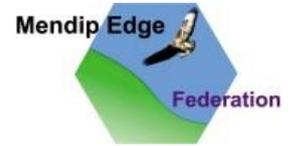




# Fairlands Middle School

Caring and Inspirational



27 September 2018

Dear Sir/Madam

Thank you for your interest in the position of SENDCo at Fairlands Middle School. The vacancy has arisen because our existing SENDCo has decided to retire after many years valued service. As you will realise, this is a very important position in our school.

Fairlands and three partner schools joined to become a hard federation in January 2014 - The Mendip Edge Federation. Myself and the governing body of the federation are keen to appoint the person who is best able to support the work of Fairlands Middle School and the federation.

We are providing you with some information about our school; You will note the characteristics we are looking for on the Person Specification and we would like to encourage you to apply if you feel that you come close to being described in these terms.

We aim to provide the highest quality specialist teaching throughout the age range. As a school we are quite clear about our areas for improvement, and whilst the Key Stage 2 Tests and achievement at the end of Year 8 provide a focus, we are equally concerned to see the pupils' personal development, their key skills and the wider perspective of learning as priorities for us.

Fairlands is a special place to come and work each day. As SENDCo, you can expect challenges but you will also find a very supportive community. We are constantly impressed with the way all the staff work together and collaborative work is central to the way the children are taught. We are, therefore looking for someone who is both a team player and a leader. The opportunity of joining our School Leadership Group will be available to the successful candidate.

We hope that you will want to make an application to us. Please complete the form and send it (preferably electronically) with a letter of application to reach us by Monday 15 October, 12 noon.

We hope you will find our website useful, but should you require any other information, or would like to arrange a visit, please contact Debbie Andrews at the school on 01934 743186 or by email: [office@fairlandsmiddleschool.co.uk](mailto:office@fairlandsmiddleschool.co.uk). We look forward to reading your application.

Yours sincerely

Stefan McHale  
Headteacher



Fairlands Middle School

Masons Way, Cheddar, Somerset, BS27 3PG, Tel: (01934) 743186 Fax: (01934) 744457 Absence Line: (01934) 743908  
E-Mail: [office@fairlandsmiddleschool.co.uk](mailto:office@fairlandsmiddleschool.co.uk) Website: [www.fairlandsmiddleschool.co.uk](http://www.fairlandsmiddleschool.co.uk)

Headteacher: Stefan McHale  
Assistant Headteachers: Helen Heffernan and Kate Persaud

**Safeguarding Children is everyone's responsibility.** If you are worried about any child please make an appointment to see either Helen Heffernan – Designated Safeguarding Lead or Victoria Daintree – Designated Deputy Safeguarding Lead  
Alternatively, you can phone NPSCC: 0808 800 5000 Somerset Direct: 0300 123 2224



## **Fairlands Middle School**

### **INTRODUCTION**

Fairlands Middle School is a mixed school covering years 5 - 8 (children aged between 9 and 13) located in Cheddar, 8 miles from Wells and 20 miles from Bristol.

### **THE SCHOOL**

The school was opened as a new purpose-built school with specialist accommodation in 1976, when reorganisation into the three-tier system took place within the Cheddar Valley.

There are currently 483 pupils on roll with a team of 28 teachers and about the same number of support staff. All of the teaching staff act as class tutors, and will have responsibility for pastoral care and developing the partnership with the parents. Pupils are received mainly from four partner First Schools, approximately half from Cheddar itself; the remainder travelling in from Axbridge, Draycott & Rodney Stoke and Shipham. Some other children travel from 'out of catchment' areas.

An Ofsted team of Her Majesty's Inspectors paid a visit to our school in September 2015 and have written a very positive report about our school. We were the first school in Somerset to receive a short inspection for good schools. We are proud that in previous inspections nothing has been judged as anything less than 'good'.

Our main aim is for the children to be able to learn to their full potential and develop lively enquiring minds. We will help them to grow as independent young people, well prepared for the next stages in their learning and able to thrive in our complex and challenging society.

In order for the children to learn best we set out to provide an environment in which pupils feel secure and are able to develop their own self-esteem. We emphasise respect for others and a sense of personal responsibility within the community.

At Fairlands Middle School the parents support us strongly in our educational and social activities. We regard it as essential to develop strong partnerships between home and school, and the wider community.

In 2014 we re-constituted our governing body to form a Federation with three of our partner First Schools. The Mendip Edge Federation comprises Fairlands Middle School, Cheddar First School, Draycott and Rodney First School and Shipham First School. Our single governing body now sets the direction and supports all four schools.

In addition, we are very pleased to be a part of the Cheddar Valley Community Learning Partnership, which comprises of 9 First Schools (aged 5 – 9), Fairlands and Hugh Sexey Middle Schools, and the Kings of Wessex Academy (aged 13 – 18). Our 12 schools have formed links to create a continuous system to look after the educational needs of all young people in the Cheddar Valley.

*Stefan McHale*

# Special Education Needs and Disabilities Coordinator

## Job Description

### Grade:

MPS/UPS and TLR2B

### Key Responsibilities:

- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching and excellent learning outcomes for all pupils.
- To model effective teaching and support colleagues.
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.
- Provide outstanding SEND provision.

### Key Accountabilities

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the individual needs of SEND pupils.
- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the School Improvement Plan.
- Regularly monitor progress against targets for pupils with SEND from teachers' plans and evaluate the effectiveness to guide future improvements.
- Analyse and interpret relevant school, local and national information relating to pupils with SEND.
- Liaise with staff, parents, external agencies and other schools to co-ordinate maximum support and continuity of educational provision for pupils with SEND.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately.

### Teaching and learning:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND.
- Collect and interpret specialist assessment data on SEND to inform practice.
- Work with pupils and staff to ensure realistic and challenging expectations of pupils with SEND.
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND.

**Leading and Managing Staff:**

- Achieve constructive working relationships and establish opportunities for the Learning Support Assistants and teachers to review the needs, progress and targets of pupils with SEND.
- Provide regular information to the Senior Leadership Group on the effectiveness of SEND provision and outcomes.
- Advise and contribute to all aspects of SEND training to ensure the professional development of all staff.

**Parents and the Local Community:**

- Play a full part in the life of the school community.
- Work with parents and families who have a child with SEND offering support and guidance.

**Managing own Performance and Development:**

- Take responsibility for own professional development.
- Participate in the performance management process, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

**Use of Resources:**

- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely.

**Additional Responsibilities and General Requirements:**

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher.
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues.
- The safeguarding of children in the Mendip Edge Federation is everyone's responsibility.

## Person Specification

	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO qualification</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Successful experience of teaching across the age and ability range.</li> <li>• Experience of managing change within the curriculum.</li> <li>• Monitoring of classroom practice.</li> <li>• Experience of school development planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to achieving the SENCO qualification</li> </ul>
Skills, Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Commitment to inclusion and equal opportunities.</li> <li>• Knowledge of the National Curriculum requirements.</li> <li>• Good oral and written communication skills.</li> <li>• Knowledge of strategies for raising achievement.</li> <li>• Excellent classroom practitioner.</li> <li>• Knowledge and understanding of school self-evaluation and improvement.</li> <li>• Experience of monitoring and driving pupil progress of SEND groups</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for Leadership.</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>• Ability to lead, develop and manage initiatives.</li> <li>• Highly organised, effective and ability to meet deadlines.</li> <li>• Innovative and ambitious.</li> <li>• Ability to motivate and delegate.</li> <li>• Ability to communicate effectively with pupils, staff and parent/carers.</li> <li>• Ability to raise expectations and attainment of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of planning and delivery of staff training.</li> </ul>

Personal Qualities	<ul style="list-style-type: none"><li>• Initiative and ability to adapt to change.</li><li>• Enthusiasm, perseverance and energy.</li><li>• Integrity.</li><li>• Ability to be a member of a team.</li><li>• Ability to set and maintain high standards.</li><li>• Willingness to participate in the wider life of the school.</li><li>• A commitment to personal professional development.</li><li>• Sense of humour</li></ul>	
--------------------	---	--