



Sherborne Girls is an independent full boarding and day school founded in 1899. It is situated on an extensive site on the western edge of the historic Abbey town of Sherborne and has an excellent academic record combined with first-rate facilities. It aims to give its pupils (aged 11 - 18) a broad and balanced academic, physical, social and moral education. The school has an Anglican foundation. Academic results are excellent at both GCSE and A Level.

There are very good relations with neighbouring Schools. Drama, music, social and academic life are greatly enhanced by shared activities and resources. At Sixth Form level this School and Sherborne School operate a combined timetable, so that girls and boys have the opportunity to study subjects not available at their own schools. Both advanced level courses and the International Baccalaureate are available at this level and there is a Sixth Form of over 180 girls

Job Description for Temporary SENCo

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.

Summary of the Role:

The SENCo is responsible to the Headmistress, via the Director of Studies for contributing to the provision of SEN offered to the pupils within the school

Line Management responsibility for:

Non-Teaching SEN Operations Assistant and four visiting teachers.

Main purpose of the role:

- Responsible for what the teachers know about student need, how they respond and the level of their commitment to outstanding personalised learning and differentiation
- To deploy Learning Support teacher skills, monitoring the standard of practice and impact on student progress
- The efficient management of SEN Information
- Work with parents and staff in how to develop better understanding of learning needs and the importance of raising achievement among pupils.

<p>SEN Class Facing Responsible for:</p>	<ul style="list-style-type: none"> • Ensuring Quality First Teaching (QFT) and personalised learning; supporting class teachers with the ‘Assess, Plan, Do, Review’ of pupils with SEN in their classes. • Coaching (verbal advice) – Providing individual support to students and delivering small group support and interventions as required • Conduct Learning Walks twice termly with SEN focus to improve practice and share expertise and build relationships with subject teachers • Learning Support staff Performance Management - Record keeping, Training, Planning • Deployment of Learning Support teachers Understanding students’ needs and matching strength and skills • Student tracking – monitoring progress through teacher and student feedback and observations • Providing written guidance/INSET for subject teachers on supporting individual needs. • Dealing with SEN daily challenges - supporting pupils and staff in situations such as return to school from long absence, medical needs (epilepsy and diabetes), anxiety and effect of temporary exclusions. • Discuss the 360° with class teachers, tutors, parents HMs and external agencies as appropriate
<p>SEN Office Facing Responsible for:</p>	<ul style="list-style-type: none"> • Enabling the class-facing role to be as free as possible from paperwork and back office responsibilities • Enable all back-office systems to be as simple and efficient, easily accessible and useful for onward referrals and class teachers • Management of daily SEN challenges • Line Management of SEN Operations Assistant • Statutory Annual Reviews for any pupils statemented and therefore having an EHCP • Pupil referral for specific SEN assessments and/or EP assessments and organising appropriate action following recommendations • Review of SEN provision following external examination results • Information for teachers and SLT • Access Arrangements for internal and external examinations and JCQ/CIE associated forms • Organising classroom moves for medical needs (eg coping with injuries and pupils on crutches) • Effective liaison with Health Centre, Deputy Head Pastoral and School Counsellor as required to support academic needs • Interpret school baseline and progress data

<p>Criteria for appointment:</p>	<ul style="list-style-type: none"> • Be academically strong; hold a degree • Provide evidence of continuing professional development • Inspire a love of learning in your subject area • Have high standards of written and oral communication • Be IT literate and confident in the use of a school management system • Be willing to participate in Sherborne Girls co-curricular provision • Be committed to the values and culture of the School • Be committed to their own continued professional development • Be organised, proactive and calm under pressure • Be open-minded, imaginative and persuasive • Have a good sense of humour • Be resourceful and resilient • Be ambitious to secure the highest standards
<p>Salary expectation:</p>	<p>The school operates a scale which is in excess of the National Scale in the maintained sector. This post commands an additional allowance to reflect the extra responsibility.</p>
<p>Proposed start date:</p>	<p>1 January 2018 (to cover maternity leave for up to 3 terms)</p>
<p>Apply to:</p> <p>Closing date for applications:</p>	<p>Apply on-line click the following link: www.sherborne.com/vacancies</p> <p>Any additional questions contact: Heather Cousins at: personnel@sherborne.com or telephone: 01935 818359</p> <p>9am, Wednesday 15 November 2017</p>