

Recruitment Pack

Early Years Teacher & SENCo

Hibaldstow Academy & Scawby Academy



Introduction by the Chief Executive Officer

Thank you for your interest in this exciting opportunity to develop your career with The Rose Learning Trust. We hope that by reading this pack and the information available on the [website](#) you will get a good overview of the exciting opportunities and support you can expect as a member of staff at our trust.

We are a collaborative organisation focussed on high standards and opportunities for all. As a trust, we seek to support and challenge each other to improve the outcomes and life chances of all our pupils across all our communities. We will continue to learn from each other: transforming futures collaboratively. In this way we believe that the changes we make, the developments and strategies we put in place will have purpose, be embedded and effective.

Our aim is not only to grow our trust successfully, but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities that can be invested back into the people who will secure our future: our pupils and staff. Our aim at The Rose Learning Trust is to provide all pupils with the best possible start in life within communities of promise.

Jeremy Harris
Chief Executive Officer



Vision

Transforming Futures Collaboratively

A collaboration where leaders hold each other to account for the collective success and achievement of The Rose Learning Trust



A trust in which schools support and productively challenge each other to improve outcomes, life chances and equity for all of its children and communities

A trust which, through collaborative partnerships, shapes educational futures

Overview of the trust

The strategic plan combines our vision and values with our strategic objectives and developing excellence priorities. Each school will use the developing excellence priorities as the base for their school developing excellence plans. This ensures that, although each school has their own priorities and development areas, they are within a clear unified structure that aligns with the trust strategic plan. Please see the [website](#) for more information.

Our vision: Transforming Futures Collaboratively

We will achieve our vision by:

- Every child having the best start to their education
- Every child having the best tools and support to learn and grow in a safe, secure environment
- Every child having access to excellent teaching and an excellent curriculum
- Every child being encouraged and inspired to believe in themselves
- Every child learning how to make and sustain great relationships
- Creating an enjoyment of learning through collaboration with all partners
- Creating equitable lifelong learning opportunities and academic success for all children



THE ROSE LEARNING TRUST STRATEGIC PLAN 2023-2026

Vision	TRANSFORMING FUTURES COLLABORATIVELY				
Values Statement	The Rose Learning Trust aims to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills for all our pupils, within communities of promise.				
Strategic Objectives	Developing Pupils	Developing People	Developing Governance	Developing Growth, Business Facilities and Resources	Developing Communities and Partnerships
Developing Excellence Priorities	Excellent teaching for every child	Excellent curriculum for every child	Excellent standards of behaviour, attitudes, attendance and safeguarding	Excellent targeted support for every child that needs it	

Hibaldstow Academy and Scawby Academy

Scawby Academy is a small primary school with just over 215 pupils on roll in the village of Scawby. Hibaldstow Academy is a small primary school with around 110 pupils on roll. We are committed to providing the best possible education for every child. Our schools have a very positive ethos, where excellence and enjoyment within learning is highly promoted. Both schools share the same Senior Leadership Team and work very closely together.



Employment details

Job title:	Early Years Teacher and SENCo
Reports to (job title):	Headteacher
Grade and Salary	MS 3-UPS 3 & TLR 2 Min
Contract Type	Permanent

Job Purpose:

Main purpose of the post

- The postholder is responsible for leading SEND across our schools.

The role involves:

- the development of teaching and learning priorities across the school for children with SEND
- accountability for the planning and deployment of the school's resources for children with SEND
- leading policy development and implementation across the school in accordance with statutory provisions
- working with external bodies and agencies for children with SEND securing pupils' access to their educational entitlements
- has an impact on the educational progress of the school's pupils
- involves leading, developing and enhancing the teaching practice of the school's staff in relation to SEND and behaviour
- includes line management responsibility of the Teaching Assistants



Duties and Responsibilities:

Responsibilities:

- Support and promote the school's ethos, aims and core values to promote the welfare, progress and continued development of the school and its children
- Monitor the quality of teaching and learning across the school for the SEND provision for children
- Contribute to the strategic direction and development of the school, including updating the school's Self Evaluation Form and the development and implementation of the school improvement with an SEND focus
- Identify continuous professional development of Learning Support Assistants and lead on training
- Work with and report to all stakeholders including parents, carers and governors as appropriate with regards to SEND
- Liaise and network with professionals within the trust and in the wider school community
- Share the responsibility of inducting new Learning Support Assistants, ensuring all safeguarding requirements and induction documentation is completed
- Be responsible for own career development and undertake training as appropriate for the further development of the post
- Ensure the wellbeing of all children
- Challenge teachers and support staff with provisions for children with individual needs
 - Ensure the school ethos and school values are sustained and at the forefront of pedagogy and practice for inclusion
 - Support and promote high aspirations, a positive ethos and inclusive culture of the school to colleagues, governors, parents, children and members of the wider school community
- Effectively implement intervention programmes and lead staff



SEND Responsibilities:

- Co-ordinate and lead the Annual Reviews for pupils with an Education Health and Care Plan (EHCP) alongside the SENCo
- Monitor and track SEND assessments, progress and outcomes
- Update the school's MIS system with SEND data for the DfE's termly Pupil Census data collection
- Establish priorities for expenditure in line with financial monitoring and school priorities based on SEND funding
- Complete a termly SEND report for the Local Governing Body
- Drive the Positive Regard approach across school and support staff with its implementation
- Analyse data and report on performance trends for pupils with a SEND and behavioural needs
- Demonstrate a clear understanding and implementation of the SEND code of practice
- Effectively write and implement Education Health Care Plans
- Ensure that school provision for SEND is effective
- Deliver training and support materials so that all staff have the necessary skills to recognise and fulfil their statutory responsibility to pupils with SEND Code of Practice 0-25 years
- Represent children with SEND needs at Local Authority hubs, panels and boards
- Engage effectively with parents and external professionals for example EP, PPMs, and arrange and attend meetings as required to discuss the provision for children with SEND needs
- Address barriers to learning and look for solutions to meet children's needs
- Use evidence based research to impact on strategic drive
- Provide early intervention to enable all children to achieve their potential by removing barriers to learning
- Liaise with the SEND Team to implement programmes using recognised assessments e.g. Boxall Profile and screening, to drive learning approaches
- Liaise with external agencies and other professionals to secure the correct provision for all children
- Liaise with all school leaders to ensure that there is an early identification of need
- Coordinate a range of resources across the school to impact on individuals' needs
- Ensure that approaches to drive standards and expectations are consistent and clearly communicated



- Engage effectively and positively with parents and stakeholders
- Monitor the impact of the strategies applied for behaviour management and review when required
- Support Senior Leaders to write SEND and behaviour policies that are relevant to our school and monitor their application in practice
- Lead through example ensuring high quality learning opportunities and high expectations are set across the school.

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Head Teacher at any time after consultation.

The post holder must always comply with the trust's staff code of conduct.

The post holder's duties must be carried out in compliance with the trust's:

- Safeguarding policies
- Equality policies
- Information Security policies
- Financial Regulations
- Health & Safety at Work Act
- and all other trust policies

The Rose Learning Trust takes its duty to safeguard the young people with which it works seriously and is committed to safeguarding and promoting the welfare of children. Applicants will undergo child protection screening appropriate to the post, including checks with past employers.

All Rose Learning Trust staff members are required to undertake an Enhanced Disclosure and Barring Service check (EDBS)

The role is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates will be subject to an enhanced DBS certificate, the role is engaged in regulated activity and will therefore require a children's barred list check.



SENDCo

Person Specification

PERSON SPECIFICATION	E s s e n t i a l	D e s i r a b l e	How Identified?
AF – Application Form CQ – Certificate of Qualification I – Interview			
Qualifications and Training			
Qualified Teacher Status	✓		AF
Successful DBS & Safeguarding clearance	✓		AF CQ
National Award for SEND Co-ordination		✓	AF CQ
Relevant Experience			
Experience leading SEND within the Primary Age Range		✓	AF I
Experience and understanding of line management responsibilities		✓	AF I
Clear understanding of how to adapt the curriculum.	✓		AF I
Use data analysis to inform next steps for pupils		✓	AF I
Awareness of trauma informed approaches		✓	AF I
Experience of budget management		✓	AF I
Knowledge and Skills			
Sound understanding of the SEN code of practice	✓		AF I
To be able to work under pressure & meet multiple deadlines whilst still ensuring the accuracy of your work		✓	AF I
Committed to high standards in all areas of working life, combined with a desire and ability to promote the values and ethos of the school	✓		AF I



Ability to motivate staff	✓		AF I
Excellent written and verbal communication skills	✓		AF I
Knowledge of the SEND White Paper		✓	AF I
Experience of leading training		✓	AF I
Personal Qualities			
Ability to self evaluate own practice	✓		AF I
Strong organisational skills	✓		AF I
Ability to work in a team	✓		AF I
Demonstrate resilience, determination and a positive outlook	✓		AF I
Approachable, empathetic and punctual	✓		AF I
Safeguarding			
Understanding and commitment to safeguarding procedures within a school environment	✓		AF I CQ
Understanding of Data Protection	✓		AF I CQ

