

SENDCo
MPS/UPS + TLR (OLA)
A Bolder Future Awaits – Teacher Application Pack

Thank you for considering Bolder Academy as the next step in your career. I hope this brief letter explains what we are about and why it is an exciting place to choose to work.

We are seeking an experienced and dedicated SENDCo to lead and manage our SEN team. The SENDCo will play a crucial role in coordinating provision for students with special educational needs and disabilities, ensuring that all students have equal access to education and opportunities for success. Key responsibilities include:

- Overseeing the identification, assessment, and support of students with SEND.
- Collaborating with teachers, parents, and external agencies to develop individualized support plans for students.
- Providing guidance and support to teaching staff on best practices for supporting students with SEND in the classroom.
- Monitoring and evaluating the effectiveness of interventions and support strategies.
- Ensuring compliance with legal requirements and best practice guidelines related to SEND provision.
- Keeping accurate records of students with SEND and contributing to the development of school-wide SEND policies and procedures.

The opportunity to be part of the Academy's history and to create a school that truly stands apart is significant: shaping the curriculum, sparking enthusiasm and excitement for academic learning and enrichment. Our outstanding staff and students make us a great place to work.

Bolder Academy is a mixed, non-denominational school which opened in September 2018. Set up by primary and secondary Headteachers in the London Borough of Hounslow to meet the demand for extra school places, we are a strong part of the community. We are housed in a purpose-built building with fantastic facilities and extensive outside grounds.

Extraordinary partnerships have been formed with key local businesses, such as Sky, resulting in a 'bold' education: a traditional, highly academic curriculum combined with brilliant extra-curricular opportunities.

We know every Bolder student and their family exceptionally well; strong relationships and great communication is the Bolder way.

Bolder Academy offers our students and our staff to shine brighter, to be bolder.

I look forward to meeting with you,

A handwritten signature in black ink, appearing to read 'H Swidenbank'.

Heidi Swidenbank
Headteacher

The Bolder Application

"We need a different kind of education, one that combines deep thinking (head); growth, character and dialogue (heart); and an ability to solve problems, generate ideas and engage in the world (hand). School should be, above all else, a place of learning in all its expansive complexity: learning how to think, learning how to live, learning how to create." Peter Hyman, School 21

Creating a different kind of education, a bold future, for our staff and students, requires a certain type of teacher. Undeterred by the teacher recruitment crisis, we know what we are looking for.

Our vision is one of excellence and ambition which is built on a bedrock of strong moral purpose. We are dedicated to creating optimism, openness, and brilliance.

As a member of staff, you will play an integral part in developing the Academy's culture. You will be responsible for promoting our vision, developing and embedding our values, turning the words on our page into reality.

Details of the job description and the job specification are attached. It is important that you address the points in the job specification in your application form.

For more information about what Bolder can offer you, please click here

<https://flipbookpdf.net/web/site/a2b8a89b0fe01d7c52c93c9f7d4e9d0b1f37373aFBP30845582.pdf.html>

To apply, please click on the 'Apply' button on our TES listing to fill out an online application form. Alternatively, please complete the teaching application form which can be found on the website: www.bolderacademy.co.uk/vacancies

If you do have any questions or you would like a word version of the application form, please email vacancies@bolderacademy.co.uk

Timeframe for Recruitment

Closing date for applications	<p>We will shortlist and interview as we receive applications – so please send them in before the deadline of 9am on 15th April 2024</p> <p>Only shortlisted candidates will be contacted</p> <p>Interviews will be held according to application and we will consider interviewing early if we receive a strong application.</p> <p>Please note: No agencies should apply and we do not accept CVs.</p> <p>Sponsorship: We do not currently offer sponsorship for overseas candidates</p>
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Job Description: SENDCo

The SENDCo plays a pivotal role in ensuring that students with special educational needs and disabilities (SEND) receive the support and provision necessary to achieve their full potential. The SENDCo is responsible for coordinating the provision, assessment, and monitoring of SEND across the school, working collaboratively with staff, parents, and external agencies to facilitate inclusive education for all students.

Key Responsibilities:

1. Identification and Assessment:

- Lead the identification and assessment process for students with SEND, working closely with teachers, parents, and external agencies.
- Oversee the collection and analysis of relevant data to inform SEND provision and support.

2. Support Planning and Implementation:

- Develop and implement individualized support plans (e.g., Education, Health and Care Plans) for students with SEND, ensuring that interventions are evidence-based and tailored to individual needs.
- Provide guidance and support to teaching staff on best practices for supporting students with SEND in the classroom.
- Monitor the implementation of support plans and provide ongoing evaluation and adjustment as necessary.

3. Collaboration and Communication:

- Foster positive relationships with students, parents, colleagues, and external agencies involved in supporting students with SEND.
- Facilitate regular communication and collaboration between all stakeholders to ensure a holistic approach to SEND provision.
- Act as a point of contact and liaison for external agencies and professionals involved in supporting students with SEND.

4. Training and Development:

- Deliver training and professional development opportunities for staff on topics related to SEND, including strategies for differentiation and inclusion.
- Keep abreast of developments in SEND legislation, policy, and best practice, and disseminate relevant information to staff as appropriate.

5. Record Keeping and Compliance:

- Maintain accurate records of students with SEND, including assessment data, support plans, and progress reports.
- Ensure compliance with legal requirements and statutory obligations related to SEND provision, including the SEND Code of Practice.

Person specification: SENDCo

		Essential	Desirable	Evidence
Qualifications and Experience				
1	Degree in the relevant subject.	Y		A
2	Qualified teacher status and qualified to work in the UK.	Y		A
3	Qualified SENDCO Status		Y	A, I
4	A commitment to own professional development, with particular reference to SEN	Y		A
5	Strong knowledge and understanding of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.	Y		A, I
6	Experience of delivering good to outstanding lessons to students of all ages and abilities and recent UK experience.	Y		A, I
7	An ability to use information to inform intervention in terms of teaching and learning to raise achievement.	Y		A, I
8	Experience of implementing behaviour management strategies consistently and effectively.	Y		A, I
9	Experience of supporting students of all ages and abilities to make excellent progress.	Y		A, I
10	Knowledge and understanding of: Strategies for meeting SEN in a mixed ability class situation; the SEN Code of Practice and its practical application; the EHCP process and the evidence needed.	Y		A, I
11	Good, current understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills	Y		I
12	Good understanding of factors promoting effective transfer of learners	Y		I
13	Able to write and speak fluent English.	Y		A, I
14	Good communication skills, both written and oral	Y		A, I
15	Excellent organizational skills	Y		R
Skills to motivate, inspire, and challenge all students by:				
16	Empathising with the difficulties of SEN pupils in accessing the curriculum	Y		I, R
17	Organising and sustaining systematic support from a variety of providers for a range of SEN	Y		I, R
18	Managing the co-ordination of teaching assistants in support of SEN pupils	Y		A,I,R
19	Advising and motivating teaching staff with SEN initiatives	Y		A,I,R
20	Presenting clearly a wide range of specialised information to both educationalists and non-educationalists	Y		A,I,R
21	Establishing a safe and stimulating environment for students, rooted in mutual respect.	Y		A, I
22	Setting goals and objectives that stretch and challenge students of all backgrounds, abilities and dispositions.	Y		A, I

23	Demonstrating consistently, the positive attitudes and behaviours which are expected of students.	Y		I
Personal Attributes and Behaviours				
24	Vision aligned with Bolder Academy of high aspirations and high expectations of self and others.	Y		I
25	Personal impact, presence and confidence: wanting to be part of something new.	Y		I, R
26	Adaptability and flexibility to changing circumstances and new ideas.	Y		I, R
27	Passionate and dedicated - ensuring students are successful, a belief that schools have a responsibility to prepare students for their lives - not just for exams.	Y		I, R
28	Creative, courageous and resilient.	Y		I, R
29	Willingness to 'roll sleeves up' and 'get stuck in.'	Y		I, R
30	Strong negotiation and diplomacy skills and can take feedback.	Y		I, R
31	Ability to work under pressure and to meet deadlines.	Y		A, I, R
32	Willing to take responsibility and ownership.	Y		A,I,R
33	Ability to form and maintain appropriate relationships and personal boundaries with young people.	Y		I, R
34	Team player and able to resolve conflict	Y		I
35	Potential to make a strong, positive contribution to the wider life and ethos of the Academy.	Y		I, R
36	Ability to develop effective professional relationships with colleagues, students and parents.	Y		I, R
37	Effectively promote students and staff successes.	Y		I, R
38	The ability to or willingness to teach outside subject area.		Y	I
39	This post is subject to an enhanced DBS.	Y		A, I, R

Key to Evidence: A = Application I = Interview R = References