

# St Bede's School

64 Carlton Road, Redhill, Surrey, RH1 2LQ



## SENDCo

Teachers' Main Pay Range / Upper Pay  
Range (Surrey Fringe)

**TLR1B £10,060**

To Start 01 September 2018

Application Deadline:

09:30hrs 27<sup>th</sup> February 2018



Belonging

Education

Determination

Excellence

Service

# About St Bede's

At St Bede's we are proud to serve roughly 1,700 boys and girls of all abilities, age 11-18, from the Reigate, Redhill, Caterham, Horley and surrounding areas. This includes over 300 studying academic courses in the sixth form. The school has an Anglican, Catholic and Free Church foundation and we work hard to create an inclusive ethos. Our aim is to ensure that pupils thrive academically, socially and spiritually within a Christian framework.

In January 2017 Ofsted carried out an inspection of St Bede's and judged the school outstanding in every category. The report acknowledged that pupils make exceptional progress in all year groups and in almost all subjects. Disadvantaged pupils and those who have special educational needs and/or disabilities also make rapid progress. The inspection highlighted the teaching in the sixth form as consistently challenging and as a result, students are motivated to learn and achieve excellent outcomes.

Attainment and progress scores at GCSE and A level are consistently above national averages. We are particularly proud of the English and Maths results achieved in the new 9-1 GCSEs. Both departments achieved fantastic results at 4 and 7 grades. St Bede's also saw a steep rise in the number of students achieving the English Baccalaureate.

|               |       |
|---------------|-------|
| Measure       | 2017  |
| Attainment 8  | 54.78 |
| Progress 8    | 0.52  |
| EBACC         | 43%   |
| EBACC entered | 74%   |
| 4/C+ English  | 84%   |
| 4/C +Maths    | 89%   |

**Our school is committed to the safeguarding of children so all appointments are subject to a satisfactory enhanced DBS check. Only applications made on our School Application Form will be considered; we do not accept CVs or unsolicited testimonials. It is our policy always to request references prior to interview.**



*"A zest for learning permeates the whole school. Teachers' high expectations mean that pupils are ambitious for their own futures and approach their learning with determination and resilience." Ofsted 2017*

# Learning Support Department at St Bede's

St Bede's school has a good track record of ensuring the academic and pastoral development of all individuals. Our work with special needs and pupil premium pupils has produced one of the highest value added scores in Surrey. We are looking for an individual to further strengthen our work in this area.

Our SENDCO manages a Learning Support Team in which there are; a deputy SENDCO; three senior LSAs; an EAL Co-ordinator; and eleven other Learning Support Assistants. The team is supported by a dedicated SEN administrator.

We see it as everyone's responsibility to identify, to plan and to make provision to meet the needs of special needs students, and to evaluate progress to ensure that these needs are met. The learning support team works to support all staff in this work, by providing guidance, by working to support identified students in the main curriculum, by assessing students, and by making specialist plans and provision. We currently have 29 students with EHCPs (Wave 3) on the school register and around 50 students on Wave 2.

We also have a "behaviour intervention unit" (with two staff) which carries out similar assessment, planning and provision for students whose behaviour means that they require support and whose work overlaps and is co-ordinated with the learning support team.



# Job Profile

St Bede's is a voluntary-aided school in which staff are employed by the Governors and are firmly expected to work within the policies approved and adopted by the Governing Body and under the direction of the Executive Headteacher. We expect all staff to support the Christian ethos of the school, maintain the highest professional standards and contribute to the development of St Bede's as a thriving community.

The contractual basis of this post is the current School Teachers' Pay and Conditions Document and any other regulations currently in force.

## **Purpose**

To serve the mission of St Bede's as a Christian school by the strategic development and practical implementation of the school's Special Educational Needs (SEN) policy and overseeing the day-to-day operation of that policy so that every student with special needs makes good progress and achieves well.

## **Responsible to:**

The Executive Headteacher or a designated member of the leadership team

## **Responsible for:**

Special needs teacher(s) and learning support assistants

## **Key Accountabilities**

- Strategic development, evaluation and implementation of the school's special needs policy and provision
- Supporting all staff in identifying, assessing and planning to meet the needs of all students who have special educational needs
- Making and organising specialist provision for students with recognised special educational needs
- Liaising with parents/carers and a range of specialists and agencies to plan and evaluate provision, including preparing and reviewing formal documentation on behalf of students
- Leading, developing and managing the learning support team
- Effective and efficient deployment of resources to meet the other accountabilities

## **Key Responsibilities**

- support all staff in understanding the needs of students with SEN and ensure the objectives to develop SEN provision and practice are appropriately reflected in the school development plan
- monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning in relation to supporting special needs and use these analyses to guide future improvements
- analyse and interpret relevant school, local and national data and advise the head teacher on what is required to maximise achievement
- liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- support the identification of and disseminate the most effective teaching approaches for pupils with SEN
- work with Executive Headteacher and staff to develop effective ways of bridging barriers to learning for students with SEN through:
  - early and effective assessment of needs
  - monitoring of teaching, learning and pupil achievement within school systems
  - liaising closely with members of the safeguarding team

- target setting, including provision and revision of plans
- using school systems to monitor progress of students who have special needs
- collect and interpret specialist assessment data to inform practice
- undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies
- provide professional guidance, support and development to staff to secure good teaching for SEN pupils
- contribute to the performance management process of SEN teachers and learning support assistants
- advise on and contribute to the professional development of staff, including whole school INSET provision
- provide regular information to the Executive Headteacher and governing body on the evaluation of SEN provision
- advise the Executive Headteacher and governing body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies
- Co-ordinate all annual and interim reviews and attend / chair meetings when necessary
- Attend or co-ordinate Year 6 Reviews as appropriate for primary pupils to help facilitate continuity and progression through the development of a transition programme. Liaise with Year 5 pupils requiring advice about provision.
- Work closely with staff within the Behaviour Intervention unit to ensure that their work is co-ordinated with that of the Learning Support Team.



# Person Specification

|                               | Essential   | Desirable  |
|-------------------------------|---|--|
| <b>Christian Commitment</b>   | Able to support the aims and mission of a Christian school  | Personally committed Christian, member of any denomination served by the school.   |
| <b>Education and Training</b> | <p>Qualified teacher</p> <p>Good honours degree (2:2 or higher)</p> <p>Specific training/qualification in working with students with special needs</p> <p>Good knowledge of Code of Practice and relevant regulations and requirements and current developments in this field</p> | <p>Relevant professional qualifications/ membership(s)</p> <p>Training in assessment and evaluation of special needs and provision</p> <p>Clear understanding of safeguarding procedures</p>   |
| <b>Curriculum Experience</b>  | <p>Successful teacher of any subject</p> <p>Successful experience of curriculum or provision development</p>  | <p>Experience of teaching across age and ability range</p> <p>Experience of teaching and learning in classroom and in non-classroom contexts</p> <p>Experience of planning provision (e.g. timetabling and staffing)</p> <p>Successful experience in a mainstream school SEN role including applying for an EHCP and exam access arrangements.</p> |
| <b>Pastoral Experience</b>    | <p>Successful in working with parents to support students</p> <p>Successful in working with “agencies” to support students</p>  | <p>Successful form tutor</p> <p>Experience of providing specific, planned pastoral support through others (e.g. assistants or teachers)</p>  |
| <b>Management Experience</b>  | <p>Credible and confident in leading a team</p> <p>Credible and confident in communicating with school staff at all levels</p> <p>Credible and confident in making and communicating plans and implementing them through others</p>   | <p>Successful “whole school” role(s) or initiative(s)</p> <p>Successful in working closely with leadership team and with Governors</p> <p>Successful, substantial strategic role or responsibility</p> <p>An understanding of school accountability measures and the changes to exams</p>  |
| <b>Personal Qualities</b>     | <p>Committed, reliable and trustworthy</p> <p>“Self-starter” – able to plan and work on own initiative</p> <p>Excellent communicator and able to inspire others</p> <p>Warm and welcoming while always completely professional</p> <p>Robust, resilient and positive!</p>         |  |

# How to Apply

If you would like to apply please complete our application form for teaching posts and send it to us with a supporting statement which explains what attracts you to the post as well as detailing the skills and experience you would bring to it.

Your completed application can be emailed to:

[jobs@st-bedes.surrey.sch.uk](mailto:jobs@st-bedes.surrey.sch.uk)

or sent by post to:

Mrs C. Whybra  
Personnel Officer  
St Bede's School  
64, Carlton Road  
Redhill  
Surrey  
RH1 2LQ

If you have any queries please ring Carole Whybra on 01737 214048 or send an email to [jobs@st-bedes.surrey.sch.uk](mailto:jobs@st-bedes.surrey.sch.uk)

**The deadline for receipt of completed applications is**

**09:30 hrs on 27<sup>th</sup> February 2018**

Interviews will be arranged as soon as possible

We look forward to hearing from you.



# Quotes from our Ofsted Report

## January 2017

*"Pupils conduct themselves impeccably in lessons and around the school. They are polite and welcoming to visitors and wear their uniforms with pride".*

*"Teaching in the sixth form is consistently challenging. As a result, students are motivated to learn and achieve excellent outcomes".*

*"Teachers go the extra mile to meet pupils' individual needs exceptionally well. Their detailed subject knowledge, clear explanations and expert use of questioning ensure that pupils make rapid progress in their learning".*

*"Pupils are exceptionally well prepared for their next steps. A higher than average proportion of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, progress to further education, employment or training. These destinations match pupils' career paths closely".*

*"The headteacher has created an open, tolerant and ambitious culture, underpinned by the Christian ethos of the school. He is a highly visible and approachable figure, well respected by staff, pupils and parents alike. Consequently, relationships between staff and pupils are exceptionally strong, and there is a purposeful and scholarly atmosphere throughout the school".*

*"Parents are overwhelmingly positive about the school. They value the school's nurturing climate, the range of opportunities available to their children and the visible and approachable leadership of the headteacher".*