

Information for Prospective Candidates

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JUNE 06 2023

Gildredge House

Position: SENCO

Full-time

Deadline: Monday 19th June 2023

An insight into the role

Dear Applicant

As a school, we are delighted that you are considering applying for the post of SENCO. We hope this pack is informative and useful but if you require any additional information or have questions, please contact careers@gildredgehouse.org.uk

CLOSING DATE: Monday 19th June 2023 9.00am
START DATE: Friday 01 September 2023 (January 2024 start considered)
INTERVIEWS: Week commencing 26th June 2023
HOURS OF WORK: Full time
Salary: Gildredge House Main Pay Scale/ Upper Pay Scale & Leadership Allowance

- Are you highly motivated and able to inspire the team around you?
- Do you possess high emotional intelligence and resilience?
- Do you have first-class organisational skills?
- Are you analytical, with a proactive and positive approach to change management?

If the answer is yes, then Gildredge House wants to hear from you.

We are seeking to appoint an experienced SENCO to a permanent post in our all-through school. The ideal candidate will be fully committed to ensuring an inclusive approach to the education of SEND students, as well as those in receipt of Pupil Premium, vulnerable students and students with High Prior Attainment.

Our 'Good' Ofsted judgement (November 2018) is a strong foundation on which to build and develop the school. The challenge is to sustain and further improve through every aspect of Gildredge House as the school continues to develop.

This is an exciting opportunity to work in a unique setting. We warmly welcome visits to the school for prospective applicants. If this is of interest to you, please email: careers@gildredgehouse.org.uk

Gildredge House offers:

- continuity of education for boys and girls aged 4+
- an expectation of high academic standards
- strong discipline
- excellent pastoral care
- a range of extra-curricular activities
- parent and community involvement

SENCO: Job Description

Reporting to: Assistant Head - Inclusion
Reporting Lines: Head of School - Secondary
Salary: MPS/UPR plus Leadership Allowance

Purpose of the post

To lead the strategic and operational overview of the Secondary phase SEN policy/procedures and assist the Assistant Head - Inclusion in translating the vision for the school into agreed objectives and operational plans, in line with the school's planning cycles, and take lead responsibility for the following aspects:

- To lead on the strategic planning, managing and evaluation of curriculum design and the quality of teaching and learning, intervention and support with respect to students with SEND, Pupil Premium (PP), Looked After (LAC) English as an Additional Language (EAL) and Higher Prior Attainment and Talented (HPAT).
- Work with the SLT to ensure the school fulfils its statutory requirements, including but not limited to the SEN code of practice.
- Line management and support of TAs, where necessary, to ensure they fulfil their responsibilities as outlined in their job descriptions.
- Working with relevant staff, to ensure all learners have access to appropriate curriculum pathways to reach/exceed their potential.
- Oversee the smooth day to day running of the Oasis centre and our inclusion provision, alongside the Oasis Co-ordinator and Assistant SENCO, drawing on the skills / expertise of the wider staffing body where necessary.
- To ensure all inclusion profiles are reviewed within required time frames, working with external partners to review earlier if required. Where delegation is necessary, Quality Assurance of the process should still be completed and training if necessary.
- Act as an advocate for students and families providing support/guidance where necessary ensuring that all students receive the SEND support required.
- Respond to Local Authority consultations school placements ensuring this is in the best interest of the Quality of Education for all other learners.
- To work with local authority to ensure where possible High Needs Funding is gained for students.
- To ensure that all students have up to date Pupil Profiles, Assess Plan Do Review and Additional Needs Plan documentation.
- To regularly communicate with staff, informing them of any changes or updates regarding students with SEND.
- To support the Assistant Head - Inclusion in the managing and evaluation of curriculum design and the quality of teaching and learning, intervention and support with respect to

students with SEND, Pupil Premium (PP), Looked After (LAC) English as an Additional Language (EAL) and Higher Prior Attainment and Talented (HPAT).

Key areas

In carrying out their duties, the SENCO shall consult, when appropriate: Assistant Head - Inclusion, Heads of Department and Classroom teachers, the Assistant Head Primary SENCO, members of the Senior Leadership Team, specific staff teams, the community, parents, and carers.

Teaching and Learning

- Leading SEND teaching approaches/strategies and dissemination across the Specialist Provision and academy
- Monitoring and reporting on effectiveness of teaching and learning strategy for SEN students
- Liaison with Subject Leaders/staff in respect of SEN and attendance at subject leader meetings
- Communication strategy with a variety of stakeholders
- Creation and maintenance of Parent/Carer Network groups and centre resources, including web resources and webinars
- Teaching/mentoring groups and individual students
- Contribute to SEND Curriculum development including literacy and numeracy strategy.
- Assess EHCP suitability for students applying for placement Gildredge House
- Work with Gildredge House wider staff to ensure the correct interventions and deployment of resources are in place for students with an EHCP
- Responsibility for the Looked After Children at Gildredge House alongside the Assistant Head - Inclusion
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In addition to the above you will need to work with other members of staff at the school who hold responsibility for vulnerable groups, PP, and inclusion.

Recording and Assessment

- Tracking and monitoring of progress of Monitoring and reporting on effectiveness of teaching and learning strategy for SEND, PP, EAL LAC and HPAT students
- To compile, review and regularly update the school Inclusion Register.
- Target setting
- Monitoring progress of provisions and interventions

Leadership

- Leading and managing staff and coordination of the provision for all Monitoring and reporting on effectiveness of teaching and learning strategy for SEND, PP, EAL LAC and HPAT students.

- Applying for funding for LACs and High Need Funding and keeping abreast of new funding initiatives as well.
- Regular liaison with Assistant Head - Inclusion and audit of SEND Policy and Practice and development of SEND policy.
- Liaison with external services and the Local Authority and managing SLAs.
- Contribute to the SEND Resource strategy including human and other resources.
- Chair meetings as appropriate.
- Organise and lead parent tours when necessary.
- Lead SEND Team meetings.

Standards and quality assurance

- Maintain own professional practice standards in keeping up with relevant professional guidance.
- Arrange training for staff in respect of SEND.
- To always adhere to the staff code of conduct.
- As an employee to comply with the duty, under the Health & Safety at Work Act of 1974 and other relevant legislation, to take reasonable care when carrying out work duties and other activities, to avoid injury to oneself or to others, and to co-operate with the employer and others in meeting statutory requirements.
- To ensure complete commitment and compliance with safeguarding policies and procedures and promote the welfare of children and young people.
- To carry out any other duty as may reasonably be requested by the Head Teacher or line manager.
- Demonstrate a commitment to the principles of Equalities and carry out duties in accordance with the Equalities and Diversity Policy

Other duties:

To comply with individual responsibilities, in accordance with the role, for health and safety within the workplace.

To have line management responsibility involving:

- Line management of TAs to ensure they fulfil their responsibilities as outlined in their job descriptions.
- Ensuring the implementation of policies.
- Working closely in a solution focussed coaching role with the staff being line managed in planning for and implementing improvement.
- Ensuring the efficient deployment of teaching assistants.

Personal Qualities, Attributes and Qualifications:

This position requires the following personal qualities and attributes:

- They should be a leader, working to improve SEND provision across the Secondary phase.
- They are highly organised and operating efficiently and effectively in all areas of their work.
- They are an excellent communicator with a high degree of emotional intelligence.
- They are energisers, demonstrating a positive mental attitude around the school and in all areas of their work.
- They have the ability to demonstrate academic ambition for all students with a genuine passion and belief in the potential of every student.
- They are able to work autonomously and be proactive in all areas of responsibility.
- They have the determination to improve standards and outcomes.
- They have high ethical standards.
- They have strong interpersonal, written, and oral communication skills.
- They have the motivation to improve standards and achieve excellence.
- They have the ability to demonstrate honesty and integrity.
- They have the ability to communicate effectively, professionally and in a friendly manner with staff, students, parents, and external agencies.
- They are an ambassador for the school in dealing with external persons, and to be an admired and respected member of the team by internal staff and students.
- They enjoy helping others and are able to resolve any issues in a professional, calm and measured manner.
- They are highly motivated and to have a flexible approach towards work and working hours.

Qualification Criteria:

- Qualified to teach and work in the UK.
- A strong academic track record to degree level and above.
- Hold Qualified Teacher Status (QTS).
- Evidence of ongoing Continuous Professional Development in the areas of CPD.

All job descriptions may, following consultation with you, be subject to change to reflect or anticipate changes in the job, which are commensurate with the salary and job title.

Employees are expected to comply with any reasonable request from the Head Teacher or the Governing Board to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to all visitors.

SENCO: Person Specification

Skills Required

Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate.	Essential
First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities.	Essential
Strong analytical and problem-solving skills, combined with a proactive and positive approach to change management.	Essential
Effective and energetic in instigating and implementing change.	Essential
Able to see through complex strategies from concept to conclusion.	Essential
Able to maintain a high work rate and to juggle a range of tasks and issues at the same time.	Essential
High level of classroom teaching skills including	Essential
Excellent written and spoken English	Essential
Sufficient numeracy to interpret statistical data, and manage budgets	Essential

Knowledge Base

An awareness of recent important national educational developments.	Essential
A clear understanding of recent developments in Special Educational Needs.	Essential
Evidence of on-going professional development in relation to teaching, leadership, special educational needs and inclusion.	Essential
Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety.	Essential
A good understanding of the importance of literacy and numeracy across the curriculum	Essential
A good understanding of how to assess pupil progress	Essential
The characteristics of effective teaching and learning styles in order to support pupils with SEND.	Essential
Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.	Desirable
A good understanding of how to plan and assess work for vulnerable groups, such as SEN pupils, pupil premium pupils and gifted and talented pupils.	Desirable

Qualifications/Attainment

A well-qualified graduate with Qualified Teaching Status (QTS).	Essential
SENCO qualification (or commitment to attain qualification)	Essential

Experience

Successful teaching experience across the age range 11 - 16, with a track record of consistently enabling students to achieve high standards.	Essential
Experience of successful leadership and management within a school or other educational setting in inclusion (SEND, PP, EAL LAC and HPAT students)	Essential
The purpose of devising, formulating, implementing, and reviewing IEP's provision maps etc.	Essential
Experience of being a Designated Safeguarding Lead and/or be able to apply and use up-to-date knowledge in Child Protection and Safeguarding.	Essential

Attitude/approach

A sensitivity to the needs of young people	Essential
Personal integrity, honesty, energy, stamina, enthusiasm, resilience and creativity	Essential
A willingness to give generously of their time to support school events and activities.	Essential
Commitment to personal development and lifelong learning	Essential
Ability to enthuse young people	Essential
Enthusiasm for promotion of the school	Essential
Tact and diplomacy	Essential
Approachable and helpful attitude towards colleagues	Essential
A person who is able to command respect from students	Essential
Commitment to challenge underperformance and develop strategies and interventions to support colleagues and students	Essential
Commitment to an 'all-through-school' approach to learning	Essential
Optimistic, with a positive work ethic	Essential
High level of personal drive –relentless in approach, completer finisher, works at pace	Essential
Commitment to Equality Diversity and Inclusion in the curriculum	Essential

<p>Behaviours and expectations:</p> <p>All staff members are expected to adhere to and promote professional standards including the school’s code of conduct and values.</p>	
<p>General:</p> <p>The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Head Teacher and develop and promote high standards of professional conduct across the whole school.</p> <p>You will be expected to carry out your duties in line with Gildredge House policies, procedures, and relevant legislation.</p> <p>You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support the school and your own professional development.</p> <p>As part of your wider duties and responsibilities you will be required to promote and actively support the school’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse, and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable.</p> <p>The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may next exclude candidates from appointment but will be considered as part of the recruitment process.</p>	

“Our vision is for all students to be co-operative, confident, ambitious and successful members of our community”

If you think like us and share the same beliefs and thoughts, we would love to have you on board. You will be joining a team that is extraordinarily hardworking and most importantly makes sure each child reaches their full potential.

The deadline for applications is Monday 19th June 2023. If you are interested in the position, please complete an Application Form, available from the school website:
<https://www.gildredgehouse.org.uk/home/contact-us/staff-vacancies/>

Please return the completed Application for Employment to careers@gildredgehouse.org.uk by **9.00am on Monday 19th June 2023.**

We look forward to hearing from you.