



# SENCO

## Application Pack

Full Time Permanent

TMS/UPR + SEN Allowance + TLR 2b

Required for September 2025 or sooner

## **The Orchard School**

The Orchard School is a Maintained Special School for children with severe, profound, and complex learning difficulties and medical needs. There are currently 153 pupils on roll and our children range from 4 – 11 years. We are currently increasing the number of classes and will have 173 pupils on role in September 2025.

We have a purpose-built premises with excellent facilities which include a music and drama studio, white and dark room studios, soft play room, sensory room, swimming and hydrotherapy pools and defined outdoor play areas for differing ages and abilities.

Along with teaching and classroom support staff, the school is supported by a multi-agency team of nursing, physiotherapy, occupational therapy and speech therapy colleagues, and a teacher of the visually impaired. These staff are based in the school part of the week and have dedicated on-site facilities. There are nursing staff on-site the majority of the week. Medical out-patient clinics run by consultant paediatricians take place regularly and there are also specialist ophthalmology and occupational therapy clinics in school. Multi-agency teamwork is an essential and highly valued aspect of the school.

We endeavour to provide the very best learning opportunities for all. Our bespoke curriculum is underpinned by the National Curriculum and every child has a personalised learning journey to enable them to achieve their best potential.

Additional information about the school is available on the school website:

[www.orchard.sandwell.sch.uk](http://www.orchard.sandwell.sch.uk)



## SENCO

### Full Time - 2.5 days SENCO / 2.5 days class teacher

**Hours:** TMS/UPR plus SEN Allowance and TLR 2b

**Contract type:** Permanent

Are you a talented and dedicated SENCO who is ready to take on a new challenge? Do you have a passion for making a difference in the lives of pupils with diverse needs? If so, we have the perfect role for you!

The Orchard School is seeking to appoint a highly motivated, dynamic and inspirational person to join our exceptional team. It is an exciting time to join The Orchard School as we look to expand our provision to support additional pupils with profound and complex needs. As an exemplary practitioner, you will bring your wealth of experience, enthusiasm, and motivation to our vibrant and forward-looking school.

This position has a 2.5 day teaching commitment, and will have full strategic oversight of the EHCP process and be the key point of contact for Multi-Agency Professionals.

You will:

- be an outstanding Teacher who can motivate and inspire children
- be committed and inspirational about raising standards and life chances for all children
- have proven leadership and management skills and experience of a SENCO role
- have the ability to lead with energy, enthusiasm and demonstrate excellent interpersonal skills
- be committed to involving parents and community in the work of the school

At The Orchard School, we believe in nurturing every child's potential through a welcoming ethos and strong partnerships with families and other agencies. Our commitment to collaboration ensures that our pupils receive the best possible support and education. We are proud to be a dynamic school that values innovation and embraces new approaches.

To excel in this roles, you must have extensive experience and a genuine passion for the education of pupils with a wide range of needs. Your dedication to their growth and development will be evident in your teaching practice and your ability to create engaging and inclusive learning environments.

We understand the importance of finding the right fit, which is why we encourage you to visit our school. Experience our friendly atmosphere and witness the incredible work being done by our dedicated staff and pupils. We have arranged visits on:

- Thursday 13<sup>th</sup> March @ 9:30
- Thursday 20<sup>th</sup> March @ 2:00

Please email [deanna.jackson@orchard.sandwell.sch.uk](mailto:deanna.jackson@orchard.sandwell.sch.uk) at The Orchard School to secure your place.

Joining The Orchard School means joining a team that values your contributions and supports your professional growth. If you are ready to embark on an exciting new journey with us, we would love to hear from you. Make a difference in the lives of our pupils and contribute to our successful school. Apply now and become a part of The Orchard School family.

## JOB DESCRIPTION

<b>Job Title</b>	SENCO
<b>Band/Job Group</b>	Teacher pay scale + SEN allowance + TLR 2b
<b>Hours/Weeks</b>	Full Time – 2.5 days SENCO / 2.5 days class teacher
<b>Special Conditions</b>	Plus 5 training days
<b>School</b>	The Orchard School
<b>Responsible to</b>	Head Teacher

### Main duties and responsibilities

#### The Post

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document. In addition to the responsibilities of class teacher as set out in the appropriate job description the SENCO will also undertake the following duties and responsibilities.

Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's improvement Plan. To make a major contribution to the successful teaching and learning opportunities offered at The Orchard School.

#### Purpose of the Role:

- The post holder will be a member of the senior management team of the school and will have overall responsibility and accountability for leading and managing the EHCP process in school and liaising with Multi-Agency Professionals.

#### Responsible to:

- Headteacher and Deputy Headteacher

#### Main Responsibilities of the Post

- In addition to those professional responsibilities which are required of all classroom teachers in the school, the post holder's key responsibility will be to have full strategic oversight of the EHCP process in school, proactively addressing any issues arising, promptly and effectively and ensuring EHCP review meetings for every child are seamless and well-managed.
- The post holder will also be a class teacher (see Class Teacher Job Description for responsibilities)
- Key point of contact for multi-agency professionals

## **Leadership and Management**

- Support the Head Teacher in providing a clear vision and direction for the development of the school.
- Contribute to Leadership Team decisions on aspects of policy development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan.
- Establish good relationships, encourage good working practices and support and lead teachers and support staff across all phases.
- Ensure school policies and practices are being implemented.
- Act as a positive role model to staff and pupils.
- Ensure a safe, secure, and stimulating environment in which to learn.
- Ensure the welfare of children is safeguarded in line with best practice and Sandwell safeguarding Children Board advice.
- Liaison with the local community, the home and other agencies.
- Be aware of current theory and practice, changing pupil needs, trends in society and be prepared to lead and act on new ideas and change.
- To liaise with external agencies to ensure that appropriate support is in place for all pupils.
- To devise, implement and monitor an appropriate EHCP timetable, ensuring all parents and multi-agency professionals are invited and supported to attend the review of their child's EHCP.
- Ensure all statutory requirements are met, including all necessary paperwork is submitted in a timely manner.
- Support new staff in EHCP review meetings.
- Co-ordinating multi-agency professionals to ensure the right outcome for children when their placement is no longer appropriate and may lead to a change in placement.
- Ensure the provision outlined on new pupils' EHCPs is matched appropriately to the provision at The Orchard School as part of their first EHCP review.
- To keep all aspects of paperwork including records, policies up to date and actioned as appropriate.
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEND pupils.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
- Ensure that pupils are enabled to share their views and that these are acted upon appropriately.
- Attend SLT meetings as appropriate.
- To support the schools' Outreach Programme where appropriate
- To lead on, or to co-ordinate, relevant SEND training for staff in conjunction with the lead for CPD

## **Leading Teaching and Learning**

- Lead by example as a teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
- Work with pupils, class teacher and leaders to ensure realistic and challenging expectations of all pupils.
- Provide support for the writing and regular review and updating of Pupil Personal Learning Goals.

### **Staffing**

- To support administrative staff to complete administration tasks related to the process of EHCP review meetings.
- Liaise with administrative staff to ensure paperwork is submitted in a timely manner to meet statutory requirements.
- Liaise with the LA SEN department to ensure pupils' paperwork is the most up to date version and that recommended changes from EHCP reviews have been actioned.
- Provide guidance and support for new staff for writing and completing EHCP paperwork.
- Chair EHCP review meetings for new staff.
- Provide regular information to Senior Leadership Team (SLT) and governors on the effectiveness of SEND provision and outcomes.
- Advise and contribute to all aspects of SEND training to ensure the professional development of staff.

### **Monitoring, Assessment and Planning:**

- To oversee the writing and regular review and updating of Pupil Personal Learning Goals.
- To liaise with external agencies in regards to particular pupils to ensure that the school is providing appropriate support for the child.
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom and interventions.

### **Families and Community**

- Create and maintain effective partnerships with families, members of the multi-disciplinary teams and where appropriate the community.
- Seek further opportunities to engage families with the school.
- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the Pupil Profiles, and to be proactive in communication about these issues

### **Use of Resources:**

- Oversee and monitor appropriate budget allocations in liaison with the Headteacher and School Office and Finance Manager
- Ensure resources are deployed effectively for the administration of the EHCP process to achieve value for money.
- Report to Governors on budget expenditure linked to the pupils EHC Plans.

### **Personal Development**

- Engage actively in Performance Management and Continuing Professional Development to ensure professional skills are kept up to date and developed.

The Job Description is current at the date shown, but in consultation with the post holder, the Governing Body may choose to amend or alter the job description to reflect or anticipate changes in the role commensurate with the grade.

Whilst every effort has been made to detail the main duties and responsibilities of the post each individual task and duty to be undertaken has not been identified.

This job description forms part of the Contract of Employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future'.

The appointment is subject to the current Conditions of Employment in the School Teachers' Pay and Conditions Document as they relate to teachers.

It is your responsibility to carry out your duties in line with the Council's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy, the Equality Standard and obligations under the Race Relations (Amendment) Act 2000.

The post holder must at all times carry out his/her responsibilities with due regard to the Schools policy, organisation and arrangements for Health and Safety at Work

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.

The school is committed to the safeguarding of children and all posts are subject to an enhanced DBS clearance.

**March 2025**

### PERSON SPECIFICATION

<b>Job Title</b>	Teacher			<b>Directorate</b>	The Orchard School
<b>JE Reference No:</b>		<b>Grade</b>	Teacher Pay Scale + SEN Allowance	<b>Service</b>	Schools
<b>Completed By</b>	Elizabeth Hopewell			<b>Date of Issue</b>	December 2023

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

	Essential	N/A	How identified
1. Qualifications			
Teacher degree/certificate in education	E	<input type="checkbox"/>	Formal possession of an appropriate qualification to be verified at interview or from records.
Qualified Teacher Status	E		
SENCo Qualification	E		
2. Skills and Abilities			
Ability to work co-operatively with multi-disciplinary professionals, governors and other agencies including parents.	E	<input type="checkbox"/>	Ensuring candidates are aware of these requirements from the job description. Interview questions and application details.
Ability to promote a positive image of the school together with high standards of education, care, and behaviour.	E		
Ability to remain calm and reflective when working in a challenging environment.	E		
Good IT skills to support the organisation and management of own work.	E		
Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines.	E		
Proven ability to work collaboratively as part of a team, including the effective deployment of support staff.	E		



To establish a safe and stimulating environment for pupils, rooted in mutual respect.			
<b>3. Knowledge</b>			
Evidence of sound knowledge of the current Curriculum for pupils working at pre-national curriculum levels.	E	<input type="checkbox"/>	Past training employment history from application form and records. Selection process by demonstration of ability to display knowledge and skills at the interview.
Initiatives to promote good to outstanding teaching, learning	E		
Evidence of improving children's learning and achievements	E		
Commitment to Continuing Professional Development	E		
Knowledge of leading and managing the EHCP process	E		
<b>4. Physical</b>			
Ability to perform all duties and responsibilities and able to meet the ongoing physical demands of the role	E	<input type="checkbox"/>	
<b>5. Experience</b>			
Experience of teaching in a Special School environment	D	<input type="checkbox"/>	
Experience in working with children with complex needs.	D		
Experience of successfully delivering a differentiated curriculum to pupils with a wide range of needs.	E		
<b>6. Circumstances (Personal)</b>			
Enthusiastic  To be able to reflect on own practice and to be self critical  To have an optimistic outlook  To be able to gain the trust and confidence of parents  To have a commitment to equal opportunities and inclusion.  A commitment to involve parents, governors and the community in the work of the school  Commitment to the safeguarding and welfare of children and young people		<input type="checkbox"/>	Ensuring candidates are aware of these requirements from the post description. Interview questions and application form details.
<b>7. Practical and Intellectual</b>			

<p>The ability to plan, monitor, evaluate, review teaching and learning as appropriate</p> <p>Understanding of raising standards</p> <p>Ability to deliver a coherent and balanced curriculum</p> <p>Excellent classroom management skills</p> <p>Excellent inter personal skills</p> <p>High level of written and oral communication skills</p> <p>The ability to make positive and productive relationships with everyone working in, and connected with, the school</p> <p>The ability to think creatively combined with attention to detail</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<input type="checkbox"/>	<p>Performance in related selection process.</p>
<b>8. Wider Professional Responsibilities</b>			
<p>Attendance at and contribution to staff meetings, training days and parent's evenings</p> <p>Be aware of and implement all school policies</p> <p>Be responsible for the Health &amp; Safety of pupils in their charge and staff, and to report any H &amp; S issues to Head Teacher</p>	<p>E</p> <p>E</p> <p>E</p>	<input type="checkbox"/>	
<b>9. Legal Requirements</b>			
<p>Enhanced DBS Clearance for Regulated Activity</p>	<p>E</p>	<input type="checkbox"/>	

**THE REMAINING SECTIONS ARE TO BE COMPLETED BY MANAGERS AND ARE FOR THE APPLICANT'S INFORMATION ONLY.**

<b>9. Background Checks</b>			
Please ✓ required check(s) referring to Section 9 of <a href="#">Guidance on completing individual sections of the Personnel Specification</a>			
The post is subject to the following Background Check(s) which will be undertaken, where applicable, following a conditional offer of appointment.	a) Enhanced DBS with Children's and Adults Barring List Check	<input type="checkbox"/>	Only <b>one</b> or <b>none</b> of these checks (a – f) may be applicable.
	b) Enhanced DBS with Adults Barring List Check	<input type="checkbox"/>	
	c) Enhanced DBS with Children's Barring List Check	<input checked="" type="checkbox"/>	
	d) Enhanced DBS Check	<input type="checkbox"/>	
	e) Standard DBS Check	<input type="checkbox"/>	
	f) Basic Disclosure Check	<input type="checkbox"/>	This check may also be required in addition to one from (a-f) above
	Police Vetting Check	<input type="checkbox"/>	
	No Check Required	<input type="checkbox"/>	
<b>10. Politically Restricted Post</b>			
Is this post a "politically restricted post"?		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Applicants can gain further information on Politically Restricted posts in the "Information for job applicants' booklet".			
<b>11. Main Physical Activities/ Requirements of the Post.</b>			
Please ✓ if activity requires to be undertaken.			
The Council will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities			
Lifting / manual handling / client handling	<input checked="" type="checkbox"/>	Prolonged standing or sitting	<input type="checkbox"/>
Working at heights	<input type="checkbox"/>	Prolonged working with vibrating tools / machinery	<input type="checkbox"/>
<b>Working in confined spaces</b>	<input type="checkbox"/>	Bending / Squatting / Kneeling	<input checked="" type="checkbox"/>
Working outdoors	<input checked="" type="checkbox"/>	Manual cleaning /domestic duties	<input type="checkbox"/>
Agricultural / gardening work	<input type="checkbox"/>	Food Handling	<input type="checkbox"/>
Work requiring respirators or masks	<input type="checkbox"/>	Rotating shift work or night work	<input type="checkbox"/>
Work requiring hearing protection	<input type="checkbox"/>	Driving Duties HGV / LGV/ Minibus / Passenger carrying	<input type="checkbox"/>
Work with skin irritants / allergens / respiratory irritants/fine particles	<input type="checkbox"/>	Any other driving duties	<input type="checkbox"/>
Significant use of computers	<input type="checkbox"/>	Using restraint	<input checked="" type="checkbox"/>
Working with children or vulnerable adults	<input checked="" type="checkbox"/>	High mental stress content	<input type="checkbox"/>
Permanent night work	<input type="checkbox"/>	Physical / sport / leisure duties	<input type="checkbox"/>
Lone working	<input type="checkbox"/>	Regular walking on uneven ground	<input type="checkbox"/>
Working with challenging behaviours	<input checked="" type="checkbox"/>		
Other main physical activities not listed above	Personal care of children		
<b>12. Safety Critical Posts</b>			
A pre-employment/placement medical assessment with Occupational Health is required for any employee who is undertaking a safety critical post.			
A safety critical post is one that is likely to be exposed to:-			
<ul style="list-style-type: none"> <li>• Noise e.g. gardeners using mowers and highways road workers)</li> <li>• Vibration <ul style="list-style-type: none"> <li>○ Hand/arm vibration (e.g. gardeners using blowers and/or strimmers, road workers, arborists, cleaners using buffers and countryside workers)</li> <li>○ Whole body vibration (e.g. tractor drivers)</li> </ul> </li> </ul>			

- Hazardous substances (i.e. solvents, fumes, dusts, biological agents and other substances hazardous to health) (e.g. School Design and Technology Technicians)

Also, the following posts: Fleet Drivers (where it is an essential requirement of the job to hold a valid driving licence in order to carry out the duties of the role), Trading Standards Officers, Vehicle Mechanics, School Crossing Patrol Operatives, employees working with asbestos and employees with responsibility for the health and well being of children and adults during the night require a pre-employment/placement medical.

Other Night workers (e.g. care workers and concierge staff) will be given the option to receive pre-employment/placement screening if they are offered the position

Having reviewed the criteria outlined in Section 12 is this post a "Safety Critical" post?

☐ Yes

☒ No

### 13. Language Requirements

Is this post covered by part 7 of the Immigration Act (2016), and therefore, the ability to speak fluent and spoken English is an essential requirement for this role? For example:

- The employee will work in a customer-facing role.
- The employee is required to speak to members of the public in English and this forms a regular and intrinsic part of the role.

☒ Yes

☐ No

The employee requires a command of spoken English, to enable the effective performance of the role.

## APPLICATION PROCESS

If you have the experience and passion to join our team, application forms are available from the school website and should be returned to **SIPS Education Ltd, 2nd Floor Guardian House, Cronehills Linkway, West Bromwich, West Midlands B70 8GS** or emailed to [hr@sips.co.uk](mailto:hr@sips.co.uk).

If you require more information about how to apply for the post, please call 0121 296 3000. Please ensure application forms are signed if sending via email. If you provided an email address, correspondence will be sent via e-mail.

If you are successful in being short-listed for interview, you will be contacted via email within 28 working days of the closing date. **Please ensure you check your junk/spam boxes as well as your inbox in case any correspondence has been delivered there.**

**Closing date:** Monday 24<sup>th</sup> March 2025 @ 12:00

**Shortlisting:** Tuesday 25<sup>th</sup> March 2025

**Interviews:** Tuesday 1<sup>st</sup> April 2025

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. An Enhanced Disclosure Barring Service (DBS) check is required for this post. An **online search** will be undertaken on all shortlisted candidates. This search does not form part of the shortlisting process and you will have the opportunity to discuss any issues of concern that may arise from this search at the interview.