



EYFS SENDCo and Phase Lead Job Information Pack



About our school...

Our vision for our school is that, by working in partnership with parents and the community, we will provide an outstanding education for the children of Rose Hill. We want them to grow into adults who are well-educated in the fullest sense: thoughtful; confident in themselves; and enthusiastic to continue learning all their lives. We want them to know that they are valued for themselves as individuals and as members of society. We truly believe that there is no barrier big enough to stop us providing a primary education to our pupils that sets them up for success throughout their lives. We also believe that primary school should provide children with wonderful memories that last a lifetime! Rose Hill Primary School is a really special place to learn and to work. It serves the community of Rose Hill in East Oxford, which is brilliantly diverse. Our school is inclusive and everybody is welcome here. Our school has a higher-than-average level of disadvantaged pupils and so we believe that our team of colleagues must be made up of the very best in all areas. We know that sometimes the school context presents challenges to our colleagues, but everybody here is valued for the work that they do and the contribution they make. We work closely with the River Learning Trust so that everybody can feel supported, and so that everybody has access to high-quality professional development opportunities.

Our school vision - **Achieving Exceptionally, Without Exception** - underpins all that we do here. This is supported by our three school values - **Respect, Responsibility, Resilience**



About the role...

Our Early Years Foundation Stage unit consists of a thriving Nursery with a long waiting list, an oversubscribed Reception class, and an Enhanced Provision for pupils with Global Developmental Delay.

The EYFS SENDCo and Phase Lead will oversee the smooth running of the phase, including leading our Enhanced Provision. They will play a key role in our inclusion team, by taking responsibility for SEND provision in the Early Years.

The EYFS SENDCo and Phase Lead will teach in either Nursery or Reception, with allocated leadership time.

We are particularly interested in Teachers and Leaders who:

- Have a vision and passion for maximising the life chances of every pupil through an excellent Early Years and Primary education
- Understand the importance of rigorous planning, assessment and monitoring of the environment in an Early Years setting
- Are exceptional in their inclusive practice
- Are reflective and keen to develop their practice
- Have high expectations of pupils, colleagues & themselves
- Lead by example in all areas of their professional life
- Have excellent knowledge of EYFS SEND systems and funding

Rose Hill and this role will offer you:

- A chance to really make a brand new role your own, and put a stamp on our school
- A rapidly improving school on a really exciting journey
- Pupils who are happy, confident and love to learn
- Colleagues who really believe in the direction of the school and maximising the chances of everyone in it
- A sharp focus on colleague wellbeing, with workload considerations at the heart of all decision making
- An excellent programme of CPLD, whether you are an ECT or experienced
- The opportunity to be part of a supportive Trust with network links and colleagues across a variety of school contexts
- Day-to-day good humour and support - we care about each other at Rose Hill and we can smile together through even the toughest days!

We would strongly encourage potential candidates to visit our school. Please arrange a visit with Rhiannon Wilkie, Headteacher, by emailing headteacher@rosehillprimary.org or telephone 01865 777937.



JOB DESCRIPTION

Job Title: EYFS SENDCo and Phase Leader

Line Manager: Headteacher

Contract type: Permanent

Salary: M3 - UPS3+TLR2

Working hours: Full Time, or Part-Time considered for the right candidate (please state in application)

Job Purpose:

To lead the Early Years Foundation Stage Phase within Rose Hill Primary School; to act as SENDCo for the EYFS Phase; to lead the Enhanced Provision for pupils with SEND.

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder. The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher.

Main Responsibilities:

In addition to carrying out the duties of a class teacher as outlined in the current School Teachers' Pay and Conditions Document:

- Support and implement the vision and ethos of the school.
- Lead, manage and support the EYFS Phase, develop and enhance the teaching practice of other staff within your phase.
- Have due regard to the curriculum and its delivery in EYFS in line with the requirements of the National Curriculum, the school's aims and objectives, the policies of the Governing Body and the progression documents for each curriculum subject.
- Together with SLT, lead on the school self-evaluation process for your Key Stage including lesson drop ins, walkarounds, monitoring of school standards and bringing about improvement.
- Contribute to, implement and evaluate the success of the School Improvement Plan relevant to your Key Stage.
- Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management.
- Ensure policies are translated into practice by the team
- As appropriate, contribute to the writing of self-evaluation and policy documents.
- Manage effectively the transition of pupils to and from your phase and within it.
- Be an effective role model for your team in terms of teaching, behaviour and classroom management.
- Report to Governors at a Governing Body meeting at least once a year, when appropriate.



- Have overall responsibility and accountability for your Key Stage ensuring curriculum continuity, consistency, balance, match and progression
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.
- Lead a key priority across the whole school
- Lead regular meetings relevant to your Key Stage with appropriate colleagues
- Monitor standards including recorded work as relevant to your Key Stage including reviewing long and medium term planning.
- Together with the Senior Leadership Team contribute to monitoring and reviewing the impact of teaching on pupil outcomes through the analysis of data, ensuring the use of information for planning and target setting across your Key Stage
- Line-manage a number of staff and actively participate within their appraisals
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, cooperation and teamwork
- Ensure you keep up-to-date with current developments in your Key Stage and disseminate information as appropriate.
- Be responsible for the day-to-day operation of the setting's SEN policy, and for coordinating provision across the setting.
- Implement SEN support and the graduated approach of: assess, plan, do, review to meet the
- outcomes identified for the child
- Support individual practitioners in implementing the approach for individual children.
- Meet the requirements for record-keeping in a way that supports a participative decision-making process.
- Make sure parents receive the information, advice and support that they need in order to participate in the SEN decision-making process.
- Ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- Oversee funding applications, EHCNAs as appropriate and liaise with external agencies to ensure the best offer for pupils in the EYFS at Rose Hill Primary School.
- Represent the school at Annual Reviews, SEND Panels and any other EYFS SEND-related meetings.



Safeguarding

Rose Hill Primary School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.



Person Specification

Qualifications & Training	Essential	Desirable
UK recognised Qualified Teacher Status	X	
Current DBS		X
Have SENDCo qualification, or willingness to complete this in post	X	
Have accredited Leadership Qualification, e.g. NPQ		X
Skills & Knowledge		
Be a qualified teacher with at least three years' experience	X	
A proven record of raising achievement	X	
Extensive experience of working with children with SEND	X	
Experience of leading SEND in a mainstream or specialist setting		X
Knowledge of the EYFS Framework and the use of continuous provision in indoor and outdoor environments	X	



Person Specification

Qualifications & Training	Essential	Desirable
Appropriate ICT skills to support learning	X	
Good organisational and time management skills	X	
Proactive in approaching the resolution of problems	X	
Be knowledgeable and highly competent across the primary phase, including evidence of raising attainment through own teaching and developing others.	X	
Experience of successful coordination of a curriculum subject area	X	
Safeguarding		
Understanding of current statutory processes, procedures and associated documentation	X	
Understanding and experience of working with children experiencing neglect	X	
Trained to DSL level		X
Experience of acting as a DSL in an EYFS setting	X	

RIVER LEARNING TRUST

Rose Hill is part of River Learning Trust (RLT), an Oxfordshire and Swindon multi academy trust responsible for 30 primary and secondary schools, an alternative provision (AP) provider, and a teaching school hub, as well as a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles.

Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles.

We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and really well-trained, motivated colleagues operating in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate more than 16,500 pupils and have more than 2,000 colleagues in the trust. Our school-centred initial teacher training arm (OTT) trains around 150 trainees in around 50 schools in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

PRIMARY SCHOOLS

Barton Park
Bayliffs School Hill
Primary School Beckley CofE
Primary School Chingwood
Primary School Crickhampton
Edith Moorhoushy Primary School
Edward Feild Primary School
Garsington CofE Primary School

ALTERNATIVE PROVISION (AP)

Meadowbrook College

SCITT (TEACHER TRAINING)

OTT

TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub





RLT RIVER
LEARNING
TRUST

