

Tiverton High School is looking to appoint a permanent SENDCO from September 2024.

Are you emotionally intelligent?

Do you have a relentless drive around school improvement?

Can you see yourself playing a key role in Tiverton High School becoming an outstanding school?

Are you able to instil respect and resilience in our students?

**Closing date: Wednesday 17<sup>th</sup> April 2024, 12pm**

**Interview date: TBC**

**MPS / UPS + TLR 1b**





## Welcome to Tiverton High School

### SENDCO

The school has a dedicated team of teachers and staff who work tirelessly to ensure that each and every student receives the highest quality education. From traditional academic subjects like English, Maths and Science to vocational courses such as Sports Studies, Health and Social Care, and Construction, there is something for everyone at Tiverton High School.

This post holder will work alongside myself and both my Deputy Head of Inclusion and Deputy Head of Quality of Teaching as well as other members of the leadership team. The successful candidate will play a significant strategic role in the development of the school.

But it's not just about academic achievement. The school also offers a broad range of extracurricular activities, including sports teams, drama productions, and musical ensembles. These activities provide students with the opportunity to develop their skills, build confidence, and make new friends.

At Tiverton High School, the focus is on providing a well-rounded education that prepares students for success in whatever path they choose Post 16. Whether it's further education, an apprenticeship, or directly entering the workforce, the school is committed to helping its students achieve their goals and reach their full potential.

We are now recruiting for an experienced SENDCO to fulfil this crucial and exciting opportunity. Our new SENDCO will be responsible for ensuring that students with special educational needs (SEN) receive the support and accommodations they require to succeed academically and socially.

As an effective SENDCO you will have a wealth of experience in working with students with a variety of special needs, including but not limited to physical disabilities, learning disabilities, and emotional and behavioural disorders.

You will be able to liaise effectively with teachers, parents and external agencies to create and implement individualised education plans for each student with SEN. Additionally, you will have strong leadership and communication skills and will be responsible for managing a team of teaching assistants and other support staff.

We warmly welcome visits to the school so if you would like to come and meet my team, please contact my PA Meg Hepworth on 01884256655 or email [mhepworth@tiverton.devon.sch.uk](mailto:mhepworth@tiverton.devon.sch.uk)

I look forward to meeting you

Sammy Crook  
Head





### Community

Tiverton High School is truly at the heart of our community. The school is a mixed Co-operative Foundation Trust School, being part of the Tiverton Co-operative Learning Partnership with Petroc College, Tiverton Community Arts Theatre (TCAT), 11 primary schools, sports clubs and establishments and a major textiles company in the town. It also works in partnership with other cooperative schools in the area.

### Mission

Our school's mission is based on the enthusiasm and belief in student potential. An inspired mind is a flourishing individual and that is what they aim for!

### Student voice

Here is what students have said about Tiverton High School...

"gives pupils the confidence and self-esteem throughout their school life."

"is a secure, supportive environment where every student is welcome and accepted, regardless of race, religion or any other factor."

"there is something for everybody at THS."

"encourages and develops our capabilities."

"helps each pupil succeed in life by providing the best teaching, education and encouragement."

### Ofsted

"You lead a highly inclusive school which benefits pupils and the local community."

"There is a strong sense of common purpose in the school. Your concern for individuals is a striking feature of your leadership, which you summed up with the statement, 'We stopped working with data; we started working with pupils.'"

"Governors, leaders, teachers and other staff are committed to the school and are ambitious for its future."

#### The Federation of Tiverton Schools

Tiverton High School is part of 'The federation of Tiverton Schools, comprising of Tiverton High school, Heathcoat Primary school (HPS) and Rackenford primary school (RPS).

This federation was established in 2016 and the substantive Head of the High School is also the Executive Head of the Federation supported by the leaders at THS and a Head of school at each of the primaries.

As a federation we work in partnership to provide the best experiences and opportunities for our young people. Some colleagues work across the three schools, for example our site team and some office staff. In addition to this we run two Nurture groups of students who are not secondary ready, who are taught by a primary trained colleague.



## Curriculum & learning

Our curriculum is based upon the National Curriculum programmes of study at Key Stages 3 and 4 and is timetabled using a 50 period two week timetable. Our curriculum has been developed to meet the requirements of current national guidelines and our commitment to the provision of a wide range of subjects, including breadth in our arts subjects which is one of our school strengths.

All students at KS4 take at least one subject which reflects the English Baccalaureate range of subjects. All students follow the statutory PSHE curriculum through a series of lessons with their tutor and specialist external providers.

In Years 8 students study the following subjects: English, Mathematics, Science, Computing, Design Technology, Food Technology, French, German, History, Geography, Religious Education, Art, Music, Drama, Physical Education, as well as a PSHE programme which delivers personal, social, health, citizenship and careers education. We are an NCS Champion School.

From Year 9 students study the core curriculum of English, Mathematics, Science and PE alongside a set of subjects that they have opted for. At the end of Year 9 these option subjects are further refined to a

set of qualifications to be taken at the end of Year 11. Students have a wide range of GCSE and vocational subjects to choose from that includes arts, Performance, DT, ICT, PE, humanities subjects and Health and Social Care. The study of a modern foreign language at GCSE is not compulsory, but the study of an 'Ebacc' subject is. Most students will go on to gain 9 GCSEs or equivalent.

Students are grouped in a variety of ways according to the needs of the subject. This includes fine setting and mixed ability teaching as appropriate. Support for students with Special Educational Needs, and those for whom English is an additional language, is provided in class and through interventions with literacy support staff. Support for EAL students is provided through literacy support staff and classroom staff.

The curriculum is designed and delivered on the principle of students 'mastering Key constructs' within each subject area. Formal assessments of learning are conducted according to our Assessment, Recording and Reporting schedule and targets are available to view by parents and students via our online school information platform 'Go4Schools'.

Home learning is delivered for all year groups across all subjects using 'Google Classroom'



## Reading

Reading is a fundamental skill and a priority for all at THS. Being able to read competently and confidently means students will be able to access the complete secondary curriculum. The launch of the reading programme in September 2022, to include tutor reading and D.E.A.R, provides students with the opportunity to practice reading skills and develop their comprehension of texts. The aim at THS is for all students to be able to read fluently and accurately and so our targeted reading intervention programme, involving the teaching of phonics, supports students who are not reading at their chronological age. Here at THS, it is our collective responsibility to frequently provide students with opportunities to develop their vocabulary, enhance their reading skills through reading practice and foster life-long habits of reading for pleasure.

There are three aspects of 'Reading at THS':

### THS Tutorial Reading Programme:

THS Tutorial Reading Programme dedicates one weekly tutor period for the tutor group to read as a shared experience. The students are read a book each term by their tutor and students are provided with their own copies of the book so they can follow the text and discuss together. Across the five years, students will read 14 enriching books with their tutor group. The 'THS Top Reads' is a collection of texts which hold significant value for different reasons: the style of writing, the messages they give or the issues explored. The books have been chosen as texts that will:

- provoke thought
- bring depth, colour and culture to students' lives
- show the world from many perspectives
- bring a greater understanding of the way we and the world work
- develop their cultural capital
- be a pleasure to read

### D.E.A.R "Drop Everything and Read":

Time is set aside in the curriculum timetable for both students and their teachers to read their personal book choices for 15 minutes each day on a rolling programme. Books are a part of the THS equipment list and each student is encouraged to select their own choice to suit their interest and ability level.

### Targeted Reading Intervention Programme

Students at a reading age of ten years or below receive targeted and personal reading intervention programmes involving the teaching of phonics and spelling in order to improve reading skills to their chronological age.





### Extra-curricular

We would encourage you to read our PosiTIV magazines which are produced termly [[click here](#)] and view our website to find out more about all the events and activities that go on in our school every week including sporting achievements, participating in Ten Tors, music, Interact Club (fundraising in partnership with Rotary) as well as a range of visiting speakers and external visits and subject trips.



The school offers clubs at lunch time and before and after school in areas such as sport, performing arts and general interest (offering a variety of interests ranging from surf club to creative cooking and gaming).

We take pride in our annual musical production - our last one was The Sound of Music in December 2023 which was performed for 5 nights to a sell-out audience.

In the last few years we have produced Cats, Oliver, Annie, Joseph and his Amazing Technicolor Dreamcoat, We Will Rock You, Little Shop of Horrors and Grease.

### Activities Week

At the request of our Ambassador Team, we run activities week at the end of the summer term for students in years 7-9 where they can take part in a huge range of day trips to local theme parks and residentials to Iceland, London, Amsterdam to name a few, as well as free of charge activities in school such as Bake-off and craft week.

During this week Year 10 take part in work experience.



### Pastoral Care

We have five Heads of Year, and tutor groups include students from within their own school year.

This system helps us provide a better level of support and enables both students and staff to develop strong relationships with their tutees. Our PHSE programme is delivered through the tutor system.

Our pastoral team includes Assistant Heads of Year (non-teaching), Early Help Coordinator, School Counsellor, the attendance team and the school nurses to provide the very best in pastoral care for all.



## Prioritising staff and student mental health and wellbeing

At THS, we promote positive mental health for every member of our school community. We are a Well School which aims to help improve education outcomes by placing wellbeing at its very heart to support school staff, senior leaders and young people.

A Well School places just as much emphasis on wellbeing as it does on academic performance. It understands that children and young people are more effective learners when they are happy and well and that they must take care of their staff and their students' wellbeing to create a culture that allows everyone to reach their potential. We offer 24/7 access to an Employee Helpline where colleagues can access free counselling, as well as advice on financial matters, family issues and a raft of other things

In July 2022 we were awarded the Schools Mental Health Award. The Mental Health Award for Schools provides a framework for schools to evidence policies and initiatives that work towards improving emotional health and wellbeing for both staff and pupils.

Supporting staff mental health and well-being is important to us as a school. It is vital that those responsible for teaching and inspiring this generation of children are well enough to keep showing up for their students. We therefore invest in support for staff and have a range of initiatives from planned wellbeing activities, to secret staff buddies to Friday afternoon tea club. We have been chosen as one of 25 schools to take part in The Youth Sport Trust Big Give Project

which supports schools to deliver an intervention to improve staff well-being. We have also signed up for the Education Staff Wellbeing Charter which is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education.

We have recently trained students to become wellbeing ambassadors and will continue to train more students over the coming year. We know that young people can sometimes find it hard to talk to adults about their worries or any difficulties they are facing. Some young people may not have an adult in their life they can trust, and others may feel they'll be judged or that an adult won't take their problems seriously. Having other young people who can offer them support or point them to where they can gain specific support is vital to these individuals to protect their mental health and promote wellbeing.

The Wellbeing Ambassadors Programme empowers young people to lead wellbeing initiatives to provide peer to peer support such as drop-in sessions, one to one peer coaching, campaigns to increase awareness of mental health and reduce stigma around discussing mental health problems. There are many benefits for the students who are trained as ambassadors as well as the peers who are receiving support.

Thank you for taking the time to learn more about our school.

Sammy Crook, Head



## The Education Staff Wellbeing Charter



# The job description: SENCO



## The Post

The SENDCO, under the direction of the Deputy Head Inclusion, will hold up to date knowledge and understanding of curriculum development which supports the needs of children with SEN. The SENDCO will:

- Respond to the local and national context of needs as a response to the impact of the pandemic and to reflect the expectations within the green paper.
- Help to shape the direction of pedagogy of teaching across the school in conjunction with other senior leaders but with a specific emphasis on those children with SEN.
- Have a clear overview of the progress of SEN students in the school and be able to support and challenge middle leaders in order to support the academic and pastoral development of children with SEN
- Determine the strategic development of (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual students with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

- The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

## Duties and responsibilities

The SENDCO is responsible for the strategic development of SEND policy and provision. They will:

- Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective



### **Operation of the SEN policy and co-ordination of provision**

The SENDCO will provide specific strategies around the pedagogy of teaching in order to ensure colleagues support students with SEN in the classroom. The SENDCO will:

- Be a champion for Quality First Teaching with a tool kit of strategies to support inclusion in the classroom.
- You will lead on adaptive teaching practices, differentiation planning and curriculum planning and delivery.
- You will be confident supporting children with SEN.
- Maintain an accurate SEND register and provision map
- Provide guidance to support colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer and be able to apply this in a school context
- Hold a seat on the Senior Leadership Team and as a result commit to the full role and related responsibilities of a senior leader.
- Work with multi agencies, other schools, educational psychologists, health and social care professionals, and other external agencies to support the needs of SEN students and those who may have an unmet need

- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for students with SEN or a disability
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

### **Support for students with SEN or a disability**

The SENDCO will work with the SEN team to identify a student's SEN early to provide targeted support. The SENDCO will:

- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the student
- Communicate regularly with parents or carers
- Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after student has SEN or a disability



### **Leadership and Management**

The SENDCO will work with the head teacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements. The SENDCO will:

- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET/staff briefings for staff where appropriate
- Lead and share strategies to support the pedagogy of Quality First Teaching
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students with SEN or a disability
- Lead and manage teaching assistants (TAs) working with students with SEN or a disability
- Lead and manage the Assistant SENDCO and CAIRB Lead Teacher
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

### **Responsibilities and accountabilities as a teacher**

The SENDCO is a teaching position and as such, the SENDCO will set high expectations which inspire, motivate and challenge students. You will:

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

### **Promote good progress and outcomes for students with SEN**

The SENDCO will be accountable for SEN students' attainment, progress and outcomes. The SENDCO will:

- Provide advice and support to other senior leaders of the school acting as a champion for students with SEN when implementing whole school policy and practice
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

### **Adapt teaching to respond to the strengths and needs of all students**

The SENDCO will have a positive impact on the pedagogy of teaching and learning for SEN students. Additionally the SENDCO will:

- Be a whole school champion for SEN students
- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Be able to confidently adopt school policies where appropriate to meet the needs of SEN students



### **Manage behaviour effectively to ensure a good and safe learning environment**

The SENDCO will have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's relational behaviour policy. The SENDCO will:

- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

### **Fulfil wider professional responsibilities**

The SENDCO will make a positive contribution to the wider life and ethos of the school. The post holder will develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. The SENDCO will:

- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

### **Child Protection and Safeguarding**

- The post holder will have a shared responsibility for the safeguarding of all children and young people.
- The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.
- The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct at all times.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the line manager.

