



Upton-by-Chester High School

Post of SENDCO

Full Time and Permanent

To commence from September 2024 – or sooner if possible.

Main or Upper Pay Scale + TLR2(3) £7,842 + SEND Allowance £2,539

Closing Date – Tuesday 7th May 2024.

Letter from the Headteacher

I would firstly like to thank you for your interest in the post of SENDCO at Upton-by-Chester High School. The purpose of this information is to help you get to know more about our school and help you to decide if this is the right post for you.

Upton-by-Chester is a large and successful comprehensive secondary school located in Upton-by-Chester, an area on the outskirts of the wonderful city of Chester. Upton-by-Chester High School was established in 1968 and has gone from strength to strength over this time. We are a thriving, vibrant school with a proud record of academic excellence and success. Combined with our exceptional extra-curricular opportunities, we inspire our learners to flourish, no matter what their strengths and aptitudes. We are fully inclusive and open to young people of all abilities.

The school serves the local community and an extended catchment area, with learners attending from up to 40 individual primary schools. There are 1750 learners on roll, and the school is oversubscribed in several year groups. The school also has an outstanding Sixth Form. (Ofsted 2015, 2019).

Our school motto is '[Learning to Shape the Future](#)'. This really does capture what is at the heart of the school. We undertake that every learner - whatever their previous attainment - will gain life-long enrichment and learning from the time they spend with us at Upton. Our approach is to provide opportunities that will capture the imagination of our learners and allow them to develop their knowledge, skills and understanding to be successful academically and socially. We will provide traditional academic subjects and vocational opportunities so we can support the learning needs of all our young people.

Our learners are fantastic and our greatest asset. They represent a truly comprehensive intake in terms of ability and preparedness for learning. They are committed to their learning, and they are striving to succeed. We also have an exceptionally talented team of teaching and support staff who support and challenge every learner to be the best that they can be. The professional development of our staff is highly valued.

Upton-by-Chester High School is a wonderful place to work. It is challenging, focused on teaching and learning and dedicated to the wellbeing of our learners. We have the highest expectations of all who work here and therefore, we are only looking for the finest staff to work with our learners. We know that our school can only be as good as the workforce within it.

The school is at an exciting stage of development within the changing educational landscape in England. If, prior to submitting an application, you would like to see for yourself why we believe Upton-by-Chester High School is a great school in which to work, then please let us know.

Yours Faithfully
Lee Cummins, B.Ed(Hons), M.Ed, NPQH



Learning to shape the future

The Governors and Headteacher at Upton-by- Chester High School are looking to appoint an experienced and proactive leader to help us further develop the support for SEND learners across the curriculum. The successful candidate will be tenacious in ensuring every SEND learner receives the highest quality provision and achieves their potential.

The successful candidate will work closely with our experienced senior and middle leaders to ensure a high standard of provision for SEND learners across the school. This will include ensuring all staff, learners, parents, and carers are informed about learners SEND needs and are supported to ensure highly effective and appropriate strategies are implemented, communicated, and effectively reviewed. Under the leadership of the current SENCO the school has received National recognition – we are keen to continue to build on this and develop SEND provision and standards further. The successful candidate will have the full support of all leaders in the school.

The school is at a really exciting phase of its development. The school is part of the Schools Rebuilding Programme and is oversubscribed.

We can offer you

- A committed team of leaders and staff who want to support the successful candidate to develop our SEND provision and standards further.
- A commitment to ongoing professional development to support the successful candidate.
- A dedicated team of staff who work to support learners with SEND across the school.
- An excellent pastoral structure which will support the successful candidate.
- An inspirational and rewarding place to work where staff are focused on delivering the schools vision for ALL learners- 'Learning to Shape the Future'.

The successful candidate will be

- An experienced teacher who knows how to support the learning needs of SEND learners in the mainstream classroom.
- Ambitious for all SEND learners and for themselves.
- Able to support and coach other teachers to ensure adaptive teaching supports the progress that SEND learners make in all lessons.
- Able to motivate and lead a large team of staff with a clear strategic vision for the delivery for SEND provision across the school.
- Able to liaise successfully with external agencies and parents/carers.

Download an application form from TES or our website www.uptonhigh.co.uk Electronic applications should be returned to lloyds@uptonhigh.co.uk . CVs alone will not be accepted.

All post holders are subject to satisfactory clearances and suitable references, the successful applicant will be required to apply for clearance from DBS (Disclosure & Barring Service). Further information can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Upton-by-Chester High School is committed to Safeguarding and promoting the welfare of learners and young people and expects all staff and volunteers to share this commitment. As part of our Safer Recruitment process, shortlisted candidates could be subject to an online search.



Learning to shape the future

Information about the SEND Department

Overview

Here at Upton-by-Chester High School, the Supportive Education Department wants to ensure that all learners have full access to a high-quality education within a broad, balanced, and relevant curriculum. We believe that this will enable them to reach their full potential and enhance their self-esteem. We work hard to ensure that this happens alongside their peers, within the normal curriculum of mainstream school, and will involve the parents and learners in meeting their needs.

Staff in Supportive Education:

Supportive Education has a dedicated team, and consists of specialist Teachers and Teaching Assistants.

A more detailed staffing structure is shown on the following page.

We provide

- Expertise in education of learners with learning difficulties
- Expertise in education of learners with emotional and behavioural difficulties
- Expertise in education of learners with specific learning difficulties such as dyspraxia and dyslexia
- Care and expertise for a small number of learners with physical or sensory disabilities

Our department offers support in a variety of ways:

- Small Group Literacy Intervention
- In-Class Support
- English as an Additional Language
- SEMH Support
- Speech and Language (SALT)
- Social Skills
- Academic Mentoring
- Homework club
- Break and lunch club
- Year 7 Nurture Group (numeracy and literacy)
- Exam prep and support



Staffing Structure

The following highlights the main responsibilities of the current team of staff who staff the supportive education department.

The leadership team link to the Supportive Education Department is Mrs K McCarthy – Deputy Headteacher – Culture and Ethos.

SENDCo	Assistant SENDCo
<ul style="list-style-type: none"> • Strategic SEND lead • SEND Annual Reviews Yr 7-11 • LAC & PLAC designated teacher • LAC PEPs • SEND data + census + register • LAC/PEP data + register • Disadvantaged data + register • CP/CiN/TAF data + register • Refugee data + register • Staff information & data • Exam Access Arrangements • Internal Reviews (HoY + PSM) • Learner Case Conference (Yr7-13) • Learning Walks - TA 	<ul style="list-style-type: none"> • TA Line Manager • TA weekly timetable • TA communication lead • TA Apprenticeship Lead • Young Carers School Lead • Young carer data + register • PLAC PEPs • TA break + lunch duties (rota) • Year 6 extended transition • Post 16 transition • Learner Case Conference (Yr7-13) • Internal Reviews (HoY + PSM) • Learning Walks – TA • CAMHS referrals
Year 7 Nurture Teacher	- HLTA Literacy
<ul style="list-style-type: none"> • Year 7 nurture teacher • Year 7 data • Year 7 SEND triage • Literacy/numeracy intervention – EHCP • Literacy/numeracy interventions – LAC • SU1 Data 	<ul style="list-style-type: none"> • Literacy intervention 1:1 • Literacy intervention – small groups • Assessments Yr 7-11 (Sept/March) • Literacy intervention - LAC/PLAC • Literacy intervention - ECHP • Liaising with parents • Liaising with professionals • TA literacy intervention – LM Catch-up literacy Toe-by-Toe Diaphon



– HLTA SU3 Lead + Behaviour Pathway	SEND Administrator	Grade 6 TA
<ul style="list-style-type: none"> • SU3 lead • Collection & returning work • Monitoring behaviour • Medical needs • School Health – medical • Record keeping/CPOMS updates • SU3 rewards • SU3 Data • Behaviour Pathway paperwork 	<ul style="list-style-type: none"> • SENCo diary + appointments • SEND Annual Review paperwork • ADHD medication feedback forms • Liaising with parents • Liaising with professionals • Arranging internal assessments • Dyslexia screener organisation • Time-out cards • Archiving – July 	<ul style="list-style-type: none"> • TA apprentice mentor • Learner Communication Lead
Grade 6 TA-SU4	Grade 6 TA	
<ul style="list-style-type: none"> • Internal assessments • EHCP assessment updates • LAC/PLAC assessment updates • Dyslexia screener • EAL intervention & lead TA + in class support • Refugee lead TA & in class support • Year 8 + 9 Literacy Groups • Year 10 & 11 English intervention – K coded learners • SU4 Data • TA apprentice mentor 	<ul style="list-style-type: none"> • SALT – Develop programmes & design resources • SU3 morning registration • SU3 PlaN lead (PLaN A) • TA mentor apprentice 	

+ Over 25 Contracted TA's



Job Description

Upton-by-Chester High School

Job Description – Special Needs Co-ordinator (SENDCO)

Reporting to: SLT Link for SEN

Salary Range: MPR/UPR PLUS TLR2(3) £7,842 + SEND ALLOWANCE £2,539

Main Purpose

The SENDCO, under the direction of the headteacher (delegated to the Deputy Headteacher Culture and Ethos), will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual learners with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents, and other agencies
- The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

While the SENCO will have responsibility for the oversight of provision for learners with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of learners within their classroom. This will obviously be supported by Heads of Department.

Strategic development of SEND policy and provision

- Have a strategic overview of provision for learners with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for learners with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make the funding more effective



Operation of the SEND policy and co-ordination of the provision.

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching learners with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet learners needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years 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 (LA)
- Analyse assessment data for learners with SEN or a disability
- Implement and lead intervention groups for learners with SEN, and evaluate their effectiveness

Support for learners with SEND

Working with other members of the supportive education department

- Identify a learners SEN
- Co-ordinate provision that meets the learners needs, and monitor its effectiveness
- Secure relevant services for the learner
- Ensure records are maintained and kept up to date
- Review the education, health, and care plan (EHCP) and learner passports for K coded learners with parents/carers
- Communicate regularly with parents/carers
- Ensure if the learner transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the learner
- Promote the learner's inclusion in the school community and access to the curriculum, facilities, and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after learner has SEN or a disability

Leadership and Management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with learners with SEN or a disability
- Lead staff appraisals and produce appraisal reports



- Review staff performance on an ongoing basis

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for learners with SEN
- Remain alert to the fact that learners with SEN may be more vulnerable to safeguarding challenges



Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status ➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
Experience	<ul style="list-style-type: none"> ➤ Teaching experience ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET
Skills and knowledge	<ul style="list-style-type: none"> ➤ Sound knowledge of the SEND Code of Practice ➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ➤ Ability to plan and evaluate interventions ➤ Data analysis skills and the ability to use data to inform provision planning ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships ➤ Ability to influence and negotiate ➤ Good record-keeping skills
Personal qualities	<ul style="list-style-type: none"> ➤ Commitment to getting the best outcomes for learners and promoting the ethos and values of the school ➤ Commitment to equal opportunities and securing good outcomes for learners with SEN or a disability ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to always maintaining confidentiality ➤ Commitment to safeguarding and equality

This job description may be amended at any time in consultation with the postholder.



Safeguarding Young People

We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:

- An enhanced DBS disclosure;
- Checks of professional status;
- Confirmation of professional qualifications;
- Receipt of strong references (if not received by the time of interview); and
- Medical clearance

2. We only accept applications completed on the Cheshire West and Chester Application Form with a covering letter. Please do not send CVs or open testimonials.

3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.

4. The referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy/Assistant Headteacher.

5. When seeking references, we will request information about your suitability to work with children.

6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.

As part of our Safer Recruitment process, shortlisted candidates could be subject to an online search.



Procedure for Application

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees, and submit a concise letter of application. This should be typed or word-processed and should include the following information:

- A brief outline of what you have achieved in your present post
- A statement about why you want this job.
- An indication of the strengths and expertise you could offer the school.

All points should address the detail in the person specification and other points made within the information sent to candidates.

Candidates are kindly requested not to submit a CV instead of the application form. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Mr L Cummins (Headteacher), to arrive no later than Tuesday 7th May 2024

Please be advised there may be occasions, due to tight deadlines when we have to close a vacancy once we have sufficient applications. Please submit your application early.

Interviews are planned to take place during the following week. If you have not heard from us within two weeks of this date, regretfully you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

Please note that we are happy to arrange informal visits for prospective candidates before short-listing has taken place, also if you wish to have an informal discussion about the post in advance of your application, or if you require any further details, please contact Mrs S Lloyd, HR Manager

Tel: 01244259890

E-mail: LloydS@uptonhigh.co.uk

