



Assistant SENDCo (Intervention)

NJC 26-30; £37,280 – £40,777 (pro-rata)

Full time, term-time plus INSETs

Welcome

Dear candidate,

Thank you for your interest in BFS and taking the time to read the details of this exciting opportunity to join our team as Assistant SENDCo (Intervention).

BFS is a thriving oversubscribed school which has a successful Sixth Form of over 250 students. The school was founded in 2011 by a local group of parents who wanted a high performing school to serve the community of North-West Bristol. The school values of Community, Ambition and Opportunity are very important and we demonstrate them through our day to day work with young people. We are looking for staff to support us with these values and make a positive contribution to the life of the school.

You will join a strong and supportive team and a school that engages in regular and timely CPD.

Please spend some time reading our school website and newsletters to get a flavour of the vibrancy of BFS.

I look forward to hearing from you.

Mrs Susan King
Headteacher



Why work with *us* at BFS?

We will grow your career in an educational setting where you can make a difference.

About Bristol Free School:

Bristol Free School is a successful and oversubscribed secondary school with Sixth Form situated in Westbury on Trym. We are a caring school with a highly qualified and exceptionally committed staff, who recognise the importance of creative and challenging teaching and high professional standards. All staff and students are greatly valued and emphasis on student and staff wellbeing is central to our culture.

At Bristol Free School, we are committed to the young people in our care. Our commitment encourages and inspires every child to fulfil their potential, we provide our students with the necessary skills to achieve academic and personal growth so they truly thrive, both socially and emotionally.

BFS has a very special ethos and culture which, at its core, is about being an active part of a happy hardworking community. Relationships at BFS are warm, positive and nurturing. We set very high expectations in terms of discipline and work ethic because we care about all our young people. We expect all BFS students to achieve and be the best they can be.

At BFS, individuality is encouraged and differences celebrated. We are genuinely excited about the prospect of our community spanning students and staff who come from varied backgrounds and experiences. This will ensure BFS is a vibrant, diverse and happy place where different views, new ideas, characters and ambitions flourish.

In March 2022, Ofsted graded BFS as a good school which was no surprise to us and, in some ways, was a staging post for the greater ambitions the school still aims to achieve.

The successful candidate can expect:

- A rewarding and dynamic job role making a real, lasting and positive impact on our school community
- Positive and inclusive working environment where well-being is central to our culture
- Employee Wellbeing Programme
- Free parking onsite

Our Benefits



Flexible and Family Friendly Policies



Free Flu Jab



Employee Assistance Programme



Local Government Pension Scheme



Career Development/CPD

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Actual salary: £32,599 – £35,657

Full time, term-time plus INSETs (37 hours per week, 39 weeks per year)

Core purpose:

- To raise levels of achievement and increase progress for all students at Bristol Free School with a particular focus on those with special educational needs and disabilities
- To support the work of the SENDCo in key areas of provision and staff deployment

Accountabilities:

The post holder will:

- Report to the SENDCo
- Work closely with other staff across the SEND team

Main duties & Responsibilities:

Working with Staff

- Assist the SENDCO in the management and leadership of staff in the area of Inclusion where needed
- Responsible for coordination and quality assurance of SEND intervention
- To liaise with all teaching staff over needs of SEND students
- Draw up timetables for support and intervention after discussion with staff concerned and consultation with SENDCO
- To play an active part in annual reviews of EHCPs, including leading on those for Y8-Y10 children
- To help train staff in the delivery of SEND interventions
- To work with outside agencies to maximise support for SEND students
- Contribute to updating SEND student information
- Take a lead in the use of EDUKEY and to train staff when required
- Liaise with Assistant SENDCo (Assessment) to identify appropriate intervention for students with undiagnosed needs
- Coordinate 'Springboard' curriculum for SEND students
- Supervise SEMH team and the Medical and Wellbeing Officer
- Work with key staff on transition between KS3 and KS4
- Deputise for SENDCo as required
- Any other reasonable task as required by the Headteacher



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Main duties & Responsibilities (continued):

Curriculum and students

- Work closely with SENDCO to ensure high quality provision for students requiring learning support, focusing on KS3
- Provide Transition support for Year 7 alongside the Assistant Headteacher - SEND
- Lead and develop our parental workshop offering and high levels parental engagement
- Assist with applications to the EIF (Early Intervention Fund) administration support
- Attend inclusion team and subject leader meetings where required to help create positive solutions for SEN students
- Support SENDCO in ensuring that all teaching across Bristol Free School reflects needs of SEN students
- Contribute to the monitoring of the effective use of resources, appropriate teaching and learning activities and target setting to meet students additional needs
- Support the effective development of student literacy, numeracy and ICT skills in all learning situations
- Support appropriate SEND referrals

Monitoring

- Monitor and record targeted students' progress and achievement
- Ensure the graduated response (assess, plan, do, review) is implemented effectively to support positive student progress
- Focus on interventions and outcomes in order to maximise student progress
- Support effective implementation of SEND code of practice

Communication and Information

- Maintain effective partnerships with parents/carers so as to promote learning and to provide information to parents about targets, achievements and progress
- Take an active part in the school self-evaluation and planning cycle



Person Specification:

Experience

- Experience of working with children across more than 2 key stages (EYFS, KS1, KS2 an advantage) with evidence of having achieved successful pupil outcomes
- Knowledge and understanding of how children learn
- A sound grasp of the concept of inclusive practice
- A good knowledge of the SEND Code of Practice Experience of working closely with parents in successful home-school partnerships that support pupils' needs
- Knowledge of issues relating to equal opportunities
- Knowledge and experience of using basic diagnostic tests for identifying specific needs
- Knowledge of current educational issues
- Strong GCSE qualifications in English & Maths

Skills, Knowledge, Aptitude

- Skilled at making and sustaining positive relationships with children
- Able to stimulate children's interest in learning
- Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure
- Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEND
- Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners
- Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records
- Able to work closely with the wider school community and external agencies in the development of provision for pupils with SEND
- Able to foster effective relationships with parents, communicate with them and encourage their active participation in their child's education
- IT literate, especially Microsoft suite

Personal Characteristics

- Commitment to ensuring the safety and welfare of children and the academic standards for children, including those with SEND
- Uphold and promote the ethos and values of the school and our Trust
- Ability to work under pressure and prioritise effectively
- Maintain confidentiality at all times
- Commitment to equality
- Strong communication skills
- Team player
- Motivated, well-organised, resourceful and able to use own initiative
- Commitment to professional development

How to apply:

Please submit your application online via MyNewTerm. Closing date: 9 February at 9am

If you have any queries regarding the post please email us at vacancies@bristolfreeschool.org.uk.

BFS celebrates and supports diversity and is committed to ensuring equal opportunities for both employees & applicants.

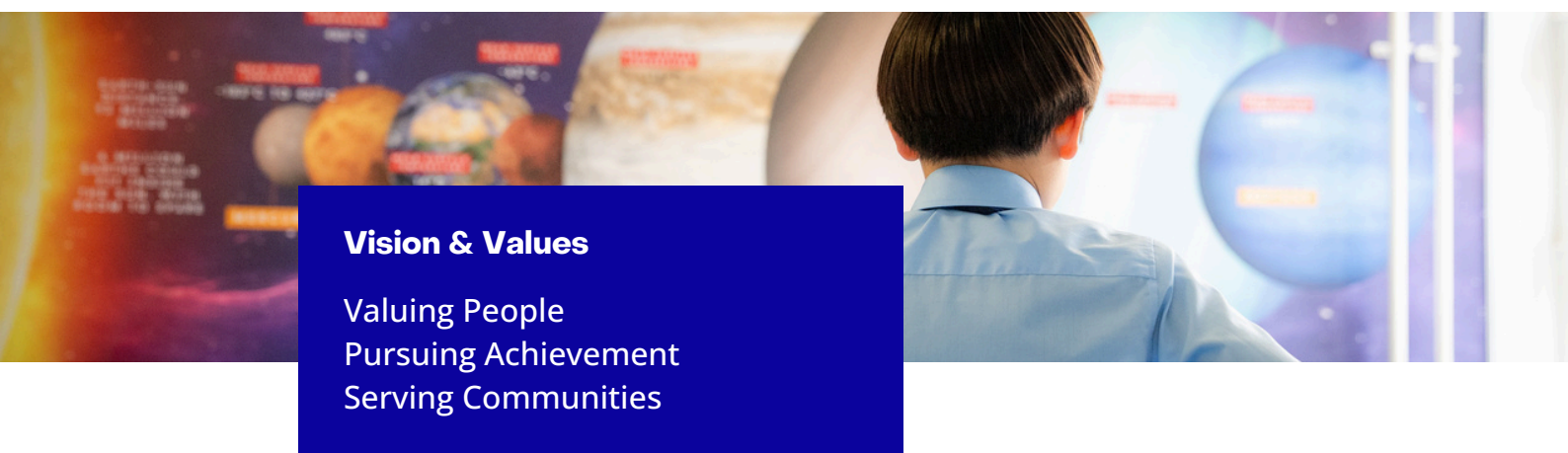
Introduction to Russell Education Trust

Background to the Trust

Russell Education Trust is a multi-academy trust comprising five secondary schools and one primary school spread across the south of England.

The Trust is a family of faith and community schools with distinctive individual identities. Underpinned by a shared commitment to respect, responsibility fairness and equality, Russell Education Trust schools work together to achieve their vision of providing all students with an outstanding education.

The Trust is driven by the strong moral purpose of knowing, valuing and developing every student and member of staff to ensure that their potential is realised, and their ambitions achieved.



Our *schools*

- Celebrate difference and diversity in an inclusive, socially responsible culture
- Deliver a broad, balanced, and ambitious curriculum:
 - centred on the core subjects of English, mathematics and science
 - supported by technology and computing
 - complemented by humanities, languages, arts and vocational subjects
- Provide a rich education that develops students' minds, beliefs, characters, skills and interests
- Equip students with the knowledge and skills for success in the modern world through examination success and personal development
- Uphold high standards of behaviour, learning and equality of opportunity for all students
- Nurture and develop their staff, through day-to-day support, high quality continuing professional development, cross-Trust collaboration and networking, and opportunities for career progression
- Are rooted within their local communities and seek to serve their particular needs



Russell Education Trust's Schools



Bristol Free School (established Sept 2011)

'Leaders are ambitious for all pupils. The curriculum is designed to build knowledge over time. It helps pupils remember what they learn. Leaders have ensured that the curriculum is engaging for pupils, and that it promotes diversity. Teaching focuses on what pupils need to know and do. Teachers have strong subject knowledge and are keen to share this with pupils. They know their pupils well and use this knowledge to help them learn.'

Ofsted 2022

Elmlea Infant & Junior Schools

'Pupils flourish at Elmlea Infant School. They achieve extremely well. Staff have high expectations for pupils' behaviour and conduct. Pupils feel safe and value the positive relationships they have with staff. Leaders are ambitious for what pupils with SEND can achieve.'

Ofsted 2023



Becket Keys

Becket Keys Church of England School (established Sept 2012)

'The headteacher's inspired leadership has quickly established a vibrant, orderly community which enables students to thrive. He ensures that a family atmosphere is fostered across the school in which all students feel cared for, and valued.'

Ofsted 2014

St Andrew the Apostle Greek Orthodox School (established 2015)

'Students are making strong progress in a range of subjects. They value the leadership opportunities open to them. Students also appreciate the support and care they receive.'

Ofsted 2018



Kings School Hove (established Sept 2013)

'Leaders have created a culture that extends far beyond the academic. Staff value each pupil and know them well. The provision for personal development is first class. It is promoted consistently across the school.'

Ofsted 2022

Turing House School (established Sept 2015)

'The school has many strengths. Leaders have established an open culture at the school where there is a clear sense of teamwork and community across staff and pupils alike. Everyone takes pride in the school. It is a welcoming and vibrant place.'

Ofsted 2018

