



## **STOCKPORT GRAMMAR SENIOR SCHOOL** **Appointment of SENCO for September 2024**

### **School Description**

Stockport Grammar School was founded in 1487 by Edmond Shaa, a goldsmith and Lord Mayor of London. It moved to its present site on the southern outskirts of Stockport in 1916, the new buildings being financed by the Worshipful Company of Goldsmiths, with which ties still exist. It has been independent since 1975 and co-educational since 1980. There are 1150 pupils aged 11 – 18, 50:50 boys and girls, and there is a substantial Junior School and Nursery on the same site with its own Headmaster, providing around half the Year 7 intake each September. The School's commitment to serving the local community is demonstrated by a well-established bursary scheme.

The campus is spacious and well-resourced with a mix of traditional buildings and more modern additions. Recent developments have included a new Nursery and a Sixth Form centre. There is also a Sports Hall and pool, an all-weather surface and extensive grass playing fields.

The pupils are courteous, well turned out and enjoy friendly, respectful relationships with staff and with one another. They are grounded, unpretentious and purposeful and are demonstrably committed to the ethos of their school. Responsibilities are widely shared. Their welfare is well-supported by an excellent and vigilant pastoral system. There is no such person as a 'typical' pupil at Stockport and the school emphasises developing pupils' characters alongside their talents.

Parents strongly support the atmosphere and life of the School and their responses to regular independent parental surveys show high levels of satisfaction.

Co-curricular activities constitute a pillar of the School's ethos and are a great factor in its success. This element forms a central part of Stockport's mission statement, demonstrated through the rationale that it is important "to encourage personal and physical development and inculcate a sense of self-belief and esteem." The School offers a vast range of activities to accommodate all tastes. Major sports are coached to the highest level and enjoy considerable success on the school circuits and in achieving representation at county and national level. Music and Drama flourish with regular productions and concerts and pupils achieving the highest standards in national ensembles.

Because of its location, SGS draws most of its pupils from the southern and eastern suburbs of Greater Manchester and north Cheshire; but the catchment area extends as far as Trafford, Macclesfield, Glossop and Oldham.

Known for high standards in academic results, pastoral care and the breadth of its extra-curricular programme, the School offers many different routes to success, as different as the individuals it educates. Staff are motivated to discover the talent of each child so that activities can be offered which will help build skills and grow their sense of self-worth.

The most recent ISI inspection report highlighted many strengths in the school. Comments included "Stockport Grammar School is a vibrant and welcoming community where the values of respect and tolerance sit at the core of its ethos" and "Pupils experience a broad curriculum complemented by an extensive selection of co-curricular activities."

## The Vacancy

Following some restructuring, from September 2024 the Learning Support Department will consist of three SENCOs. In addition, we have a specialist access arrangements assessor, a learning support tutor and a part time secretary as well as teaching assistants who work with pupils who have an EHCP.

The post would suit a current SENCO or Assistant SENCO with successful teaching experience in either a primary or secondary school with any subject specialism. The successful candidate will need to be committed and enthusiastic about helping SEN pupils and adept at working with pupils, parents and teaching colleagues.

The role will include a small amount of teaching, including the planning and teaching of learning support lessons which include targeted support for literacy and numeracy.

If you have any further questions about the role or would like to arrange a visit, information can be obtained from the Head of Learning Support, Mr John Ross by email at [rossj@stockportgrammar.co.uk](mailto:rossj@stockportgrammar.co.uk)

**Closing date: Wednesday 24 April 2024.**

## Person Specification

	Essential criteria	Desirable criteria
Qualifications	A good honours degree, a PGCE or equivalent, and QTS	Access arrangements assessor qualification
	Achieved the National Award for Special Educational Needs Coordinator or the willingness to undertake this qualification	Specialist teacher qualification e.g. Dyslexia teacher, Masters in SEN
Experience	Experience of teaching KS2, KS3, KS4 or KS5.	Experience of chairing EHCP annual review meetings
	Experience of working as a SENCO or working within an SEN department e.g. Assistant SENCO	Experience of line management of colleagues
	Experience of inspiring, motivating and enthusing other colleagues	Experience of using and interpreting a range of testing material
	Experience of setting targets and monitoring, evaluating and recording progress	
	Experience of coaching/advising colleagues	
Knowledge and understanding	A good understanding of legislation relating to SEND	Knowledge of routes of formal assessment of ADHD and ASD
	Knowledge of a range of strategies teachers can use to ensure quality	

	first teaching	
	Commitment to continuing professional development	
Skills and qualities	<p>A consistently outstanding practitioner capable of engaging SEN pupils and generating high outcomes for them</p> <p>Ability to build close professional relationships with other colleagues</p> <p>Good skills in ICT, and in verbal and written communication</p> <p>Ability to work within a team</p> <p>Ability to develop vision, to plan and to innovate</p>	The ability to use learning technologies effectively and innovatively
Safeguarding	Commitment to Safeguarding	

## **Job description**

### **Leadership**

- Monitor the day-to-day management of the Learning Support provision for assigned year groups
- Take part in the school performance management policy, appraising staff as required.

### **Transition and admissions**

- Liaise with Admissions to gather information about pupils with SEND
- Ensure all necessary access arrangements for the Entrance Examination are in place
- Provide professional guidance to the Admissions Department on prospective pupils with SEND, including access arrangements for the Entrance Examination
- Liaise with SGS Junior School and other feeder primary schools
- Attend Open Events and Information Evenings

### **Monitoring**

- Liaise with Pastoral and Teaching staff to identify pupils not making expected progress and the support they require
- Communicate clearly with parents, sharing findings and explaining next steps and highlight further need for provision where and as appropriate
- Ensure the implementation of the Code of Practice taking specific responsibility for the annual review of students with an EHCP
- Oversee effective SEND teaching by evaluating the quality of teaching within learning support lessons
- Ensure that pupils identified on the SEN Register have the required levels of support
- Ensure that accurate information regarding students with SEND is shared with school staff and published in a timely way so that staff are kept informed of changes in situation or support for students with special educational needs

**English as an Additional Language**

- Advise on how best to support any pupil who requires additional EAL provision

**Teaching and Learning**

- To teach classes and intervention groups
- Work with the Head of Learning Support to promote an inclusive curriculum
- Provide coaching to teaching staff across the school
- Contribute to departmental and whole school training through providing guidance to staff on high quality teaching methods to meet the needs of different pupils

**Access Arrangements**

- Complete access arrangements assessments
- Ensure continued updated knowledge of regulations relating to the awarding of Access Arrangements
- Ensure that all related paperwork is complete and up-to-date and that detail of Access Arrangements for each pupil is available on the School database (iSAMS)
- Liaise with the Exams Office to ensure that the necessary arrangements are made to support pupils in both internal and external exams

**Administration**

- Ensure that accurate and detailed records are kept of meetings, reports and discussions with parents and outside agencies
- Organise educational psychologist and specialist teacher assessments required within the school
- Ensure that there are accurate records for all students with SEN
- Ensure that the SEN Register is accurate and up to date
- Complete referral forms

**Professional Culture**

- Encourage all colleagues to recognise and fulfil their statutory obligations
- Contribute to the SEND strategic plan
- Establish positive working relationships with external agencies such as Educational Psychologists
- Attend appropriate training courses to ensure that own professional development is developed and that the department is able to fulfil its commitments to pupils and parents
- Have a clear knowledge of the legal matters surrounding the subject
- Undertake other tasks as reasonably required by the Head of Learning Support or the Head

Stockport Grammar School welcomes applications from all applicants who meet the requirements for the position, regardless of background. We celebrate diversity and thrive on the benefits it brings.

Stockport Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening, including checks with past employers and undertake an Enhanced Criminal Records Check for Regulated Activity.