

**Empowering futures:
for a better tomorrow**



A place to teach, belong and flourish.

Join us at Kenn Church of England Primary School as our SENDCo (with approx 0.2FTE Teaching responsibilities over two afternoons).

Part-time, permanent role (0.5 FTE)



**Kenn C of E
Primary School**

Proud to be part of



**Education
Trust**



Welcome

Everything we do across our family of eight schools in our Trust is focused on our mission to deliver a high-quality and inclusive education for our pupils.

At Kenn Church of England Primary School you will find a vibrant, close-knit community where children lie at the heart of every decision. On joining us you will have the opportunity to join our kind and caring staff team as we work together to create an ambitious learning environment for all. At Kenn we take pride in teaching the children the importance of Kindness towards ourselves and others, Courage towards new challenges and making the right choices, and Faith, in ourselves, in those around us and in our spirituality.

Please take some time to learn a bit more about our school in Kenn and our Trust, and what makes us, us, our values. We feel it is an exciting time to join us. We hope to meet you soon.

The role: SENDCo (with approx 0.2FTE Teaching responsibilities over two afternoons)

At Kenn Church of England Primary School, we believe in the power of **Kindness**, the strength of **Courage**, and the importance of having **Faith** in ourselves and one another. Our school is a place where every child is known, valued and encouraged to shine – we're looking for a welcoming, organised and compassionate **SENDCo** to help us continue that mission every day.

About the role

This is an exciting opportunity for a SENDCo to play a key role in the life of our Primary School. Working within a small, caring and inclusive school community, you will combine high-quality inclusive classroom practice with leadership of SEND provision, ensuring that all pupils are known, supported and enabled to flourish academically, socially and emotionally. Guided by our school's Christian vision and values, you will champion inclusive practice, work collaboratively with staff, families and external agencies, and act as an advocate for pupils with additional needs. This role is ideally suited to a reflective, compassionate practitioner who is committed to high expectations, professional learning and helping every child experience dignity, belonging and success.

What makes us special

At Kenn, learning is an adventure – and every day is a chance to discover something new. We pride ourselves on offering rich, meaningful learning experiences that go beyond the classroom.



Whether it's forest school sessions, exciting trips, performing arts or sporting opportunities our children grow through exploration, challenge, and connection with the world around them. It's a place where children are encouraged to take risks, try new things, and build a lifelong love of learning, all in an atmosphere of warmth, trust and joy.

We're looking for someone who:

- Will be an effective and committed SENDCo, providing vision-led leadership for inclusion, acting as a courageous advocate and ensuring all pupils experience belonging, opportunity and hope within our Church school community
- Is an inspirational, forward-thinking classroom practitioner, committed to high-quality inclusive teaching and learning rooted in our Christian vision
- Plans and delivers excellent lessons that enable all pupils to make strong progress and flourish, academically, socially and emotionally
- Holds high expectations of achievement and behaviour, championing dignity, respect and justice for every child
- Is a proactive team player, open to coaching, reflection and professional growth

We offer:

- An opportunity to take the next step in your career, taking on SENDCo responsibilities whilst working part time.
- A rewarding role in a positive environment.
- The opportunity to work in a team who are invested in growing the potential of others
- Ongoing professional development

How to apply

If you are someone who believes in the power of inclusive education, values every child's potential, and is ready to make a real difference, we would love to hear from you.

Please do take the opportunity to learn more about the role by viewing the detailed job description included on the following pages. To apply please complete our application form and take the opportunity to share with us how your skills and experience meet the person specification in the job description. To learn more about our school please visit: [Kenn C of E Primary School](#)

The closing date for applications is **Thursday 7th May at 9.00am**. If you have any questions about this opportunity, or would like to arrange a time to visit our school please contact us via my new term or at recruitment@ivyeducationtrust.co.uk

Interviews will be held on Friday 8th May.

We are committed to the safeguarding and welfare of all our pupils, and we expect you to be too. We follow safer recruitment statutory guidance (Keeping Children Safe in Education). If you're successful, you'll be required to complete thorough pre-employment checks, including an Enhanced DBS check and references that are satisfactory to our Trust. All posts in our Trust are exempt from the Rehabilitation of Offenders Act (ROA) 1974.



Job description

Post title:	Class Teacher with SENDCo responsibilities
School:	Kenn Church of England Primary School
Working hours:	Part time (0.5 FTE which includes approx 0.2 FTE Teaching responsibilities over two afternoons)
Salary grade:	MPS /UPS
Contract type:	Permanent
Responsible to:	Headteacher

Key purpose of job:

To carry out the professional duties of a school teacher including those set out in the School Teachers' Pay And Conditions Document, having due regard to the requirements of the national curriculum, school policies, procedures, systems and schemes of work.

To continue to meet the required standard for Qualified Teacher Status.

To provide an effective education for children by teaching within the frameworks provided by the governing body and with regard to all statutory requirements.

Undertake any other such duties as may be from time to time reasonably requested by the Headteacher, or senior leadership team.

SEND policy and provision

- Maintain an overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plans
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose relevant changes
- Think creatively about inclusion and practice within the school Operation of the SEND policy and co-ordination of provision
- Maintain an accurate SEND register and provision map



- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support and Ordinarily Available Provision for all
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND or a disability
- Coordinate intervention groups for pupils with SEND, and evaluate their effectiveness
- Support for pupils with SEND or a disability
- Identify individual pupil's SEND or seek external support to do so
- Co-ordinate provision that meets the needs of all pupils, and monitor its effectiveness
- Secure relevant services for pupils
- Ensure records are maintained and kept up to date
- Review EHCPs with parents/carers and the pupil
- Communicate regularly and professionally with parents/carers
- Support transitions from, to and within school, including specialist provision; ensuring that all relevant information is shared and transition plans are effective
- Promote inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Support pupils to regulate and engage in mainstream education
- Work with the designated teacher for looked-after children, where a looked after pupil has SEND or a disability
- Work with the team to support the positive management of behaviour and relational practice within the school Leadership and management
- Work with the headteacher and governors to ensure the schools meets their responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Identify training needs for staff and how to meet these needs
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability

Teaching & Learning

- Knowledge and experience of KS1 and EYFS is desirable
- Have knowledge of, and keep up to date with, the relevant curriculum and its requirements
- Prepare and deliver curriculum plans and programmes of work, in liaison with partner teacher and support staff, which are appropriate to the needs, experience and knowledge of the pupils.



- Deliver each pupil's entitlement to a broad and balanced curriculum, according to their stage of development
- Provide appropriate levels of challenge, and set targets so that all pupils make good progress and achieve the best outcomes, and receive the best life chances
- Lead, guide and support Teaching Assistants and / or other support staff when working with pupils in your care
- Provide an interesting and stimulating environment for the children, using a variety of teaching and learning styles to keep all pupils challenged
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident
- Encourage a caring atmosphere in which children, support staff and teachers can work efficiently, effectively and in collaboration
- Develop and maintain good relationships with all stakeholders, including parents, other staff, children, governors, and peers from other teaching establishments
- Where necessary and appropriate, share good practice and take part in learning projects with other schools to promote collaboration and impact on the outcomes for the children and their families.

Monitoring and Recording

- Set and assess appropriate work and record results in accordance with the school's assessment and marking policies to provide regular constructive feedback and monitoring of progress to pupils and parents and to inform future work
- Support SEND children in accordance with the SEND policy and framework at the school
- Use pupil data effectively to establish clear and challenging targets for pupil achievement and improvement, for all as appropriate and necessary.

Ethos of school

- Make pupils aware of their rights and responsibilities in respect of each other, the staff, the school community and their part in promoting global citizenship
- Support and promote the school's mission and aims and all school's policies as outlined and available. To contribute to their creation and communication to all stakeholders as appropriate and necessary
- Lead by example by setting a high standard in professional relationships with others and in following the staff code of conduct, including adherence to rules regarding the use of social media and e-safety
- Maintain an attractive, stimulating, safe, fun learning environment that supports, scaffolds, and engages learning in all children



- Take responsibility for resources allocated to their own classroom, their upkeep, maintenance, and ordering as necessary and appropriate in conjunction with teaching partners
- Contribute to displays in the school as a whole, that engage, inspire and promote the school's aims and values
- Liaise with outside agencies as necessary in order to ensure maximum benefit to the pupils and enhance the school's contribution and reputation in the community.
- To contribute to the wider life of the school, through the running of extra-curricular clubs, or assisting in the running thereof.

CPD / Professional Development

Participate in the school's appraisal procedure as appropriate, necessary and required; seek and engage in professional development activities to enhance personal and professional performance and development and to effectively implement the aims of the school, as laid out in the school development plan.

Subject Leader Specific Duties

If appropriate and invited, to lead the subject areas specified as part of a cycle of school improvement (Plan-do-review).

Other duties

- Place the safeguarding of all children in the school as the highest priority.
- Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS with barred list check.
- Make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and pupils at our school.
- Maintain an understanding of and work within Trust and School policies, procedures and statutory regulations, including in respect of health and safety, equality and inclusion, GDPR and data protection, safe use of IT, safeguarding children and safer working practices.
- Conduct oneself in a manner befitting a member of staff working in education at all times, demonstrating the behaviours and standards of our code of conduct.
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.



Person specification

Assessment criteria - evaluated from application form (A) and / or interview (I)		Essential	Desirable
Qualifications:			
Qualified Teacher with QTS with primary experience (A)		✓	
National SENDCo Award (or currently studying towards) or commitment to undertake study on commencing the role (A)		✓	
Experience:			
Evidence of commitment to ongoing professional development (A,I)		✓	
Successful experience of teaching KS1 with evidence of at least good progress and achievement of pupils (A,I)		✓	
A demonstrable commitment to inclusion (I)		✓	
Experience of building positive links with parents and the wider community (I)		✓	
Evidence of a clear understanding and experience of a diverse range of teaching styles and approaches, and of how children learn (A,I)		✓	
Has knowledge and understanding of development of children's learning in line with National curriculum and KS1 requirements (A,I)			✓
Knowledge:			
Knowledge and understanding of the importance of safeguarding children (I)		✓	
Sound knowledge of the SEND Code of practice and other key legal / statutory frameworks around SEND, equality and inclusion (I)		✓	
Understanding of effective assessment for learning (I)		✓	
Working knowledge of Microsoft Office packages including, Outlook, Word, Excel and PowerPoint (A)		✓	
Understanding of behaviour management techniques, including those appropriate to the needs of SEND pupils and of the relationship between teaching and behaviour (A,I)		✓	
Skills:			
Openness to innovation and improving own practice (I)		✓	
Ability to teach engaging, high-quality inclusive, motivating lessons (A,I)		✓	



Assessment criteria - evaluated from application form (A) and / or interview (I)	Essential	Desirable
Ability to work in partnership with parents to understand their perspective and improve pupil outcomes (I)	✓	
Ability to set high levels of challenge for pupils (I)	✓	
Ability to work calmly and professionally under pressure, to prioritise effectively and to meet deadlines (I)	✓	
Ability to use new and emerging technologies effectively to support teaching and learning (I)	✓	
Ability to form and maintain appropriate professional relationships and personal boundaries with pupils (I)	✓	
Good standard of verbal and written communication skills, able to convey advice clearly and concisely (A/I) (I)	✓	
Ability to organise and prioritise work effectively and to deadlines (A/I)	✓	
Ability to work as part of a team and on own initiative (I)	✓	
Commitment to school improvement and raising outcomes for all pupils (A/I)	✓	






461 staff



3298 pupils


Our Trust



Our Schools

We support 8 schools/colleges, (5 primaries and 3 secondary schools) across Teignbridge in South Devon. Each of our schools has its own identity and character. Choice and variety in educational provision is important to us.

Connected not just by our geography, we work closely across our schools and with partners to share ideas, resources, best practice and learning. We are constantly working to improve and develop our provision.



Cockwood Primary School	
Kenn Church of England Primary School	
Kenton Primary School	
Starcross Primary School	
Teignmouth Primary School	
Dawlish College	
Newton Abbot College	
Teignmouth Community School	

Our vision and mission define our purpose.

Our vision: **‘Empowering futures; for a better tomorrow’**

Our vision describes what we would like to accomplish. It is future focused, setting our long-term goal for both pupils and ourselves. We believe that through our work we can change lives. This inspires and motivates us to be better every day.

Our why:

Our mission describes why Ivy exists: **‘To deliver an ambitious, high-quality, inclusive education’.**



Our how:

Our values are what makes us, us. Whilst our schools have their own unique identities, our values are what we have in common, they guide us in how we approach our work and empower us to be successful.

Being Ivy. Our values:



Being Ivy. Through our behaviours we bring our values to life every day:

Courage

- Be bold
- Take changes
- Seize opportunities
- Take ownership

Compassion

- Listen to learn
- Be kind to self
- Be kind to others
- Take care of the world around you

Collaboration

- Stronger together
- Support others
- Many schools; one Trust
- #TeamIvy

Commitment

- Work hard
- Give it everything
- Be consistent
- Be accountable

If our values resonate with you, we would love to hear from you.

At Ivy Education Trust we are committed to safeguarding and promoting the welfare of children and young people and we expect all our staff and volunteers to share this commitment. All employees are expected to undergo an Enhanced Disclosure and Barring check and pre-employment checks.

Please note: our Trust operates a Smoke-Free Policy, and all staff and workers are prohibited from smoking in any of the Trust buildings, Trust sites including enclosed spaces within the curtilage of buildings, and Trust vehicles.

