



Langley Park
School for Girls



SEN Administrator **Recruitment Pack**

Enabling everyone to thrive - acting with
kindness, determination and respect

SEN Administrator

Required as soon as possible

Salary: NJC Scale 4, Points 7-10 (£29,346 to £30,630 FTE)
Actual Salary: £25,092 per annum depending on experience
36 hours per week over 39 weeks per annum

Langley Park School for Girls is seeking to appoint a SEN Administrator to support and assist the SENCO in the administration for students with Special Educational Needs and Disabilities.

The successful candidate will be responsible for managing the administrative arrangements for SEN provision, including annual reviews and liaising with external agencies and ensuring that day-to-day operational matters run efficiently and effectively within the SEN Department.

Langley Park School for Girls (LPGS) is a high achieving, popular and well-respected school within our local community. Situated on the Langley Park campus alongside our neighbouring boys' school and primary school, we benefit from excellent transport links to and from central London and proximity to the Kent countryside. LPGS is an exciting place to work; a school in which students are motivated to achieve their best and work hard to make exceptional progress. We want our students to leave LPGS empowered to shape their own lives, and those of others, as the leaders of tomorrow.

“Pupils flourish into independent, confident young adults at this school.”

“Pupils are polite, kind and respectful to one another. They have strong professional relationships with their teachers.” (Ofsted)

“The school curriculum supports pupils to excel.” (Ofsted)

We can offer:

- Highly motivated students with a commitment to their learning.
- Very good standards of student behaviour.
- Innovative approaches to Teacher Professional Development.
- Opportunities to work and grow within our trust and beyond the school.
- A friendly and supportive working environment.
- An Employee Assistance Programme and flu vaccination.

Closing Date: Wednesday 15th January (9.00am)

Expected date for interviews: Monday 20th January

Please send your completed application form to Helen Partridge
(HR Manager) hpa@lpgs.bromley.sch.uk

We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is valued in our Trust.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

Dear Candidate,

Thank you for your interest in joining our community as a SEN Administrator. The information here gives a brief sense of our school. Equally, you are most welcome to arrange time to visit.

Langley Park School for Girls, part of Impact Multi Academy Trust, is a large secondary comprehensive school in Beckenham. We have 1,200 girls in Year 7-11 and large co-educational sixth form of 400-500 students. We proudly draw from a large number of boroughs and schools in our sixth form creating a diverse and vibrant community.

LPGS has a proud history and is an exciting environment in which to work and study. The arts are highly valued and invested in and staff and students alike enjoy the wide range of opportunities available: our dynamic careers academy and huge range of clubs, societies, groups and trips.

We have an ambitious and broad curriculum, for example:

- All Year 7 students learn an instrument for a term as part of our music scheme to widen access and participation.
- KS3 students enjoy Dance and a Visual Arts rotation of art, textiles and digital media.
- Just recently, students have enjoyed trips to St Ives, the London Eye for speed-mentoring, Paris on Music tour, Camps International to Cambodia, to meet Malorie Blackman.

We achieve positive academic results whilst also focusing on student wellbeing and mental health.

If you would like to be part of our school community, we would welcome your application.



Kind regards,

Steve Whittle
Headteacher

Life at LPGS



My daughter really benefited from the healthy and sustained pastoral support at the school – mental health and wellbeing are not treated in a tokenistic, one-off kind of way.

Parent

When you have a child who is on the SEN register, it can sometimes feel like pushing water up a hill, but the SENCO explains everything so well, makes it clear, and that is because he cares.

Parent

I felt the sense of community, we were all one team with one common goal of just achieving great things, and we were all willing to help each other. That's what really drew me to here.

Sixth Form student

Pupils flourish into independent, confident young adults at this school.

Ofsted

My students and colleagues make me laugh and I look forward to coming into work due to their hard work and fascinating insights.

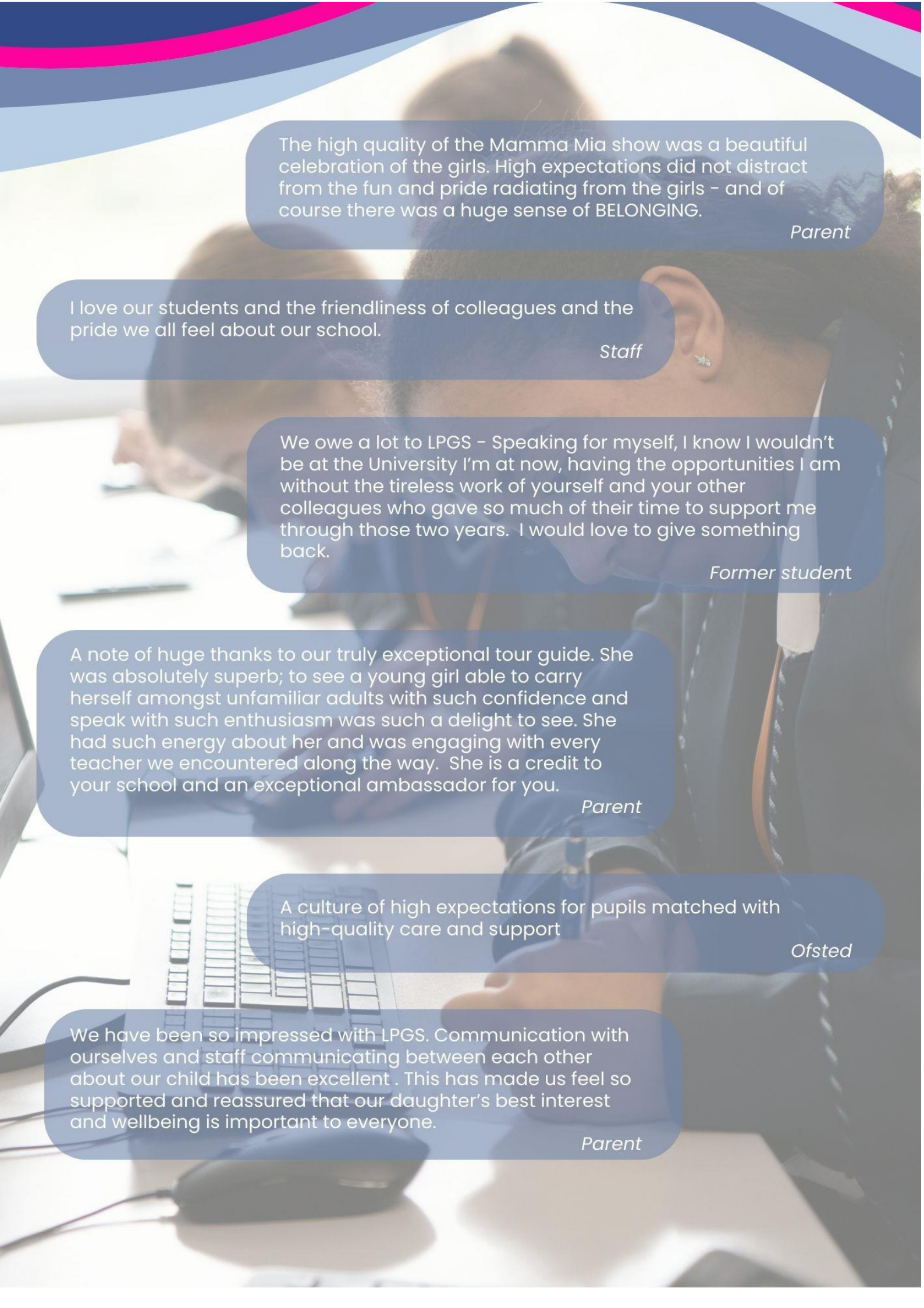
Staff

The quality of teaching at this school is nothing short of outstanding. Staff have always been there to fully prepare us for exams and have always gone out of their way to provide us with a high standard of education. The Sixth Form community is extremely friendly and diverse and is a community of individuals who are keen to succeed and help one another.

Student

We are sure our daughter learned a lot about teamwork, perseverance and the joy of adventure thanks to your thoughtful planning and engaging activities on this trip.

Parent



The high quality of the Mamma Mia show was a beautiful celebration of the girls. High expectations did not distract from the fun and pride radiating from the girls – and of course there was a huge sense of BELONGING.

Parent

I love our students and the friendliness of colleagues and the pride we all feel about our school.

Staff

We owe a lot to LPGS – Speaking for myself, I know I wouldn't be at the University I'm at now, having the opportunities I am without the tireless work of yourself and your other colleagues who gave so much of their time to support me through those two years. I would love to give something back.

Former student

A note of huge thanks to our truly exceptional tour guide. She was absolutely superb; to see a young girl able to carry herself amongst unfamiliar adults with such confidence and speak with such enthusiasm was such a delight to see. She had such energy about her and was engaging with every teacher we encountered along the way. She is a credit to your school and an exceptional ambassador for you.

Parent

A culture of high expectations for pupils matched with high-quality care and support

Ofsted

We have been so impressed with LPGS. Communication with ourselves and staff communicating between each other about our child has been excellent. This has made us feel so supported and reassured that our daughter's best interest and wellbeing is important to everyone.

Parent

Impact Multi Academy Trust (IMAT)

We believe that being a Trust with both primary and secondary schools is an enormous asset, since it enables us to share our expertise and knowledge, learning from each other to improve the education of children from ages 4 to 18. We have high aspirations for our students that attend Impact Multi Academy Trust schools. We also have high expectations about what they will receive from, and contribute to, their education.

We believe strongly in educating the whole child. We offer our students the highest quality academic education, delivered within a broad, balanced and rich curriculum; alongside which our schools offer a wide range of high quality extra-curricular opportunities, with music and sport a particular strength.

The heads, senior leaders and colleagues actively meet and collaborate – this work is furthered by our Curriculum Strategy Leads.

Our Trust, as it is today, was formed in September 2022 and currently comprises seven schools:

- Clare House Primary School
- Hawes Down Primary School
- Langley Park Primary School
- Langley Park School for Boys
- Langley Park School for Girls
- Ravens Wood School
- Hayes School

For further information, please visit the Trust website www.imat.uk.



Staff Wellbeing

Our commitment to this is captured in our Staff Wellbeing Charter which you can read in detail [here](#) and includes:



CPD – we invest in our staff and in ourselves through a [professional growth](#) approach to appraisal that prioritises our improvement as teachers over data-driven targets



Respectful relationships are at the heart of how we approach others in our community: staff and students.



We take a conscious work-load focused approach to marking (no onerous expectations), data drops and parents' evenings.



A deliberate and moderate approach to emails and communication, using scheduled staff communications instead of lots of emails and no expectation that staff respond outside of their working hours.



Trained Mental Health First Aiders to support staff and a comprehensive Employee Assistance Programme that includes 24 hour support line, swift access to counselling and a wide range of advice and support via the Wisdom App.

The SEN Department

At LPGS we have high aspirations for all of our students. The SEN department seeks to remove barriers to learning in order to raise the achievement of students who have special educational needs and disabilities. The purpose of the department is to help students to become confident, independent learners who can cope with school life, the curriculum, and who achieve their full potential.

We have over 28 students with Education, Health and Care Plans (EHCP) currently on roll at LPGS and a large team of Learning Support Assistants who support students both in the classroom and beyond, including running a number of break, lunch and extra-curricular clubs. The department is proactive in working to aid teachers in using effective Quality First Teaching strategies to support students. We also work collaboratively with parents, carers and external agencies.

Children have **special educational needs** if they:

- Have a learning difficulty that calls for special educational provision to be made for them
- Have a significantly greater difficulty in learning than the majority of children of the same age.

The SEN Code of Practice states that needs fall within the following broad range areas:

- Cognition and learning
- Communication and interaction
- Sensory and/or physical
- Social, Emotional and Mental Health

Job Description

Reporting to: Assistant Head Teacher SENCO

Purpose of the Job

- To support the SENCO in ensuring that priority departmental and whole school targets are met
- To ensure that day-to-day operational matters run efficiently and effectively within the SEN Department, including basic administration, and monitoring department expenditure from the resources budget

Specific Tasks and Responsibilities

- To oversee the SEN Register and ensure that information is up to date and available to teachers
- In liaison with the SENCO and Assistant SENCO, organise and administer student review meetings with parents and external agencies in accordance with the requirements of the Code of Practice
- To work under the guidance of the SENCO to produce timetables for Learning Support Assistants in preparation for the academic year, and revise and update these as necessary
- To administer the departmental calendar and manage the SENCO's diary
- To provide timely responses to parental enquiries around Special Educational Needs, ensuring that information provided is in line with the school's policy, ethos and practice
- To administer our Triage system, collating feedback from teachers and parents/carers to support with the identification of Special Educational Needs and the sharing of Quality First Teaching strategies to support these
- To maintain up to date student files and on-line record keeping of student information
- To organise and take minutes of department meetings
- Update Bromcom and other student records as required ensuring accuracy
- Provide tracking data on effectiveness of interventions
- Assist with the production of provision maps linked to outcomes set in EHCP
- Oversee staff and school reports that contribute to the annual review process, support keyworkers with their contribution
- Establish constructive relationships with parents/carers to support attendance and progress
- Clerical/administrative support e.g. dealing with day to day correspondence, telephone calls and any other administrative duties
- Provide objective and accurate feedback in written reports as required
- Circulate community information to parents via mail-shots and school newsletter
- Organise and take part in transition events
- Supervising medical paperwork and medication held on site

Other Duties

- To demonstrate professional skills in all aspects of the role in line with the school's ethos and values, including having high expectations for students who have Special Educational Needs
- To recognise and respect issues of confidentiality both in terms of students and colleagues
- To participate in staff training which is relevant to the job
- To take time to read notices, emails, keep to deadlines and carry out duties to the best of your ability
- To be proactive in maintaining a high level of knowledge of the needs of SEND students, and appropriate strategies to meet those needs
- To be familiar with Safeguarding policy and practice in LPGS and to adhere to it
- The above is not an exhaustive list of responsibilities and duties and the post holder will be expected to carry out other duties as requested by the Senior Leadership Team. All duties are subject to periodic review and job descriptions can change according to the needs of the School
- All colleagues appointed at LPGS will be expected to demonstrate a wholehearted commitment to the development of support for the student and a willingness to assist in preparing for, and adapting to, the changing needs of the School

Person Specification

Qualifications & Training	
Good general standard of education with qualifications to at least GCSE level with 5 A*-Cs/4 including English and Maths (or equivalent)	Essential
2 A Levels or equivalent	Desirable
Professional experience, knowledge and skills	
Experience of working, or work experience, within an educational or care setting with adults or young people	Desirable
Experience of working in administration	Essential
Experience of working in the area of special educational needs and disabilities	Desirable
Has an understanding of safeguarding in education	Desirable
Proven competency with Microsoft Office 365	Essential
Working knowledge of information management systems e.g. SIMS/Bromcom	Desirable
Understanding of the impact of barriers to learning on student progress and attainment	Desirable
Personal qualities	
Be a positive role model	Essential
Calm, patient with a good sense of humour	Essential
Be reflective about your own practice and committed to professional development	Essential
Be able to communicate effectively and accurately in written and spoken English	Essential
Be committed to improving practice through professional development	Essential
Be able to cope with change, be flexible and handle uncertainty	Essential
Have an understanding of the needs of children and young people	Essential
Have good time management and personal organisation skills	Essential
Be willing to contribute to the wider life of the school	Essential
Knowledge of school systems	Desirable
Possess good ICT skills	Essential
Able to communicate effectively with parents and carers	Essential
Able to work effectively with colleagues and form positive relationships	Essential
Personal Attributes	
Professional in manner, actions and appearance	Essential
Be passionate about young people and their education	Essential
Have an excellent attendance and punctuality record	Essential
Have a capacity for hard work	Essential
Special requirements of the role	
Show a commitment to safeguarding and promoting the welfare of children and young people	Essential
Committed to equality and inclusion	Essential
Ability to keep confidentiality	Essential

Explanatory Notes

Application Procedure

1. Read carefully all the information about this post.
2. If you would like to arrange an informal chat about the position, please contact Helen Partridge hpa@lpgs.bromley.sch.uk
3. Complete the application form as fully as possible. You must use the Trust application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
4. In section 'details in support of your application' please tell us:
 - a. Why you are applying for this post.
 - b. How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

1. Suitable applicants will be shortlisted for an interview.
2. If you are successful, you will receive either a letter, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
3. Candidates called to an interview will:
 - a. Be given a tour of the school.
 - b. Have an opportunity to meet with members of the team.
 - c. Complete a task relevant to the role.
 - d. Have a formal interview with the Line Leader and a member of the Senior Leadership Team.

Pre- Employment Checks

The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Headteacher or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3. Provide proof of eligibility to work in the UK.

4. Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5. Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Maitland Medical.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary

The salary will be in accordance with the National Joint Council for Local Government Services (NJC).

Pension Scheme

Support staff, whether full or part time, will automatically be enrolled into the Local Government Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The Trust is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Langley Park School for Girls

Hawksbrook Lane
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