

# CANDIDATE INFORMATION PACK 2019-2020



SPECIAL  
EDUCATIONAL NEEDS  
CO-ORDINATOR  
(SENCO)

**Chesterton**  
PRIMARY SCHOOL







# Dear Applicant

I am delighted that you are interested in a SENCo position here at Chesterton Primary School.

Chesterton Primary school is one of the two founding schools of the Wandle Learning Trust. This is a unique time to join the school as the Trust starts to grow.

We are an Outstanding 2 Form Entry inner city primary school situated in the heart of Battersea, south west London. Our children are highly rewarding to teach; they respond well to encouragement to work hard and achieve their best.

Chesterton is designated a National Teaching School and also a National Maths Hub and English Hub providing a range of teaching and learning opportunities for staff and pupils alike.

We have a strong and dynamic staff team. The school's leadership and management is judged Outstanding by Ofsted and consists of an Executive Headteacher, Head of School and four Deputy Heads who work collaboratively to ensure that high standards of teaching and learning are maintained throughout all subjects.

We are also a core member of the Wandle Early Years Hub which aims to develop high quality provision for all Early Years children.

The school boasts a range of fresh and vibrant spaces for learning. Outside we have a sensory garden, an edible garden and an al fresco classroom from where children can observe wildlife down in our pond as well as up in the trees. The nest boxes are fitted with cameras allowing Spring Watch Chesterton to take place.

When not observing, we like to ensure the children take an active role in the care and welfare of the school pets; as well as collecting the eggs from our feathered friends. We are committed to fostering reading for pleasure and offer an outdoor reading garden, in addition to a comfortable and well-stocked library.

Our specialist music and PE departments allow us to take part in inter-school and inter-borough events and competitions.

Both a breakfast club and an after school care club are offered as part of our Extended School Provision.

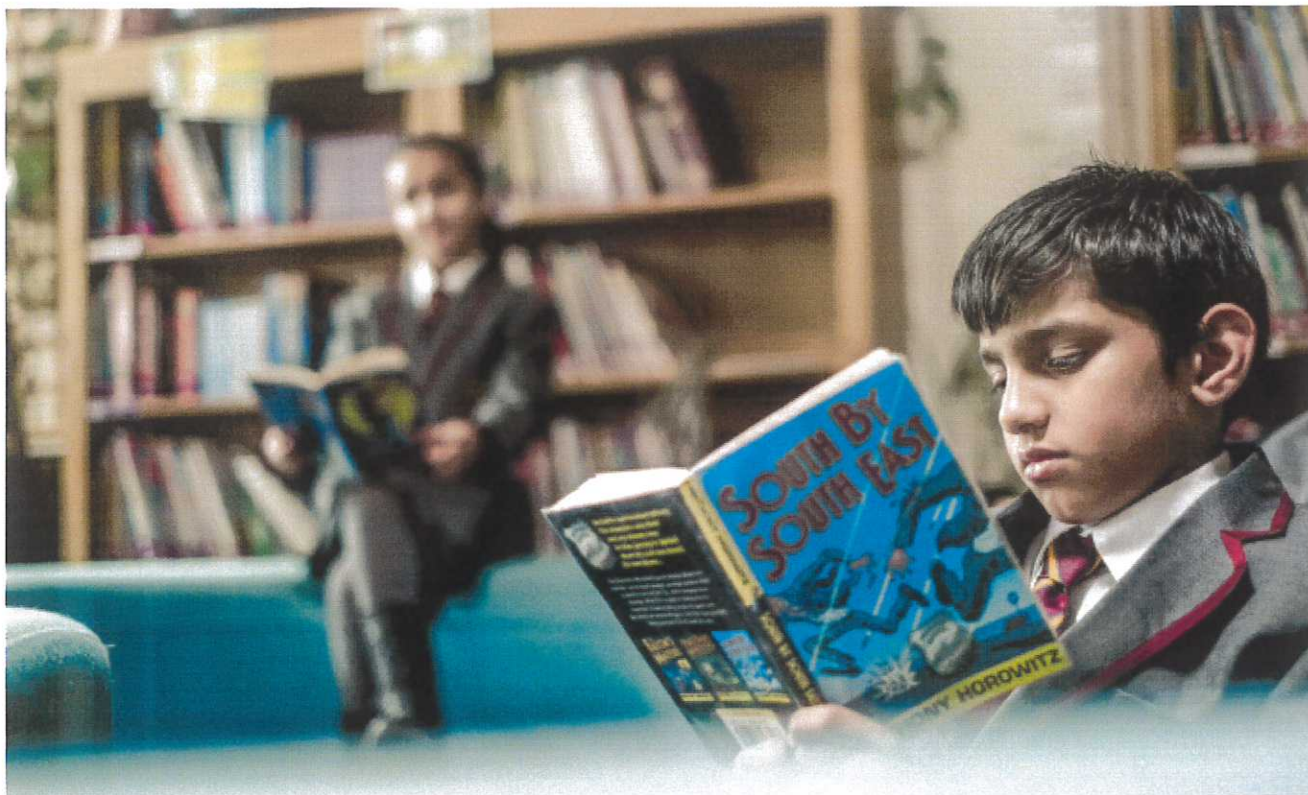
Please have a look at our website [chesterton.wandsworth.sch.uk](http://chesterton.wandsworth.sch.uk) for more information.

We strive to be innovative and aim to create a learning environment that is both fun and invigorating. We look forward to receiving your application to play a part in this.

Yours sincerely  
Danine Smith  
Head of School







# About the school

Chesterton is a thriving inner city primary school with 465 pupils on roll. We welcome children of all faiths, from a wide range of nationalities, into our school community. Over two-thirds of pupils need extra support in learning English as an additional language when they join us.

At Chesterton we value pride, resilience and kindness. We offer a broad curriculum with excellent pastoral support so that every child can leave us having worked hard, developed their talents and achieved to the very best of their ability.

## About our curriculum

At Chesterton we offer an extensive, creative curriculum. We believe that giving children opportunities to learn across a range of locations including the outside environment is hugely beneficial. We have exciting learning spaces, which are integral to our weekly timetable. We also have a full programme of enrichment trips in and around London and beyond, including local museums, art galleries and farms.

The school has embraced the National Curriculum and has designed exciting and relevant cross-curricular topics, while maintaining a strong focus on English and Maths. These topics, which begin with an exciting launch morning, engage the children in their learning and provide them with a rich vocabulary to support their writing. Our curriculum provision is enhanced by specialist teachers who team teach Spanish, computing, music and PE alongside the class teachers. In all subjects, the learning objectives are heavily focused on developing the children's skills which will equip them for lifelong learning.

Here at Chesterton we are a UNICEF Rights Respecting School and have achieved the Gold award. We learn about our rights but we also learn 'through' our rights. Our pupils are stepping up and making a difference in their local community and world at large.

At Chesterton, pupils know that no matter your age or where you live, we can all make a positive impact – whether that's volunteering, fundraising or raising awareness for causes that matter. Our pupils strive to achieve their best for themselves and for others.







In 2012, Chesterton Primary School was awarded Teaching School status. This allows us to bring schools together to help improve children's learning through shared practice and professional development.

In partnership with Chestnut Grove Academy, we have established ourselves as the Wandle Teaching School Alliance. The Alliance consists of a wide range of schools from different phases, specialisms and institutions who work together in a variety of ways to identify and tackle key issues within schools. We have a dedicated and enthusiastic staff in all phases and sectors.

Whatever stage you are in within your career the Teaching School and its partners offer a comprehensive package to support both career and professional development right through to Headship and Masters qualifications.



Along with Belleville Primary, Chesterton leads the London South West Maths Hub working in partnership with Wandsworth Local Authority. The London South West Maths Hub is one of 34 Maths Hubs nationally. This status has been awarded by the Department for Education in recognition of



the outstanding mathematics provision that has been consistently delivered in recent years by Chesterton Primary.

The London South West Maths Hub aims to support schools in seven boroughs (Wandsworth, Merton, Sutton, Kingston, Richmond, Hillingdon and Hammersmith & Fulham) through a range of national and local projects each year. The core purpose of the Hub is to engineer a school based support network to develop Mastery style teaching at all levels of education.

## EnglishHubs

Wandle at Chesterton Primary

Chesterton Primary School is proud to be one of the Department for Education's new English Hubs – one of just 32 schools nationwide recognised for

their excellence in teaching and learning. Our English Hub works with 16 boroughs across London supporting schools to achieve excellence in early literacy teaching and focuses on the following three areas: developing early language and closing the word gap; developing early reading through systematic, synthetic phonics and promoting a love of reading.



The Wandle Early Years Hub, led by the WTSA, is one of only three hubs across London. The Hub works with Early Years providers and local families to improve the take up of free quality childcare and early education provision for eligible 2-year-olds. It will improve Early Years provision for the most disadvantaged children, promote early years as a career and improve early intervention for children with special educational needs and disabilities.

### Year 6 results 2019

Subject	School - Expected Level	National
Maths	98%	79%
Reading	95%	73%
Writing	97%	78%
GPS	98%	78%



# Job description

**Position:** Special Educational Needs Coordinator (SENCO)

**Grade:** Teachers Pay Scale plus SEN Allowance

**Responsible to:** Deputy Headteachers (Inclusion)

## Core Purpose of the Post

The SENCO has an important role to play alongside the Headteacher, Deputy Headteacher (Inclusion) and Local Academy Committee (LAC), in determining the strategic development of SEND policy and provision in the school. The key task of the SENCO is to ensure that Special Education Needs (SEND) provision is both efficiently and effectively managed.

The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEND via the SENCO in line with the Code of Practice. With the support of the Head, Deputy and LAC you will take responsibility for the day to day operation of the

school's SEND policy. You will provide professional guidance to colleagues and work closely with staff, parents and carers, and other agencies. You will be aware of the provision in the Local Offer and work with professionals to provide a support role to families to ensure that children with SEND receive appropriate support and high quality teaching.

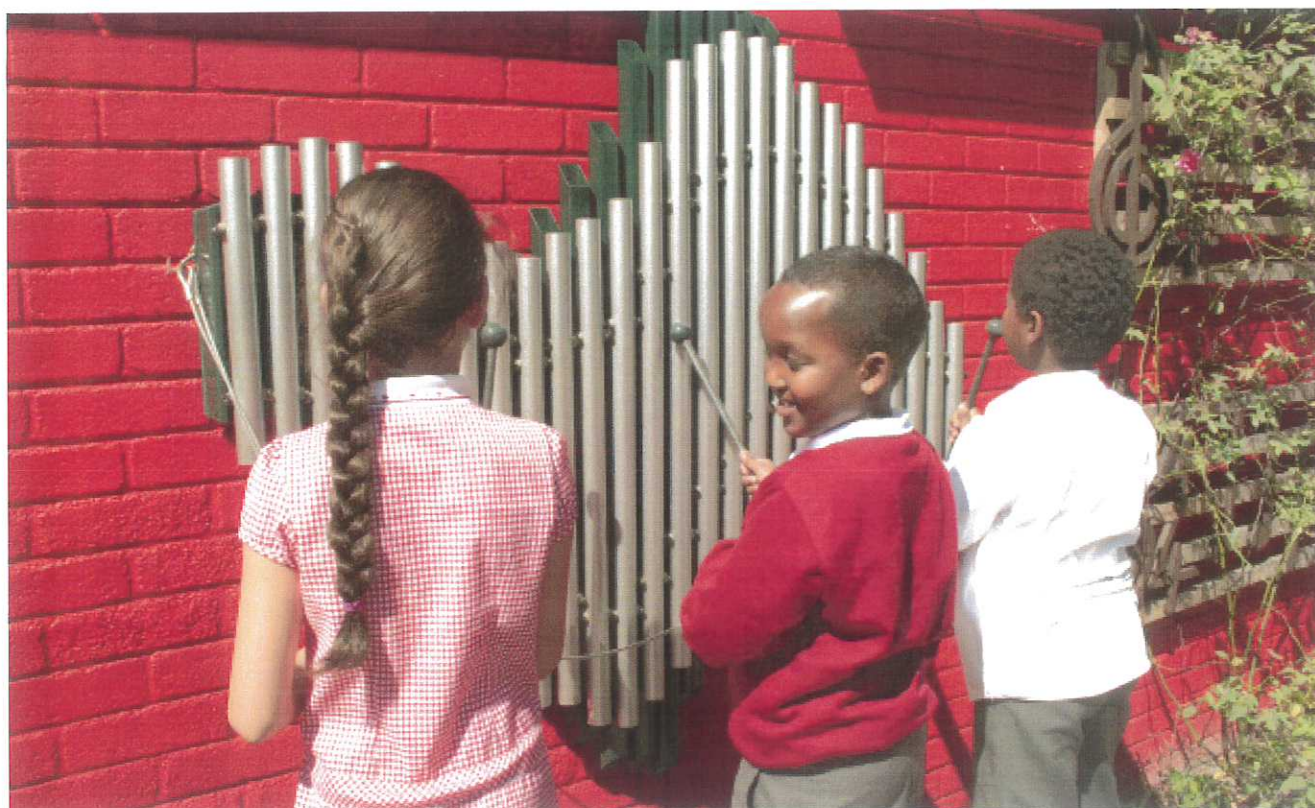
Working with the Deputy Headteacher (Inclusion), you will have the following responsibilities:

## Main responsibilities

- Strategic direction and development of SEND provision
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources.

## Strategic direction and development of SEND provision

- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Ensure effective systems of communication, including feedback about pupils' learning to inform future planning
- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.





- Developing and maintaining positive relationships with parents and carers, which involve them actively in the classroom and in the learning process
- Ensure SEND policy is reflected in the school performance plan
- Liaise with and co-ordinate the contribution of external agencies
- Have up-to-date knowledge of national and local initiatives which may impact upon policy and practice
- Work with the Headteacher and LAC to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

#### Progress and achievement of pupils

- Assess and review children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review
- Analyse data to identify where support is needed
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice
- Where a pupil is not making adequate progress, collaborate with teachers and parents on problem solving, planning support and teaching strategies for individual pupils
- Play an active role in pupil progress meetings
- Liaise with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.



#### Teaching and learning

- Ensure the Teaching and Learning Policy promotes inclusion
- Lead INSET regularly and where appropriate; this may include within the Teaching School Alliance
- Provide opportunities for observation of colleagues/ visits to other schools in order to share best practice
- Work with pupils, class teachers, subject and phase leaders to ensure the curriculum, teaching and learning environment promotes high expectations and matches SEND need
- Support developments and initiatives to improve standards across the curriculum
- Oversee and monitor the quality of Provision Maps and maintain detailed information for subsequent meetings with parents
- Develop systems for colleagues to monitor and

record progress made by pupils with SEND towards the achievement of targets set in Provision Maps

- Review Provision Map targets in line with the Assessment Policy with parents, children, teachers and agree and communicate new targets
- Lead the Annual Review and termly meetings for pupils with Education, Health and Care Plans
- Lead and oversee interventions for SEND pupils where approved.
- Support the Headteacher in meeting statutory responsibilities for EHCP and their Annual Review
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent and voluntary bodies
- Lead Team Around the Child meetings for SEND pupils as and when required.



### Leadership and management

- Lead the strategic vision for SEND and be instrumental in planning for continual improvement
- Promote an atmosphere of inclusion and share good practice with colleagues
- Advise on a graduated approach to providing SEND support
- Advise on the school's delegated budget and other resources to meet the pupils' needs effectively
- Liaise with parents of children with SEND
- Contribute to the school's development plan
- Support the professional development of all staff, including newly qualified teachers, initial teacher training students and support staff
- As directed by the Senior Leadership Team, manage effectively all staff connected with inclusion
- Identify the training needs of staff and organise/coordinate INSET to be delivered by other professionals
- Disseminate procedural information such as recommendations in the Code of Practice or the school's own SEND policy
- Ensure the establishment of opportunities for Teaching Assistants/LSAs to review the needs, progress and targets of pupils with learning difficulties
- Provide regular information to SLT and LAC on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review
- Undertake such other duties that may be required from time to time at the request of the Head of School
- This job description will be reviewed regularly and may be subject to modification and amendment after consultation

### Key organisational objectives

You will contribute to the school's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

### Conditions of service

Governed by the National Agreement on Pay & Conditions of Service, supplemented by local conditions as agreed by the LAC.

### Special conditions of Service

You may be required to work outside of normal school hours on occasion (e.g. to attend full LAC and/or committee meetings, etc.) with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended.

Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to undergo an Enhanced DBS Check, Health Check and provide suitable referees.

### Equal Opportunities

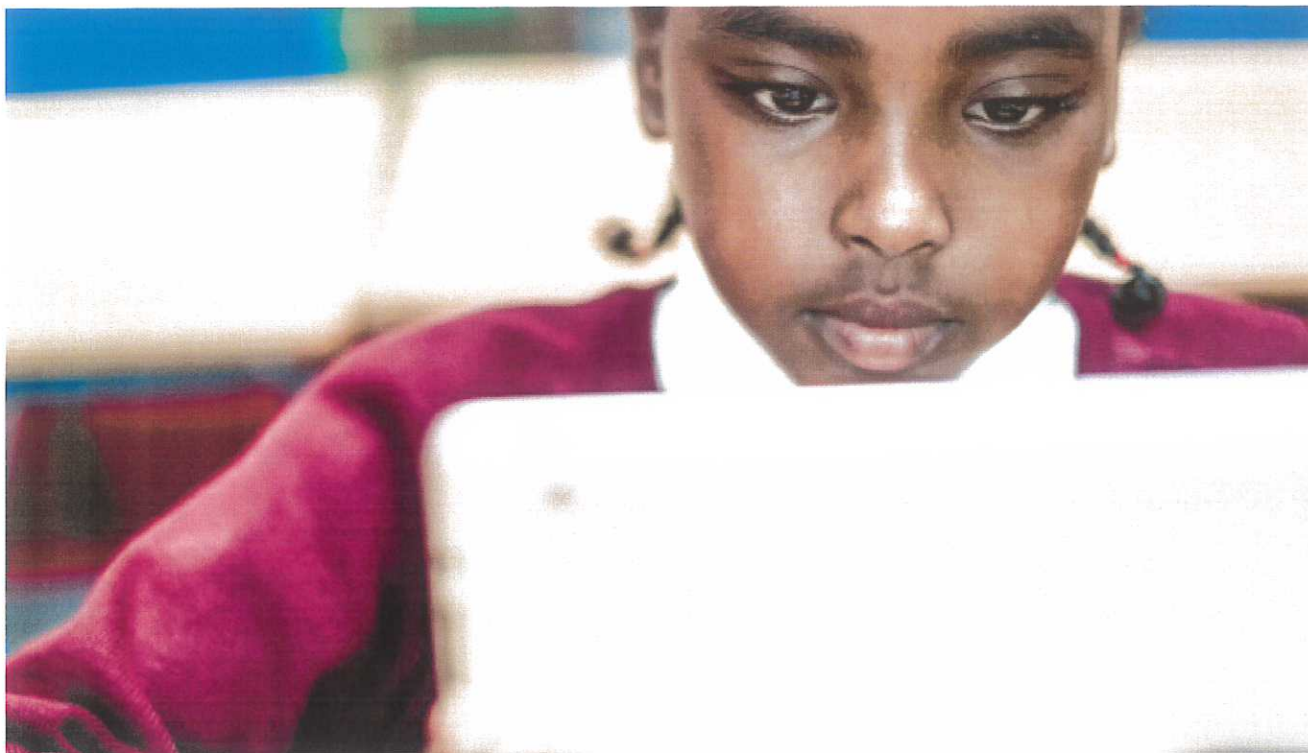
You will be expected to carry out all duties in the context of and in compliance with the Trusts Equal Opportunities Policies.

To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together 2018 in relation to child protection and safeguarding children and young people as this applies to your role within the organisation.

To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to your role.

To ensure that your line manager is made aware and kept fully informed of any concerns which you may have in relation to safeguarding and/or child protection.





# Person Specification

Qualifications	Essential	Desirable
Educated to degree level	X	
Qualified teacher status (with at least four years experience)	X	
Have completed or be in the process of completing, or keen to complete the 'National SENCO Award' if you are new to the role since 2009	X	
Experience	Essential	Desirable
Teaching in Key Stage 1 and/or Key Stage 2	X	
Will have had experience of teaching in a multicultural inner city environment	X	
Experience of budget management	X	
Experience of training other teachers/support staff	X	
Experience of setting targets and monitoring, evaluating and recording progress	X	
Professional Knowledge and Understanding	Essential	Desirable
Strategies for meeting SEND in a mixed ability class situation	X	
The SEND Code of Conduct and its practical application	X	
The EHCP process and the evidence needed	X	
Good understanding of factors promoting effective transfer of learners from one phase of education to the next	X	
Good understanding of the principles behind school improvement, including school improvement planning, monitoring, review and evaluation of progress	X	
Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching	X	
An excellent understanding of curriculum and pedagogical issues relating to learning and teaching	X	
Understanding of current good practice in learning and development with a focus on SEND	X	



# Person Specification (cont.)

Professional Knowledge and Understanding (cont.)	Essential	Desirable
Must understand what constitutes good practice and support for SEND pupils	X	
Familiarity with writing and delivering effective Individual Education Plans for pupils with SEND	X	
Knowledge of effective strategies to include, and meet the needs of, all pupils and in particular SEND pupils	X	
The funding support mechanism for SEND	X	
The roles and responsibilities of educational psychologists and of learning and behaviour support services	X	
An understanding of the broader secondary and primary context and Government initiatives to raise achievement	X	
Personal characteristics You will demonstrate:	Essential	Desirable
Willingness to share expertise, skills, knowledge and ability to encourage others to follow suit	X	
Sensitivity to the aspirations, needs and self-esteem of others	X	
Willingness to address challenging issues with clarity of purpose and diplomacy	X	
Willingness to engage parents in order to encourage involvement in the education of their children	X	
Flexible approach to work and enjoy being a good team member	X	
Ability to manage own workload effectively and respond swiftly to tight deadlines	X	
Good interpersonal skills with the ability to enthuse and motivate others and develop effective partnerships	X	
Willingness to and ability to contribute to whole school INSET	X	
Commitment to practice equal opportunities in all aspects of the role and around the workplace in line with school policy	X	
Professional Skills and Abilities You will be able to:	Essential	Desirable
Observe and interpret children's behaviour, identify learning needs and employ a range of teaching styles to ensure progress	X	
Plan, organise and resource a stimulating learning environment for individual children and groups of children and deliver, evaluate and assess learning	X	
Keep records of pupil progress in line with school policy	X	
Raise the standard of intervention led by support staff for pupils with SEND and/or disabilities and ensure they meet individual needs	X	
Impact measure all interventions led by support staff and specialist staff	X	
Work with the class teacher, support staff and Deputy Headteacher to raise the progress and achievement of pupils with SEND and/or disabilities	X	
Organise and sustain systematic support from a variety of providers for a range of SEND	X	



# Person Specification (cont.)

Professional Skills and Abilities (cont.) You will be able to:	Essential	Desirable
Manage and advise Teaching Assistants/LSAs in support of SEND pupils	X	
Present clearly a wide range of specialised information to both educationalists and non-educationalists	X	
Make consistent judgements based on careful analysis of available evidence	X	
Demonstrate good communication skills, both written and oral	X	
Be confident in the use of information and communication technology	X	

