



Have faith...believe you can!



Age Phase Coordinator (SEND)

Application Pack

June 2022



Age Phase Coordinator

36 hours, 39 weeks - Term time only
September start

55 (£23,243 to £25,484 FTE; £19,996 to £21,923 actual)



St John the Baptist School is seeking to appoint two Age Phase Coordinators to join our growing Learning Support Department. This is an exciting and unique opportunity for someone passionate about supporting children and young people with special educational needs (SEN) to take on a leadership role within a thriving Learning Support Department.

These leadership roles (along with others) have been created to support a new delegated leadership structure within our expanding team, as we embark on a new challenge - building and opening a brand new 30 placement SEND Unit specifically focused on supporting children with ASD in September 2024.

The qualities needed for this post are dedication and enthusiasm as well as excellent communication skills and the ability to lead a small team of LSAs. Previous experience working with young people with SEN is essential, as is the ability to demonstrate your readiness to lead and manage people as well as work directly with families. Formal qualifications beyond a Level 2 pass in Maths and English (GCSE or equivalent) are not essential.

The successful candidate will be someone who shares our vision for learning and has the skills, experience and determination to help us build a new Learning Support Department leadership team. They will be prepared to learn new skills and grow and develop the role with us.

Further information including a job description can be found later in this application pack.

For more information about this exciting opportunity or to come and visit us please contact:

Anna Dwyer (Deputy Head / SENCO)
a.dwyer@sjb.surrey.sch.uk
01483 749 955

Application & Selection:

Closing Date: 9am Tuesday 28 June 2022

Shortlisting: As applications are received, no later than Tuesday 28 June

Interviews: Friday 1 July

Application forms are available to download from our website: www.sjb.surrey.sch.uk. Completed applications, or any queries regarding the role or your application, should be sent via email to jobs@sjb.surrey.sch.uk or via the School Office on 01483 729343. Please note that CVs will not be accepted on their own. Shortlisted candidates will be notified, invited for interview and references will be taken up immediately unless otherwise requested.

Safeguarding Statement:

St John The Baptist School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

The School encourages all candidates to be familiar with the following documents:
Section 1 of the DfE paper on "Keeping Children Safe in Education" September 2021
Safeguarding and Child Protection Policy.

In line with the General Data Protection Regulation (GDPR) the School asks candidates to consider the Privacy Notice for Job Applicants. The documents listed above are available from the School's Vacancy and Policy pages.



Job Description



- Job title:** Age Phase Coordinator
- Reports to:** SENCO
- Hours:** 36 hours per week (Mon 8.15am-4.30pm; Tues to Thurs 8.30-4.30pm; Fri 8.30-4.15pm) for 39 weeks term time. The early start on Mondays is to attend our whole staff briefing weekly, there is some flexibility in this if an individual cannot make the earlier start due to school drop-off etc. In addition, there are several calendared meetings per year that we expect LSAs/APCs to attend; dates are available at least 6 weeks in advance and overtime will be paid where it takes you beyond your usual hours.
- Salary:** SP5 (£23,243 to £25,484 FTE; £19,996 to £21,923 actual based on 36 hours p.w, for 39 weeks p.a.)
- Purpose:** To support the SENCO in the leadership and management of the Learning Support Department ensuring that all our children and young people with SEN thrive and achieve their potential and that our statutory obligations are met.

Qualifications: Level 2 Pass in Maths and English (GCSE or equivalent)

Overview

The Age Phase Coordinator is an LSA who has the responsibility for support, coordination and line management of their defined team and the SEND students within their age phase. Most of their time is spent in lessons supporting students, however they do have 10-12 periods of administration time to be able to effectively follow up with challenging situations, observing students and coaching LSAs as well as some administration work surrounding the Annual Reviews. The Age Phase Coordinators will be key members of staff supporting their team and dealing with quite complex provision planning. They will have strong links with the SENCO, Head of Inclusion and wider pastoral teams. In 2022-23 there will be three Age Phase Coordinators (this may rise to four as the department grows, meaning that roles will adapt and change over time).

Year 6 & 7

The Year 6 and 7 Age Phase covers the extremely important transition from primary to secondary school. A lot of work is carried out in the second half of the year in preparation for the students starting with us in Year 7. We would expect the Year 6 and 7 Age Phase Coordinator to attend the annual reviews of all children who have been offered a place to us via the EHCP route and lead the supported transition programme throughout the second half of the summer term.

Year 8 & 9

The Year 8 & 9 Age Phase contains the largest number of high need students and, as a result, the highest level of need. This Age Phase does deal with the most disruptive in class behaviour and often needs to offer the most support when dealing with the individual students. In addition, as students near the end of this phase they require support in their KS4 subject choices and transition to Year 10.

Year 10, 11 and Sixth Form

The Year 10, 11 and Sixth Form Age Phase oversees the critical exam years where the students require support in achieving a suite of meaningful qualifications. It is also the point at which the students start to think ahead and make their post-16 choices; this role will involve directly supporting these students in making the right choices and securing a place at an appropriate college on the right courses. In addition, there are a small number of students in the Sixth Form who require mentoring support, this role oversees that support ensuring it meets the needs of the students and supports them with transition to their next steps.

Main responsibilities in addition to those of a Learning Support Assistant:

- Leadership of the allocated age phase including provision planning, following up with challenging situations, observing students, coaching and developing LSAs, leading CPD for teaching staff, preparing paperwork and data for annual review feedback.
- Be the point of contact for parents of children within your age phase, building strong, positive relationships with them and providing regular feedback.
- Line management responsibility for the small team of LSAs who work predominantly within your Age Phase, carrying out staff appraisals etc. as necessary.
- Work with your team and the wider teaching body to ensure the needs of the young people with SEN within your age phase are being met.
- Liaise with and feed back to the SENCO regularly.
- To carry out any other duties as specified by/agreed with the SENCO or Headteacher.

The table below provides a more detailed breakdown of the three different Age Phase Coordinator roles – **we are currently advertising for the Year 8 & 9 and the Year 10, 11 and Sixth Form roles, but thought it helpful to show all three for completeness.**

Year 6 & 7	Year 8 & 9	Year 10, 11 & Sixth Form
Support in lessons 80% of their week	Support in lessons 80% of their week	Support in lessons 80% of their week
Coordination of Age Phase staff	Coordination of Age Phase staff	Coordination of Age Phase staff
Direct regular parental contact – Email or phone	Direct regular parental contact – Email or phone	Direct regular parental contact – Email or phone
Daily Age Phase issues/concerns/troubleshooting	Daily Age Phase issues/concerns/troubleshooting	Daily Age Phase issues/concerns/troubleshooting
Internal exam coordination supporting K or E Students	Internal exam coordination supporting K or E Students	Internal exam coordination supporting K or E Students
Learning Plan Management	Learning Plan Management	Learning Plan Management
Minor staff cover/timetable changes	Minor staff cover/timetable changes	Minor staff cover/timetable changes
Chairing of Age Phase meetings	Chairing of Age Phase meetings	Chairing of Age Phase meetings
Induction of new staff to team, shadowing, ipad, systems	Induction of new staff to team, shadowing, ipad, systems	Induction of new staff to team, shadowing, ipad, systems
Chair and prepare Annual Review data and feedback for agreed students	Chair and prepare Annual Review data and feedback for agreed students	Chair and prepare Annual Review data and feedback for agreed students
School trips organisation/risk assessment	School trips organisation/risk assessment	School trips organisation/risk assessment
Attendance at Year 6 Parents' Evening, Year 7 Tutor Evening and Open Evening		
Attendance at relevant TAC/CIN/PEP meetings	Attendance at relevant TAC/CIN/PEP meetings	Attendance at relevant TAC/CIN/PEP meetings
Chair/Contribute to SEND Support meetings	Chair/Contribute to SEND Support meetings	Chair/Contribute to SEND Support meetings
Contribute to wider staff training	Contribute to wider staff training	Contribute to wider staff training
Weekly meeting with SENCO	Weekly meeting with SENCO	Weekly meeting with SENCO
Ensure interventions are correctly logged and progress recorded	Ensure interventions are correctly logged and progress recorded	Ensure interventions are correctly logged and progress recorded
Coordinate transition taster mornings/afternoons including parent meeting	Careers meetings/liaison	Future Pathway/Next steps meetings
Primary school visits – attendance at Annual Reviews	Alternative Curriculum support and advice	Careers liaison
Coordinate SEND Summer School	Exam access arrangement – assessment logistics	Public Exam Coordination – Exam access arrangements
Regular SEND tours for prospective parents	Revision programme/workshop	Collage future pathway visits
New start profile/passport creation	Plan and conduct transition meetings with Year 9 students and parents to make option choices	Uni Day trip
Digitising all new student paperwork		Coordination of Sixth Form student mentoring

Skills and experience:

- Significant experience supporting young people with SEN as an LSA/TA or equivalent.
- A genuine passion for working with children and young people who have SEN.
- An excellent understanding of the challenges that those with ASD, ADHD and SLCN face, and significant experience supporting them in overcoming them.
- The ability to build strong, positive relationships with both adults and young people.
- Emotional resilience.
- Demonstrate excellent time-management skills and the ability to work to deadlines.
- Be able to work under pressure and be highly organised.
- Ability to work effectively, using their initiative, with others and as part of a team.
- Have the flexibility to adapt to a challenging and ever-changing workload – keep calm under pressure!
- Be committed to their own professional development.
- Have a sense of humour!

Final Thoughts

We appreciate this job description is aspirational; we are not expecting candidates to have experience of all these elements prior to application! A positive attitude, excellent communication skills, time-management, the ability to work flexibly together with a desire to learn and develop is key. Full support and training will be provided. We are fully committed to working with the right candidate over the next 12 to 24 months as they grow into the role.

If you would like to discuss this opportunity further, please contact:

Anna Dwyer (Deputy Head / SENCO)

a.dwyer@sjb.surrey.sch.uk

01483 749 955



The Learning Support Department



St John the Baptist School (SJB) firmly believes that each student should be given equality of opportunity to achieve their full potential – spiritually, academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of their ability, is entitled to a broad and balanced curriculum which is relevant to his or her educational needs. SJB is committed to providing, for all students, the best possible environment for learning and to offer a curriculum that gives all students a sense of achievement and thereby helps them to develop confidence and self-esteem.

SJB is a mainstream secondary school providing students with a curriculum that culminates in GCSEs at the end of Year 11 and GCE A Levels at the end of Year 13.

We are committed to providing for students with a range of Special Educational Needs and Disability (SEND) including those without an Education, Health and Care Plan (EHCP). We are also committed to supporting colleagues in school to provide the initial wave of support in the classroom, Quality First Teaching (QFT).

SEND Population (Students on the Learning Support Register) 2021/22

EHCP (E)	37
SEN Support (K)	87
Quality First Teaching (QFT)	126
Learning Support Register	250

The school currently meets the needs of students with and without an EHCP with the following kinds of special educational need:

- Autistic Spectrum Conditions
- Social, Emotional and Mental Health Needs including ADHD and Anxiety
- Speech and Language Needs
- Specific Learning Difficulties relating to literacy or numeracy
- Visual/Hearing Impairments
- Sensory and Physical Needs

Our Learning Support Department has a huge wealth of experience working and providing for students with SEND. The number of children with EHCPs is increasing sharply and within the next four years we expect there will be in the region of 70 including those in the SEND Unit.

We currently employ 17 Learning Support Assistants (approximately equivalent to 14 full-time LSAs) who work to support our children. We have an in-house Speech and Language Therapist, two fully-trained ELSA specialists and a School Counsellor. We also benefit hugely from the support provided by Xavier CET's Educational Psychologist and Director of Learning Support.

In September 2022, we are introducing a new Transition Programme initially in Year 7. This will operate with a much smaller class size of around 15-18 students. These are students who are most in need of support. They are provided with a calm, constant and nurturing environment on their transition to secondary school. Core subjects - Maths, English, RE, Geography, History and Computing are taught by a primary trained teacher in the same classroom. Science, Drama, Music and Art are taught by subject specialist teachers in specialist rooms. For Design Technology, Food and Physical Education, the students are taught amongst the rest of Year 7. This approach removes the anxiety of multiple teachers, rooms and environments. Specific training and support can also be deployed in the same environment making it more effective.

Further information on the support we provide is available on [our website](#).



A few thoughts about SJB...



Thank you for your interest in the position of Age Phase Coordinator (SEND). I hope you find all the enclosed information useful when applying for this role. I thought it would be useful if I gave you a personal perspective of our school, including a few comments from a current member of staff about what life is like at SJB. Hopefully this will help you decide whether or not SJB is a place where you would be happy and flourish, and where you could do an outstanding job for our children.

SJB is part of the Xavier Catholic Education Trust. We are a group of fifteen schools in the Diocese of Arundel and Brighton who have come together to work collaboratively for the benefit of all the children we serve. The Trust's aim is to provide a caring and supportive environment within which all children receive the best possible education.

SJB is located just outside Woking town centre, and a 15 minute walk from the train station (22 minutes from London Waterloo on the train). The original school, built in the late 60's (but don't worry, the first thing visitors comment on is how vibrant the learning environment is), has changed significantly in recent years as we have expanded and improved our facilities in order to meet the needs of our increasing student numbers. There will be an increase of 60 students each year and by 2023 we expect our total to be close to 1700.

We are very fortunate to work with such a brilliant group of students. If you come to visit us, you will see that they are happy, hard-working (on the whole!) and very positive about our school. Achievement is at the forefront of everything we do at SJB and it would be fair to say it is "cool" to achieve. Our staff are vibrant, enthusiastic and passionate about ensuring our students get the very best deal. A new member of staff recently commented *"Working at SJB means that you are surrounded by like-minded colleagues; people who want the best for their students and are prepared to go the extra mile to get it. This means that the standards are really high but I've found that invigorating rather than daunting; with so many great teachers and support staff in the school, I am constantly hearing new ideas and techniques to develop my own practice. That's not to say that it's all work and no play though, there's a strong focus on the importance of work/life balance and the school is aware that tired teachers don't deliver engaging lessons and tired support staff can't perform the vital roles that keep the school moving forwards. The staff room is a chatty and welcoming place to be and most people feel quite at home from day one!"*

At our last OFSTED inspection (June 2014) we were judged to be outstanding in every category. We are very proud of achieving this result and it is especially pleasing for the students and staffs hard work to be externally recognised in this way. Please do not think we know all the answers, we don't. Our mission is to be the best school in England and we will continually look for ways to improve.



We are a fully comprehensive school and are therefore proud of our exam results. Full details are on our website but I will give you a few 'highlights'. During our last public exams in 2019 our GCSE students achieved a Progress 8 score of +1.13, placing our results in the top 0.5% of all comprehensive schools in England; 86% of our students achieved 5+ grades in English and Maths. A-Level results were also very strong with 100% pass rate and 72% gaining A *-B.

We are very committed to improving the whole school system. Last year we were designated as a Teaching Hub. We are also a Maths Hub and SCITT (we are currently the largest SCITT provider in the country). This means we are able to offer our staff new opportunities in: training future teachers; developing Maths teaching across all phases and supporting local primary and secondary schools. We currently have a number of staff that work, in a variety of capacities, in other schools. We work hard to offer development to all stages of a teachers career; from initial teacher training to NPQH for prospective Headteachers.

We are very proud to have been designated as one of the first World Class Schools in 2015 an award that was ratified again in 2018. More recently we have been recognised as "transforming" under the SSATs Framework for Exceptional Education in all twelve aspects of our practice including: culture of reflection; professional learning; variety of teaching; and leadership through moral purpose. The first school in the country to do so!

Technology at St John the Baptist School is a major part of teaching, learning and school/teacher administration. We have developed a strong 'can do' approach to supporting staff which encourages everyone to embrace the possibilities that technology has to offer within the school for teaching, learning or administration. Every child has their own iPad which they use to support their learning (as do teachers). We have developed several 'in-house' apps for both staff and students and are always seeking new opportunities to improve our use of technology.

Working in a Catholic school is unique. The Christian ethos is at the core of everyday life at SJB and is one of our greatest strengths. Visitors frequently comment on the care, compassion and real sense of community that permeates everything that we do. We appoint members of staff, who, whatever their beliefs, support the ethos of our school and will always put our children first.

Expectations are incredibly high here at SJB. We expect the very best from and for our students and we expect the same of ourselves as staff. All the staff at SJB are highly valued and contribute in various ways to the overall success of our students. If you feel you would like to know more about this opportunity to join the SJB community, you are welcome to visit and look round the school at any time.

In conclusion, we believe this a truly fantastic place to work. We welcome all applications, especially those from people of different ethnic backgrounds.

James Granville Hamshar
Headteacher

Additional information can be found on our school website www.sjb.surrey.sch.uk

