



CHARLES DARWIN SCHOOL APPOINTMENTS

**SENDCO
TLR 2C (£7847)
September 2024**

THE SCHOOL

Charles Darwin School is a highly successful co-educational comprehensive school for students aged 11-18 which has been serving the local community since 1973.

Charles Darwin is a "good" school (Ofsted 2023) with an ethos that encourages academic rigour, high expectations and a well disciplined approach to learning. The school is very popular and has 1320 students including the Sixth Form.

Set in the heart of the green belt and on the edge of Biggin Hill, yet within easy travelling distance to London, the school is surrounded by open spaces. The school has extensive sports and community facilities which include floodlit tennis courts, a sports hall, a multi-purpose hall, a fitness suite and a floodlit 3G pitch. The school also runs the Darwin Leisure Centre which is located on the school site.

At the heart of the school are its distinctive ethos and a shared vision which are supported by the staff, students, parents and governors. This ethos and vision have helped to create a very strong caring and cohesive community based on the enduring values of high achievement, friendship, respect and compassion for others. This philosophy is supported and evidenced by the excellent relationships which exist between the staff and students.

Charles Darwin staff are friendly, hardworking and conscientious. The school enjoys a low staff turnover and is able to attract and retain well qualified and committed staff. We actively promote continuing professional development for all staff, in line with the needs of the individual and those of the school. We offer a full and comprehensive induction and ongoing support programme for all new staff.

The school is a founder member of the highly regarded Bromley Schools Centred Initial Teacher Training Collegiate which enables our staff to share their expertise and good practice with others.

Staff wellbeing is a key focus for the school with an Assistant Headteacher having specific responsibility in this area. Staff enjoy a number of benefits including free on-site parking, free tea/coffee at break, child-care vouchers, a cycle to work scheme, free flu vaccinations and the opportunity to join outstanding residential trips such as trips to Iceland, and the annual ski-trip.

"Staff are proud to work at the school"

*"Leaders have considered the workload of staff and have taken effective steps to improve staff well-being"
(Ofsted 2023)*

THE TRUST

The successful candidate will join us at an important and exciting time following our merger with Inicio Educational Trust on 1st April 2024. Inicio Educational Trust is made up of five schools: Charles Darwin School, Bullers Wood School for Girls, Bullers Wood School for Boys, Chislehurst School for Girls and Biggin Hill Primary School. The merger has created a formidable educational institute of learning that will benefit all concerned without compromising the established identities of each school. This will give additional opportunities for enhanced professional and career development for colleagues working within the new Trust.

EXPECTATIONS

At Charles Darwin School, we expect our teachers to:

- Have a passion for education and be open to innovative approaches in everyday aspects of school life
- Be passionate about their subject area and lifelong learning
- Be committed to securing the best outcomes for all students in the school
- Offer enrichment and extra-curricular experiences related to their subject area and beyond
- Contribute to the overall development of the school
- Be flexible in their approach, adapting to new challenges.

In return, we will offer you:

- The opportunity to be part of a forward-thinking team
- The opportunity to work with pastoral and subject leaders to create an exciting and engaging curriculum
- Enhanced professional and career development

THE POST

In June 2023 Ofsted described Charles Darwin School as *"...an inclusive school. The school's values of "aspire, endeavour and achieve" are at the core of the school's work. Leaders are ambitious for all pupils to succeed and reach their potential."*

"Teachers are committed to ensuring that all pupils achieve well, including those with special educational needs and/or disabilities (SEND)"

This full time post, available from September 2024, offers an exciting opportunity to lead, manage and organise the SEND provision across the school.

The post carries TLR2C (currently £7847).

Specific duties are detailed in the job description below.

This post would suit an ambitious and talented teacher with SEND experience who is looking to further their career.

THE DEPARTMENT

The ethos within the school is that SEND provision is everyone's responsibility. It is the role of the SENDCO and support team to assist staff in their use of appropriate strategies and provision in order to best meet the needs of our SEND pupils.

The department is line managed by an Assistant Headteacher with responsibility for Teaching and Learning and the SENDCO is supported by an Assistant SENDCO and SEND Administrator. A Senior Learning Support Assistant line manages a team of 9 Learning Support Assistants, a mixture of part and full time positions. The SEND office is based within the main school and a variety of smaller teaching rooms for external professional assessments/visits are available.

THE PERSON

	Essential	Desirable
Qualifications		
Educated to degree level or equivalent	✓	
Qualified Teacher status	✓	
NASCO/additional certificate related to SEN		✓
OR new NPQ for SENCO if NASCO is not held, be working towards or willing to undertake the qualification	✓	
Experience		

Leadership experience, including managing staff and students	✓	
Demonstrable experience of high quality teaching and learning	✓	
Demonstrable experience of improving student outcomes, particularly those with SEN	✓	
Demonstrate experience of effective performance management and quality improvement within a school environment	✓	
Experience of having made a significant contribution to the success of a school through its student outcomes and ethos	✓	
Experience of securing excellent learning for students through strong teaching and a calm, orderly environment	✓	
Experience of optimising the attainment and progress of students	✓	
Experience of working with children with significant barriers to learning	✓	
Knowledge of innovative approaches to teaching and learning	✓	
Knowledge and understanding of strategies to raise standards and achievement of students	✓	
Knowledge of the National Curriculum and OFSTED Framework regarding effective leadership, management and self-evaluation	✓	
Knowledge of positive effective strategies for whole school behaviour management	✓	
Knowledge and understanding of schools' statutory responsibilities regarding safeguarding	✓	
Knowledge and experience of collaborative teaching methods and working with colleagues in the preparation, assessment and monitoring work	✓	
A thorough understanding of the intervention packages available to support accelerated learning		✓
Skills		
Ability to use ICT effectively to raise achievement and as a management tool	✓	
Able to use data to assess performance, inform and shape teaching and learning in order to secure outstanding outcomes for all students	✓	
Well-developed interpersonal and organisational skills and the ability to work collaboratively, leading to professional development of staff, to the achievement of the School aims and to the efficient running of all departments	✓	
Flexible and able to manage workload and competing deadlines, prioritising appropriately, using initiative and maintaining good humour	✓	
Resilience and motivation to support the school through day-to-day challenges while maintaining positivity and professionalism	✓	
Demonstrate personal and professional integrity, including modelling values and vision	✓	
Able to maintain effective, rigorous and sensitive relationships with students that secure positive emotional health and excellent behaviour and attitudes	✓	

Skilful management and understanding of how to secure strong relationships with other school staff, families and other external relationships	✓	
Ability to organise whole school/ year based activities	✓	
Ability to think and plan strategically and manage change	✓	
Other		
Commitment to safeguarding and promoting the welfare of children and young people	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
Able to engage with parents/carers in order to encourage their close involvement in the education of their children	✓	
Understanding of different social backgrounds of pupils	✓	
Understanding the needs of pupils and the appropriate policies and strategies to support them	✓	
Commitment to support the aims of the Trust	✓	
Commitment to and understanding of collective responsibility	✓	
Vision and values aligned with the school's high aspirations and high expectations for children, staff and families	✓	

JOB DESCRIPTION – SENDCO

Reports to:

Assistant Headteacher

Line Management responsibility for:

Assistant SENDCO, SEND Administrator, Learning Support Assistants

Purpose of the post

To take full SENDCO responsibilities, proactively leading and managing the SEND team to raise the achievement of all students, particularly those with SEND.

To be responsible for the strategic development of SEND and Inclusion and for ensuring that every SEND students' needs are fully met through the development of highly effective personalised strategies that fully meet statutory responsibilities.

To be responsible for day-to-day operation of the school's SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability.

To provide professional guidance to colleagues, working closely with staff, parents and other agencies on aspects of SEND and Inclusion.

The SENDCO will also be expected to fulfil the professional responsibilities of a teacher.

Main responsibilities

- Take full SENCO responsibilities.
- Be accountable for outcomes for SEND students
- Uphold the legal and statutory duties of the role of SENCO
- Complete IEPs, Medical Care Plans, and conduct reviews of EHCPs in line with the code of practice and school policies and protocols
- Monitor student progress, taking appropriate action to remove barriers to learning and maximise full potential.
- Analyse student progress and outcomes data, and contribute to the SIP and SEF, including for own area of responsibility
- Apply detailed knowledge of the SEND Code of Practice, including for health and medical.
- Develop and deliver a range of programmes and interventions which enhance learning.
- Ensure access arrangements are in place where necessary.
- Line Manage all members of the SEND Team.
- Organise and coordinate the work of outside agencies.
- Organise regular reviews for students with IEPs, statements or EHCPs and Medical Care plans.
- Share responsibility for the training of school staff with regard to the latest SEND policy and practice.
- Attend all internal/external meetings as and when required to fulfil the responsibilities of the role
- Attend parent/carer events as required
- Quality assure the provision for all SEND and medical students by conducting lesson visits, work scrutiny, interviews with students, parents/carers and staff
- Conduct appraisal reviews as per school policy
- Update the Headteacher, the Senior Team and the Governing Body on the effectiveness of provision for students with SEND.

Strategic Leadership

- Responsible for day to day operation of the SEND policy and provide leadership and direction to promote an ethos/culture that is fully coherent with the school aims.
- Prepare and review information the school is required to publish including the SEN Information Report.
- Identify and deliver SEND training needs for staff as appropriate.
- Develop close and effective working relationships with all relevant parties, including colleagues at the Local Authority and parents/carers.
- Stay abreast of educational changes and approaches to delivering effective SEND provision.

Other

Any other duties as required by the Headteacher commensurate with the post.

Classroom Teacher Responsibilities:

Core purposes of post

- To provide positive support and guidance with regard to the personal, academic, social and moral development of all students
- To provide a high quality educational experience for all students
- To help the school achieve its purpose, aims and values

General Duties and Responsibilities

- To carry out the duties of a School Teacher as set out in the School Teachers Pay and Conditions Document.
- To continue to meet the Professional Standards for Teachers in England
- To follow school, faculty and departmental procedures
- To support the school ethos and adhere to school policies
- To be committed to safeguarding and promoting the welfare of children and young people

Knowledge & understanding

- Be aware of and actively promote the school's aims, values, priorities, targets and action plans
- Have a secure knowledge and understanding of specialist subject(s)
- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements
- Understand progression in specialist subject(s)
- Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s)

Planning & setting expectations

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught as identified in the school's Teaching & Learning policy
- Set appropriate and demanding expectations for students' learning and motivation
- Set and monitor clear targets for students' learning, building on prior attainment

Teaching & managing student learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Participate in preparing and presenting students for public examinations
- Identify students who have special educational needs, and implement and keep records
- Identify students who are gifted and talented and provide appropriate stimuli

Assessment & evaluation

- Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting
- Keep regular records of student progress
- Set homework in accordance with the school's homework policy
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress
- Understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 course.
- Record and report on student progress, following school and departmental policy

Behaviour Management

- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, following the school systems
- Consistently apply the school's Behaviour Management policy, encouraging positive behaviour, using the school's Behaviour Curriculum and taking appropriate action in cases of indiscipline

Relationships with parents & the wider community

- Prepare and present informative reports to parents.
- Attend parents' evenings and Open Evenings as required
- Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples
- Be prepared to liaise with agencies responsible for students' welfare

Management of performance & development

- Take responsibility for own professional development and to keep up-to-date with research and developments in pedagogy and in the subjects taught, within the context of the School Development Plan
- Understand professional responsibilities in relation to school policies and practices
- Set a good example to the students in presentation and personal and professional conduct
- Evaluate own teaching critically and use this to improve effectiveness
- Participate in school system of performance management
- Participate in arrangements for further training and professional development, including INSET
- Attend and participate in faculty/departmental and other meetings as required

Relationships with colleagues

- Establish and maintain effective working relationships with colleagues including support staff
- Advise and co-operate with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

Health & Safety

- Be familiar with and comply with the school's Health and Safety policies
- Be responsible for the health & safety of students when they are authorised to be on school premises and when engaged in authorised activities elsewhere
- Take class register on SIMS and inform Student Services of any concerns

How to Apply

1. Read carefully all the information about this post included in this candidate pack.
2. If you have any questions, please do not hesitate to telephone or email Julie Hodgkinson, Personnel & Administration Manager, on 01959 578806 or jho@cdarwin.com. Please also contact her if you wish to visit the school before applying.
3. Complete the application form from our website as fully as possible. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel, therefore clarity is essential. *It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained.*
4. In your Section 8 Letter of Application, please respond to the following:
"With reference to the person specification, and providing clear evidence of the impact on your actions, please outline how your experiences would enable you to take our SEND provision at Charles Darwin School forward in the next stage of our development."

Send your completed application form via email to Julie Hodgkinson – jho@cdarwin.com

Application Deadline: 12 noon on Friday 17th May 2024

Appointment Process

1. Suitable applications will be shortlisted and invited for interview the week commencing Monday 20th May 2024.

2. If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. It is therefore important that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.
3. If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.
4. Candidates invited to interview will:
 - Usually have an opportunity to meet key staff
 - Normally be expected to conduct a lesson to students that will be observed by one or more senior members of staff. Details of the task will be given in advance.
 - Have an interview and/or presentation with members of the Senior Leadership Team.

Pre-employment Checks

Charles Darwin School is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered "spent".

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Headteacher. References will be taken up prior to interview. Please provide an email address for your referees and ensure that they are expecting a request. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

Policy on Equal Opportunities

Charles Darwin School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The school is opposed to any form of discrimination against any individual or group and welcomes the fact that our school includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the

grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

All of our teaching staff are employed under national conditions. The School Teachers' Pay and Conditions Document is binding on the school and regulates the employment of School Teachers. The document can be accessed at: <http://www.teachernet.gov.uk>.