



SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENDCO)/CLASSROOM TEACHER RECRUITMENT PACK

GROWING TOGETHER, STRIVING FOR SUCCESS



Post: SENDco/Classroom Teacher

Overview: At Lime Tree, we are committed to providing an inclusive and supportive learning environment where every student can thrive. We are seeking a dedicated and experienced professional to join our team as a SEND Coordinator and Classroom Teacher. Applicants who have yet to achieve the SENDco award are invited to apply and will be supported with this training.

Salary: MPS-UPS Plus 2 days SEN allowance, plus pension benefits.

Contract Type: Part time FTE (0.6) SENDCo -two days out of classroom, with the option of (0.4) two days teaching for a full time post (KS1).

Contract Term: Fixed Term 1 Year Initially

Location: Lime Tree Primary Academy, LU5 5QN

Report To: Head of School

Disclosure Level: Enhanced



INTRODUCTION TO THE ROLE



We are seeking to appoint a Special Educational Needs and disabilities Coordinator (SENDCo Coordinator) and classroom teacher, committed to improving the experience and outcomes to the pupils in our lovely, one/two form entry primary school. This is an exciting opportunity to join a friendly and professional team at a very exciting time for the school.

You will find yourself joining a close-knit team within the school as well as the Multi Academy Trust wider community.

We are interested to hear from those with QTS who want to support pupils by working closely with the school, external provisions, the local authority and medical professionals to offer a consistently strong, holistic SEND school experience to our pupils, we are looking for someone who will approach their role in line with our ambition of offering an exceptional quality of education to pupils of all backgrounds and prior attainment.

Lime Tree Primary Academy has had a recent £3 Million rebuild and refresh to its school estate, it was graded **GOOD** by Ofsted in February 2024.

Joining Lime Tree Primary Academy now is a fantastic opportunity to be part of something really special.

OUR SCHOOL VISION, AIMS AND VALUES

OUR VISION

We believe a happy and well regulated child is ready to learn.

We promote an aspirational, positive, inclusive learning environment, that develops resilience, confidence and enthusiasm, in a setting that ensures holistic progress and listens to the voice of all our stakeholders.

We have invested in a creative curriculum, with high quality, adaptive teaching, grounded in what the children need.

We understand the importance of a solid foundation for childhood learning and development.

At Lime Tree, we want our community to widen their cultural capital, empowering them to explore their world and discover opportunities.

We aim to foster a community love of learning, by working together for individual success.

OUR AIM

We are committed to providing a nurturing, safe environment where children can learn to be the best they can be.

Inspirational leadership facilitates every young person to have access to a great education, enabling life long learning in an ever changing world.

OUR VALUES

Lime Tree Primary Academy values the central role of the child in their own development and individuality.

We are an inclusive school that values equality, accessibility for all and everyone's well-being.

We appreciate that a safe, stable and inviting environment allows our children to thrive.

We expect our community to all share the values of being polite, mutually respectful and to take pride in what they do.

Resilience is valued, so that no-one gives up at the first hurdle, but strives to problem solve.

Trust and honesty allow for collaborative learning for staff and pupils alike.

GROWING TOGETHER STRIVING FOR SUCCESS

ABOUT THE TENYSON LEARNING COMMUNITY



The Tennyson Learning Community is a small Multi Academy Trust that invests in teachers and leaders to carry out their roles effectively, in order to attain excellence in its schools.

Dedicated to improving standards, we believe strongly in the benefits of working collaboratively across the Trust to drive outcomes and standards.

We are proud to run one of the highest performing primary schools in the country – Tennyson Road Primary School, Luton – “Together, in strength and partnership” we are able to offer an outstanding school improvement model with a proven track record.



In return for your commitment and hard work we offer:

- A school team who will share your energy and enthusiasm.
- A brilliant community of professionals across the Trust, with great expertise
- A superb professional development programme and career opportunities within the Trust
- Wonderful children who love learning
- Competitive pay rate
- Private health care plan

We are driven by a moral purpose and a vision that ensures every child has the right to outstanding teaching and, every academy, exceptional leadership. It is our vision to work with our children, their parents and carers and our staff to create and to sustain excellent academies.

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MESSAGE FROM THE HEAD OF SCHOOL



We pride ourselves on being a forward thinking, fully inclusive school. We strongly believe in supporting every child to reach their full potential and provide high quality support and interventions as part of a child's learning journey here.

Our School motto is '**Growing together, striving for success**' and we firmly believe that working closely with pupils, parents and carers is key to positive outcomes for our pupils, helping them to leave our school equipped and ready for secondary education and the demands of modern life.

Children take part in engaging and exciting lessons and activities. Visitors and events such as drama workshops and artists are regularly welcomed to school to enhance and enrich our pupils' learning opportunities further.

We fully believe that children who are interested, challenged and engaged will learn more. We aim to provide an excellent education for our pupils together with parental support through a strong home school relationship. Children also learn about today's society and the importance of diversity and to respect others regardless of ability, gender, ethnicity, sexuality or religion.

Our recent Ofsted Inspection resulted in a grading of good in all areas, we are incredibly proud of the progress made through excellent teamwork and collaborative working, we are excited to drive these improvements further to achieve outstanding outcomes for all.



OFSED - "In lessons, pupils behave well and are attentive. They know their teachers want them to do well. Pupils behave sensibly in lessons and around the school."

"Children learn the behaviour routines from the early years. For example, they cheerfully share their bikes and toys. They learn to concentrate and persevere."

Ms Clare Lewis – Head of School

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

The Tennyson Learning community and the academy schools are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education 2024, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

EQUALITY, DIVERSITY AND INCLUSION

The Tennyson Learning Community values and cares about the lived experience and backgrounds our colleagues can bring to their roles. We believe a diverse team strengthens our organisation and encourages innovation.

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

Lime Tree Primary Academy is an inclusive employer and is committed to making reasonable adjustments where appropriate.

Any information we come across will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or questions about this process, please contact us for more information.

HEALTH AND SAFETY

To be responsible for following Health and Safety requirements in line with school and trust policies and procedures.

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GDPR – DATA PROTECTION

- To be responsible for following GDPR requirements in line with School policies and procedures
- Training and development
- To participate proactively in training and professional development including qualifications required for the job role

NEXT STEPS

Please review the Job Description and Person Specification, if you require these documents in any other format, or have any other accessibility requirements, please contact HR@tennysonroad.school

Our application process is accessed by applying through [My new Term Tennyson Learning Community, Luton | Teaching Jobs & Education Jobs | MyNewTerm](#)

Please do not hesitate to contact the school for an informal conversation about the role. Interviews will be held soon after closing date listed on the posting.

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This job description will be supported by the school improvement plan which may identify key distinct tasks and responsibilities for this role in the school year.

These will be derived from ongoing school self-evaluation and other local/national priorities. The postholder's duties must be carried out in compliance with the Trust/school's policies and procedures including child protection and safeguarding procedures. These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

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Special Educational Needs Coordinator (SENDCo)/Classroom Teacher

Salary range: MPS – UPS, SEND Allowance (3 Days), plus pension benefits and family private healthcare

Location: Houghton Regis, LU5 5QN

Start date: As soon as possible

We value diversity and are committed to safeguarding. The successful candidate will be subject to an enhanced Disclosure and Barring Service check and any other relevant employment checks.

The Special Educational Needs Coordinator/Classroom Teacher will:

- Lead, manage and oversee the day-to-day operation of the schools' SEND policy in line with expectations of the SEND Code of Practice
- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD)
- Meet the expectations set out in the Teacher's Standards
- Fulfil duties reasonably directed by the Head of School

N.B. The duties listed below are not an exhaustive list of requirements. The specific nature and balance of these responsibilities will vary according to the needs of the school.

Overall responsibilities:

- Develop and implement the school's SEND policy and provision plan.
- Monitor and track the progress of students with SEND.
- Provide guidance and support to staff on SEND matters.
- Coordinate with external agencies and parents/carers.
- Plan and deliver effective lessons in Key stage 1.
- Assess and monitor student progress, providing feedback to students and parents/carers.
- Encourage good working practices and provide leadership, direction and support to both teaching and support staff
- Ensure the effective transition of pupils new to the school and for those going to new settings, communicating with other SENDCOs to ensure continuity and progression
- Evaluate achievement, attainment and pupils progress data and provide reports to the senior leadership team and governors as required

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Whole-school organisation, strategy and development:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the school's vision and values
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.

Policy and procedures:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and report all concerns to an appropriate person
- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

Working with colleagues and other relevant professionals:

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues.

Management of staff and resources:

- Direct, supervise and provide support to support staff assigned to them and, where appropriate, other teachers
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- Monitor quality and standards of resources delegated to them.

Professional development:

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching and overall performance
- Where appropriate, take part in the appraisal and professional development of others.

Communication:

- Communicate effectively with pupils, parents/carers, colleagues, wider school community and the local school committee.
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Other professional requirements:

- To report any safeguarding concerns immediately to a Designated Safeguarding Lead
- To consistently implement all trust and school policies, including the promotion of equality and diversity
- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within agreed practices of the school and Trust, with close attention to the Staff Handbook and Code of Conduct
- Establish effective working relationships and set a good example through presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet very high expectations
- Take responsibility for your own professional development and duties in relation to school policies and practices

Training and development:

- To participate proactively in training and professional development including qualifications required for the job role



PERSON SPECIFICATION – Special Educational Needs Coordinator (SENDCo)

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status (QTS) GCSE in English and mathematics at grade 4-9 Evidence of on-going CPD 	<ul style="list-style-type: none"> Evidence of further study with a leadership or inclusion focus NASENCO Award (If candidates applying do not have this award, then they will be required to undertake the necessary training in order to complete the mandatory NPQ for SENCO qualification.)
Experience	<ul style="list-style-type: none"> Varied experience and understanding of outstanding teaching and learning across the primary age range Working with children who have identified special educational needs Strong understanding of SEND legislation and best practices. Involvement and commitment in all aspects of school life Encouraging, motivating and advising children and colleagues Experience of developing, monitoring and evaluating an aspect of school improvement where this has improved pupil outcomes Challenging and supporting children of all abilities Enabling children to achieve high standards Encouraging and maintaining high standards of behaviour and discipline 	<ul style="list-style-type: none"> Experience of working in more than one school Experience of working with governors and other internal stakeholders Experience of working closely with parents to improve the school experience for pupils Leading inclusion or SEND Writing and implementing individual support plans Strong understanding of SEN legislation and best practices.

Skills and Competencies	<ul style="list-style-type: none"> Knowledge of the Code of Practice and SEND provision in Primary education Knowledge of how to identify SEND and ways to signpost necessary support Knowledge of the importance of a healthy mind and emotional well-being Sound understanding of a range of specific SEND assessments Observing, recording evidence and reporting Knowledge of how the effective use of data and target setting can raise standards Knowledge of strategies and techniques for raising pupils' attainment Understanding what constitutes quality in an inclusive educational provision Understanding of the whole curriculum for the primary age range Understanding and current knowledge of a wide range of SEND conditions, diagnoses and areas of need Secure understanding and knowledge of observing children's learning Knowledge & understanding of record preparation and keeping in relation to SEND pupils Secure understanding of statutory assessments Understanding and awareness of the current education landscape and expectations 	<ul style="list-style-type: none"> Understand the schools' attainment data in relation to national data and be able to identify what the school needs to do to improve
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Personal Characteristics	<ul style="list-style-type: none"> • Effective administrative and organisational skills • Upholds ambitious educational standards and professionalism for all • Demonstrates a positive and professional attitude at all times • Ability to maintain confidentiality • Ability to work on your own initiative, make decisions and solve problems • Ability to build effective relationships with staff, parents, the local school committee and the wider school community • Commitment to personal development and ongoing professional development • Ability to deal with challenging/emotional situations 	
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OUR OFFER

The Tennyson Learning Community seek to appoint colleagues who share in our values and belief that **“Every Child Can”**.

We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have in place for all staff:

- Continuous professional learning
- Embedding initiatives to support with reducing staff workload;
- A strong supportive environment with dedicated line management structures and clear communication channels;
- Well-being assistance and support including a dedicated employee assistance helpline and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Wide range of family friendly policies in place for staff;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes;

