



# Crossley Hall Primary School

Part of Pennine Academies Yorkshire

## Recruitment Pack

# SENCO Responsible for EYFS

Headteacher: Mrs E Monney  
Deputy Headteacher: Mrs S Canning



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## Letter from Our Headteacher:

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 6 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of, inclusion, aspiration and happiness.

*'Crossley Hall is a safe haven for all our pupils. A place where pupils and staff alike feel at home welcomed and accepted. We embrace those quirky traits, nurture imperfections and value difference. Inclusion here is a mind-set, not an intervention, program or specific 'room' in school. It is a way of thinking, it is who we are!'*

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and Read Write Inc. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year each year group have the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our **inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

Eleanor Monnery

Headteacher



OUR SCHOOL IS PART OF THE PENNINE ACADEMIES YORKSHIRE



## **Non-Teaching SENCO Responsible for EYFS**

To start in September 2023

*An exciting opportunity for an additional SENCO with the responsibility for EYFS has arisen to work in our three-form entry primary school. This non-teaching role would have the benefit of working within a SEND Team, including an AHT for Inclusion/SENCO, Resource Provision Lead, SEND Administrator and three Specialist Teachers. You would have responsibility for SEND within our 2 and 3-year-old provision including Reception.*

**Are you keen to teach in a large, vibrant and energetic primary school?**

**Are you passionate about inclusion and equality of opportunity for all pupils?**

**Are you an outstanding teacher with a real passion for exciting teaching and learning?**

**Do you have experience supporting children with additional needs particularly in Early Years?**

*You will need to be passionate, resilient, inclusive and used to working in a fast-paced environment!*

**As a member of the Leadership team we can offer you:**

- ✓ The opportunity to undertake NPQ Qualification
- ✓ Working as part of an experienced SEND team
- ✓ The support of working alongside an experienced Senior Leadership Team
- ✓ A straight talking and energetic team with a great sense of humour

**Ready for the challenge?**

*If you think you are up to the challenge then contact the school to arrange an essential visit or to obtain an application pack.*

**Discover what a great career move working with us would be!**

**What our existing SENCO Miss Moran says about us,**

*"Having started as a student in Nursery 7 years ago, it is safe to say that my time at Crossley Hall has enabled me to flourish as an educator, pursue my passion for SEND and grow amongst a strong, supportive team with dedicated leadership. Utilising a relational approach enables us all to create connections between adults and staff alike that are wholly positive and enabling. A recent SEND review concluded: "the school environment was calm and positive relationships were evident across all areas of the school. The school's three core values – aspiration, inclusion and happiness – were observed throughout the school and in the interactions with both pupils and staff." Supporting children with SEND is a significant part of life here at Crossley Hall and we take great pride in ensuring children have the provision they require, as well as working in partnership with parents and external professionals to take a holistic approach to meeting needs. Although each and every day is different, I believe working at Crossley Hall is ultimately one of the most rewarding places to be and I feel incredibly proud to be a part of our community".*

Contact: [d.clifford@chps.paymat.org](mailto:d.clifford@chps.paymat.org) Mob: 07805449496

**Closing date: 17th April 2023 Shortlisting: 18th April 2023 Interview: w/c 24th April 2023**

# JOB DESCRIPTION – TEACHER + SEN POINT

**Job Title/Post:** Teacher + SEN Point

**Date:** September 2023

**Salary:** Main Pay Scale

**Responsible to:** Headteacher/SLT

## GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## PURPOSE

- To work as part of an SEND team with current SENDCO (Assistant Headteacher) and SEND Administrator to manage and oversee SEND across the EYFS setting.
- To provide support for class teachers with children with SEND
- To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.
- Be consistent in the delivery of all the School policies and practices
- Managing, developing and maintaining high-quality SEND provision
- Observing pupils in the classroom, to coach and train colleagues
- Keeping all paperwork including records and policies, up to date and actioned, as appropriate
- Meet with parents to support SEND and pupils' healthcare
- To monitor the quality of SEND support delivered both by teachers and support staff
- To support and maintain the SEND register of pupils
- To ensure that awareness of SEND issues is maintained across all of the teaching staff
- Be a role model for pupils through personal presentation and professional conduct
- Perform particular duties in accordance with school procedures to ensure pupil safety
- Model a determination to succeed and a positive attitude to your work

## **AREAS OF RESPONSIBILITY AND KEY TASKS:**

Strategic direction and development of SEND Provision in the School (with the support of, and under the direction of the Headteacher, AHT for Inclusion, Resource Provision Lead and the Trust Strategic Inclusion Manager)

- Exercise a key role in assisting colleagues with the strategic development of SEND policy / provision;
- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the school development plan;
- Monitor progress of objectives and targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- Analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement;
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.

## **TEACHING AND LEARNING**

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND;
- Work with colleagues to develop effective ways of bridging barriers to learning through:
  - assessment of needs
  - monitoring of teaching quality and pupil achievement
  - target setting, including MSPs
  - developing a recording system for progress
- Collect and interpret specialist assessment data to inform practice;
- Undertake day-to-day coordination of SEND pupils' provisions through close liaison with staff, parents and external agencies;
- Work with colleagues to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils;
- Consider the range of teaching strategies / equipment that could be utilised for pupils requiring specialist provision;

## **LEADING AND MANAGING**

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings;
- Contribute to the appraisal process for identified staff;
- Advise on and contribute to the professional development of staff, including whole school INSET provision;
- Provide regular information to relevant members of SLT within school and trust wide on the evaluation of SEND provision and the impact on improving outcomes.
- Attend the Trust Scrutiny Committee and provide SEND feedback.

## **MONITORING, ASSESSMENT, PLANNING AND TRACKING**

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports
- To oversee the writing and regular review and updating of My Support Plans
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child

- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other professional reports and disseminate them so that they are effectively implemented in the classroom
- To use data generated by school assessments effectively to inform future pupil progress

### **COMMUNICATION AND REPORTING**

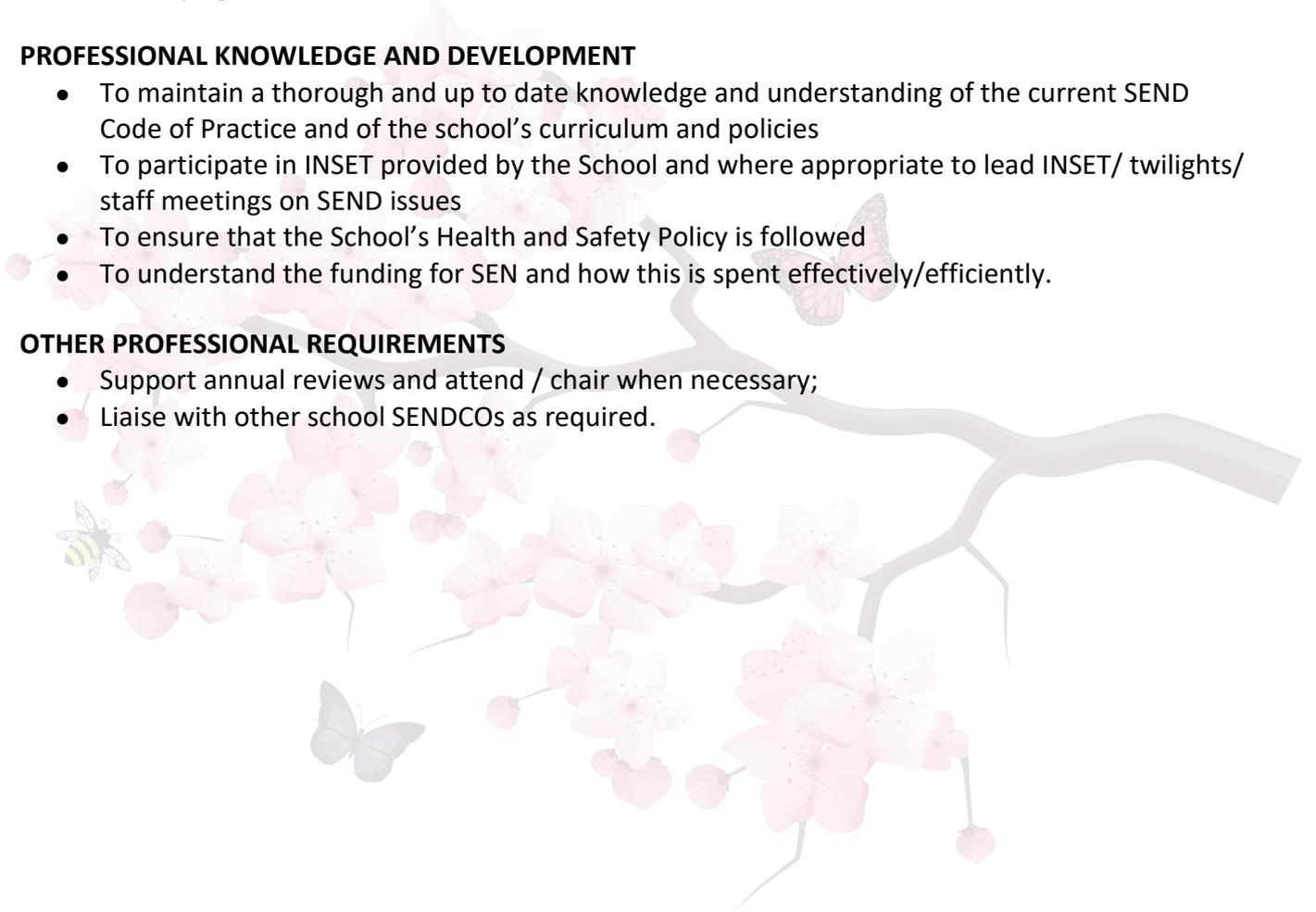
- To write reports for parents on the pupils receiving specific teaching
- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the MSPs, and to be proactive in communication about these issues
- To make recommendations to parents concerning the use of external agencies for identifying SEND

### **PROFESSIONAL KNOWLEDGE AND DEVELOPMENT**

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the School and where appropriate to lead INSET/ twilights/ staff meetings on SEND issues
- To ensure that the School's Health and Safety Policy is followed
- To understand the funding for SEN and how this is spent effectively/efficiently.

### **OTHER PROFESSIONAL REQUIREMENTS**

- Support annual reviews and attend / chair when necessary;
- Liaise with other school SENDCOs as required.



## SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCO)

### PERSON SPECIFICATION

	Essential	Desirable
<b>QUALIFICATIONS / TRAINING</b>	<ul style="list-style-type: none"> <li>• A degree or equivalent higher degree qualification, postgraduate courses</li> <li>• QTS status</li> <li>• Hold the National Award for SEN Coordination (NASENCO)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of on-going professional development; attendance on courses, INSET, action research personnel study</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• At least 4 years' experience as a class teacher with secure judgements of good and outstanding teaching</li> <li>• Prior experience related to SENDCo role</li> <li>• Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision</li> <li>• Knowledge of relevant legislation - in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without</li> <li>• Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child</li> <li>• Knowledge of current educational issues and their relationship to inclusion, behaviour support and SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading on developing provision of more able children</li> <li>• Experience of inter-agency work</li> </ul>
<b>ABILITY / SKILLS</b>	<ul style="list-style-type: none"> <li>• Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school</li> <li>• Excellent written and oral communication skills</li> <li>• Excellent presentation and interpersonal skills</li> <li>• Excellent time and task management skills</li> </ul>	
<b>SPECIAL REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Ability to work under pressure and to deadlines</li> <li>• Ability to work as part of a team and share responsibility for SEND register</li> <li>• Ability to use data effectively in setting targets</li> </ul>	

***'Pennine Academies Yorkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'***