**OVERTON GRANGE SCHOOL**

DETAILS OF THE POST AND APPOINTMENT PROCEDURE

# POST

**Title of Post:**  Temporary Teacher of SEND/Deputy SENDCo – to cover maternity leave

**Full or Part Time:** 0.6

**Salary:** Teachers’ Outer London Pay Scale + 1 (SEND) point & TLR2a for suitably qualified candidate

**Commencement Date:** September 2018

**Equal Opportunities:** Overton Grange School is committed to Equal Opportunities

**Safeguarding Children:** The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Appointment is subject to a satisfactory medical report, two suitable references, evidence of qualifications and enhanced Disclosure and Barring Service clearance. Shortlisted candidates will be asked to bring relevant documents to the interview.

All applicants should be eligible to work in this country and will be asked to provide evidence.

For Newly Qualified Teachers appointment will be subject to the satisfactory completion of the statutory induction period.

# APPOINTMENTS PROCEDURE

**Closing Date for Applications:** 21 May 2018\* – applications to Headteacher’s PA, Mrs Linda Owens, Overton Grange School, 36 Stanley Road, Sutton, Surrey, SM2 6TQ **by 12.00 noon**. Candidates should complete the application form and address the person specification in a statement of no more than 2 sides.

 Provision will be made for the acceptance of applications in alternative formats, where appropriate. For example, information can be received on audiotape, typed on a separate sheet or completed on behalf of the applicant. CVs alone will not be accepted as they will not address the person specification and relevant details may be omitted. If shortlisted candidates send an electronic application they will be asked to sign these on the day of interview.

**Visits to the school:** Prospective candidates may wish to visit the school. Please telephone Mrs Ryan, Head of Learning Support, to arrange an appointment.

**Interview Date\*:** Interview date to be confirmed. We reserve the right to interview and appoint any suitable candidates prior to the closing date.

**The selection procedure will include:**

* The candidate teaching a lesson
* An interview

You should be aware that in addition to assessing your ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children and young people including:

* motivation to work with children and young people;
* ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* emotional resilience in working with challenging behaviours;
* attitudes to the use of authority and maintaining discipline.

 Candidates will not receive any further communication unless they are shortlisted.

* Overton Grange is a no smoking school.

**REFERENCES**

Please give full postal address for all referees, **including, where possible, an e-mail address** and fax number. Open references and testimonials are not acceptable. If shortlisted, any relevant issues arising out of references will be taken up at the interview.

 **OVERTON GRANGE SCHOOL**

# JOB DESCRIPTION

**TEACHER OF SPECIAL EDUCATIONAL NEEDS/DEPUTY SENDCO (0.6)**

**(TEMPORARY – MATERNITY LEAVE COVER)**

**SCALE: TEACHERS’ OUTER LONDON PAY SCALE + 1 (SEND) POINT & TLR2a**

**for suitably qualified candidate**

**Purpose:** To work closely with the SENDCO, Headteacher, Senior Management and colleagues in the strategic development of the School’s Special Educational Needs (SEN) policy and oversee the day-to-day operation of that policy with the aim of raising SEN pupil achievement, through co ordinating provision for students with specific and individual needs.

This will involve:

1. **The Learning Experience of students by consideration of:**
2. contributing to a positive ethos in which all students have access to a broad, balanced and relevant curriculum
3. liaising with the SENDCo to ensure the school meets the requirement of the Code of Practice, including implementation and review of SEND policy and maintenance of the SEN register;
4. supporting the SENDCo in communicating the needs of SEND students to all staff and ensure that objectives to develop SEND are reflected in the School Development Plan
5. working with the SENDCo to produce a strategic three year development plan which will contribute to the School Development Plan
6. work alongside the SENDCo to analyse and interpret relevant school, local and national data so that the Senior Leadership Team can be advised on the level of resources required to maximise achievement for all students
7. the successful inclusion and education of students who have difficulties accessing the curriculum - these students may have learning difficulties and/or mobility problems and/or sensory impairment, and/or EAL and/or language/communication difficulties, and or behavioural/emotional difficulties
8. the provision of support which takes into account the diverse and individual needs of students with~~;~~ learning difficulties and/or mobility problems and/or sensory impairment, and/or EAL and/or language/communication difficulties, and or behavioural/emotional difficulties
9. the implementation of the needs and objectives outlined in student's statements to a high professional standard;
10. to organise, chair and report on Annual Reviews for specific students with Statements as delegated by the SENDCo
11. the co-ordination and maintenance of an appropriate curriculum that will meet the specific needs of those with learning difficulties;
12. the preparation, for those students with learning difficulties and/or mobility difficulties, of individual timetables that will allow for in-class support and department based tuition;
13. liaise with key staff to contribute to decision making on allocating of pupil premium funding in school
14. liaison with parents, Health Professionals, the School's Psychological Service, Careers Service and other outside agencies;
15. the behaviour and demeanour of all students;
16. development and delivery of appropriate KS4 courses for students with SEN, including HI students;
17. assessment for provision for public examinations and organisation of examination concessions and co-ordination of special arrangements during examination periods;
18. liaison with English Department and Maths department to oversee the support groups for literacy and numeracy;
19. **Leadership of a team by:**
20. managing Learning Support and undertaking their Performance Management, including Team Leaders, Teaching Assistants, and HLTAs and producing future development plans;
21. supervising and monitoring the work of Department colleagues;
22. monitoring students' work and progress;
23. arranging and participating in the staff Performance Management process, in consultation with the SENDCo
24. Contributing to the organisation of regular Department meetings;
25. supporting colleagues in the maintenance of high standards of student behaviour;
26. efficiently carrying out administrative requirements;
27. establishing and maintaining professional standards within the department by;

(i) liaising with the SENDCo to organise opportunities for colleagues, in both the Department and the whole school, to:

1. sharing good practices and acknowledge the importance of SEN/differentiation in all subjects;
2. observing each other teaching
3. examining the quality of students' work in each other's lessons.
4. ensuring that the department keeps abreast of developments within the teaching of their subject;

ensuring that Department rooms and adjoining spaces are maintained as an attractive and safe learning environment.

 3. **Staff Development by:**

 caring for the personal career and development of Department staff, particularly newly qualified and student teachers and teaching assistants;

1. encouraging in-service training, taking into consideration:-
2. the School Development Plan
3. Departmental Improvement Plan and
4. Performance Management
5. Supporting the SENDCo with the development and deliveryof a comprehensive programme of SEN INSET for mainstream subject teachers and support staff.
6. the dissemination of good practice in the teaching and support of children with SEN throughout the staff.
7. **Resources by:**
8. Liaising with the SENDCo and SENDCo Assistant about identification of resources required (long and short term); organising use of Department spaces
9. Liaising with the SENDCo and SENDCo Assistant about identification of department needs – short and long term
10. **School-wide activities by:**
11. promoting the school's ethos and equal opportunities policy;
12. contributing to the further development of whole school policies and practices;
13. serving as a tutor with responsibilities for student academic tutoring, behaviour, welfare and guidance;
14. representing the Department at appropriate meetings;
15. supporting and advising the Senior Leadership Team in policy and administration as appropriate;
16. liaising with other departments on cross-curricular issues, especially IT;
17. carrying out appropriate school duties, including general lunchtime duties on a voluntary basis;
18. promoting and safeguarding the welfare of students for whom they have
19. responsibility or with whom they come into contact.

 **OVERTON GRANGE SCHOOL**

**Person Specification**

**Teacher of SEND/Deputy Senco**



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| --- | --- | --- | --- |
| **ATTRIBUTES** | ESSENTIAL | DESIRABLE | **EVIDENCE** |
| QUALIFICATIONS | 1. Qualified teacher status
2. First Degree
3. Experience of teaching special educational needs in a secondary school
 | 1. A special needs qualification
 | * Application form
 |
| **PROFESSIONAL** **DEVELOPMENT** | 1. Commitment to undertake professional training / development relevant to the post.
2. Clear and firmly held personal philosophy of education
3. Good subject knowledge
4. Seeking Career Progression
 | 1. Up-to-date knowledge of wider current educational developments/Legislation
2. Knowledge of Every Child Matters
 | * Letter of application
* Application form
* References
* Interview
 |
| **EXPERIENCE** | 1. An excellent classroom practitioner
2. Strategies to improve students’ attainment and achievement
3. Effective approach to behaviour management
4. Ability to teach basic skills across the full secondary age
 | 1. Producing and evaluating Schemes of Work
2. Provision of extra-curricular activities
3. Ability to oversee tutor groups’ academic, social and personal development
 | * Letter of application
* Application form
* References
* Interview
 |
| **SKILLS ANDPERSONAL****CAPABILITIES** | 1. Commitment to promote the vision of the department and maintain its high profile
2. High level written and oral communication skills
3. Ability to relate effectively to students, colleagues and parents
4. Incorporate IT into the teaching, learning and organisation of their department.
5. Ability to monitor, evaluate and review
6. Ability to work calmly and effectively under pressure
7. Strong organisational, personal time management and planning skills
8. A shared approach to problem-solving and achieving goals; ability to work as a member of a team
 | 1. High level ICT literacy
2. Interest in developing collaborative ways of working
 | * Letter of application
* Application form
* References
* Interview
 |
| **OTHER PROFESSIONAL ATTRIBUTES** | 1. Individual requirements of job description
2. Display a commitment to raising achievement of students with special educational needs.
3. Provide efficient administration, organisation and resource management, including organising annual reviews, updating the SEN register and writing IEPs
4. Identify through assessment students’ SEN
5. Design, implement and monitor support strategies for students with SEN
6. Thorough knowledge and understanding of the Code of Practice
7. Contribute to the whole school and extra curricular activities
8. Teach other subjects as required at least to the lower school
9. Commitment to contribute to school life
10. Set a good example with regard to dress, punctuality and attendance.
11. Energetic and self motivating
12. High expectations of self, students, department and college
13. Enjoyment of challenge
14. Willingness to implement the School’s Equality and Diversity Policy and to work within the School’s Health and Safety Policy
15. Commitment to safeguarding and promoting the welfare of children and young people and willingness to work within the School’s Child Protection Policy (see attached) and the ability to contribute to pastoral work.
 | 1. Interest in developing links / partnerships with feeder primary schools / the wider community
2. Awareness, understanding and commitment to equal opportunities
 | * Letter of application
* Application form
* References
* Interview Days
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**OVERTON GRANGE SCHOOL**

**Department Information**

**Staffing:**

**Assistant Headteacher (incorporating the role of Head of Learning Support, SENDCo and Head of HSD)**

**SENDCo Assistant (Administrative role).**

***SEND Teacher/Deputy SENDCo\****

**Part-time Teacher of Deaf/Hearing Impaired Students**

**HLTA**

**4 TA Team Leaders**

**A Large and diverse team of skilled Teaching Assistants.**

**The Department:**

The Learning Support Department has designated classrooms for withdrawal support lessons and target group work, located next to the SEN office.

The Department offers in class support to students on the SEN register, mainly students with Statements but also at SA and SA+.

Students at Overton Grange have a range of needs including Learning, Physical, Sensory and Social difficulties.

The department offers withdrawal Literacy and lessons at KS3 and 4 and at KS4 offers support options to provide a differentiated curriculum.

The Learning Support Department includes all students with SEN, including the Hearing Support Opportunity base at Overton Grange and the EAL Coordinator in the school, working with a range of external agencies that support our students including the EP, Speech and Language support, Connexions, CAMHS, Physiotherapists, Visual Impairment Service and ASD service.

Overton Grange has a very strong commitment to and positive reputation for successful inclusion of students with SEN which is built on good communication with colleagues and parents. The department takes an active part in Parents’ Evenings and in getting to know the students well, as Teaching Assistants work as Key workers/ Mentors, run homework and social clubs at lunch time, after school and attend meetings and Annual Reviews.

The Learning Support Department is committed to learning, which is modelled by the staff who work across the curriculum, age and ability range. This demands great flexibility and above all dedication to seeing the students meet their individual potential, equipped with the skills for life outside of Overton Grange.

\* the vacant post

**May 2018**