



The Collegiate Trust
Exceptional Education for All

SENCO

Information for Applicants

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|---------------------|--|
| Academy | The Quest Academy, South Croydon |
| Required | January 8th 2024 (or as soon as possible thereafter) |
| Salary | L1 – L5 (£50,929 - £55,822). Part time considered. |
| Closing date | 30th November |
| Interviews | Week commencing 4th December |



Dear Applicant

A very warm welcome to the Quest Academy. This is a great place to begin or further your career.

At the Quest we know that having great people is our biggest asset and we work very hard to make sure that the posts we offer, the professional development we provide and the environment we create are the cornerstones of a highly successful Academy on a journey from 'good' to 'outstanding.'

Our motto, 'learning changes lives' succinctly describes our mission: to improve the life chances of all of our young people by enabling them to achieve outstanding qualifications and develop the personal characteristics necessary to lead fulfilling adult lives.

We believe in the broadest and richest educational experience and we have a highly developed and universal enrichment offer, numerous trips and visits, a wide range of clubs and societies, sports fixtures and a thriving Duke of Edinburgh award scheme.

At the Quest we have created a disciplined environment with well-behaved children. Levels of attendance are above the national average because our students enjoy coming to school and we have very well crafted systems of support in place to make sure that the Academy runs efficiently. We are oversubscribed and results are above the national average in all key stages.

We believe we are outstanding in the support we provide for staff development. We have achieved the 'CLPD Gold Mark' for our professional development work and we run in-house training sessions every week to update and further our colleagues' skills.

We are also very fortunate to occupy a stunning 17 million pound building with extensive grounds which we moved into in 2014. Every part of the school is new and across the campus we have invested in nearly one million pounds of cutting edge IT equipment to support all aspects of Academy life.

Geographically we are ideally located just 15 minutes from the M25, forty minutes from central London by train and Croydon itself is undergoing major investment as a place to work and live. Rents are relatively low for London and the town centre, with many restaurants and entertainment venues, is an exciting place to be.

SEND students do very well at Quest. The role of SENCO or SEND manager provides the opportunity to enhance these outcomes even further. The successful applicant will lead a strong and supportive team who are open and keen for continual improvement. We are looking for a dynamic leader to build upon existing practice and inject new ideas.

I look forward to receiving your application if you think that our Academy and this post is right for you.

With best wishes.



Mr A Crofts
Executive Principal



Key Information

The Quest Academy is committed to ensuring that each student succeeds academically and personally. Our motto, *Learning Changes Lives* (Eruditio Vitas Commutat) reflects our belief in the importance of our work. We are committed to making sure that every student makes outstanding progress. We have high expectations of every student, offer the best quality teaching and insist on the highest standards of behaviour and respect.

The Quest is a positive, rich and innovative learning environment where every student can achieve excellence in all that they do, in the classroom and beyond it.

We offer a wide range of enrichment activities to extend learning in a range of contexts and promote leadership, teamwork, reflection, confidence and high self-esteem.

We are constantly searching for new ways to encourage participation and service to others as the basis for the development of lifelong learning and a happy and successful life.

Our strength comes from strong partnerships: with our parents, the community we serve and the close links we have with the Trust. Together we have extensive experience and expertise to guide our work.

You can find out more information about our school, and our Trust at the following websites:

www.thequestacademy.org.uk

www.tct-academies.org



Information about *The Collegiate Trust*

MISSION: *Collaboration to deliver an exceptional education*

VISION: *Exceptional Education for All*

TCT has grown out of *Riddlesdown Collegiate*, a large, **outstanding** (OFSTED, March 2023) secondary school in Croydon with a longstanding reputation for high standards and an exceptional education. Since 2015, our Trust has been growing and, today, we are a family of 8 schools with c.6000 pupils and 800+ employees. The planned addition of a further secondary school in Autumn 2023 will bring our Trust to c.7000 pupils and c.1000 employees.

| School | Range | Date joined | Roll | Principal | OFSTED |
|------------------------|-------|-----------------|------|---|-------------|
| Riddlesdown Collegiate | 11-18 | founding school | 2066 | Dr Parimal Bhatt (from 1.9.2023) | Outstanding |
| Gossops Green Primary | 4-11 | 1.11.2016 | 582 | Mrs Sarah Dunne | Good |
| Waterfield Primary | 3-11 | 1.3.2018 | 374 | Mr James Purveur | Good |
| The Quest Academy | 11-18 | 1.6.2018 | 970 | Mr Andy Crofts Mr Tom Beecham | Good |
| Quest Primary | 3-11 | 1.9.2018 | 188 | Mr Andy Crofts Miss Jo Stawman | Good |
| Courtwood Primary | 4-11 | 1.9.2018 | 214 | Mrs Natasha Grant | Good |
| Kenley Primary | 4-11 | 1.9.2021 | 196 | Mrs Katie Turner (from 1.9.2023) Mrs Jacki Keogh (from 1.9.2023) | Good |
| Woodcote High School | 11-18 | 1.4.2023 | 1269 | Ms Kirstie Woodcock | Good |

Each school within the Trust is supported by our Central Team who work with Principals and their teams on school improvement, teaching and learning, finance, facilities and operations, IT, HR and governance issues. This support allows the Principal and Local Governing Body (LGB) to focus on delivering the highest standards in their school. The LGB works to a *Scheme of Delegation* approved by the Trust's Board of Directors.

Our culture of ambition is clearly focussed on our PEOPLE and their LEARNING. We support all members of our team to do the best job they can by ensuring high quality professional development in a healthy workplace environment where wellbeing is seen as an essential requirement for success.



Why Work With Us?

The Collegiate Trust is an exciting, fast-paced group of schools committed to progress, collaboration and excellence for all... staff and students alike. We are a dynamic and expanding trust of seven schools (two secondaries with Sixth Form provision, and five primaries) with numerous and diverse career opportunities for both new and existing staff.

All staff and governors, at every level of their career, in both teaching and business support functions, have an equal entitlement to Continuous Professional Development (CPD). This promotes, develops and supports staff in their shared commitment to lifelong learning. Results are reviewed and evaluated regularly in order to support further development of our CPD programme and drive constant improvement.

Through expert facilitation, Trust-wide collaboration, inter-school networking, and our extensive CPD programme, every member of staff has the opportunity to make substantial contributions to the development of the curriculum, pedagogy and delivery of business services, whilst improving their own prospects of career progression.

We are committed to:-

- facilitating **career progression**
- offering **excellent professional development**
- providing **opportunities to lead**
- extending **support from Trust experts**
- developing **collaborative opportunities** to generate new and next practice

Other tangible benefits of working within a TCT school include¹:-

- ✓ Exceptional performance rewards
- ✓ Contribution to cost of Masters in Education
- ✓ Superb *ECT Induction Programme* including two-week paid training in June/July
- ✓ The Collegiate Trust's *National Professional Qualifications* for aspirant leaders
- ✓ Two-week October half term (instead of 5 INSET days)
- ✓ Well-equipped staff rooms and work rooms
- ✓ Excellent learning resources in classrooms
- ✓ Cutting-edge technology provision
- ✓ Free Microsoft Office apps

Individuals who are successful in their application to The Collegiate Trust join us at an exciting time. In return for the opportunity to be part of our Trust, we ask that all joining members of staff share in our vision of "Exceptional Education For All" and are motivated to work continuously towards developing their own professional excellence.

¹ At the time of publication, not all benefits available at every TCT school.

Our Values

Strong moral values underpin the ethos of The Quest Academy. We welcome students from a wide range of cultural and faith (or non-faith) backgrounds and expect all families to value and support the moral values at the heart of all aspects of life at The Quest Academy.

We foster understanding, tolerance and mutual respect whilst producing confident, capable and respectful young people. At all times, we aim to create an environment that nurtures and develops:

- Integrity
- Compassion
- Respect
- Tolerance
- Kindness
- Courage
- Generosity
- A life-long love of learning

These values make The Quest Academy a positive and inclusive community in which all students feel safe, valued and part of the family.



Quest6

Students at The Quest Academy's 6th Form, Quest6, have excelled across the range of courses that are on offer.

In addition to academic excellence, Quest6 is a positive, rich and innovative learning environment where every student can achieve excellence in all that they do, in the classroom and beyond it. We offer a wide range of enrichment activities to extend learning in a range of contexts and promote leadership, teamwork, reflection, confidence and high self-esteem.

Students at Quest6 (and staff) have access to cutting-edge, state-of-the-art facilities that – for at least the foreseeable future – are arguably the best that Greater London has to offer.

A dedicated social study area, seminar-style teaching rooms, brand new technology as well as access to all of Quest's new buildings ensure that current and future Quest6 students will learn in a modern, peaceful, exceptional education environment.



Job Description

| | |
|------------------------------|--------------------------------------|
| Job Title: | SENCO |
| Responsibility Level: | L1- L5 |
| Accountable To: | Executive Principal & Governing Body |
| Responsible To: | Pastoral Director |



Accountable For:

Ensuring that the areas of Academy life for which I am responsible contribute to outcomes above expectations for all Academy students, especially in the standards they attain and the progress and achievement they make.

Understanding, operating and developing the ethos of the Academy so that it becomes a centre of excellence where mutual respect, tolerance, care and support are evidenced in all of the Academy's activities and that this in turn ensures that everybody takes pride in all aspects of the Academy's work.

RESPONSIBILITIES

Overall Responsibility

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning. To monitor student progress, keeping student records that include assessment outcomes and targets set at regular intervals in line with Academy policy, to enable all students to achieve their full potential.
- To maintain and build upon the Teachers' Standards as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to current legislation.

SENCO RESPONSIBILITIES

1. Develop and oversee the implementation of the school's SEN strategy and policy
2. Carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
3. Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
4. Provide regular updates on pupil progress through written reports and meetings with parents
5. Conduct IEP reviews
6. Conduct EHCP reviews
7. Conduct EHCP consultations
8. Liaise with, represent the Academy, and attend meetings of the Selsdon SEND Locality cluster
9. make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
10. Knowledge of Access Arrangements and how to apply for them
11. Provide advice, guidance, and training to classroom teachers on supporting pupils with SEN
12. Support teachers to develop schemes of work and learning programmes for pupils with SEN
13. Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom
14. Manage and advise on the school budget and resources for SEN provision
15. Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date
16. Analyse school, local and national data and develop appropriate strategies and interventions

17. Manage SEN teachers, teaching assistants and support staff to improve pupil progress and attainment
18. Keep up to date with national and local policies related to SEN and cascade information to colleagues.

GENERAL TEACHING DUTIES

Teaching and Learning

1. Manage student learning through effective teaching in accordance with the Faculty's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
4. Set homework regularly, (in accordance with the Academy homework policy), to consolidate and extend learning and encourage students to take responsibility for their own learning.
5. Work with AEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including more able students, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly.
7. Work effectively as a member of the faculty team to improve the quality of teaching and learning, by contributing to the Faculty Development Plan and implementing and monitoring change.
8. Implement new initiatives, Academy, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
9. Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
10. Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
2. Track student progress, monitoring achievement against targets set, and take appropriate action on student outcomes.
3. Assess students' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of IEPs as detailed in the current SEN Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to Parents.
6. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the Academy policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and student access, to the subject.

Professional Standards and Development

1. Be a role model to students through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Be familiar with the Academy and faculty handbooks and support all the Academy's policies, e.g. Health and Safety, Citizenship, Literacy, Numeracy and ICT.

4. Establish effective working relationships with professional colleagues and support staff.
5. Be involved in extra-curricular activities such as making a contribution to clubs and visits.
6. Maintain a working knowledge and understanding of Teachers' professional duties as set out in the current Academy Teachers' Pay and Conditions document, and Teachers' legal liabilities and responsibilities relating to all current legislation, and the role of the education service in protecting children.
7. Liaise effectively with Parent/Carers and with other agencies with responsibility for students' education and welfare.
8. Be aware of the role of the Governing Body of the Academy and support it in performing its duties.
9. Be familiar with and implement the relevant requirements of the current SEN Code of Practice.
10. Consider the needs of all students within lessons (and implement specialist advice), especially for those who have SEN, are more able and/or are not yet fluent in English.

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety and Welfare.
3. Have an understanding of visits' procedures and the relevant actions to take when planning out of Academy activities.

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the Academy Development Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through Academy, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for the new academic year; participate in collaborative planning sessions; provide additional student support or any activity directed by the Head of School.
8. Contribute to faculty development by sharing professional learning, expertise and skills with others in the team, through training activities such as coaching and mentoring.

N.B: Every Subject Teacher will be expected to have pastoral responsibilities - detailed separately.

OTHER REQUIREMENTS

1. To promote and safeguard the welfare of children at the Academy.
2. To maintain confidentiality at all times.
3. To be aware of and adhere to all Academy policies and procedures.
4. To carry out any other duties as may be reasonably required by the Head of School
5. To work in support of the Academy Improvement Plan.
6. To take time to read notices, keep to deadlines and carry out duties to the best of your ability.

Person Specification

| Qualifications |
|---|
| An honours degree (2:2 or better) |
| Qualified Teacher Status |
| National Award for Special Educational Needs Coordination (preferable- if not, qualification must be started upon taking the post) |
| Evidence of further professional development and relevant qualifications (preferable) |
| Experience |
| Experience working with young people of a range of ages and abilities |
| Regular engagement with up to date teaching pedagogy |
| Experience of teaching and supporting pupils with SEN |
| Leadership and management experience in a school setting (preferable) |
| Skills and Attributes |
| A strong commitment to raising educational attainment for children and young people with SEN, including working with pupils directly, and supporting other staff to do so |
| A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments |
| Ability to influence school strategy and policy, direct internal resources, and secure the necessary support from external agencies |
| Leadership skills; to inspire and motivate other teachers, model good practice, and develop a whole school commitment to supporting pupils with SEN |
| Written communication skills; writing learning and support plans, reports on pupil progress, and training and guidance for staff |
| Organisation and time-management skills; prioritising and balancing a busy and varied workload |
| Empathy and emotional intelligence; responding sensitively to the needs of pupils and parents |
| Analytical and problem-solving skills; analysing school, local and national data and developing appropriate strategies and interventions |
| Ability to deliver high quality teaching & learning over time to all students in a subject area |
| Ability to quickly establish and maintain positive relationships with students, staff and families |
| Ability to demonstrate and promote good practice in line with the ethos of the Quest Academy |
| Understanding of safeguarding issues and promoting the welfare of children and young people |
| Suitability to work with children |
| Potential for professional progression |

***The Collegiate Trust* is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the *Disclosure and Barring Service*.

Appointment will be dependent upon further health, medical and attendance checks.

Schedule for Appointments

TO APPLY PLEASE COMPLETE THE APPLICATION FORM BY CLICKING “APPLY” AT THE BELOW LINK:

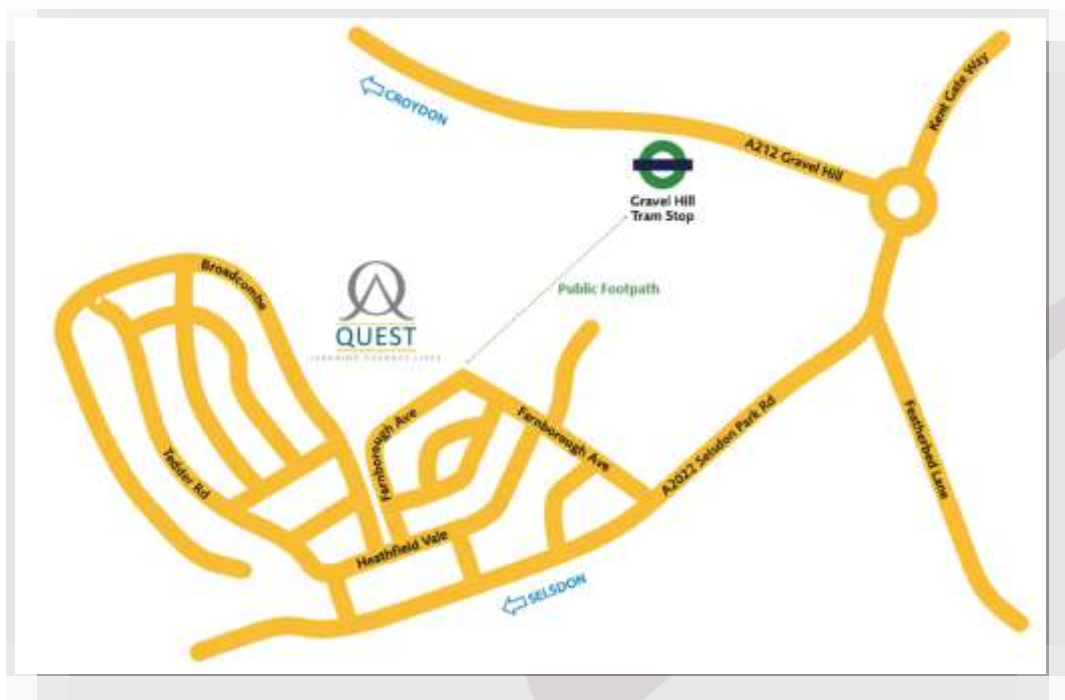
[Vacancies | The Collegiate Trust \(tct-academies.org\)](https://www.tct-academies.org/vacancies)

CLOSING DATE:

30th November



How To Find Us



By Car:

If you are travelling by car, The Quest Academy is located on Farnborough Avenue which is off of the A2022, Selsdon Park Road. If you are coming from the M25 junctions 7 (Croydon), 6 (Caterham) or 4 (Orpington) provide easy access to Selsdon.

By Train

The nearest mainline station is East Croydon. You can then take either a number 3 tram (toward New Addington) and alight at Gravel Hill or one of the several buses that serve the area; 433, 130 or 466.

By Tram

There is a wide footpath (keep to the right hand side) which runs from the tram stop past the back of John Ruskin College, The Quest Primary School and Red Gates School, finishing in the corner of Farnborough Avenue. This walk takes about 12mins. The Academy is located on the right hand side in Farnborough Avenue.

By Bus:

Bus routes: 433, 64, 130, 466, 359.

The Quest Academy

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✉ office@thequestacademy.org.uk

💻 www.thequestacademy.org.uk