

Framwellgate School Durham

SENDCO SUPPORT ASSISTANT

Candidate Information Pack

**Salary scale Grade FSD7 (SCP 15-19)
(£23,541 to £25,481 FTE; £20,371 to £22,050
term time only equivalent)**

(Full time - 37 hours per week, term time only, permanent)

Start Date – September 2021

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We wish to appoint a highly motivated and reflective SENDCo support assistant to assist the SENDCo in leading the provision for special educational needs across the school. Over the last three years we have assembled an excellent group of senior leaders and teachers who are having a significant impact on the quality of teaching and student outcomes. With an aspirational culture, and a commitment to evidence informed teaching, we want to achieve more. We received a very positive Ofsted inspection in May 2018 and our A Level progress figures that year were the best in County Durham. We have made significant improvements to our curriculum, teaching, and professional development programme and we are committed to reducing teacher workload.

Framwellgate School Durham is an 11-18 non-selective secondary school and Single Academy Trust. The school roll has increased by 35% in three years and in September 2020 we were oversubscribed with more than 1300 students on roll.

The successful candidate will possess energy and enthusiasm and believe that every young person deserves the very best education and support. A commitment to raising achievement, and a willingness to learn, train and develop as a SENDCo support assistant are all essential. We can offer you an environment where student behaviour is excellent, prior attainment levels are amongst the highest in the North-East, and our students and staff are a pleasure to work with. With over 20 new teachers, including a number of NQTs, and a number of support staff appointed over the last two years, we have quickly become a vibrant and exciting school in which to develop your career.

This is an outstanding opportunity for a talented individual to join our dynamic and forward thinking team. We are looking for someone who is driven, committed and skilled in a range of tasks who can work alongside colleagues to assist in leading the provision for SEN across the school.

Queries and applications should be submitted to Executive Assistant, Fiona Thompson at Thomspson.f@framdurham.com

Key Dates

The closing date for applications is Monday 10th May 2021 (9.00am)

Shortlisting will take place shortly afterwards

Interviews are scheduled to take place on Wednesday 19th May 2021

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS and barred list clearance will be required for this post, together with completion of a pre-employment health questionnaire.

**The Excel Academy Partnership
at Framwellgate School Durham**

Newton Drive

Durham

DH1 5BQ

Tel: (0191) 3866628

Email: Thompson.f@framdurham.com



Letter of Welcome from Andy Byers, Headteacher

Dear Applicant

I am delighted that you are interested in this post. Framwellgate School Durham (FSD) is a fantastic school. I took up post in September 2017 and most of the SLT have been appointed since then. Working alongside our other talented and experienced staff, the potential is here to make the school truly outstanding. Student behaviour is excellent, and we put a great deal of emphasis on ensuring that staff can work in an environment where students want to learn. The strength of the school has always been its caring ethos and strong community links, and these remain. By introducing new systems to manage behaviour, rewards, assessment, marking, and teaching, and with a new ethos and curriculum, we have made huge strides in transforming the school. Key to all of this is our commitment to a professional development programme for teachers which includes fortnightly training on cognitive science and evidence informed approaches to teaching, a significant amount of time planning with department colleagues, and 5 days dedicated to training and professional development per year.

I am looking for staff who are passionate about their work, have excellent knowledge, and who are reflective practitioners, to help us to continue to improve outcomes. I think this is an incredible opportunity and hope you will too; you must be able to work in effective teams and demonstrate resilience, humour and enthusiasm. You must never settle for second best. I will guarantee you our time and support and a fabulous place to come to work every day.

In your application, please focus on what makes you an effective SENDCo support assistant. Make me feel like I am reading about you; try not write a generic letter which ticks the right boxes but doesn't tell me about your values or what you are like as a SENDCo support assistant or colleague.

We have changed so much over the last three years (new teachers including many NQTs, new support staff, a new sports centre, a new school day, dedicated CPD time each week, a new ethos statement, new uniform, a new curriculum and a real focus on evidence informed teaching) and have much more planned for 2021/22 and beyond. Developing staff in a supportive environment is at the heart of what we do.

Finally, one of you reading this will become SENDCo support assistant in a fantastic school. You'll love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher

April 2021

About the school

Framwellgate School Durham (FSD) is an 11-18 school which was granted academy status in 2011. There are approximately 1300 students on roll including 130 in the Sixth Form. Our roll is projected to increase by a further in September 2021 as the sixth form grows, and within the next two years, we envisage a roll of 1400 including 230+ post-16 students. The school serves the population to the north of Durham city, primarily from the Newton Hall estate, but we attract students from a wide surrounding area and over 20 feeder primary schools. We are a high achieving 11-18 academy with a strong track record in both provision and outcomes. We are fully committed to the students in our care, and work to ensure that both the pastoral provision and quality of teaching is the very best.

Aims and ethos

Framwellgate School Durham is a community that values learning and celebrates achievement. We are an inclusive comprehensive school with high expectations of both our staff and students alike. In the spring of 2018 we consulted students, staff and parents, and re-evaluated our ethos; the result of this exercise was a new ethos statement (below) which emphasises compassion and kindness and places the well-being and happiness of our students alongside academic achievement. Our new school uniform was introduced in September 2018.

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

The curriculum

We are committed to providing a knowledge rich curriculum which responds to the needs of the individual student, whilst ensuring access for all to a broad and balanced range of educational experiences. For many students, this means learning with us from 11 to 18. We view this as a continuous, coherent journey and see one of the most important functions of learning, during any key stage, as being to prepare students for the next one. Our curriculum is carefully planned and sequenced and taught by subject specialists.

We recognise that whilst all our students have needs, some have more significant barriers to learning. We are an inclusive school, and through the work of the Achievement Centre, we seek to remove or minimise any barriers to learning that our students may have, be they emotional, physical or academic.

At Key Stage 4 and 5, students receive options guidance linked to future aspirations, and we offer a significant number of GCSE, A Level and BTEC courses which meet the needs and interests of all our students. Nearly all our Year 13 students go on to university, most choosing to study at Russell Group universities.

Pastoral Care and Support

Pastoral care is a strength of the school. This was recognised by Ofsted in 2018. All students are placed in tutor groups, and almost all teachers have a pastoral responsibility, remaining with their tutor group as they move from Year 7 to 11. The tutor is the first port of call for all students. In 2018 inspectors praised student behaviour; indeed, we place a real emphasis on this aspect of school life and believe that teachers can't teach,

and students can't learn, unless behaviour in the classroom, and around school, is excellent. We have effective and robust systems in place to manage behaviour and tackle issues from low level disruption, to more serious incidents.

Teaching and Learning

Having introduced new systems to manage various aspects of school life, and a new knowledge rich curriculum, we spent 2019 and 2020 developing and improving our classroom practice. We place a very high priority on developing our staff professionally. Middle leadership training has been a strong focus this year and there is an extensive programme of CPD opportunities which seeks to support all staff, identify their development needs and move forward in their practice. In 2017 we introduced collaborative planning time for all departments, to allow them to work together to plan exciting and engaging lessons.

We aim to ensure that our teaching stretches and challenges students, and we are increasingly research-led. We don't ask teachers to follow a prescribed learning cycle but we have invested a significant amount of time on training and CPD and have embraced Rosenshine's principles in planning the key ingredients of a good lesson.

The development of teaching is supported through a supportive appraisal process (no data-driven progress targets and objectives linked to improving professional practice), and lesson drop-ins and learning walks. The support for NQTs is exceptional (this is now a 2-year programme in collaboration with TeachFirst) and we are in the process of developing other training strands for RQTs and those aspiring to middle and senior leadership.

Ofsted

Ofsted does not determine our practice, nor does it dominate our thinking, but we believe that our ethos, curriculum, teaching and support for students are such that an inspection will confirm our own judgements and recognise our successes. Our inspection of May 2018, soon after the new leadership team had taken up their posts, confirmed that we were heading in the right direction. Inspectors highlighted the following **"Strengths:**

- The new headteacher, supported by a recently appointed and skilled senior team, has brought much-needed drive and ambition to the school. In a short period of time, they have tackled a significant number of weaknesses effectively.
- Pupils' behaviour, sixth form achievement and pupils' progress in English and mathematics have improved. The quality of teaching is also improving.
- Pupils behave very well around the school. Most are attentive in lessons and show respect for each other's opinions. Parents and pupils value the high level of support provided by the school's pastoral team
- The sixth form is good. Most students make strong progress in their chosen studies. They are well supported to go onto higher education, training or employment."

A positive monitoring visit in July 2019 demonstrates that we are on the right track and our remote provision inspection in March 2021 reported that the school maintained a focus on developing the quality of education in spite of the pandemic.

The Website and Social Media

Our new website (www.framdurham.com) gives an insight into the school and I would encourage all prospective applicants to look at it, especially the curriculum information about what we teach in each subject. Many departments have an active twitter account and you may be interested in the Headteacher account (@framheadteacher) and school account (@fram_official).

Job Description: SENDCo Support Assistant**JOB DESCRIPTION****Main Purpose of the Role**

To assist the SENDCo in leading the provision for special educational needs across the school

Main Duties and Responsibilities**Duties and Responsibilities of Assistant to the SENDCo**

- To undertake initial assessments for exam concessions for all students in year groups 7-13
- To work with the L.A EAL team to provide a smooth transition into school
- To carry out yearly assessments with EAL students to determine progress and identify any other further interventions required
- To collate information from pastoral teams and classroom teachers to enable successful referrals to external agencies
- To work alongside the SENDCo to complete the relevant paperwork for these referrals to external agencies (HLTA will complete internal referrals)
- To organise the implementation of the IT assessment tests for students, liaising with the admin assistant to ensure that students are effectively entered for these online assessments
- To carry out a weekly programme of small group interventions as identified by need by the SENDCo for each year group eg visual perception, gross and fine motor skill developments etc
- To become a key worker and take responsibility for the creation and review of an identified group of EHCP, SEND support plans and pupil profiles
- To liaise with parents of key worker students as and when necessary
- Provide support by completing High Needs Funding Applications for individuals identified by the SENDCo
- To ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies and that these are added to Cpoms/Edukey
- Contribute to and lead training for the SEN team and the wider staff
- To provide advice and guidance to Heads of Year, Pastoral Managers and staff regarding SEN issues experienced by students
- To establish productive working relationships with pupils, acting as a role model and setting high expectations
- To work in accordance with Safeguarding regulations and relevant school policies/procedures
- To develop and enhance expertise in supporting students with complex SEN needs by attending training and working alongside relevant internal and external professionals
- Oversee the development and organisation of any relevant extra-curricular activities and visits for SEN students which extend learning beyond the classroom
- To act as appraiser for temporary LSAs
- To deputise for the SENDCo
- To undertake any other responsibilities as determined by the Headteacher

Line Management

- The main line management function will be carried out by the SENDCo

General responsibilities of all staff

- **Safeguarding, Equality & Diversity and Health & Safety**
 - To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all relevant safeguarding policies and procedures.
 - To carry out your duties with full regard to the Academy's Equality Policy & Race Equality Scheme.
 - To comply with Health and Safety policies, report any incidents/accidents/hazards and take proactive approach to health and safety matters in order to protect both yourself and others.
- **Other**
 - The post holder may be required to undertake any other duties as directed by their line manager, commensurate with the grade and level of the role.

Person Specification: SENDCo Support Assistant

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Five GCSEs at C plus (or equivalent) including English and maths • 	<ul style="list-style-type: none"> • First Aid Qualification • DSL Trained • Level 3 qualification in an appropriate and relevant subject area
Experience	<ul style="list-style-type: none"> • Experience of working with secondary aged children in a school 	<ul style="list-style-type: none"> • Experience of working with secondary aged SEND children • Experience with working with EAL students • Experience in liaising with a diverse range of multi-agencies
Skills	<ul style="list-style-type: none"> • Good oral and written communication skills • Ability to use ICT effectively to support teaching and learning • Ability to work effectively as part of a team • Calm and positive approach • Ability to relate well with children and adults and form effective working relationships • Sensitive to the needs of children and parents • Active listening skills • Ability to use own initiative when required • Able to manage time effectively • Creative thinker • Excellent organisational skills 	<ul style="list-style-type: none"> • Skilled in managing students displaying challenging behaviours • Skilled at carrying out difficult conversations and working with hard to reach parents • Skilled at developing positive and productive working relationships with parents

The Application Process

Please complete the Application Form available from www.jobsinschoolsnortheast.com or www.framdurham.com

Guidance on completing the application form:

Candidates are requested to complete the application form in full. Section B Personal Statement requires you to set out thorough evidence of how you meet the criteria included in the Person Specification. This will be used in the shortlisting process. This section should be no more than 1,000 words. Your completed application form should be emailed 'in confidence' to Thompson.f@framdurham.com by **Monday 10th May 2021 – 9.00a.m.** All applications will be acknowledged by email. Please DO NOT upload your application form to any of the websites on which this post is advertised. Please note that we do not accept CVs.

Shortlisting will take place soon afterwards and shortlisted candidates will be contacted in due course. Please note that we only contact shortlisted candidates.

Interviews are scheduled to take place Wednesday 19th May.

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS and barred list clearance will be required for this post, together with completion of a pre-employment health questionnaire.

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