition process to High School

## Our School Values

By promoting a school ethos which is underpinned by a set of shared ideals and principles, we aim to develop every child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

## The Meads Primary School – Our Vision

### *Imagine a school....*

Imagine a school where everyone's kind;  
A place where respect and acceptance you'll find.  
Where teachers work hard, go beyond and above,  
Where children receive unconditional love.

Imagine a school where everyone's valued,  
And encouraged to choose a more positive attitude.  
A school where everyone's welcome is warm  
Where responsibility and resilience are taught as the  
norm.

Imagine a school with a growth mindset,  
Where every, 'I can't' is met with a, 'yet'.  
A school where every standard is high  
And where everybody believes that each one can fly.

Imagine a school where everyone reads  
And where maths is no problem, for each one  
succeeds.

Where geography, history, computing and science  
Are all taught with gusto and the constant appliance  
Of values; where the learning of knowledge and skills  
Is a source of excitement and wonder and thrills.

Imagine a school where dancing's a must,  
Where laughing and joking are things that are just  
Part of what's done, a feature for all  
And fun within lessons means that all have a ball.

Imagine a school where everyone sings,  
And from every classroom it's music that rings.  
Where play and creation are par for the course  
And drawing and painting are one constant source  
Of enjoyment for everyone, the tall and the short,  
Just like designing and making, and PE and sport.

Imagine a school where all want to be,  
A place full of joy for you and for me.  
Imagine a school that meets everyone's needs.  
You don't have to imagine – We Are The Meads.

## **Welcome Letter**

Dear Applicant

Thank you for expressing an interest in the position of SENCO Assistant at our school.

### The Post

As a SENCO Assistant, under the direction of the SENCO/Assistant Headteacher, you will assist the school in meeting its obligations and targets in relation to pupils with special educational needs.

This is a highly rewarding but demanding role so a calm manner and good sense of humour is important.

The successful applicant will be reliable, energetic and enthusiastic and enjoy working in a busy school environment.

### **Duties and responsibilities**

#### **Support for children**

- Undertake a variety of assessments and observations with individual pupils.
- Establish and maintain supportive relationships with pupils and parents/carers.
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.
- Establish good relationships with pupils, acting as a role model by presenting a positive personal image and responding appropriately to individual need.
- Encourage pupils to act independently as appropriate.
- Support in the transfer EHCP pupils between year groups/key stages.

#### **Support for the SENCO / teacher**

- Collate information about students undergoing statutory assessment/EHCP;
- Manage the administration processes for annual reviews of EHCP pupils, school SEN support pupils and Medical Care Plans.
- Send out and collating progress reports from teachers;
- Support in ensuring that ILP's are updated, distributed and saved in the correct locations.
- Support in updating the Provision Map
- Liaise with the appropriate outside agencies i.e. Educational Psychologist, Autism Advisory Service, occupational therapists and CAMHS and facilitate school visits and related correspondence
- To prepare and distribute agendas and minutes for meetings to relevant members of staff.
- To produce Progress Reports and Round Robins and collect work for students when required by Tutors, RSLs or SLT chasing relevant teachers if required.

#### **General Responsibilities**

- Establish and maintain good relationships with all students, parents/carers, colleagues and external professionals
- Manage and prioritise your own workload in line with service requirements
- To have a robust understanding of, and adhere to, agreed policies and procedures for child protection, safeguarding, confidentiality and health & Safety.
- Contribute to the overall ethos/work/aims of the school.
- Assist in facilitating school events, e.g. school plays, consultation evenings.
- To take responsibility for own learning and professional development and to attend training as required.
- To be familiar with legislation and policies regarding all SEND related matters and ensure these are followed, helping to ensure the school is compliant
- Monitoring and supporting your own and colleagues' wellbeing and mental health in order to help meet the school's commitment to the DfE's Education Staff Wellbeing Charter

The ideal candidate will need to:

- Be enthusiastic about learning
- Be committed to getting the best from children
- Be a warm and confident person who can work well with all children
- Be able to work well with children who exhibit challenging behaviour
- Be patient and creative in your approach to teaching and learning
- Be able to work under pressure and meet deadlines
- Have the ability to communicate with children and members of staff clearly and accurately
- Have the ability to work as part of a team or alone as necessary
- Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise.
- Have experience of working in an educational setting

It is not a comprehensive list of all tasks that the SENCo Assistant will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Senior Leadership Team.

The post is for 18.75 hours per week, which can be worked flexibly over 5 days, term-time plus 5 days for INSET. A working day could be as below:

Any three days: 8.45am – 3.30pm (30-minute unpaid break)

Five days: 9.00am – 12.45pm

Additional hours or hours worked outside of the usual time may be required on occasion, for example Parent Consultation Evenings.

Our school ethos is positive, friendly and welcoming with the aim of providing a fun, safe and nurturing environment in which pupils are valued and want to participate, and children enjoy their time with us.

Emotional, physical and mental wellbeing of all staff is paramount at The Meads. We acknowledge that there is a relationship between healthy, positive staff, pupil achievement and school improvement. We recognise that staff are our most important resource and are to be valued, supported and encouraged to develop personally and professionally. As such, we subscribe to the principles, aims and objectives of the DfE's Education Staff Wellbeing Charter.

#### To apply for the post

When completing your application, please complete the form providing full details of your education and employment history, including any unpaid or voluntary work. *Please see enclosed Safer Recruitment information.*

**When completing your supporting statement please consider how your experience could be transferrable to this role and give clear examples of how you may have met the criteria in the person specification.**

**Please note.** You must provide 2 referees one of which must be current/most recent employer and preferably from where you were engaged in a role that involved working with children. If you have not been in paid employment, please give details of two heads of any education or training establishment or managers of any voluntary group that you have worked for. References from a relative or friend will not be accepted.

**We reserve the right to interview and appoint and close this vacancy early if we receive sufficient applications for the role.**

You will be notified, via My New Term, as soon as possible after, if you have been shortlisted for the post.

Please note that you will be required to produce original documents proving your eligibility to work in the UK and identity (i.e. passport **or** birth certificate **and** driving licence). Issues relating to safeguarding and promoting the welfare of children will be explored at interview.

We reserve the right to contact current or previous employers as part of the verification process pre-employment checks at the point of short listing. You may be asked to explain any gaps or issues arising from the information you have provided and/or from employment references.

If you have any questions, please do not hesitate to contact me at the school.

Yours sincerely

A handwritten signature in black ink, appearing to read 'R Jenkins', written in a cursive style.

Mr R Jenkins  
Headteacher

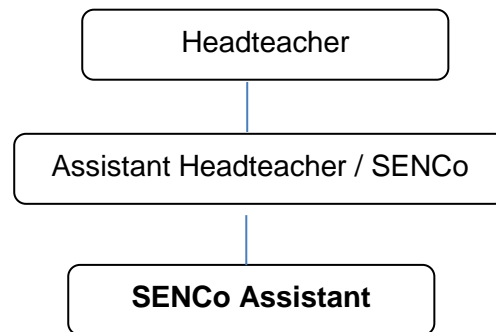


## JOB DESCRIPTION

**TITLE:** SENCo Assistant  
**SCHOOL:** The Meads Primary School  
**RESPONSIBLE TO:** SENCo / Assistant Headteacher  
**GRADE:** L5

**PURPOSE OF POST:** To support the day to day operational work of the SENCo and assist in supporting high-quality teaching, the effective use of resources, and effective systems and processes to ensure good provision for pupils with special educational needs.

**ORGANISATION CHART:**



**PRINCIPAL RESPONSIBILITIES:**

	<u>%</u>
1. To manage the administration processes for annual reviews of EHCP pupils, school SEN support pupils and Medical Care Plans. This will involve liaising with the appropriate external agencies, parents / carers and relevant school staff and being responsible for minutes and school documentation as necessary	25
2. Undertake a variety of assessments and observations i.e. Cognitive, SALT with individual pupils. Write up reports and share with external agencies as appropriate.	25
3. To operate a variety of software packages including SIMS database, retrieving and analysing information and producing reports and data as required. To support the SENCo in the use of Edukey Provision map and CPOMs.	15
4. To work with the SENCo to prepare documentation and evidence in relation to request for Higher Needs Funding and Education, Health and Care plans	10
5. To arrange and participate in Annual Reviews and ILP meetings, taking minutes, completing outcome documents and circulating them as appropriate	10
6. To develop and maintain pupil SEN records within all applicable computerised systems and pupil management systems and to process archiving in line with the school's Records Management policy.	5
7. To help co-ordinate and support the transition of EHCP Year 6 students to Year 7	5
8. To assist with data collection associated with school census and other data returns as requested by the LA and other organisations including providing information for the school governors.	3

9. To undertake any other activities relevant to the grade and skills requirement of the post as directed by the SENCo & SLT

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**DIMENSIONS:**

**Supervisory Management:** N/A

**Financial Resources:** N/A

**Physical Resources:** Computer, computer systems, other office equipment.

**Other:** N/A

**CONTEXT:** All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

**Physical Effort:** Minimal, escorting children around school, delivering messages around school.

**Working Environment:** N/A

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'*

*'CVs will not be accepted for any posts based in schools.'*

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

**Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.**

Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Some experience of working in a school environment	1,2	Experience of using basic diagnostic tests for identifying specific needs.	1,2
	Demonstrable experience of working effectively with vulnerable children / young people incl. those with SEND	1,2	Some experience of working effectively with a range of professionals to promote children's/young people's learning	1,2
			Experience of working with and supporting a range of different SEND students.	1,2
<b>Skills/Abilities</b>	Able to follow and work within procedures and guidelines.	1,2		
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2		
	Able to write an action plan for a pupil, maintain accurate pupil records and write other short reports as required	1,2		
	Able to work on one's own initiative, balance competing priorities and organise a work schedule.	1,2		
	Able to work as part of a team to reach agreed targets and outcomes for children/young people.	1,2		
	Able to use word-processing, spreadsheets, databases and IT packages.	1,2,5		



<b>Competencies</b>	Able to demonstrate appropriate motivation to work with young people.	1,2		
	Ability to work collaboratively with others and to form positive and professional relationships with staff, pupils and professionals Emotional resilience in working with challenging behaviours.	1,2		
<b>Equality Issues</b>	A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities	1,2		
<b>Specialist Knowledge</b>	Demonstrate a good knowledge of the 'SEND Code of Practice'.	1,2	Some knowledge of school systems i.e. SIMS database	1,2
			Knowledge of / commitment to planning and development of SEND and education activities	1,2
<b>Education and Training</b>	Familiarity with SEND support and techniques for teaching SEND students.	1,2	GCSE Grade C or equivalent in English and Maths  Accreditation related to SEND	1,2,4  1,2,4
<b>Other Requirements</b>	Willing to adjust at short notice the tasks and activities undertaken to meet the changing demands and priorities during work periods.	1,2		

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Safer Luton Partnership and Luton Borough Council policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;

## Safer Recruitment Information

This document provides information on the recruitment process. We hope you will find this information useful and we look forward to hearing from you.

### Making an Application

**Applicants for this public-facing post will need to demonstrate the ability to converse, and provide effective help or advice, fluently in spoken English**  
**Application Form**

CV's are not accepted as part of the application process. If you wish to be considered for this post please complete the application form online providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc).

You will note that we require details of two referees, one of which must be your current or most recent employer. **For previous school-based posts, this must include the Headteacher.**

### Supporting Information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

### Interview and Selection Process

Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the

application form. Please contact the school if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

### Induction and Continuous Professional Development

The Headteacher and School Governing Body are committed to ensuring your well-being and continuous professional development in this role. On appointment the Headteacher will discuss an appropriate induction programme with you which will help familiarise you with the culture of the school, local practices and policies.

You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications such as NVQs.

Support Staff employees new to the Council will be subject to a probationary period of 9 months.

### Pre-employment Checks

### Reference

If you are shortlisted we will take up references **before** the interview date. One of your referees must be your current or most recent employer. For previous school-based posts, this must include the Headteacher. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Details relating to sickness absence record will be sought once a job offer has been made.

Copies of references or references that are addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. We reserve the right to seek references from previous employers other than those listed as referees.

### **Online Internet Checks**

If you are shortlisted for this role, or an alternative role, an online name search will be undertaken, as per Keeping Children Safe in Education. The purpose of the search is to help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with you at interview.

### **Disclosure and Barring Service**

Employment at this school is subject to an enhanced check with the Disclosure and Barring service. Checks will also be made against the Protection of Children List (PoCAL) and the Department of Education and Employment List 99. All such checks must be satisfactory before we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and /or unspent convictions may not necessarily make you unsuitable for appointment.

### **Staff Disqualification Declaration**

All school staff are required to complete a questionnaire/declaration confirming they/or those within their household, are not disqualified from working with children.

### **Validation of Qualifications**

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

### **Right to work in the United Kingdom**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identify will also be required.

### **Medical Assessment**

A satisfactory medical assessment will be required before we confirm any offer of an appointment.

### **Child Protection/Safeguarding**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

### **Whistle Blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues.

### **Code of Conduct and Personal Behaviour**

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.

The School Governors and Headteacher regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the Teacher's Standards. While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.

### **Equal Opportunities**

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

**Full details of all these policies are available in school**