



Stoke Newington School
& Sixth Form

JOB PACK

SENCO

Dear Applicant,

Thank you for applying for a pack for the post of SENCO at Stoke Newington School and Sixth Form.

This is an exciting time to be working with us. We are an oversubscribed school with a diverse and enthusiastic student intake. Our Inclusion team are well-placed to continue to build on current developments and our senior leadership team will support you fully in further raising achievement for our SEND students.

This is a key post for the school. You will be one of a team who are keen to develop consistently outstanding practice in supporting and developing excellent expert teaching. Our inclusion team have a good reputation and we are ready to develop our inclusion practice to be world class. We want you to be able to both contribute to and develop our team.

You must have excellent interpersonal skills, drive, determination and energy and the highest expectations of every student and member of staff.

The **closing date** for applications is **midday 18th January 2021**.

Best wishes,

Zehra Jaffer

Headteacher

Headteacher: Zehra Jaffer | Stoke Newington School & Sixth Form, Clissold Road, N16 9EX
T: 020 7241 9600 | E: admin@sns.hackney.sch.uk | www.stokenewingtonschool.co.uk

Contents

Job advertisement	pg. 4
Job description	pg. 5

SENCO

Required for September 2021

Salary: Inner London Spine + TLR 1B

The School

This is an exciting opportunity to contribute to the development of a successful 11-19 inner-city comprehensive school which has received a very good OFSTED inspection. The School is committed to getting the best for every student via excellent teaching, an inclusive structure and through creative experiences.

The Post

You will be joining an inclusive school with an Inclusion team keen to develop world-class practice. This role involves you leading on several aspects of support and development within the Inclusion department.

You

You will have had experience in the role of SENCO and able to lend this experience to developing our Inclusion team's practice. We expect you to be a dynamic teacher, committed to inclusion and with highly developed organisational skills. You will be excellent at working with vulnerable young people and at communicating with a wide range of colleagues, parents and partner agencies. You will aspire to build success for every one of our young people.

Contacting us

The closing date for receipt of applications is Friday 18th January 2021. Interviews will be on week beginning 25th January.

We are an equal opportunities employer committed to ensuring diversity in our workforce.

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Job description

Job Description

TITLE OF POST: SENCO

ALLOWANCE: Inner London pay scale + TLR 1B

LINE MANAGER: Deputy Headteacher

Function of the post:

The SENCO, under the direction of the Headteacher and Deputy Headteacher, will:

1. Determine the strategic development of Special Educational Needs (SEND) policy and provision in the school.
2. Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEN or a disability.
3. Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
4. The SENCO will also be expected to fulfil the professional responsibilities of a teacher, (timetable by negotiation) as set out in the School Teachers' Pay and Conditions Document.

LINE MANAGES: Deputy SENCO, Senior LSAs, SEN Administrator, Learning Support Centre Lead

Duties and Responsibilities:

Strategic development of the SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan

- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively and propose changes to make use of funding more effective.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEND support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with primary school providers, other secondary schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness.

Support for pupils with SEN

- Identify a pupil's SEND.
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan with parents or carers and the pupil.
- Communicate regularly with parents or carers.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.

Leadership and management

- Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND
- The SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct

Behaviour for Learning:

- Follow the school Behaviour for Learning policy, including interrogation of BfL data.
- Employ effective strategies to support a positive climate for learning in line with college expectations.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher

EXPECTATIONS OF ALL STAFF (Teaching and Support)

- Support the Headteacher and Strategic Leadership Team in creating a culture for learning, achievement, high standards of achievement and success for all the students.
- Carry out all duties and responsibilities in accordance with the school's Mission Statement, contents of the Staff Handbook, policies, current practice and your duty of care for the students' well-being and safety. Do not do anything to bring the name or ethos of the school into disrepute.
- Work flexibly as a member of a team and undertake such other duties as may be required within the scope of this post.
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. Deal with enquiries efficiently and sensitively.
- Ensure absolute confidentiality in all matters relating to the students, staff and school business.
- The post holder will ensure that the duties of the post are undertaken with due regard to the School's Health & Safety Policy and to their personal responsibilities under the provisions of the Health & Safety at Work Act 1974 and all other relevant subordinate legislation.
- Be aware of and comply with policies and procedures relating to child protection, health & safety, security and confidentiality. Report concerns to your line manager or member of the leadership team. Attend and participate in relevant meetings, training, performance development and other activities as required.

SELECTION CRITERIA:

Qualifications

- Qualified teacher status (this is a requirement under the SEND Code of Practice).
- National Award for SEN Co-ordination, or a willingness to complete it within three years of appointment (this is a requirement under the SEND Code of Practice).
- Honours degree or equivalent.
- Successful experience of working with and teaching students with emotional and behavioural needs.
- Commitment to personal/professional development.

Experience

- Experience in the role of SENCO.
- Experience of teaching KS3 and KS4 students.
- Experience of working at a whole-school level.
- Involvement in self-evaluation and development planning.
- Experience of conducting training and leading in INSET.

Skills & Abilities

- Ability to work hard under pressure.
- Ability to use I.T. effectively in teaching.
- Ability to keep effective records and to analyse data.
- Good communication and organisational skills.
- Good interpersonal skills and a strong ability to work collaboratively.
- Excellent creative teaching ability.
- Ability to convey enthusiasm for literacy and numeracy at relevant levels.
- Commitment to personal career development.

KNOWLEDGE AND UNDERSTANDING

- Knowledge and understanding of the recent developments of the SEN code of practice and statutory responsibility.
- Knowledge of new developments in all aspects of SEND.
- An understanding of issues surrounding raising standards and achievement for students with SEND.
- Knowledge of the importance of appropriate planning, assessment for learning and homework.
- Data analysis skills, and the ability to use data to inform provision planning.

Equal Opportunities

1. Understanding of the different social backgrounds of students.
2. Understanding of the needs of different students, and the appropriate policies and strategies to support them.
3. Understanding of the needs of bilingual students.

Qualifications:

- Qualified teacher status.
- Certificate in Competence in Educational Testing (CCET) (Desirable).
- Certificate in Psychometric Testing, Assessment and Access Arrangements (AAC) (Desirable).