



Orbis
Education
Trust



Kingsthorpe
College



Kingsthorpe College

Orbis Education Trust

SENDCo

RECRUITMENT PACK

June 2024

About

Orbis Educational Trust

Orbis Education Trust was founded In September 2021 and comprises of:

- **Southfield School**, 11-18 years of age, single sex (mixed sixth form), 1,200 place secondary school (Ofsted rating – Good, possibly outstanding if full Section 5 inspection, February 2020); and
- **Kingsthorpe College**, 11-18 years of age, mixed sex, 1,500 place secondary school (Ofsted rating – Good, December 2019).

A third school will soon join the Orbis family;
- **Hanwood Park School**, 900 place secondary school.

Our mission is:

'To provide world-class education and extra-curricular activities, that empower every student to achieve their full potential. Through collaboration and innovation, we strive to create a learning environment that is inclusive, supportive, and challenging, and that inspires students to pursue their interests and passions.'

We are committed to closing the 'enrichment gap' and providing all pupils with a wider education to develop their life skills In our schools we have Combined Cadet Force (CCF) contingents (Army and Royal Navy), and extensive Duke of Edinburgh award programmes.

We understand that every child is different and, therefore, encourage a culture of collaboration that embraces the views of pupils, parents/carers, staff and trustees. It is important that all stakeholders feel an integral part of the Orbis family.

As a trust, we are dedicated to working together to share best practices and resources, and to providing our students with a diverse range of opportunities that prepare them for success in whatever path they choose to follow.

Staff Wellbeing

We truly believe that our staff are our greatest asset. We start from a position of professional trust and empower our staff to be the best they can within their roles. We know our staff want to deliver the best possible experience and outcomes for our students and we see it as our duty to make sure the training, wellbeing and motivation we provide to our staff allows this.

We continuously review our benefits package to balance the importance of career satisfaction, development and achieving a balanced approach to work and personal time and commitments.

Professional development is at the core of any profession. We ensure that staff have every opportunity to develop their teaching throughout their career. Our schools have a professional learning afternoon each week that enables staff to focus upon CPD. All Orbis schools will be supported in modifying the school day to enable this.

What we offer:

- A competitive salary
- One late start or early finish per fortnight
- Automatic progression through pay points
- Continuous Professional Development
- Teachers Pension
- Opportunities for flexible working Including a 9 day fortnight
- Access for staff and their families to a Healthcare scheme
- Free parking
- A staff wellbeing day during term time
- Cycle to work scheme
- Discounts on holidays and retailers
- Long service and social events



Job Details

POST OF:

SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR (SENDCo)
Kingsthorpe College

AT:

SUMMARY OF ROLE:

To lead and manage continuous improvement to the quality of education at the school, working with teachers to further develop their practice in order to drive outcomes for students with SEND.

COMMENCEMENT:

January 2025

CONTRACT TYPE:

Permanent

SALARY:

Leadership Pay Scale 6-13, £53,980 - £63,430

Joining Kingsthorpe College

There is a vibrancy and an energy across our college. We firmly believe that Kingsthorpe College is successful because we work so well with each other.

At Kingsthorpe College, we are passionate about providing opportunities for all our students to achieve artistic, athletic and academic excellence. We very much believe that our role is to help develop successful learners, confident individuals, and responsible citizens. In addition to ensuring that all our young people achieve their potential in these areas, there is also a genuine commitment to respect for individuals which is demonstrated in the daily life of the College.

High quality relationships are at the heart of everything that we do. We want our young people to be happy, confident, curious, and resilient learners. We know that this can only happen if relationships are built on trust and mutual respect. We believe that when young people feel safe and secure, everything is possible, and we promise to do our utmost to make sure that we unlock the potential in everyone.

All we can ask from our students is that they do their best, and we value hard work, determination, and thoughtfulness. We are proud of the extracurricular provision that we can offer, and we work hard to give our students plenty of opportunities to develop their confidence and creativity – both in and out of lessons.

We believe in clarity of communication, and the power of feedback. We always welcome open and honest dialogue between all those involved in and with the College. We are excited and optimistic about what the future holds for the young people and community which we serve.

Our Values and Ethos are:

Aspiration, Responsibility, Respect and Care

- To significantly stretch the performance and achievement of every student.
- To provide an exciting curriculum that makes learning enjoyable.
- To develop in each student a positive self-image and sense of worth.
- To promote high aspirations and high expectations.
- To develop respect for, and the recognition of, the needs of others.
- To enable each student to make informed decisions and exercise their rights and responsibilities.

To achieve all of this we will:

- Work in close partnership with students and their families.
- Engage effectively with other services in meeting all students' needs.
- Sustain an ordered community where expectations are consistently applied.
- Encourage students to take responsibility and develop leadership skills by working with each other.
- Promote enrichment activities which build on the curriculum and develop personal qualities.



SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR (SENDCo)

We are looking for an enthusiastic, experienced, and highly committed SENDCo. The successful applicant will lead high quality SEND provision across the school. They will provide clear guidance for staff on the implementation of quality first teaching strategies to raise achievement for students with SEND, as well as establish and manage bespoke interventions to support the academic, social, and emotional progress of identified students. They will also manage our dedicated and experienced team of learning support staff.

For the right candidate there is potential for this role to expand and join the extended Senior Leadership Team (SLT) to support further career development opportunities.

Ethical leadership is at the core of all decision making at Kingsthorpe College. As such, staff are valued, treated with respect, and afforded a diverse range of opportunities that come with professional trust. We place significant emphasis on working collegiately as a staff to share our expertise and subsequently enhance the learning experience with our students. Every member of the staff is involved in a variety of professional learning programmes that take place every Wednesday across the academic year.

Moreover, we are committed to the Education Staff Well-being Charter, with numerous initiatives in place to support this. Staff wellbeing is important to us, and we offer a range of benefits to support our employees including:

- Westfield Health Plan
- Discounts at retailers and holiday companies
- Free Parking
- Free onsite gym
- One early finish or late start per fortnight, planning off-site time
- Flexible working opportunities including the option of a 9-day fortnight
- Staff Wellbeing Day
- Cycle to Work scheme
- Professional Development

Closing date for applications is Monday 8th July 2024. (*Interview dates likely to be 15th and 16th July 2024*)

If you have any queries or wish to visit the school please contact Dan York, Orbis Executive Director dyork@orbismat.com

Please find a wealth of further information on our website at:
<https://www.kingsthorpecollege.org.uk>

T: 01536 513063

Address : Kingsthorpe College, Boughton Green Road, Kingsthorpe, Northampton NN2 7HR Tel: 01604 716106

Kingsthorpe College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Job Description

Outline of Role:

To lead and manage continuous improvement to the quality of education at the school, working with teachers to further develop their practice in order to drive outcomes for students with SEND.

Strategic direction

- To work in collaboration with the Strategic Leadership Team and assume responsibilities commensurate with the role.
- To provide pedagogical leadership to all staff to ensure that the planning, resourcing and delivery of the curriculum meets the needs of students with SEND and enables them to make expected or better progress.
- To lead the development of our SEND provision so that it supports those students with SEND
- To be the SENDCo and provide strategic oversight and direction to our SEND team.
- To lead the development, implementation, monitoring, and evaluation of provision for special educational needs within school liaising with relevant stakeholders.
- To be responsible for completing all processes that relate to statutory and non-statutory assessments.
- To manage appropriate resources for special needs and ensure that they are used efficiently, effectively, and safely.
- Being a significant presence around the school, actively supporting staff and promoting appropriate conduct amongst students.
- Develop, communicate, and implement the vision for the school in conjunction with the pastoral and senior leadership teams.
- Quality First Teaching
- To provide strategic direction to the work of the teaching team to address uneven patterns of progress in outcomes for disadvantaged students and those with SEND.
- To work with the teaching team to substantially improve quality first teaching to meet the needs of disadvantaged students and those with SEND.
- To target additional specific provision to improve outcomes for students with SEND.
- To collaborate with and provide leadership to heads of subject and teachers to drive the learning and progress of students with SEND.
- To develop a continuum of provision with the teaching team and the subject leaders that effectively meets the needs of students not making the expected progress and which enables them to accelerate in their learning.

SENDCo and School Development

- Initially there will be no teaching commitment, however, the role will require delivery of interventions and cover in the absence of specialist teachers within the provision.
- To lead and manage all aspects of assessments including access arrangements, both statutory and non-statutory, regarding vulnerable groups.
- Gather information and produce reports for a range of audiences including the local authority, governors, and staff.
- To liaise and work collaboratively with relevant outside agencies to ensure that individual students' special educational needs are met effectively and that all statutory requirements are met fully.
- To ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- To effectively implement the school's identification processes, ensuring that students needs are accurately recorded and communicated.
- To work with subject leaders, teachers, and other relevant staff to ensure that all contextual information and data about students with SEND is used to set subject-specific targets and to match work appropriately to students' needs. To ensure that the SEND Register is kept accurate and up to date and that staff are kept informed of students' special educational needs.
- To lead the ongoing monitoring, evaluation, and review of all plans in place to support students with SEND and to arrange and chair annual reviews.

- To analyse and interpret relevant national, local, and school pupil data, plus research and inspection evidence, practices, expectations, targets and teaching methods.
- To use data effectively to identify students who are underachieving and create and implement effective plans of action to support those students to catch up.
- To provide training, developmental support and guidance to staff on the choice of appropriate teaching and learning strategies to meet the needs of different students.
- To make appropriate provision through interventions to ensure that students reach age-related expectations.
- To work with staff to promote an inclusive curriculum
- To support meetings and to communicate information to staff and co-ordinate monitor and evaluate resulting action.
- To ensure that the SEND provision is a safe, effective, and stimulating environment for the teaching and learning of students with SEND.
- To teach, students according to their educational needs, including the setting and marking of work.
- To assess, record and report on the attendance, progress, development, and attainment of students with SEND and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students with SEND.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards or work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- An in-depth understanding of the statutory provisions and legislation concerning safeguarding and SEND assessments.
- Evidence of using analysing data, setting priorities and planning action to address emerging issues.
- The ability to develop a philosophy of high aspiration and expectation for every student including those with SEND and those disadvantaged.
- The ability to analyse performance and to articulate reasons behind successful achievement and poor performance.
- Work in partnership with all stakeholders to support the needs of students.
- Ensure that Child Protection issues relating to students are addressed swiftly and in line with the Child Protection Policy.

School community

- Reinforce and instil clear standards for and throughout the school.
- Promote the school's unique identity and celebrate its achievements
- Work with parents and students to ensure that they understand the aims of the school, its policies and procedures and future direction.
- To be a positive role model of the values and behaviours that underpin the school vision.
- Collaborate with colleagues to ensure the sharing of resources to the benefit of the school, department, and individual students.
- Contribute to wider life of the school through your participation in meetings, extra-curricular events, and information/open evenings.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks will be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Person Specification

	Essential	Desirable
EXPERIENCE	<ul style="list-style-type: none"> - Experience of teaching across a range of key stages -Evidencing how funding has been used and securing additional funding as required - Have held a TLR or had line management responsibilities for at least one year. 	<p>Successfully managing a Focus Provision</p> <p>Designated teacher for LAC or PP</p>
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> -Knowledge of graduated response -Secure understanding of SEND Code of Practice -Proven track record of delivering strong progress outcomes for students with SEND -Experience of reflecting on an improving teaching practice to increase student achievement -Evidence of continually improving the teaching and learning of their subject through schemes of work and extra-curricular activities -Knowledge and experience of a range of successful teaching and learning strategies and interventions to meet the needs of all students -Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management -Familiar with current research and implementing evidence- based practice 	<p>Specialist knowledge within a specific area of SEND</p>
SKILLS AND PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> -Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice -Effective and systematic behaviour management, with clear boundaries, consequence, praise, and rewards -Thinks strategically about classroom practice and tailoring -Understands and interprets complex student data to drive lesson planning and student attainment ----Good communication, planning and organisational skills -Demonstrates resilience, motivation, and commitment to driving up standards of achievement -Acts as a role model to staff and students 	
EQUAL OPPORTUNITIES	<p>A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality, and diversity</p>	
SAFEGUARDING	<p>A thorough understanding of up-to-date safeguarding requirements and best practice</p>	

Kingsthorpe College is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff to share this commitment