



SENCo

Candidate Information

September 2021



**CHELTENHAM
BOURNSIDE
SCHOOL**

Empowering lives
through learning



CHELTENHAM BOURNSIDE SCHOOL



Welcome to Bournside

People are at the heart of Bournside.

Our staff and students are **Ambitious, Purposeful, Proud, Respectful, Curious, and Supportive**. These are our values and whilst you'll see them written on our website and on our corridor walls, where you'll really see them is in the way we work together, the way we talk to one another, the way teachers teach and students learn, and the way we ensure that every day, in and out of lessons we are living our vision: **empowering lives through learning**.

Bournside is a large school with over 200 staff and 1,800 students. That means we have the resources to provide a wealth of opportunities: a sports centre and 4G sports pitches; a fully equipped Drama studio, a large library, specialised English and Maths blocks, 12 science labs and specialist design, technology, computing and media rooms. Our highly successful sixth formers have their own large base with numerous study rooms.

No one gets lost in the crowd, however. The size of our school means that whatever your role, you'll benefit from having a dedicated, specialist team around you. Everyone is a member of one of our six houses; coupled with our vertical tutor group model, for students, the house system aims to nurture and enhance a sense of family and community, strengthen home/school communication, and provide opportunities for older students to act as role models for younger students, enabling them to have meaningful conversations about school life and their future aspirations.

It's not at all unusual for several generations from the same family to have been part of Bournside School. We've been part of the community of Cheltenham for many years having moved to our present site in Warden Hill in the early 1970s. Our value to the local community is developed in many ways: working closely with our neighbouring schools, taking the arts into the community, being the central hub for very many sports local sports teams, and, of course, being the school of choice for families in our part of Cheltenham and beyond.

I recommend you contact Sally Lees, Assistant Headteacher sal@bournside.gloucs.sch.uk before making your application. I would also very much encourage you to visit our school so you can see for yourself why it is a wonderful place to work.

There is a wealth of information about our school on our website, along with an application form should you wish to apply. We also ask for a supporting statement (maximum 2 sides of A4) outlining how you feel your experience, skills, and attributes would enable you to make a significant impact in the role. The deadline for applications is 3pm 29th September 2021.

I look forward to receiving your application to join us in **empowering lives through learning**.

Steve Jefferies
Headteacher



SENCo

Start date: 1st January 2022

Salary: MPS/UPS + SEN allowance

Full time and permanent

An outstanding opportunity has arisen to work in Gloucestershire's largest comprehensive school.

We are an established 11-18 single academy trust with a good reputation (Ofsted 'Good' rating 2016), wide catchment, and a strong presence in our community. Our school is consistently oversubscribed with a PAN of 300, and most of our students choose to stay with us for their post-16 study.

We are looking to appoint a SENCo to lead our Special Educational Needs and Disabilities provision across the school. You will have the opportunity to lead a vibrant and experienced team whilst being supported by our SEND Lead Practitioner and SEND Administrator. The SEND Lead Practitioner is our qualified assessor for Access Arrangements for the school and they coordinate this provision. In addition, we have a team of 10 Teaching Assistants who are based in department areas and report to the SEND Lead Practitioner.

Our SEND provision is based in our Support Hub which is at the heart of the school. In addition, we have a small SEND teaching room and the support from our House Welfare Leads for any identified SEMH needs. The school has two wellbeing school support dogs who work with students in the Hub and around the school focusing on their wellbeing.

**Applications by:
3pm 29 September 2021**

As a department we liaise frequently with a wide range of external agencies and specialists including Educational Psychologists, SALTs, ATS, CAHMS, Social Care professionals and the Police.

We believe that it is important that a SENCo should be an integral part of the teaching team and so the successful candidate will be expected to have a small teaching timetable of approximately five periods per week. We are open to applications from suitable candidates from any subject discipline.

We are an equal opportunities employer and value and respect diversity across our whole school community. Bournside is committed to safeguarding and promoting the welfare of children and young people. All posts are subject to an enhanced DBS check. We reserve the right to interview and appoint prior to the closing date.

Application pack:

www.bournside.gloucs.sch.uk/school-information/careers-at-bournside/



Warden Hill Road, Cheltenham, GL51 3EF | hr@bournside.gloucs.sch.uk | 01242 235555



Job Description

SENCo

Post title: SENCo

Responsible to: Assistant Headteacher (Strategic SENCo)

Contract Type: Permanent, Standard Teacher Pay and Conditions

Salary: MPS/UPS + SEN allowance

This school is committed to safeguarding and promoting the welfare of children and young people according to child protection and safeguarding guidelines and expects all staff to share this commitment. A satisfactory enhanced DBS check is required for all Employees

The SENCo is responsible for under the direction of the Assistant Head (Strategic SENCo):-

- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCo will also be expected to fulfil the professional responsibilities of a Teacher. To enable and inspire learning which allows students to achieve high standards. To share the responsibility for the well-being, education and discipline of students

Strategic development of SEN policy and provision:

- Contribute to the strategic overview of provision for pupils with SEND or a disability across the school
- Monitoring and reviewing the quality of provision for pupils with SEND or a disability across the school
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEND policy is put into practice
- Maintain an up-to-date knowledge of national and local initiatives

School's policy and practice

- Contribute to the evaluation of whether funding is being used effectively, and propose changes to make use of funding more effective

The SENDCo is expected to:

- Maintain a thorough working knowledge of the school's policies and procedures related to SEND, including the SEND Information Report, Child Protection and Safeguarding and policies
- Regularly attend relevant training and development events
- Act in the best interest of all the students of the school; and behave in a professional manner, including maintaining confidentiality as required

Operation of the SEND policy and co-ordination of provision:

- Maintain an accurate SEND register and provision map

- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

Support for pupils with SEN or a disability:

- Identify a pupil's SEND need
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum,

Facilities and extra-curricular activities

- Work with the designated teacher for looked-after children, where a looked-after pupil has SEND or a disability
- Work with the House Welfare Leads where a pupil has safeguarding or welfare needs
- Work with the Assistant Headteacher for pupils with a medical condition, where a pupil with medical needs has SEND or a disability

Leadership and management:

- Work with the SLT and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage SEND Lead Practitioner and SEND Administrator

Operational/Strategic Planning:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area
- Participate in meetings at the school that relate to the curriculum or the administration or organisation of the school, including pastoral arrangements
- To contribute to the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's vision and development plan
- To plan and prepare courses and lessons
- To contribute to the whole school's planning activities
- To attend all Parent Teacher Consultation evenings

Curriculum Provision:

- To assist the Heads of Department to ensure that the curriculum area provides a range of teaching which complements' the school's strategic objectives

School Ethos:

- Play a full part in the life of the school community, support its aims and ethos and encourage staff and students to follow this example
- Promote the school's policies and comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects, they teach
- Set a good example to all students in their presentation and their personal conduct
- Evaluate their own teaching critically and use this to improve their effectiveness
- Establish effective working relationships with professional colleagues
- To continue personal development in the relevant areas, including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure effective and efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively and collaboratively to effective working relations within the school

Quality Assurance:

- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek and implement modification and improvement where required
- To review, from time to time, methods of teaching and programmes of work
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and learning support functions of the school

Management Information:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers, etc
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning

Communications & Liaison:

- To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff
- To communicate and co-operate with people and agencies outside the schools where appropriate
- To follow agreed policies for communications in the school
- To take part in liaison activities such as parents' evening
- To contribute to the development of effective subject links with external agencies
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved

Special conditions

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from

time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.



Job Description

Classroom Teacher

The school is committed to safeguarding and promoting the welfare of children and young people according to child protection and safeguarding guidelines and expects all staff to share this commitment. A satisfactory enhanced DBS check is required for all Employees

Purpose

We aim for every student to develop the knowledge, skills, and self-confidence to become the best they can be. We do this by being open, energetic, outgoing, friendly, safe, supportive, healthy, professional, and self-aware.

Duties

Part 1: Academic

1. Set high expectations which inspire, motivate, and challenge students
 - Establish a safe and stimulating environment for students, rooted in mutual respect
 - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
2. Promote good progress and outcomes by students
 - Be accountable for students' attainment, progress and outcomes
 - Analyse students' data and exam performance to inform planning and intervention
 - Plan teaching to build on students' capabilities and prior knowledge
 - Guide students to reflect on the progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
 - Encourage students to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
4. Plan and teach well-structured lessons
 - Impart knowledge and develop understanding through effective use of lesson time
 - Promote a love of learning and children's intellectual curiosity
 - Set homework according to the school timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired

- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum for relevant subject(s).

5. Adapt teaching to respond to the strengths and needs of all students

- Differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress and use this to inform parents according to the school's reporting procedures
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- Follow the School's Assessment and Feedback Policy.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using positive redirection, using the Ladder of Consequences and rewards consistently and fairly
- Register students every lesson within the first 10 minutes, ensure that they arrive punctually to lessons, that they are following the school's uniform policy and are equipped to learn
- Manage classes effectively, using approaches which are appropriate to students' needs to engage and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school including extra-curricular as appropriate
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy Teaching Assistants effectively as a second adult in the classroom
- Take responsibility for improving learning and teaching through appropriate professional development and the school's Self-Reflective Practitioner Programme, responding to advice and feedback from colleagues
- Comply with the Performance Management and Review Policy

- Communicate effectively with parents regarding students' achievements and wellbeing
- Keep up to date and comply with all school policies and procedures
- Act in accordance with relevant examination board guidance
- Attend weekly staff briefings, scheduled staff meetings, PTCs, open evenings and other professional meetings according to the school's published annual calendar.

9. Visible consistency

- Stand outside the entry point to the classroom, welcoming students into your learning environment
- Begin each lesson with an activity that students can self-start and readily engage in
- Plan all lessons around a key question(s) which is shared with all students
- Check uniform at the end of every lesson.

Part 2: Pastoral

- Be a Form Tutor to an assigned group of students
- Promote the general progress and wellbeing of individual students and of the Tutor Group as a whole
- Liaise with Heads of House to ensure the implementation of the school's Pastoral System
- Register students, ensure that they arrive punctually to school, that they are following the school's uniform policy and have with them the appropriate equipment to learn
- Challenge poor attendance and punctuality in accordance with the Attendance Policy
- Reward good attendance and punctuality in accordance with the Attendance Policy
- Accompany students to assemblies and remain with them, as detailed in the SQREH
- Monitor the academic and pastoral progress of students, intervening when appropriate following reporting windows
- Monitor ClassCharts on a daily basis and discuss issues with students, reinforcing the praise as outlined on praise postcards etc.
- Consistently apply the Ladder of Consequences through applying the school's sanctions and rewards system, keeping up to date records of incidents involving students
- Communicate, as the first point of contact, with parents of students over issues related to student progress and behaviour, including participation in the school's reporting process
- Alert the appropriate staff to problems experienced by students and participate in the process of resolving these
- Deliver the tutorial programme in line with the agreed plan and as directed by the relevant Head of House
- Set a good example in terms of dress, punctuality and attendance.

Part 3: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions and adhering to the school's Health and Safety Policy and Child Protection and Safeguarding Policy
- showing tolerance of and respect for the rights of others

- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Any teacher who leads or is a supporting member for a trip or visit, should abide by the school's code of conduct for school trips and visits.

Other duties and responsibilities

The postholder may also be required to carry out other duties that the Headteacher may reasonably request.

Special conditions

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.



Person Specification

SENCo

Bournside School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS as required by the Teaching Agency • A good honours degree or equivalent • Knowledge of current educational issues particularly in relation to teaching and learning and/or SEMH • Other professional development in the area of SEND e.g. Dyslexia • National SENDCo Award or a willingness to complete award within 3 years of appointment • Other professional development or experience in Access Arrangement testing 	<ul style="list-style-type: none"> • Post graduate award of proficiency in Assessment for Access Arrangements (PAPPAA)
Skills and Abilities	<ul style="list-style-type: none"> • Appropriate experience of teaching classes across the age and ability range • Experience of teaching KS3 and KS4 • Ability to communicate clearly and effectively with pupils, parents and staff, and in a range of formats • Good listener, courteous, tactful. • Ability to motivate and build good relationships with young people • Ability to promote good order and discipline among students. • Commitment to care and welfare of students • Enthusiastic and committed to the enhancement of students' life chances • Able to stimulate student's interest in learning • Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure • Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEND • Skilled at developing pupils' self- esteem and motivation so that they become resilient, independent learners • Capable of planning intervention work, assessing the needs and achievements of students and maintaining appropriate records • Ability to work closely with the wider school community in the development of provision for pupils with SEND 	<ul style="list-style-type: none"> • Experience of teaching 'A' Level • Familiar with strategies to promote inclusion, achievement and attainment • Evidence of promoting learning within a productive, disciplined and caring learning environment • Evidence of previous experience in promoting a positive ethos

Knowledge /Experience	<ul style="list-style-type: none"> • Knowledge of current curricular issues • Commitment to the process of self-evaluation, including school development planning • Experience of teaching/ supporting across different key stages in Primary or Secondary • Experience of teaching/ supporting SEND • Knowledge and understanding of how pupils with SEND learn • A sound grasp of the concept of inclusive practice • Experience of working closely with parents in successful home-school partnerships that support pupils' needs • Knowledge of issues relating to equal opportunities • Knowledge and experience of using basic diagnostic tests for identifying specific needs • Knowledge of current educational issues particularly in relation to teaching and learning and/ or SEMH 	<ul style="list-style-type: none"> • Wider knowledge of current educational issues • Ability to use technology to enhance teaching and learning
Other Requirements	<ul style="list-style-type: none"> • Attendance at all PTC evenings to represent the SEND department • Willingness to be involved in current development and to contribute to the discussion of the same • Willingness to contribute to extra-curricular activities in the department 	<ul style="list-style-type: none"> • Evidence of involvement in departmental/ whole school developments



Settling in at Bournside

We will fully support you with your transition to Bournside. Assistant Headteacher, Lucy Hemsley oversees the provision for new staff, including your induction during the first year of teaching with us to support you in understanding and coping with your new role.

Induction day

You will be invited to an induction day in the term prior to joining us. This full day of training provides information about the aspects of Bournside school life which will be needed as soon as you start, such as:

- School Behaviour Code including rewards and sanctions
- Being a tutor including assemblies
- Use of electronic registration and laptops
- Procedures in the Sixth Form
- School Leadership Structure – who to see for what
- Duties
- School communication and meeting systems
- Induction procedures, performance management, and professional development
- Inclusion Support and SEN
- ICT
- Health and safety procedures
- Educational visit procedures
- Our school Library.

Your mentor

You will also be allocated a mentor – probably your line manager – who will meet with you regularly to ensure you have the support you need.



Continuing Professional Development

Bournside is forward-thinking in its approach to Continuing Professional Development (CPD). We use a variety of activities to engage staff with sharing best practice and ensuring teaching and learning is the best it can be. These opportunities include whole staff training options, peer observations, teaching and learning forum sessions, personal planning and development time, departmental development time, focused workshops, and time for performance management and review.





Employee Benefits

Teaching Staff

General

- Provision of all necessary IT equipment.

Lifestyle and wellbeing

- Attractive salary and pension
- Generous annual leave entitlement
- Free one-to-one wellbeing support
- Family friendly policies
- Onsite parking facilities and cycle storage
- Free access to the school's fitness suite
- Cycle to work scheme
- Discounted gift cards via Voucher Store
- Techscheme – save money on the latest tech from Apple and Currys PC World
- A comprehensive range of staff social events throughout the year
- Our dining centre is open between 7:30am and 4:30pm every day.

Professional development

- Every year, there is some disaggregated INSET time, resulting in additional holiday days per academic year
- Personalised CPD hours to develop areas specific to your practice and needs
- Support to complete further academic study and professional qualifications
- Access to high quality in-house and external leadership development programmes, tailored to a wide variety of levels of experience
- Opportunity to be trained as an accredited 'Apple Teacher'
- Membership to your subject association through your department
- Membership to the Chartered College of Teaching for NQTs and RQTs
- A well-stocked CPD library.

Statutory and other benefits

- A wide range of statutory benefits including sick pay, maternity, paternity, parental, and adoption leave
- We will honour your continuity of service in other state funded schools in relation to sick pay and pension rights.



Our Values

We are...

PURPOSEFUL

We persevere to achieve our goals and aspirations

PROUD

We celebrate everyone's effort and achievements

RESPECTFUL

We care about each other and believe in equality and kindness

CURIOUS

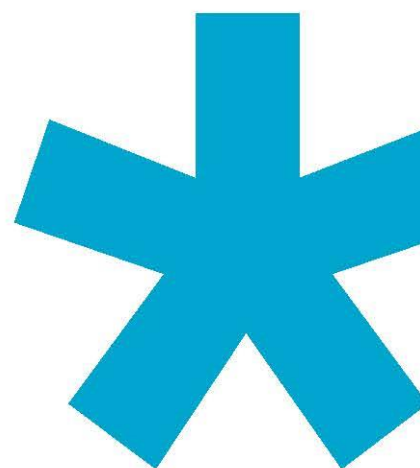
We have enquiring minds and are not afraid of challenge

SUPPORTIVE

We make a positive difference to each other's lives

AMBITIOUS

We aim for the very best in all we do



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