



“The endless support I received from the teachers at Stonehenge has really inspired me. I am now training to become a teacher, to change lives in the way they □changed mine.

Former student, Kristie Newham

THE STONEHENGE SCHOOL

DEPUTY SENDCO

Application pack

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WELCOME FROM THE HEADTEACHER

At the Stonehenge School we believe that there is no limit to any student's potential. We aspire to develop a positive learning community in which effort, participation and achievement are valued.

Striving for excellence, we aim to create an outstanding school where students are happy, healthy and given opportunities to exceed their expectations. Enriched by history and culture, Stonehenge is a school for the future.

The school is increasingly popular and to cater for a growing roll we have recently moved into our £6.5 million new build, allowing our full number on roll to eventually grow to 1120 pupils. We have recently received confirmation that £4.5million in funding has been allocated for the second phase in our redevelopment, which will bring a new building to replace older facilities in the school, and improve our sporting facilities. Applications for entry into Year 7 have been over-subscribed in each of the last three years and we are expecting an even larger increase this year.

The school community is important to us, meaning that we have strong relationships with our students, and a collegiate supportive atmosphere within staff.



PERSONALISED PROVISION

The Stonehenge school provides students with the opportunity to study a wide spread of subjects throughout Key Stage 3 and 4, providing full access to the National Curriculum with coverage of the full Ebacc at Key Stage 3, including 3 languages and a full range of arts subjects.



At Key Stage 3, key skills and knowledge are assessed using our 'I can' system, allowing teachers and students to keep track of their learning and progress. Students are given the flexibility and ownership to design their own option choices towards the end of Year 8, meaning that students study the curriculum that they choose, whatever their ability, allowing them to fully realise their future aspirations. At Key Stage 4 students are offered the full Ebacc, and the importance of taking a humanities and a language is discussed with parents as part of the options process. A variety of vocational courses are also offered to allow for development towards particular careers, or the pursuit of individual interests.

PREPARING FOR THE FUTURE

Qualifications are highly important, and our examination results reflect our commitment to this. However school is also about preparing students for their future career and roles in the larger community. Students are offered many opportunities to develop team working and leadership skills. The prefect team in Year 11 is led by the Head Boy, Head Girl and their deputies. Students can initiate projects and share decision making through an active School council.

Careers guidance is provided throughout all years. A large number of students enjoy taking part in activities throughout the school year, including drama productions and musical concerts. We have excellent sporting facilities on site and at Amesbury Sports Centre, and run many sports teams and offer a number of extra-curricular sporting clubs, including rugby, basketball, netball, hockey, football and cricket. Trips and visits are run regularly; Year 9 can visit Pencelli Activity Centre in Wales and current trips planned include food trips to Normandy, outdoor pursuits in the Alps, and Geography trips to Iceland. There are regular Geography field trips, annual whole school cultural capital trips and the Languages department arrange annual visits to France or Germany.

The latest Ofsted inspection took place in April 2017 and concluded that... "The Stonehenge School continues to be good" and that "pupils are great ambassadors for the school. They are smart, polite, respectful and a joy to talk to".

A recent evaluation by the Local Authority reported that 'there is a positive and respectful school culture where the staff know and care for the students' and the 'leaders have a clear consistent vision which is realised through strong, shared and owned values and practice', and praised the emphasis that we place on developing our staff.

I look forward to welcoming applications from you,

Nigel Roper



The SEND Department

The department is currently made up of the SENDCo, Deputy SENDCo, 2 SEN Teachers and 13 Teaching Assistants. It is currently based in the lower school with dedicated class and intervention rooms. Support is provided to EHCP and SEN Support pupils within mainstream classes, as well as 1:1 and group interventions in our dedicated area.

We have pupils in school whose needs span all areas of SEND and the expertise and breadth of knowledge among the department's staff reflects this. Many of our Teaching Assistants deliver interventions including SpLD, SALT, ELSA and Thrive Approach. We strongly encourage and promote staff development.

As well as providing academic support we ensure pupils have a safe place to go at social times. The department also runs a homework club after school where support is available for those pupils requiring it.

We work closely with a variety of agencies and organisations to support our pupils. We also like to build positive working relationships with parents and carers. The department supports pupils through transition to post 16 provision as well as providing bespoke and enhanced transition packages for Year 6 pupils that will be joining us.

We pride ourselves on removing barriers to learning and enabling our SEND pupils to access all areas of the curriculum in order to make good progress and achieve their potential.



Deputy SENDCO

Start Date: September 2021

Salary: MPS/UPS, plus SEN Allowance 1 (£2270)

Closing Date: Friday 21st May 2021, 9.00am

Interviews to be held: Week beginning 24th May 2021

We require an exceptional teacher and practitioner to support students with SEND, and work alongside our experienced SENDCO to support all children with a range of needs to achieve their potential. We are well respected within our local area, and beyond, and are selected by a number of families with children with EHCPs as their first-choice school each year.

This is an excellent opportunity for either primary or secondary teachers with experience of teaching SEND pupils.

We are looking for colleagues with:

- a commitment to raising achievement and ensuring every student realises their potential
- the ability to engage and support students through Quality First Teaching
- an enthusiasm and deep knowledge of how to support a range of SEND students
- A commitment to help all young people and staff to achieve their best is expected of all staff.

Informal visits to the school are welcome; please contact the Head's PA, Debra Harker on 01980 676660 or e-mail harkerd@stonehenge.wilts.sch.uk

Please apply via a two sided letter detailing your educational philosophy, experience to date, and how you would contribute to the work of the department and the wider school community. Application form and further details are available from the school website and should be returned to Mrs D Harker, The Headteacher's PA, The Stonehenge School, Holders Road, Amesbury, Wiltshire, SP4 7PW.

Email: harkerd@stonehenge.wilts.sch.uk

Website: www.stonehenge.wilts.sch.uk



Job Description

The Stonehenge School is a Wiltshire Council mixed comprehensive school for students aged 11-16

Salary Range: MPS 1-6 (U1-3 as appropriate), Plus SEN allowance 1

Responsible to: Headteacher, under the day-to-day management and leadership of the SENDCO.

The Role

To assist the SENDCO in growing and developing an outstanding SEND provision at The Stonehenge School. The successful candidate will be expected to lead, develop and support effective practice for pupils with particular learning needs to ensure they are addressed in the most effective way and, where appropriate, students with SEND make rapid progress in line with the school's expectations. It is expected that as well as leading SEND provision the successful candidate will also be an outstanding teacher of their subject(s).

Key Responsibilities

- Share responsibilities with the SENDCO for leading the provision for special educational needs and disabilities (SEND) within the academy and to deputise for the SENDCO if required.
- Support the SENDCO with providing a strategic vision for the department.
- Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress.
- Advocate and drive a fully inclusive ethos across the whole school.
- Advise staff with developing a broad, balanced and inclusive curriculum to help SEND learners succeed.
- Liaise with Learning Support staff, Heads of Department, class teachers, Heads of House and parents about students with SEND and, where necessary, referring students to the appropriate external agencies for further support.
- Advise and guide learning support assistants and learning mentors of the needs of students with SEND and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review.
- Ensure that appropriate schemes of work, including related SEND assessment processes, are in place and regularly reviewed.
- Monitor student progress through the use of Learning Support Plans, standardised assessments and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented.
- Be responsible for relevant SEN administration with the Local Authority and other outside agencies as directed by the SENDCO, including the administration of EHC plans through the annual review process.
- Within the context of the school's aims and policies, work with the SENDCO to develop and implement SEND policies, plans, targets and practices.



Leadership of Inclusion and SEND

- Provide all those with involvement in Special Needs the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.
- Lead and develop provision for students with SpLD, including dyslexia. Identify, monitor and track their progress, providing advice and support for classroom teachers to deliver dyslexia-friendly lessons through observation, coaching and CPD where appropriate.
- Contribute to the development and maintenance of the school provision map including tracking student provision to ensure that the provision map is up-to-date and accurate.
- Assist with staff development and INSET training with regard to SEND.
- Engage in liaison meetings with appropriate outside agencies, under direction of the SENCO e.g. Ed Psych, Speech and Language service, EWO; LEA etc. and facilitate opportunities for external agencies to work with students and staff when appropriate.
- Support the SENCO in the coordination, implementation and evaluation of interventions.

Teaching and Learning

- Keep up-to-date with national developments within the area of SEN and remain informed of best practice methodologies and teaching strategies.
- Plan, deliver and assess high-quality intervention programmes for individuals or small groups.
- Teach withdrawal groups as allocated by the SENCO (where appropriate).
- Support the SENCO in identifying pupils with SEND and the maintenance of the School's SEN register.
- Develop curriculum resources to ensure that pupils identified on the SEN Register have the required levels of support.
- Support the SENCO in managing the implementation of an inclusive curriculum including access to alternative/additional provision.
- Support teachers and support staff to deploy effective and evidence-based strategies to ensure outstanding teaching and learning for pupils with SEND.

Curriculum setting and assessment

- Assist the SENCO to ensure that students are awarded appropriate examination concessions in respect of their needs.
- Keep detailed records of the progress of key students in receipt of learning support, including writing learning support plans, behaviour support plans and annual reviews.
- Manage and deploy available resources including, under direction from the SENCO, assisting in the day-to-day line-management of staff working within the department.
- Write or assist with applications for statutory assessment where required.



Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Degree level qualification ▪ QTS and experience of teaching KS2, KS3 and/or KS4 ▪ Evidence of substantial and relevant CPD relating to SEND 	<ul style="list-style-type: none"> ▪ Good honours degree ▪ Post graduate qualifications or research in an educational sphere ▪ An accredited specialist
Experience	<ul style="list-style-type: none"> ▪ An outstanding teacher with a consistent track record of planning, delivering and assessing specialist SEN provision ▪ Working in a successful SEN department ▪ Effective engagement with external partners (eg. Speech and language therapists, Local Authorities) ▪ Tracking and monitoring identified groups and designing intervention programmes which have shown a positive impact on behaviour and progress. ▪ Effective deployment of teaching assistants 	<ul style="list-style-type: none"> ▪ Monitoring and assessing the progress of SEN students, including Annual Reviews and target setting ▪ Delivering staff training and undertaking professional development of other teachers
Knowledge	<ul style="list-style-type: none"> ▪ Current up-to-date SEND pedagogy ▪ Using QA systems to evaluate the standards within other classrooms ▪ Research-based approaches ▪ Thorough ICT competence and capability ▪ Active and interactive teaching methodologies 	<ul style="list-style-type: none"> ▪ Knowledge of how people learn ▪ Understanding of wider educational issues ▪ Understanding of how to promote literacy across the curriculum
Skills	<ul style="list-style-type: none"> ▪ First-class teaching ▪ Excellent organisational skills ▪ Ability to teach Literacy and/or Numeracy ▪ Outstanding interpersonal, oral and written communication and presentation skills 	<ul style="list-style-type: none"> ▪ Competent user of a range of ICT software, in particular tracking and assessment data ▪ Conducting lesson observations as a tool for improvement
Personal/ professional qualities	<ul style="list-style-type: none"> ▪ Commitment to students and their progress ▪ Personal organisation, presentation and punctuality ▪ Consistent, firm, fair discipline ▪ Good relationships with students and colleagues ▪ Energy and enthusiasm ▪ Willingness to learn and ask for support 	<ul style="list-style-type: none"> ▪ A healthy sense of perspective ▪ A sense of humour ▪ Wider interests and enthusiasms