



The Mount Stewart Federation



SENDCO application pack

Dear Applicant,

Thank you for taking an interest in the SENDCO (Special Educational Needs and Disabilities Coordinator) position at The Mount Stewart Schools. I hope the materials enclosed in this pack give you a good sense of what makes the Federation a special place to work and provides the information you need about the post. Please do not hesitate to contact us if you need anything further (or would like to visit before writing your application).

Our people

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

We believe in helping staff and pupils achieve their personal best and are keen to recruit the very best talent to our Federation. As well as being part of the Federation, our schools are part of Challenge Partner and the Chrysalis Hub and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than 90 people work hard across the Federation to ensure we provide the very best education and service across all our schools, from consultants joining you for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

Our pupils, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people.

Our curriculum

INSPIRE. ACHIEVE. LEARN

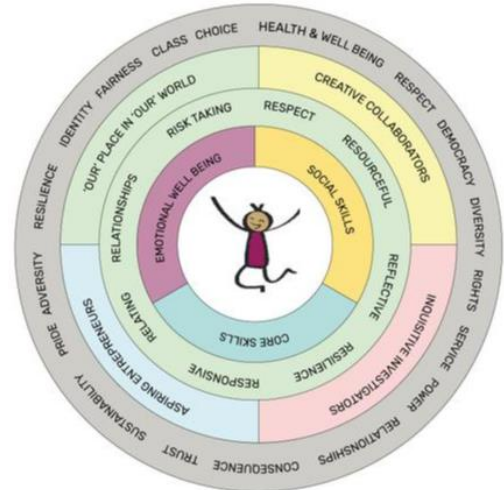
Three words that are very important to us. Three words that have been with us since we formed the Mount Stewart Federation (TMSS). Three words that govern all we do.

We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our young people, enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

At the centre of our curriculum, we have our Mount Stewart learner and the three core areas that our parents have identified as most important for us to develop in their child at school. Surrounding this, are our 7R's which encompass our learning behaviours at school. We aim to incorporate these

behaviours in all aspects of school life. Finally, the outer edge shows the 20 core concepts that underpin our curriculum at Mount Stewart. These have been carefully chosen from the National Curriculum and are taught through a variety of interesting and exciting topics and themes. Our children are exposed to these again and again on their journey through school.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you and encourage you to apply for the position.



Employee Benefit Schemes

A world of benefits and reward for all staff!

We believe in making the world a happier place to work. We do that by providing a package of flexible employee benefits, including:

- An attractive pension scheme for both Teaching and Support Staff.
- Staff well-being support, including amongst other things: counselling and occupational health support
- Access to technology and remote working if needed
- Dedicated working spaces

Post:	SENDCO
Salary:	MPS-UPS Dependent upon experience
Contract Type:	Permanent
Closing Date:	Friday 12 th April 2024 at 9 am
Start Date:	September 2024
Interview Date:	22 nd April 2024

Mount Stewart Federation is eagerly seeking to employ a dedicated and visionary Special Educational Needs and Disabilities Coordinator (SENDCO) to contribute across both Mount Stewart Infant and Junior Schools commencing in September 2024. This is an exceptional opportunity for a professional who is passionate about making a substantial difference in the lives of students with special educational needs and disabilities.

We are looking for candidates who:

- Exceptional skills in offering superior support and guidance for SEND coordination across both schools.
- A proven track record as an outstanding educator with high aspirations for student achievement, progress, and conduct, coupled with a commitment to unlocking the full potential of every child.
- The capability to play a pivotal role in the continuous improvement of a school striving for excellence.
- Strong communication skills to effectively collaborate with staff, parents, external partners, and other educational institutions, ensuring comprehensive support and seamless educational continuity for SEND pupils.

Key Responsibilities:

- Full-time role spanning both Mount Stewart Infant and Junior Schools.
- Candidates must hold, or be actively working towards, the National Award for Special Educational Needs Coordination (NASENDCO).

What Mount Stewart Federation Offers:

- **Extensive Opportunities for Professional Development:** We offer a robust array of Continuous Professional Development (CPD) programs to enhance teaching prowess and leadership capabilities.
- **Engagement in a Supportive Team Culture:** Join a nurturing team environment that promotes both your professional and personal advancement, fostering a balanced growth trajectory.
- **Varied Career Advancements Within the Federation:** Explore various career paths and opportunities across the Mount Stewart Federation tailored to your professional journey.
- **Professional and Vibrant Working Environments:** Thrive in dynamic settings that are both professional and stimulating, designed to inspire excellence and innovation in your daily work.
- **Attractive Employee Benefits Package:** Enjoy a comprehensive benefits package, including a competitive pension scheme and the convenience of free on-site parking,

enhancing your overall job satisfaction.

- **A Team Defined by Dedication and Support:** Become part of a team characterised by its hard work, mutual support, and passion for education, where collaboration and encouragement are the foundations of our success.
- **A Happy Learning Community:** Engage with enthusiastic students eager to learn and enjoy their educational journey, contributing to a positive and fulfilling school atmosphere.
- **A Creative and Inclusive Learning Environment:** Immerse yourself in a setting where creativity flourishes and students actively engage in exciting learning opportunities and experiences.
- **An Organisation That Values Its Staff:** Work in an organisation that recognises and nurtures its team members' development and expertise, appreciating their critical role in our collective success.
- **Premier Professional Development and Training:** Access high-quality, continuous professional development and training opportunities to keep you at the forefront of educational best practices.
- **Strong Relationships and Community Partnership:** Be part of a community where positive relationships and partnerships with all stakeholders, including the wider community, are actively fostered and valued, creating a supportive and inclusive environment for all.

This position is not suitable for Early Career Teachers owing to the specialised skills needed to lead a comprehensive SEND provision across the entire federation. If you are an experienced teacher seeking a new challenge, we provide opportunities for high-quality professional development, including participation in national programs, advanced educational qualifications, and action research initiatives, tailored specifically for those with ambitions in special educational needs and disabilities coordination.

Visits to the Federation are encouraged. Please get in touch with Mrs Sally Newing, Headteacher by email on s.newing@tmss.org.uk and make an appointment to come and meet us or **Visit our website:** www.tmss.org.uk

SENDCO Role Profile

Role Title	SENDCO	Reporting to	Deputy Head
Section		Grade / Salary	Main pay scale
Contract type	Permanent		

Overall purpose of role	To fulfill the specialised duties of a Special Educational Needs and Disabilities Coordinator (SENDCO), as outlined in accordance with the School Teachers' Pay and Conditions Document and adhering to the National Standards for Special Educational Needs Coordinators.
Safeguarding Requirements	This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.

Key Accountabilities
<ul style="list-style-type: none"> • <i>Coordinate Special Educational Needs and Disabilities (SEND) Provision Across the Federation: Oversee the development, implementation, and evaluation of the SEND provision within the federation, ensuring equality of opportunity for all pupils with special educational needs and disabilities.</i> • <i>Uphold and Advocate for High Standards of Learning and Conduct: Be accountable for achieving the highest possible standards in educational outcomes and behaviour for pupils with SEND, promoting an ethos of excellence and respect.</i> • <i>Foster Dignified and Respectful Relationships: Engage with pupils with SEND, their families, and staff with dignity and respect, maintaining professional boundaries and fostering relationships based on mutual respect.</i> • <i>Collaborate with a Broad Network of Support: Work proactively and effectively in collaboration with learners, parents/carers, governors, other staff, and external agencies, ensuring the best possible outcomes for pupils with SEND.</i> • <i>Adhere to Professional and Statutory Guidelines: Act in accordance with statutory frameworks that outline professional duties and responsibilities for SENDCOs, aligning with the current standards and regulations relevant to special education.</i> • <i>Promote and Safeguard the Welfare of Pupils: Take a lead role in promoting and safeguarding the welfare of children and young people within the federation, particularly those with special educational needs and disabilities.</i> • <i>Commit to the School's Ethos, Policies, and Practices: Display professional regard for the ethos, policies, and practices of the federation, contributing to the establishment and maintenance of high standards of teaching and learning for pupils with SEND.</i> • <i>Maintain Professionalism in Attendance and Punctuality: Exhibit high standards of attendance and punctuality, setting a positive example for colleagues and pupils within the SEND framework.</i> • <i>Fulfill Additional Responsibilities as Required: Undertake reasonable duties related to SEND coordination as requested by the headteacher or federation leadership, demonstrating flexibility and commitment to the federation's goals and objectives.</i>

Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- **Collaboration with Deputy Headteacher and Inclusion Team:** Work closely with the Deputy Headteacher, the Inclusion Team Champion, and all teachers and support staff, fostering a cohesive approach to inclusion and special educational needs across the federation.
- **Resource Allocation and Budget Management:** Manage resources effectively, with budgets allocated in line with the specific needs of the SEND provision, ensuring optimal support for inclusion initiatives and the needs of pupils across the federation.

Work/Business contacts

Internal: Pupils, parents, leaders, teachers, support staff, governors.

External: Local authority, local SEND agencies, colleagues in other schools, other relevant partners.

Expertise in Role Required (At selection - Level 1)		Essential or Desirable
Qualifications and General Experience	• Qualified to degree level;	E
	• Qualified Teacher Status;	E
	• A commitment to professional development;	E
	• Successful DBS, disqualification by association check, and safeguarding clearance.	E
Personal attributes	• Demonstrates commitment, reliability and integrity	E
	• Communicates effectively with self-awareness and social perception	E
	• Has energy and resilience	D
	• Demonstrates emotional intelligence	D
	• Is adaptable to changing circumstances and new ideas	E
Professional knowledge and experience	• A track record of excellent classroom practice/teaching practice.	E
	• Understanding of the role of a SENDCO	E
	• Understanding of strategies to support successful outcomes for all children.	E
	• Knowledge of the primary phase curriculum and assessment.	E
	• Experience or ambition to SENDCO qualification	E
Professional Skills	• Ability to maintain a positive school ethos with an accent on high achievement and inclusion for all.	E
	• Committed to meeting the needs of children whatever their ability or background.	E
	• A belief that primary education should be a lively, stimulating, enjoyable experience which achieves high standards and prepares children for secondary school.	E
	• Ability to communicate and promote the aims and objectives of the school.	E
	• Ability to communicate effectively (orally and in writing).	E
	• Committed to working with parents, colleagues and other agencies in a positive and constructive manner.	E
	• Ability to motivate and stimulate pupils of all abilities to enjoy learning.	D
	• Ability to use Information Technology for assessment and analysis purposes.	E
	• Make appropriate judgements over issues of confidentiality and safeguarding.	E
	• A commitment to continuing professional development, and evidence of recent relevant training.	E

	<ul style="list-style-type: none"> An excellent understanding of a range of behaviour management strategies. An awareness of the principles of "Assessment for Learning" and a commitment to effective assessment and feedback for pupils. 	D
	<ul style="list-style-type: none"> Able to work effectively with teaching assistants/learning mentor to ensure effective support for all children. 	D
	<ul style="list-style-type: none"> Strong belief in delivering the full curriculum to develop the whole child. 	E
Professional Philosophy and Commitment	<ul style="list-style-type: none"> Ability to reflect and question self. 	E
	<ul style="list-style-type: none"> Clear philosophy of values driven primary education and its development. 	E
	<ul style="list-style-type: none"> Knowledge of new initiatives in education and experience of having used these. 	D
	<ul style="list-style-type: none"> Prepared to be involved in the whole life of the school. 	E
	<ul style="list-style-type: none"> Understanding of and commitment to developing links between home, school, neighbouring schools and different communities (local, national and global). 	E
Other (Physical, mobility, local conditions)		
	<ul style="list-style-type: none"> Willing to be deployed in different schools if needed (up to 45 minutes travelling distance from original base). 	E
	<ul style="list-style-type: none"> Willing to work flexible hours to fulfil federation or school business, including evening meetings when required. 	E

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Candidates will be assessed against the job description and expertise profile from evidence provided in their application form, references and a selection process (including interview). Where criteria are to be identified through the Selection Process, this may involve written exercises, group discussions, presentations, interview etc