



Durrington High School are seeking to appoint an  
**SENDCO**



[dmat.education](http://dmat.education)

# Welcome to Durrington High School



Do you want to work in a great school with a brilliant team of staff and students? Is your core belief that all children are entitled to an excellent education, as this opens doors for them in the future? If so, read on, because we want to hear from you.

Durrington High School is part of Durrington Multi Academy Trust (DMAT) and is a large and oversubscribed school with 1632 students on roll in years 7 to 11. We have a strong and driven SLT and place a great deal of emphasis on recruiting and retaining excellent staff. This SENDCO post arises due to our current post holder relocating.

Our key focus as a school is that every single child, whatever their starting point and whatever barriers they may individually face, has the opportunity to achieve their potential. For students with a SEND need we very much see our role as preparing them for life post-Durrington and also know that the best way for them to be ready is to ensure they get the best possible education. We are immensely proud of all of our students and our warm, inclusive approach. .

Our Research School enhances further the opportunities for all who work with us. Being a Research School means that we are fully committed to evidence informed

practice. There is excellent on-going support, rich professional development opportunities and many career progression opportunities on offer for all our staff. We are really proud that we are a hub for teacher training.

Everything we do do is driven by our core vision: ***“Going beyond our best through kindness, aspiration, perseverance and pride”***

If you:

- are an excellent teacher and leader who is committed to evidence informed practice.
- have values that align with ours.
- are have the passion, commitment and drive to make a real difference to our students and school

We want to hear from you now!



**Chris Woodcock**  
Co-Headteacher



**Shaun Allison**  
Co-Headteacher

# The Role

## SENDCO

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We are delighted to be able to advertise this exciting leadership role at our school. We are looking for a dynamic, committed and caring individual who can not only make a real difference to the education of students with additional learning needs but also contribute to whole school improvement work.

The role is aimed at either someone who is currently a deputy SENDCO looking to step up to lead a whole area or an existing SENDCO who is looking for a new challenge in a dynamic and driven school environment. We are happy to consider applications from candidates with (or without) the current NASENCO or the new NPQ for SENDCOs. We are determined to find the right person who can make a real difference and that you fit with our values and school ethos.

As a leader and part of our Extended Leadership Team within the school you will help in maintaining a calm and purposeful learning environment, so that all students can make the most of the excellent teaching and take full advantage of our rich and diverse curriculum. We are relentless about having the highest of aspirations and expectations for every one of our students; this being a key feature of our success with all children but especially those who have had additional needs over recent years.

You will be joining a hugely successful Extended Leadership Team, consisting of leaders at all stages of their journey who are knowledgeable, committed and passionate about delivering fantastic outcomes for our young people. One of our Assistant Headteachers is also a qualified SENDCO so you will have expert support and line management.

This will be an enriching and exciting experience for any colleague who joins the team. In return we will offer you the opportunity to develop as a leader both in your knowledge and skills and to work in a hugely supportive and driven team of leaders.

### What are the specific areas you will lead on in this role?

#### General

- be the designated school SENDCO maintaining up-to-date knowledge and training relevant to the law and particular areas of current and emerging needs
- be a commanding and consistent presence across the school setting the tone and expectations across the student body and especially within the SEND department area.
- ensure that 'The Durrington Journey' is kept high profile with staff, students, parents and carers, drives everything we do and embeds a culture of excellence across the school.

#### SEND

- lead the school SEND team & provision ensuring that a graduated approach (APDR) is being effectively and consistently used in all areas of our school work so as to meet the needs of the individual student.
- ensuring that our local offer is fit for purpose and
- contribute to the school's wider development plan for SEND student support, inclusion and achievement.
- use a range of data streams to identify students in need of SEN/Inclusion support, developing and monitoring provision to meet these needs.
- be a central link for the school liaising with a range of external providers and professionals (e.g WSCC SEND team, LBAT & EP team). This to garner their support and create positive change for individual students without compromising their access to education.
- be responsible for responding to governors consultations liaising as necessary with other leaders as part of this process
- lead on, and contribute to, the planning and strategies employed to support our more complex case students
- as necessary address parental concerns/complaints that link to SEND

- take overall responsibility for the school SEND register ensuring this is up-to-date and accurate
- lead on the mapping and costing of SEND support and provision including managing funding requests related to this
- as required draft and submit EHCNA assessments
- build a strong collegiate approach with house leaders so as to ensure they are developed in both their understanding of SEND needs, strategies to support these and wider outwards communication in relation to SEND needs with stakeholders.
- contribute to the process of annual SEND reporting and keeping the SEND policy up-to-date.

### *Transition support*

- Be a central part of the transition support team including:
  - ensuring that SEND related student information is collated, shared with relevant staff and used at Durrington so as to best support each individual student as they transition.
  - be a key leader meeting and communicating with year 6 parents to support them and their child as they move to DHS
  - supporting the movement onwards of key students with SEND needs into post 16 education

### *Leadership of others/teams*

This will include:

- line manage the deputy SENDCO(s) ensuring they are proactive and also that they deliver in a timely way what is required in all aspects of their role.
- lead the TA team (both operationally and strategically) so as to ensure that they have a significant and sustained impact in their work with SEND students
- coordinate relevant CPD for the TA team so as to improve individual knowledge and skills and also ensure all members of the team are effective in their work.
- coordinate the process of assessing students for specific needs (this may or may not include specific testing/assessment in school and/or external professionals)

### *General*

- to participate in the performance and development review process,
- to comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- ensure all duties and services provided are in accordance with the trust's Equal Opportunities Policy

### *Safeguarding Responsibilities*

- demonstrate a commitment to keeping all children and young people safe
- report any safeguarding concerns in the workplace to the appropriate person
- maintain an awareness of Trust and school policies in relation to safeguarding

### *What else will you be expected to do as a leader?*

- Uphold and support the culture and ethos of Durrington and the DMAT code of conduct.
- Be committed to celebrating diversity and addressing prejudice and discrimination in any form.
- Uphold the seven principles of public life.
- Effectively challenge and support as a line manager.
- Support the smooth running of the school on a day to day basis.
- Be a professional role model.
- Be high profile around the school at all times.
- Taking an active interest in developing the whole school improvement priorities, so that we continue to get better as a school. This will involve:
  - Playing an active part in working with other middle leaders so as to raise the profile of SEND students and ensure their progress is accelerated (whatever their need and/or starting point).
  - Always doing so in an open, honest, kind and professional way.
  - Being outward looking and bringing ideas to the table.

- Being aware of what the research evidence suggests might work, in relation to specific issues.
- Being receptive and open to new ideas.
- Understanding the importance of followership – accepting and committing to the decisions made by more senior leaders
- Uphold and support the highest standards of uniform, conduct and behaviour with all students at all times.
- Be committed to the professional development and growth of all staff, not just the ones who directly line manage.
- Attend whole school events and activities.

**What will be the key performance indicators that we will use to look at impact by the end of the year?**

- SEND (EHCP and school support students):
  - attendance will be strong
  - attainment will be secure and improving
- the spend on SEND will be carefully mapped via a live cost provision map with an increasing funding stream coming into the school from WSCC (in line with their legal responsibilities)
- support provision will be periodically evaluated for impact and adapted accordingly
- the school SEND policy and report will remain up-to-date and compliant
- all students will complete all exams effectively.
- the use of adapted exam provision (specifically rooming) will be minimised reducing costs and demand on staffing.

**Responsible to:** SLT line manager

**Salary Grade:** Leadership Scale L1-5 (depending on experience and impact)  
(£47,657 to £52,587 FTE)

## Person specification

Leadership Attributes	Essential	Desirable
<b>Personal drive and accountability</b>	<ul style="list-style-type: none"> <li>● Uses a range of strategies and techniques, to enhance your own and others effectiveness; motivating others to succeed through your leadership/work.</li> <li>● Able to demonstrate significant and sustained impact within current leadership role, this in relation to one of more school KPIs.</li> <li>● Able to evidence consistently strong student outcomes in your own teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of being able to significantly improve the outcomes for disadvantaged students.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>● Demonstrable impact in a range of areas within your current role and over time.</li> <li>● Able to resolve conflict in relation to students, parents/carers/staff.</li> <li>● Be highly effective in resolve discipline issues (students and staff)</li> <li>● Evidence of leading teams that have demonstrated a high sustained positive impact.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of successful management of formal complaints including those linked to               <ul style="list-style-type: none"> <li>- inclusion/SEND</li> <li>- equalities</li> </ul> </li> <li>● Successfully manage discipline and underperformance matters with staff</li> </ul>

	<ul style="list-style-type: none"> <li>● Evidence of creating and implementing plans that create successful and positive change.</li> <li>● Evidence of the ability to influence change through others including through outside agency professionals.</li> </ul>	
<b>Specialist knowledge</b>	<ul style="list-style-type: none"> <li>● A detailed understanding of the spectrum of needs (from SEND to safeguarding, mental health to learning) that can all present as barriers to learning.</li> <li>● Interested in and well-read around current themes and challenges within the area of special education needs.</li> <li>● Familiar with the EEF toolkit and guidance reports.</li> <li>● A working understanding of the SEND Code of Practice</li> <li>● The ability to effectively and efficiently interpret and correlate a range of data streams, drawing summative conclusions which are then acted upon.</li> </ul>	<ul style="list-style-type: none"> <li>● Working knowledge of equalities act and what this means for schools.</li> <li>● Knowledge and experience in using Arbor MIS.</li> <li>● Experience of using the EEF toolkit/guidance reports or similar evidence based toolkits to shape your work in school and the teams you have worked with - and able to demonstrate impact</li> </ul>
<b>Teaching &amp; learning</b>	<ul style="list-style-type: none"> <li>● Able to articulate and focus on the aspects of teaching that make the most difference to students' learning.</li> <li>● Has a good understanding of how research evidence should inform effective teaching.</li> <li>● Strong track record of exam outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● Has a broad understanding of research and current thinking around effective pedagogy - and can effectively apply to school practice.</li> </ul>
<b>Delivering CPD</b>	<ul style="list-style-type: none"> <li>● Has delivered CPD to their own team/ or whole school and can show strong impact from this.</li> </ul>	<ul style="list-style-type: none"> <li>● Has delivered CPD outside of their own school.</li> </ul>
<b>Delivering continuous improvement</b>	<ul style="list-style-type: none"> <li>● Involve and inspire a range of stakeholders to support your leadership.</li> <li>● Ability to set out and get staff followership with a clear vision including the communication of achievable pathways to realise this within teams led.</li> <li>● Relentless in the face of adversity, will always find a way.</li> <li>● Evidence of being able to successfully blend strategic planning and operational work to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of using the EEF implementation toolkit to positively lead change.</li> </ul>
<b>Impact and influence</b>	<ul style="list-style-type: none"> <li>● Uses direct and indirect influence to gain support, build alliances and secure support before presenting proposals or making decisions.</li> <li>● Be an excellent verbal and written communicator being able to adapt this to a variety of audiences.</li> <li>● Have a strong, visible and commanding presence with a range of stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>● Have strong and action orientated working relationships with key leaders in student support services across the local area</li> </ul>
<b>Resilience and emotional maturity</b>	<ul style="list-style-type: none"> <li>● Resolves even the most challenging conflict in a calm, restrained way leading to issues being successfully managed..</li> <li>● Implements appropriate decisions that lead to improvement, even if difficult.</li> <li>● Responds positively when faced with personal criticism or setbacks, maintaining a sense of perspective.</li> </ul>	

	<ul style="list-style-type: none"><li>• Has significant capacity and resilience.</li></ul>	
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Durrington High School is committed to the safeguarding and wellbeing of all our students. It is a core expectation of every member of staff to safeguard the wellbeing of every child and young person within the school. Staff are supported through regular training and are expected to adhere to the school's Safeguarding and Child Protection Policy at all times.

Durrington Multi Academy Trust is an equal opportunity employer and we welcome the unique contributions that everyone can bring to Durrington Multi Academy Trust in terms of education, opinions, culture, ethnicity, race, sex, gender identity and expressions, nation of origin, age, languages spoken, colour, religion, disability, sexual orientation and beliefs.



Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified. The postholder will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description.

This job description may be amended at any time following discussion with the Headteacher(s), and will be reviewed annually.



## How to Apply



Applicants must complete the application form and return it, alongside a supporting statement (max. 2 pages A4) to [ladams@durring.com](mailto:ladams@durring.com) or via post to Laura Adams, Durrington High School, The Boulevard, Worthing, West Sussex, BN13 1JX.

If you have any questions about the role, please email Laura Adams, Executive Assistant, in the first instance – [ladams@durring.com](mailto:ladams@durring.com)

**Closing date for applications is 9am, Monday 7th October**

Durrington Multi Academy Trust  
The Boulevard  
Worthing  
West Sussex  
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