



THE PARK
COMMUNITY
SCHOOL



SENDCo - Application Pack

Start Date:

Closing date: 14/11/2023 9am; Interviews: w/c 20/11/2023

Contract Type: Full-Time, Permanent

Salary: MPS / UPS + TLR1

The Park Community School, Park Lane, Barnstaple, EX32 9AX

is proud to be part of the Tarka Learning Partnership



Welcome from the Headteacher



Dear Candidate

Thank you for your interest in the post of SENDCo at The Park Community School. This post is being advertised at an exciting time in the development of The Park Community School. In recent years we have seen our roll grown by nearly 200 students and we anticipate being at our maximum capacity of 1500 within the next few years. We are a member of a locally based Trust - The Tarka Learning Partnership (TLP); a local Trust for local schools. The Trust supports a number of schools including Eden Park Academy, Fremington Primary School, Landkey Community Primary Academy, Newport Community Primary Academy, North Molton Primary School, Roundswell Community Primary Academy, Sticklepath Community Primary Academy, Devon Primary SCITT and Devon Teaching School Partnership. The SENDCo would work collaboratively with these schools as a member of the Trust Inclusion Leaders Group

This is a time of growth and change for The Park Community School. To support this development, we seek a colleague to join us working to support our inclusive approach; ensuring this is at the heart of all we do. Working with others to overcome barriers to learning providing support and leadership for our SEND provision. Our inclusive approach recognises and addresses the variety of needs within our community, if successful you will lead the SEND team and support whole school developments to enhance student progress, engagement and outcomes; providing all students the opportunities they deserve to make great progress and achieve highly.

We are ambitious for our school and students and seek a colleague who can help to further shape and take a leading role in delivering our vision around inclusion and developing our SEND provision across all areas of our school. The overarching aim for the school is to provide the best opportunities for all students and staff in our community.

Our vision is to develop an independent student body, who become positive role models in the community with drive to take opportunities provided for them. Actively building effective parental engagement to support the progress and opportunities of all students; where positive communications are the norm.

A 'Park' culture where teachers can teach and students are enthusiastic to achieve highly, making progress free from disruption or constraints. Park is inclusive recognising diversity and supporting each student to achieve their potential through an ambitious and stimulating curriculum, reducing barriers to learning, excellent pastoral care and an enhanced super-and extra-curricular offering.

If this role interests you, we would welcome further conversations to help you make an informed decision in applying to work with us.

Vicky Owen (Headteacher)

Why choose North Devon?



South West England | Situated on the outskirts of Barnstaple town | Easy access to North Devon Coast | Nearby sandy beaches and cliff walks | Close to Exmoor & Dartmoor National Parks | Low crime rates | Affordable house prices

Devon is consistently voted one of the best places to live in England due to a better quality of life, stunning landscapes, world-class beaches, wild moorland, vibrant cities, and historic towns and villages.

The school is based on the outskirts of Barnstaple town centre with good road and footpath access. Barnstaple Town centre is a short riverside walk away from our spacious and open campus.

Barnstaple is the main town and administrative centre for North Devon. It provides easy access to the North Devon Coast Area of Outstanding Natural Beauty well known for its dramatic cliffs, wild seas and many miles of sandy beaches, renowned for surfing and other water-based activities.

Barnstaple is also within easy reach of Exmoor and Dartmoor opening up further possibilities to explore the beauty on our doorstep.

North Devon is a welcoming place to live and work providing a fantastic environment, reasonable house prices, a low crime rate and good quality of life. It is easy to see why so many people choose North Devon to holiday on a yearly basis. The North Devon Tourist Board have produced this [short video](#) that may help you to visualise our area.



About The Park Community School

The Park is one of two 11-16 comprehensives in Barnstaple. Park was opened in 1972 following the re-organisation of selective education in the town; however, the origins of the school date back to 1910, with the site housing both the Boys and Girls grammar schools. Many elements of the original buildings remain and these help to link the school to its proud and strong history.

The school currently educates 1450 students, mainly from the town of Barnstaple and outlying villages. In recent years, the popularity of the school has meant that the geographical catchment has increased, with many students now travelling some distance to join us.

On joining the school, each student is assigned to one of our five houses: Fortescue, Raleigh, Drake, Chichester or Kingsley. The house system is rooted in the DNA of the school with many parents and grandparents showing allegiances to a particular house. Siblings will also join the same house meaning that the Head of House creates a strong relationship with students and families over time. Each house contains two tutor groups from each year group. Students recognise the strength of the house system and value this greatly. It creates a family environment within the school and leads to healthy competition in sports and other inter-house activities.

The student numbers for the school are healthy and with a planned increase expected over the next three years, we are already currently oversubscribed in years 7, 8 and 10. The school finances are in an equally healthy position with the Governors and Headteacher keen to continue the development of the campus providing greater facilities for staff and students alike.

The school is led by a dynamic leadership team whom all share the school passion and drive to develop quality teaching and learning. The school is forward looking and sets itself high standards and expectations.



Park is a part of the Tarka Learning Partnership (TLP)—which currently consists of Park, five feeder primary schools and a SCITT. The MAT supports Park and ensures academic rigour, collaboration and the further development of teaching and learning. The school also belongs to NORDAB (North Devon Academic Board), an association that covers North Devon providing supportive mechanisms between partner schools for staff training, developing and sharing ideas.

More recently the school has joined The National College and the South West Institute for Teaching (SWIFT), two great providers of CPD. The governors are keen for the school to form strategic alliances with appropriate bodies to ensure school development.

Introduction to the Post

We seek a dynamic, hardworking and dedicated colleague to lead our SEND provision. Someone who will be passionate and dedicated to improving the opportunities and progress for all students, especially those with SEND. The successful candidate will work closely with our new Headteacher to further embed our vision, values and ethos to ensure high levels of engagement across the school and the curriculum in its widest sense. You will work with colleagues at all levels to support inclusive ways of working, developing staff, systems and processes to allow students the opportunities they deserve to make great progress and achieve highly.

You will be joining a hard-working staff team with a range of skills and experiences, being the direct line manager for our Assistant SENDCo, SEND administrator and team of HLTAs and TAs.

Senior Team

- Headteacher
- Deputy Headteacher Quality of Education
- Assistant Headteacher Pastoral Leadership
- Two Assistant Headteachers with responsibility for Teaching & Learning
- Assistant Headteacher with responsibility for Safeguarding and DSL
- School Business Manager

We are ambitious for our school and students and seek a colleague who can help to further shape and implement our vision. This post would provide the opportunities and professional development for a colleague aspiring to a more senior position.

The postholder can expect a high degree of support from the leadership team, school staff and our Trust who provide support for school improvement, curriculum development, Inclusion, Safeguarding, HR, school operations and estates. We have a very close and supportive relationship with our Trust and they play an integral part in our school development and operation.

The Post

We are seeking to appoint a colleague who shares our passion and commitment to inclusion. The post holder will, with the Deputy Headteacher of Inclusion, Ethos and Engagement, help to shape the vision and direction for SEND and inclusion and take day to day responsibility for the operation of the SEND delivery, curriculum, learning plans, interventions, SEND policy, SEND progress, QA processes, monitoring, information reports and SEND compliance. You will work closely with students, staff, parents, and other professionals to ensure high quality teaching and learning and the effective use of resources to provide an excellent and inclusive education. The successful candidate will be expected to deliver aspects of our inclusive curriculum within the classroom.

This role is suitable for an experienced leader with appropriate skills, knowledge, and experience of significant and successful work with students. The successful candidate will have experience of working with others to help shape the strategic direction for Inclusion, Ethos and Engagement. You will lead and develop your own team to deliver excellent student support services covering SEND and inclusion and support excellent classroom delivery.

You will work closely with other leaders to secure strong outcomes and ensure the work in your area has impact and is successful. Our SENDCo will work with our Assistant Headteachers with responsibility for Teaching & Learning to support effective classroom delivery. Working with colleagues in school, our Trust, other organisations, and schools to achieve our strategic intent, ensuring we meet our statutory requirements and those within the accountability framework.

The postholder will ensure our ethos is evidenced in all we do and at every level within our school using every opportunity to support our ethos and engagement in school life.



The Job Description

Job title: SENDCo

Description: To work closely with the Headteacher in the strategic development of Inclusion and SEND provision. Lead the development of the SEND team and have responsibility for all matters relating to SEND Code of Practice.

Line management: Assistant to SENDCo, HLTAs & TAs, Admin support for SEND

Grade: up to UPS3 + TLR1

Responsible to: Headteacher

Key Roles:

Lead and support the SEND team and wider school in delivering effective provision that leads to excellent outcomes and school improvement.

- Have a key input into the strategic development and delivery of all inclusion and student support services (pastoral care, attendance, behaviour, interventions, mental-health lead, case management and legal compliance), especially those relating to SEND.
- Responsibility and accountability for the delivery of all SEND processes within school.
- Responsible for the learning, progress and outcomes for students with SEND.
- To lead and manage SEND in accordance with the published SEND policy and updated SEN Code of Practice: 0-25 years.
- Lead our teams in developing and delivering excellent SEND provision, teaching & learning, and delivery.
- Secure the highest standards for behaviour, attendance, and engagement for students with SEND.
- Identify and tackle barriers to learning, progress and engagement. Working with staff to implement change, developments and interventions and evaluating the impact of these.
- Work with the Headteacher to analyse internal data, spotting patterns and trends, to ensure appropriate provision, interventions, and individual plans for students with additional needs.
- Ensure a consistent method of delivering and recording student support interventions, packages and how these are monitored/evaluated and their impact.
- Review current systems, structures, and ways of working for all SEND related matters; working with senior colleagues to provide strategic direction for reviews and change. Implement any changes through carefully planned change management processes.
- Coordinate student voice to review performance and progress, championing feedback from students as part school development process.
- Use data effectively to aid school improvement and resource planning and deployment.
- Support primary transition for key students to enable a supportive and effective start to Year 7
- Have the capacity to work with and within the Senior Leadership team at appropriate points providing key information, feedback and strategic direction.
- Lead on other areas as agreed by the Headteacher.

Operational Management of SEND

- Be responsible for the provision, progress, and outcomes of students with SEND.
- Promote culture and practices that enables all students to access the curriculum.
- Have ambitious expectations for all students with SEND.
- Ensure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate.
- Make sure the school fulfils statutory duties regarding SEND code of practice.
- Ensure effective provision for students with identified SEND and other identified needs.
- Ensure resources are effectively used to support school development.
- Identification of emerging needs and plan to ensure resources and capacity to meet these.
- Ensure effective deployment of staff teams to support the delivery of our SEND provision.
- Hold others to account for the effective and successful delivery in their areas of responsibility
- To liaise with feeder schools to oversee the collect of key information in identifying needs and planning for successful and impactful transition.
- Ensure student reviews and conducted to the highest standard with engagement from all parties and processes completed that support student progress.
- Establish professional and purposeful relationships with external agencies to support student progress and engagement.
- Work with colleagues to celebrate the success and achievements of students.
- Support staff development by effective team and personal management, following school systems and expectations.

Teaching & Learning

Lead the support and identification of and disseminate the most effective teaching approaches for students with SEND.

- Work with the senior leadership team and staff to develop effective ways of overcoming barriers to learning through: assessment of needs, provision of information and strategies, monitoring of teaching, student achievement, developing intervention strategies and reviewing these for impact, deployment of resources, developing effective learning resources and environments
- Undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies.
- Collect and interpret specialist assessment data to inform practice.
- Identify students who will require additional support and resources for external examinations. Working in conjunction with the exams officer ensure appropriate access arrangements and support for students.

Leading and Managing Others

- Have high expectations of self and others and support colleagues delivering these.
- Provide professional guidance to staff to secure excellent teaching for SEN students, through both written guidance, training and meetings.
- Ensure all statutory expectations are met.
- Provide regular information to the senior leadership team and governing body on the evaluation of SEND provision.
- Evaluate the processes and systems to manage progression of students from Year 6 and their induction to Park.
- Ensure effective management of meetings, reporting and improvement cycles.
- Hold leaders to account for the effective and successful delivery in their areas of responsibility.

As a Leader you will:

- Create an effective climate for change, inspiring and enthusing colleagues.
- Lead and manage people and resources effectively.
- Develop strategies and implement policies and practices for school improvement.
- Provide challenge to the leadership team to support school development.
- Put the well-being, development, and progress of students at the heart of your work.
- Champion inclusion and diversity, promoting equality.
- Lead and support colleagues in developing themselves, providing support and challenge to improve school operations and effectiveness.
- Demonstrate honesty, integrity and uphold public trust and confidence in the teaching profession.
- Accept responsibility for problems that may arise and actively seek solutions.
- Be accountable for the processes, procedures, policies, and protocols in the designated areas of responsibility.
- Hold leaders to account for the effective and successful delivery in their areas of responsibility.
- Work with school staff, TLP, TLP schools, the governing board, and others as appropriate.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.
- Develop and continually improve research and evidence led approaches to your remit.
- Undertake other roles and activities, as necessary, to support the effective and efficient operation of the school.
- Ensure effective CPD for staff supporting a reflective and engaged workforce.
- Work with leaders in supporting school improvement activities.

Our Safeguarding Commitments

As part of the Tarka Learning Partnership we have strict Safer Recruitment Employment standards and checks will be carried out as part of our commitment to Safer Recruitment. We do not accept Curriculum Vitae. Any successful candidate would be subject to a fully enhanced DBS check, and would be expected to adhere to our Safeguarding and Child Protection Policy as well as other mandatory policies.

For more information please contact HR - hr@theparkschool.org.uk

The Person Specification

We expect our staff members to role model positive behaviours for young people, be resilient and adaptive in a school with rapidly changing needs, and help promote a supportive and compassionate working environment.

Shortlisting will be ranked based on the essential criteria (set out in the table below) being evidenced where possible in your application form. Candidates who are successfully shortlisted, will be invited to an interview to explore their suitability for the job.

The Park Community School, and Tarka Learning Partnership, is a Disability Confident Committed employer. If you are disabled and meet the minimum essential criteria (highlighted), you will be guaranteed an interview. Please complete the information on Page 15 of the Application Form.

We know there is no 'perfect' candidate, so if you meet most of the criteria and feel you would be an asset to the team, we would encourage you to apply. We provide training and mentoring to give you the best opportunity to excel in your role. The table below is not exhaustive and many more personality traits and skills are required to join the team.

In addition to the interview you may be required to perform a Task and, or undergo an Observation of skills in practice. If applicable, this is indicated in the Assessment Method column below as follows:

- A = Application
- I= Interview Questions
- T = A Task
- O = An Observation
- R = References

The Person Specification

Attributes	Essential	Desirable	Measured by
Qualifications	Qualified teacher status	L3 Safeguarding trained	A,
	SENDCo qualification	NPQSL or further professional qualification	A
Experience	Successful teaching experience of the age range served by the school	Successful experience at a large secondary school	A, I, R
	Experience of working within pastoral leadership	Experience of working in an area with challenging circumstances	A
	Experience of leading or developing SEND	Experience of working in a MAT or other partnership	A, I
		Experience of successful leadership of change management	A, I
Strategic Direction and Development of the School - Professional Knowledge & Skills Standards	Ability to provide clear educational vision and direction and lead by example		A, I, R
	Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these		A, I, R
Teaching and Learning	Ability to work in partnership with the governing body	Experience in supporting mental health developments with students and adults	A, I, T
	Evidence of introducing effective strategies for improvement	Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning and engagement throughout the school	A, T

The Person Specification

Attributes	Essential	Desirable	Measured by
Teaching and Learning	Knowledge of current educational developments	Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning and engagement throughout the school	A, T
	Knowledge of statutory requirements		A, T
	Experience of leading, coaching and managing staff	Successful experience of reviewing and developing the curriculum	T
	Ability to lead, manage and inspire the whole school community	Successful experience of monitoring, evaluating, and improving the quality of teaching and learning	T
	Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams, and individuals		T
	Successful experience of leading CPD for staff		A, T
	Ability to consult and negotiate effectively with different stakeholders involved with the school, including students		T
	Experience of raising standards		A, I
	Ability to collect, analyse and use a variety of data to analyse performance, evaluate current ways of working and formulate improvement plans		T
	Motivate and inspire young people and staff		A, I
	Highly organised, able to work under pressure and meet deadlines		A, I

The Person Specification

Attributes	Essential	Desirable	Measured by
Teaching and Learning	Successful experience of promoting the personal, social, moral, cultural, and spiritual development of students		A, I
	Evidence of implementation of successful strategies to overcome barriers to learning		A, I
Ethos and Inclusion	Ability to create and maintain an environment which promotes good behaviour, discipline and celebrates success	Clear vision and experience as to how inclusion can be led, promoted, and implemented in a large secondary setting	A, I, T
	Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion		A, I, T
Relationship with Parents and the wider Community	Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance students' learning		A, I
Deployment of Staff and Resources		Ability to set, interpret, monitor and manage a budget.	A, T
		Ability to manage, monitor and review the use of all available resources, ensuring best value.	A, I
		Experience of recruiting, selecting, and deploying staff.	A, I

The Person Specification

Attributes	Essential	Desirable	Measured by
Suitability to work with children	Ability to form and maintain appropriate professional relationships with children and young people.		A, I, T
	Experience of working with challenging student behaviours.		A, T
	Experience of managing safeguarding procedures.		A, I, T
Other skills and attributes	Effective ICT skills.		A, T
	Effective interpersonal, communication and presentation skills; both written and oral.		A, I
	Being an effective listener with an approachable manner.		I
	Ability to synthesise research and effective practice to enhance policy and processes in our school.		A
	Be committed, patient, reliable, adaptable, and open minded.		A, I
	Enjoy working with young people, aiding their progression and development.		A, I
	Be emotionally intelligent.		A, I
	An effective team player with a sense of humour.		A, I
	Resilience.		A, I

How to Apply

After reading the information in this pack we hope you are considering applying for this post in our school. We welcome phone calls, visits, or online video meetings to enable candidates to find out more about us and help your decision-making process.

Applications must be made using our Trust Application Form and submitted with a supporting letter of application, no more than 2 sides of A4 font size 11. We do not accept CVs as a method of application.

**Closing date: 9am on
14/11/2023
Interviews: w/c
20/11/2023**



Any successful candidate would be subject to a fully enhanced DBS check, and would be expected to adhere to our Safeguarding and Child Protection Policy as well as other mandatory policies. For more information please contact HR below.

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EX32 9AX

T: 01271 373131

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