



The
St Lawrence
Academy
Treasuring Everyone
Transforming Community

Special Educational Needs and Disabilities Coordinator (SENDCo)



A Partner School of
St Lawrence
Academies Trust
Stronger Together



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The St Lawrence Academy

The St Lawrence Academy is a thriving Church Academy that has successfully served its local community since opening in 2008 and provides children with fantastic opportunities for personal and spiritual growth. Directors of St Lawrence Academies Trust and the Diocese of Lincoln are looking for an inspirational, talented and experienced school leader; one who can lead the Academy towards achieving academic excellence for our students and enable them to fully flourish.

The St Lawrence is an-oversubscribed academy for 11-16 year old students of all abilities. Our PAN now stands at 165. We currently have a roll of 825 .

We serve a diverse community in Scunthorpe, North Lincolnshire. We are an inclusive Academy striving to meet the needs of all our learners in our caring environment. Students from all backgrounds and faiths, regardless of ability, are welcome. We are sponsored by the Diocese of Lincoln and have a strong Christian ethos.

We are looking for an ambitious and highly motivated individual to take on the role of:-

Special Educational Needs and Disabilities Coordinator (SENDCo) L8 - L12 Required ASAP

This is an exciting opportunity to join a vibrant and successful Inclusion department working at The St Lawrence Academy. You will be part of a fantastic and highly motivated team that is determined to provide a transformational learning experience for every individual. The role will focus on supporting students academically and socially; removing barriers to learning and raising levels of achievement. The successful candidate will mainly supervise students in our Inclusion support (Reset) base. You will support students to achieve academic targets, develop strategies for independent learning, enhance motivation and raise aspirations. You will also have set the strategic direction of our EAL provision.

The successful candidate will:

- Have a passion for supporting students to a high standard across both Key Stages
- Have the ability to support an inspiring and dynamic learning environment
- Have experience of a range of inclusion related issues
- Demonstrate a clear commitment to raising achievement and developing excellence
- Be passionate about transforming the lives of young people
- Be well organised, inspirational, ambitious and hard working
- Have the ability to meet deadlines, whilst remaining calm under pressure
- Have flexibility in approach, vision and commitment
- Have the ability to support and communicate effectively with students, parents, external agencies and colleagues
- Have the ability to cope with challenging situations and display relentless perseverance, determination and resilience

We can offer:

- An inclusive and inspirational church school environment within wonderful and vibrant new buildings
- Superb resources and facilities
- Access to the Local Government Pension Scheme

- Supportive and engaged leadership team, with a track record of developing staff to middle and senior leadership
- An outstanding community of staff and local governing board who work as a strong team to best support our students.
- A broad 3 year Key Stage 3 curriculum and 2 year Key Stage 4 curriculum with a philosophy of valuing all subjects
- A bespoke programme of induction and professional development personalised to help develop individual staff*
- A culture that prioritises students, their personal development and wellbeing, above everything else
- High standards and expectations of academic success and care, support and personal development of our students

This post would suit:

- A person with previous experience with children who display challenging behaviour and who enjoys helping young people

For further details about The St Lawrence Academy and St Lawrence Academies Trust and an application pack please see our website at www.tsla.co.uk

The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to enhanced DBS checks and satisfactory references, including your suitability to work with children. Applications will only be considered from individual applicants on our standard application form, and not via CV alone or agencies.

For an informal discussion about the role please contact Helen West, Deputy Headteacher on 01724 842447 or email to hwest@tsla.co.uk

To apply for this post please: [CLICK HERE](#)

Closing Date Monday 25th November 9am Interviews To be confirmed



**Treasuring Everyone,
Transforming Community**

GENEROSITY RESPECT JUSTICE FORGIVENESS TRUTH



St Lawrence Academies Trust

Stronger Together

Welcome to ST LAWRENCE ACADEMIES TRUST

Mike Adnitt, CEO The St Lawrence Academies Trust

Thank you for your interest in working at The St Lawrence Academy, which is a valued partner school within St Lawrence Academies Trust.

We believe that, like our schools, staff will be stronger by working together. Strong staff, with the "skill and the will" to put children first, make the biggest impact on the education and life chances of our students.

Our aim is to create a Trust and a family of schools that is new, exciting and different! One where leaders have the freedom and flexibility to be creative with their curriculum. One where staff are encouraged to be innovative and personalise the delivery of the curriculum, so it best meets the needs of children.

We want our children to become the leaders of the future. So, the personal, moral, cultural and spiritual development of our community is key to achieving success for our children and staff. By working together we draw strength for today and give bright hope for tomorrow for our families and our communities.

"Strength for today, bright hope for tomorrow" (Great is Thy Faithfulness, hymn)

We are a Church of England Multi Academy Trust, based in the Diocese of Lincoln. Our Trust embraces children and staff from both church schools and non-church schools, across both the primary and secondary age range.

It is a privilege to work as CEO of St Lawrence Academies Trust. Our aim is to nurture our pupils and allow them to flourish by helping them to find the things they enjoy and are good at. Christian values and the exploration and understanding of the Christian faith underpins our work.

Hopefully you are committed to working in our Trust, as you are one of the keys that will help to unlock the potential that lies within all our children.

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Community

Integrity

Hope

Aspiration



**The
St Lawrence
Academy**

Welcome Letter from the Headteacher

Welcome to The St Lawrence Academy

Firstly many thanks for your interest in us as an educational institution and for considering us at this stage in your career. The fact that you are looking at what we are about and what we can offer is both humbling and also important to us all here at the Academy.

It is an incredibly exciting time to be joining The St Lawrence Academy. Our academy has placed the quality of education at the heart of all that we do since we opened our doors back in 2008. Whilst our outcomes continue to be strong, we focus on the holistic development and education of our students and are proud of their successes.

Our mission statement of "transformation for all" transcends to our students but also our wider body of staff as we seek to develop and guide people through our programmes of education, curriculum delivery but also through prioritising our staff development with a bespoke CPD session with additional time allocated for staff development on a Friday afternoon, where students finish early.

Our core values underpin our intent of creating an enriching and aspirational curriculum so that our young people can become successful learners, confident, well rounded individuals and also responsible citizens. Our building and facilities are something we continue to be very proud of with a significant amount of care and attention placed in ensuring our future plans and budgetary commitments match our ambition and intent.

The importance we place on our systems, digital platforms, technologies and staff access plus training continues to be a high priority to ensure that staff are fully resourced and comfortable but also that our students have the best access to learning resources that support, extend and challenge their learning journeys and outcomes.

We are more than happy to facilitate visits to the Academy and encourage you to come and see what The St Lawrence Academy is all about.

I look forward to hearing from you.

Michael McCluskie
Headteacher



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The
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Welcome Letter from the Head Prefects

Moving into year 11 at The St Lawrence Academy, I am fully convinced that this is a place where both staff and students thrive. I trust that any new staff member will thoroughly enjoy being a part of our academy ethos, fostering academic excellence and personal growth, all within a supportive environment. The rich contents of our academy's culture is formed with not only our fundamental core values of **generosity, respect, justice, forgiveness and truth**, but also our diversity and the academy's undeniable commitment to nurturing the potential of every individual within its walls. For both new and experienced teachers, there are countless opportunities for professional development and staff collaboration, making our academy an enriching place to work. From a teacher's point of view, teaching and supporting the education of young people must be extremely fulfilling and rewarding.

Ruby Pollard:

I believe that as a student of The St Lawrence Academy the academy provides all students with the opportunity to thrive in life. There are so many opportunities for students to take to develop so many skills for the bright future. The academy is a place where so many students can succeed with the support from all staff in educational and personal matters. My time here has developed me as a person, this is a place where maturity is fostered within all students. I enjoy fulfilling my leadership roles such as Deputy Head Prefect and many more due to the amount of areas for achievement. I hope to go on to study law in my future and the academy has prepared me for this. The options provided by the school encourage many different career paths in which all students can succeed in life.

Anoushay Shahzad



GREAT



Post: Special Educational Needs and Disabilities Coordinator (SENDCo)

Responsible to: Deputy Headteacher for Engagement and Safety

Core Purposes:

- The SENDCo, in collaboration with the Deputy Headteacher for Engagement and Safety, will help to determine the strategic development of special and additional educational needs provision in the academy. As an inclusive institution it will be vital that the SENDCo ensures all SEND students have access to a personalised curriculum appropriate to their needs, which will stimulate and engage their interests in learning.
- The SENDCo will also ensure that our students with English as an additional language are effectively supported so that they can access the curriculum.
- The SENDCo will be a member of the academy's Senior Leadership team

Job Description:

- The duties outlined in this Job Description are in addition to those covered by the latest 'School Teachers' Pay and Conditions Document.' It will be reviewed regularly with you, to reflect or anticipate changes in the job, commensurate with the salary and area of responsibility.

Main duties/responsibilities of the post:

- Strategic direction and development of SEND
- To monitor, review and revise the SEND Policy annually and ensure it is in line with the SEND Code of Practice and any new legislation
- To coordinate the provision made for individual students with SEND
- To lead and manage a team of staff within SEND for supporting inclusion and personalisation.
- To liaise with and advise colleagues regarding students with SEND
- To monitor the keeping of records for students on the SEND registers
- To liaise with external agencies including the Educational Psychologist, ASET, Health Services, Voluntary Bodies and other agencies as appropriate
- To liaise with parents/carers of students with SEND on a regular and ongoing basis
- To develop effective ways of overcoming barriers to learning in light of individual assessment
- To develop effective learning and teaching methodologies through effective data analysis and target setting
- To be responsible for the co-ordination of Statutory Assessment and students with an EHCP
- To provide guidance to colleagues with the aim of securing high quality learning and teaching for students with SEND
- To ensure Annual Reviews, transition programmes and other reviews occur as appropriate
- To monitor the effectiveness of IEPs
- To lead Early Help Assessments when required
- To attend SENDCo forum meetings and direct others to attend relevant meetings as appropriate

- The ability to lead, motivate, support, challenge and develop staff
- Keep up to date the school's provision map and work alongside the Headteacher and the Operations and Business Leader to review the budget for SEND regularly
- The ability to ensure systematic monitoring occurs
- Contribute to the strategic development of the school
- To share in a programme of primary transition
- To support the vision and ethos of the academy
- To carry out duties undertaken at the direction of Line Managers according to the school Pay and Conditions Act

Knowledge, Skills & Experience:

- Must hold Qualified Teacher Status
- Must have NASENCo qualification or be prepared to work towards achieving the NPQ SEND
- Knowledge of the SEND Code of Practice 2014
- Knowledge of the Disability Act
- Knowledge of KCSIE 2024
- Experience of making reasonable adjustments within a mainstream setting to meet a student's needs.
- Experience of completing external agency referrals desirable
- Experience of planning and leading multi agency meetings using a person centered approach desirable
- Experience of applying for Education Health Care Plans desirable
- Experience of teaching secondary age students
- Proven record of success in improving educational provision and raising standards of students with SEND
- Experience of setting targets and evaluating their success
- Experience of working in a setting with a significant EAL cohort

Creativity and Innovation:

- Design Individual Education Plans to support children with SEND to access education.
- Development of ICT; specifically around supporting children to communicate through alternative means.
- Development of strategies that will implement the schools SEND policy.
- Develop alternative ways for children who have difficulties in communication to interact and have their needs met.

Decision Making:

- Contributing to relevant targets for Individual Education Plans/ safeguarding plans
- Making decisions around reasonable adjustments in relation to Access Arrangements for GCSE examinations

- Using data effectively to identify students who are seriously underachieving and where necessary create and implement effective plans of action to support those students
- Developing strategies to support identified students
- Deployment of resources

Contacts and Relationships:

- The **post holder** will come into daily contact with students, parents, teachers and ITT students. There will also be regular contact with colleagues from the Local Authority, external agencies, and contractors in both face to face meetings and virtually. The post holder will build up relationships with external contacts for various events which will be organised throughout the year
- **Deputy Headteacher for Engagement and Safety** - the post holder will be line managed by the Deputy Headteacher for Engagement and Safety and will work collaboratively with them to ensure effective provision for the academy's SEND students.
- **Designated Safeguarding Lead** - The post holder will share information and receive guidance on appropriate student targets, assessing student progress and the effectiveness of the support in place.
- **Inclusion Manager** - The post holder will collaborate with the Inclusion Manager to design effective plans to support students with SEND and to ensure the dissemination of good practice
- **Students** - supporting and enabling them to meet predetermined programmes of learning and to develop social and independence skills
- **Support staff and external agencies (EWOs CAMHS CYPS)** - participate in student reviews and the provision of progress information as appropriate. To effectively communicate and consult with parents and carers and with all relevant external agencies, about children's progress and attainment.
- **Parents, Carers and Families** - Ensuring early identification of needs and providing support or signposting to support. To effectively communicate and consult with parents and carers and with all relevant external agencies, about children's progress and attainment.
- **EAL** teachers: The post holder will embed the academy's EAL policy and will provide strategic direction to the EAL team in line management meetings

Work Environment:

- Work demands will vary throughout the year, but post holder must be prepared to work to very tight deadlines at various times
- The postholder will be required to ensure that the aims and objectives of the programmes of learning are achieved within set timescales
- There will be a need to make adjustments to individual areas of learning programmes to meet changing needs of students

Summary

Teaching & Learning

- Monitor the impact of teaching and learning activities on the progress made by pupils with SEN, EAL.
- To monitor the effectiveness of teaching and learning activities and approaches
- To liaise with other schools and education providers to ensure continuity of support and learning when transferring students with SEND

Outcomes and Activities

- Develop strategies to ensure early identification of students with additional needs in accordance with the SEND Code of Practice, including using a range of assessment tools
- Monitor and evaluate assessment data across the school to identify trends in student performance and issues with development
- Define intervention strategies to address identified development issues
- Evaluate and report on the effectiveness of intervention strategies used to address identified issues
- Support colleagues to help ensure that agreed student progress target levels within the school are achieved or exceeded
- Support teachers in differentiated planning appropriate strategies to attain students' progress, target levels and objectives
- Monitor the objectives and targets for students
- Oversee and monitor the quality of IEPs and PEPs (in collaboration with the Inclusion Manager) or pastoral support plans and maintain detailed information for subsequent meetings with parents and/or evidence for external agency involvement
- Collect and interpret specialist assessment data gathered on pupils and use this to inform practice
- Maintain regular and productive communication with parents
- Work closely with external agencies such as Educational Psychologists and mental health counsellors etc. to ensure services are used to maximise support for pupils and their families
- Ensure statutory responsibilities for SEND EHCPs and their Annual Reviews are met
- Update the SEND Register at least termly. ensure all pupils are identified and progress is being made
- Identify and adopt effective teaching approaches for students with SEND
- Monitor teaching and learning activities to meet the needs of all students
- Establish and disseminate strategies that support all staff in their work with students
- Encourage students' motivation and enthusiasm in the school, and develop positive responses to challenges. and high expectations

Leadership

- To encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND
- To provide training opportunities for Learning Support Assistants and teachers to learn about SEND individualised learning needs and barriers to learning
- To disseminate good practice in SEN/ALN across the academy
- To monitor resources needed to meet the needs of students with SEND and advise the Headteacher of priorities for expenditure

Standards

- To support the aims, vision and ethos of the academy
- To set a good example in terms of dress, punctuality and attendance
- To uphold the academy's behaviour code and uniform regulations
- To participate in staff training/INSET and identify future training needs
- To attend relevant team and staff meetings
- To develop links with trustees, LA and neighbouring schools and providers in line with the inclusive philosophy of the academy

Selection Criteria (skills, knowledge and experience):

Education & Training

- Graduate qualifications / Qualified Teacher Status
- National Award in Special Educational Needs Coordination or undertaking the NPQ SEND within 2 years of appointment

Skills

- Strategies for developing learning and teaching and improving student performance
- The ability to meet deadlines
- Good organisational skills
- Clarity of expression in both oral and written media
- The ability to produce detailed reports on student progress
- The ability to maintain accurate records

Personal Qualities

- Demonstrate excellent organisational and interpersonal skills
- A positive attitude towards young people
- A capacity for hard work
- The ability to critically reflect on practices
- The ability to manage stressful situations
- An excellent record of attendance and punctuality

NOTES:

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities the post holder must use time in accordance with the Academy's needs as identified by the Headteacher and /Line Manager.
3. This job description is not necessarily a comprehensive definition of the post. It will be revised at least once each year, but it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. Job descriptions will be reviewed annually.

Updated by Michael McCluskie November 2024



	Essential	Desirable	How assessed*
QUALIFICATIONS			
DfE recognised qualified teacher status	Y		AF / Cert
Evidence of recent relevant continuing Professional Development	Y		AF / Cert
Relevant postgraduate qualification	Y		AF/Cert
Knowledge, Understanding and Experience (Up to current date)	Y		AF/IV
A proven track record of successful leadership within a school/academy or within a department	Y		AF/IV
Successful experience of raising attainment and achievement	Y		AF/IV
Working productively with external partners and the local community	Y		AF/IV
Successful teaching of students in the secondary phase	Y		AF/IV
Knowledge and understanding of current issues and best practice including: <ul style="list-style-type: none"> ● A clear educational vision ● Comparative data and performance ● Principles of effective teaching and assessment for learning ● Strategies for fostering academy improvement ● Safeguarding children and young people 		Y	AF/AT/IV
PERSONAL AND PROFESSIONAL QUALITIES			
Strong personal motivation and drive	Y		IV
A positive approach to all aspects of academy life	Y		IV
Good communication skills	Y		
Commitment to staff's and own personal and professional development	Y		AF/IV
Commitment to broad based curriculum that engenders positive attitudes to lifelong learning and promotes personal, social, academic, physical, cultural and spiritual development	Y		AF/IV
High order analytical and problem solving skills and the ability to make informed judgements		Y	AT

Key to how skills are assessed:

AF = Skill assessed via Application Form

AT = Skills assessed via desk exercise

IV = Skill assessed via interview

Cert = Certificate checked at interview



**The
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Living in North Lincolnshire



Predominantly a rural area, North Lincolnshire is made up of a series of thriving historic markets towns surrounded by many small villages, hamlets and breath-taking countryside. In its centre is the bustling urban heart of Scunthorpe; this industrial garden town provides North Lincolnshire with its main focus for education, retail and industry. Homes in North Lincolnshire have remained affordable despite a staggering national rise.

The town centre offers independent retailers and a general market as well as a multi-screen cinema, visual arts centre, an adjacent bus station and ample car parking. There are also shopping centres around the outskirts of the town.

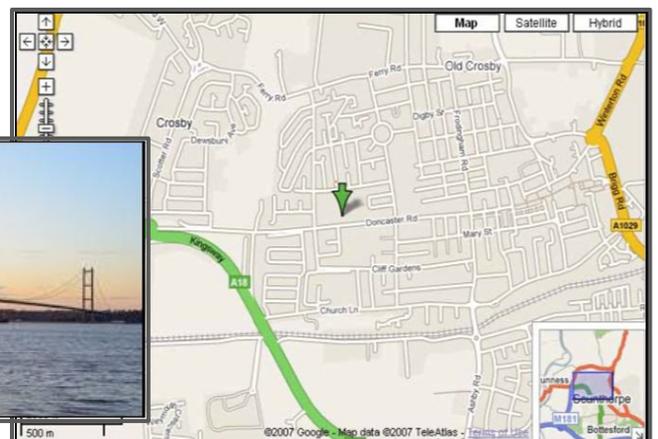
Location for The St Lawrence Academy Doncaster Road Scunthorpe DN15 7DF

☎ 01724 842447 ✉ enquiries@tsla.co.uk 🏠 www.tsla.co.uk

🐦 @TSLA_info 📘 @TheStLawrenceAcademy2008

With excellent and uncongested motorways, you can reach North Lincolnshire quickly and easily. The M180 connects directly to the M18, which offers onward links to the M62, A1 and M1. The Humber Bridge is easily accessible, 17 miles away from Scunthorpe. There is many areas of affordable and appealing housing in the area.

Scunthorpe is home to Scunthorpe United Football Club. The St Lawrence Academy is base for the Scunthorpe United Youth Squad who train in the academy grounds they also mentor and conduct workshops and projects with our students.





The
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How to Apply

Applying

If you decide to apply for this post please [CLICK HERE](#)

Visits to the academy:

Candidates who would like a professional conversation about the role or to arrange a visit please contact Lorna Johnson, PA to the Headteacher and SLT on 01724 842447 or email to enquiries@tsla.co.uk

Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post.

Person Specification

This specification sets out which criteria will be used to shortlist candidates for interview.

"The St Lawrence Academies Trust is dedicated to best supporting children, staff and local communities. Our philosophy is that our partner schools will be stronger together. Please visit the trust website www.slatrust.co.uk to find out more about the vision and ethos of The St Lawrence Academies Trust"





The St Lawrence Academy

A Transformational
Learning Experience

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