

APPLICATION PACK

SENCO (EYFS TO YEAR 6)

CLOSING DATE: MONDAY 25TH NOVEMBER 2019 (9AM)

INTERVIEW DATE: MONDAY 2ND DECEMBER 2019





The Manor

Preparatory School

Dear Applicant

Welcome to The Manor!

Thank you for your interest in The Manor Preparatory School. This information pack is designed to give you more information about the school and the post you are interested in and we hope that we are able to convey the qualities that make The Manor an exceptional place, not only for our pupils, but also for our fulfilled and happy staff that work hard to create the school's spirit, warmth and dynamism.

Founded in 1907 and situated in Abingdon, the Manor Preparatory School is an outstanding independent co-educational day school that welcomes boys and girls aged 2-11. The Manor has a wonderfully happy, creative atmosphere where each individual is challenged and cherished to reach their potential. Every child is encouraged to push themselves to new challenges, resulting in outstanding results academically, on the sports field, and in creative and performing arts.

In the Early Years Department, our purpose-built Pre-Nursery and Nursery gives children the best start in bright, airy facilities together with a team of enthusiastic, qualified and dedicated staff. Children in Reception, Years 1 and 2 are exposed to a stimulating and enriching curriculum supported by a team of exceptional Teachers and a full-time Teaching Assistant in each class.

From the age of 7 to 11, the pupils in our Prep Department enjoy increased specialised teaching in a rich, warm-hearted environment where all pupils are encouraged to fulfil their potential. The school has outstanding facilities for Music, Science, ICT, Food Technology, Sport and Drama and offers an extensive range of extra-curricular activities but retains a primary school ethos, focusing on the happiness and well-being of each child.

In its latest ISI Inspection Report, The Manor was rated 'excellent' (the top grade the ISI now awards) in all respects. Each member of our staff contributes to the unique identity of The Manor, providing a network of support and teamwork which has become a characteristic of the School. Children are "challenged and cherished".

We hope that on reading our application pack, we are able to convey a sense of the school's spirit, warmth and dynamism that have made it thrive over the years. Naturally if you have any questions, please don't hesitate to contact us by email (hr@manorprep.org) or by phone (01235 858 478). You are welcome to telephone to arrange for an informal tour at any point.

May we take this opportunity to thank you for the time and thought that we recognise goes into preparing a job application.

With very best wishes

Alastair Thomas
Headmaster

Non-contractual Benefits

Salary: The Manor has its own salary scale. Employees' starting salary will depend on the experience and qualifications of the successful candidate. The Governors review salary scales each year to ensure they remain competitive. Annual salary is paid in 12 equal payments by bank transfer on the 30th / 31st of every month, or the last working day of the month if the 30th / 31st falls on a weekend.

Pension: The Manor offers the Teachers' Pension Scheme for Teaching Staff and Scottish Widows Pension Scheme for Non-Teaching Staff (6% employer contribution). Please contact HR for further information.

Lunch, Drinks and Snacks: Staff are provided, at no cost, with lunch, hot drinks and snacks throughout the day (term time only).

School Fee Reduction: Children of Teaching and Support Staff at The Manor may be eligible for a reduction on the basic tuition fees. The continuance of School fee reduction provision is at the Governors' discretion. Please contact the Bursar for further information.

Subsidised rates: For staff's children at Extended Day, Clubs and Manor Fun.

Parking: Free staff parking on site at The Manor is permitted.

Annual Leave Entitlement: Non-Academic staff that work throughout the year at The Manor are entitled to six weeks annual leave in addition to Bank Holidays.

Facilities Hire: Staff at The Manor are able to hire the School facilities including our brand new Sports Hall, for personal events. Please contact the Assistant Bursar for further information.

Free Pension Advice: Teaching and support staff are entitled to unlimited free Pension advice.

One to One Counselling: Teaching and support staff are entitled to 6 free counselling sessions with Willow Tree Counselling. This service is confidential.

24 Hour Counselling and Legal Helpline: Teaching and support staff are entitled to unlimited free legal advice through a 24 hour counselling helpline provided by DAS UK Group.

Discounts: "Fit to Run" (Sports Shop) of 10% and "Stevenson's" (School Wear) of 5%.

Eye Tests: Teaching and support staff at The Manor are entitled to one free eye test every two years.

Post: Ability to use the school franking machine for personal post which still needs to be paid for (via the "honesty pot" in the Bursary) but this is at the reduced franking costs rather than the more expensive stamps.

The above non-contractual benefits are currently available to staff. They are at the discretion of the Governors who reserve the right to withdraw them without notice.

JOB DESCRIPTION

SENCO

Reporting to: Deputy Head Academic

Aims:

- To have overall responsibility for determining the strategic development of the SEND provision at The Manor.
- To lead, manage, develop and maintain the highest quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils.
- To have day to day responsibility for the coordination of SEND and Learning Support provision throughout the school in line with the school's SEN and Learning Support policy and ensure specific requirements of pupils with SEND and Learning Support are understood at an early stage and support measures are implemented effectively to support individual pupils.
- To model effective support to Teaching Staff, Teaching Assistants and Learning Support Assistants to understand the needs of pupils with SEND and Learning Support needs and be available to advise on classroom practices.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision and ensure duties can be effectively performed.
- Have a sound knowledge of the most recent 2015 [SEND Code of Practice](#) and ensure the school's SEND provision meets the requirements that it sets out.
- Have a sound knowledge of how relevant legislation impacts on the provision of SEND in the school.
- To keep all aspects of paperwork relevant to SEN including policies, records and the School Improvement Plan, up to date and actioned, as appropriate.
- Coordinate and support the full SEN and Learning Support Team and identify staff training needs and ensure that they are met through organised CPD opportunities and training programmes.
- Recognise that individual education, health and care (EHC) plans need to be developed and reviewed regularly.

Main Duties and Responsibilities:

Teaching and Learning

- To work closely with the Learning Support Department, EAL and Teaching Staff to assess, identify and plan the most effective and highest quality teaching approaches for pupils with SEND, EAL and/or Learning Support needs and ensure that they are implemented for individual pupils as early as possible and reviewed regularly.
- To offer well-researched interventions to support children to help them to find strategies to overcome areas they find difficult including using techniques such as a cumulative multi-sensory approach, monitor the progress of pupils against agreed targets and keep accurate records.
- To provide regularly updated class information on pupils' needs.
- To monitor the teaching and learning activities to ensure that they meet the specific needs of the pupils with SEND.
- To increase teachers' awareness of children's individual strengths and weaknesses and to encourage teachers to differentiate within their lessons to accommodate these differences.
- To liaise with the Head to ensure an appropriate, broad, high quality and cost-effective curriculum is delivered to pupils with SEND and Learning Support.

- To work with individual pupils on a one to one basis to develop their skills in literacy, numeracy, phonics and social skills and to support individual pupils through assessment and examination periods.
- To work closely with the Heads of Section and Teaching Staff to coordinate Learning Support teaching throughout the school and liaise with the Learning Support Team to coordinate Learning Support activity throughout the school.
- To observe pupils in their classroom to offer suggestions on differentiation and support the Teacher.
- To provide small group interventions for those who need additional support in a particular area.

Management

- To provide Teaching Staff, Teaching Assistants and Learning Support Assistants with professional guidance to secure good quality teaching and support them with techniques for pupils with SEND.
- To achieve constructive working relationships and establish opportunities for Teaching Staff, Teaching Assistants and Learning Support Assistants to review needs, progress and targets of pupils with SEND.
- To ensure staff recognise and fulfil their responsibilities to support pupils with SEND and provide support to staff where required to ensure that they fully understand their responsibilities.
- To manage Learning Support Assistants and review their work activities in accordance with IEP. Liaise with the Learning Support Manager regarding Learning Support Assistants (the day-to-day administration of Learning Support Assistants is managed by the Learning Support Manager).
- To meet weekly to talk through children's needs and teaching strategies with the Learning Support Team. To discuss resources, budgeting and points of concern as well as sharing experiences and contributing to the professional development of staff.
- To provide regular information to the Senior Leadership Team and Governors on the effectiveness of SEND provision and outcomes.
- To ensure that EHC plans are live, regularly monitored and assessed and adjustments made to any plans that are not aiding pupils sufficiently.
- To carry out annual reviews of EHC plans.

Communication

- To be the key point of contact with external agencies, including the Local Authority and its support services, Occupational Therapists, Physiotherapists and Educational Psychologists and ensure that these links are actively promoted.
- To liaise with early years providers, other schools, health and social care professionals and other bodies with regards to SEND provision.
- To ensure that external support offered to the school is coordinated and managed effectively, keeping HR up to date with external support services.
- To liaise, collaborate and engage with parents of pupils' with SEND and Learning Support.
- To liaise with other schools regarding accessibility and access arrangements.
- To liaise with external specialist agencies including Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists etc.
- To coordinate the team around the child (this team may include parents, Teaching Staff and specialists) and ensure easy parental access and involvement in the support of their children.
- To review the outcome of the intervention with Teaching Staff, the Learning Support Department, EAL, parents and the child.

- To arrange meetings and maintain regular contact with parents of children having Learning Support lessons.
- Offer parents encouragement and practical advice about strategies to help support their children.
- To work with the Head to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure that pupils' with SEND have a smooth transition from one school to another.

Recording and Assessment

- To use the Intervention Form to start involvement with a child and maintain individual children's files containing details of diagnostic assessments, Educational Psychological, Optometrist or other external professional reports.
- To ensure that the school keeps an accurate record of all pupils with SEND and Learning Support needs and that this remains up-to-date.
- To act upon the annually updated information on access arrangements. To monitor and update evidence relating to access arrangements.
- To maintain individual children's files containing details of any diagnostic assessments, Educational Psychologist assessments, Optometrist or other external professional reports.
- To provide evidence on request of the outcomes of interventions.
- In liaison with the Learning Support Manager, prepare and update the SEND and Learning Support List for all children throughout the school.
- To prepare an Individual Support Plan twice each year, for every child; these to include three to four targets agreed with Teaching Staff and reviewed at regular intervals.
- To help prepare and present data and update information at the Learning Support Consultation Group twice a year and to meet regularly with the Learning Support Governor.
- To carry out well researched standardised individual assessments when appropriate.
- To assist the Teaching Staff with completing the 'Record of Intervention Form'.

General Duties

- To be aware of the up-to-date information on the legal aspects of SEND support.
- To keep up to date with new research and interventions relating to SEN and Learning Support children.
- To administer the delegated budget and other resources in liaison with the Heads of Section and the Learning Support Manager to meet pupils' needs effectively.
- To liaise with, advise and contribute to staff INSET.
- To advise on the graduated approach to providing SEND and Learning Support.
- To manage a personal timetable and ensure compliance regarding breaks etc.
- To facilitate reasonable adjustments and access arrangements throughout the school.
- To maintain Specialist Assessor status.
- Attend Parents' Evenings.
- To attend relevant courses and share knowledge gained from these with staff throughout the school.
- To write and review an SEN information report at the end of each year.
- To assess all prospective pupils visiting the school and give recommendations to the Head.
- To act upon the information found in Dyslexia and Dyscalculia screeners.



General Teaching Duties

(Applicable to all Teachers, and Teaching Assistants where appropriate)

Assessments and Reports

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Appraisal

- Participating in arrangements for the teacher's further training and professional development as a teacher.

Review: Further Training and Development

- Reviewing from time to time the teacher's methods of teaching programmes of work.
- Participating in arrangements for the teacher's further training and professional development as a teacher; between one and three days before the start of each term – i.e. when the pupils return – are for all staff for training and preparation; the final day of the Autumn half-term is also used for training; there may be other days in the school year when staff are required for training with reasonable notice.

Educational Methods

- Advising and co-operating with the Head and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Discipline, Health and Safety

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the School premises and when they are engaged in authorised school activities elsewhere; following all aspects of the School's Safeguarding Children policies, including informing the Head (or Head of Early Years in EYFS) of any concerns.

Staff Meetings

- Participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements. These could be after the Normal School Hours but should normally be finished by 5.45pm.

Public Examinations

- Participating in arrangements for preparing pupils for public examinations (including Common Entrance, other 11+ tests, Key Stage tests and NFER tests at any age) and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during such examinations.



Management

- Contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new and probationary teachers.
- Co-ordinating or managing the work of other teachers.
- Taking part, as may be required of the teacher, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the School.

Administration

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and material.
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

Other Duties

- Staff are expected to carry out other duties as reasonably requested by the Head or the SLT.

Staff Handbook

- To follow the directions contained in the Staff Handbook, which change from time to time.

Review Arrangements:

The details contained in this Job Description reflect the content of the job at the date it was prepared. It is inevitable that over time the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will expect to revise this Job Description from time to time in consultation with the postholder.

PERSON SPECIFICATION

SENCO

Skills and Abilities

- Commitment to promoting the highest quality care of children.
- Ability to plan and take control of situations.
- Ability to handle a demanding workload and successfully prioritise work.
- A flexible approach towards working practices.
- Ability to build successful working relationships both internally and externally.
- Excellent written and verbal communication skills.
- Excellent accuracy and attention to detail.
- Excellent all round organisational skills.
- Excellent rapport with young children.
- Good IT skills including secure classroom technologies.

Qualifications and Knowledge

- Qualified Teacher Status.
- Dyslexia qualification.
- Additional qualifications and/or training in the relevant fields of SEN.
- Early Years qualification.
- Ideally educated to degree level, or equivalent.
- Sound knowledge and understanding of the EYFS and National Curriculum, KS1 and KS2 syllabus.
- Knowledge and experience of current legislation with reference to SEN and disability.
- Demonstrate a sound knowledge of the 2015 [SEND Code of Practice](#) and its application.
- Demonstrate a sound knowledge of how relevant legislation impacts on the provision of SEND in the school.
- Knowledge of SEND funding on offer.
- Knowledge and experience to support the EAL Coordinator with EAL pupils.

Experience

- Experience of working with external professionals such as Educational Psychologists, Occupational Therapists and Physiotherapists.
- Experience of teaching primary SEN pupils within an independent or mainstream setting.
- Experience of effective quality teaching and intervention strategies.
- Experience of monitoring and evaluating effective teaching and learning.

Personal Attributes

- Sensitivity towards others' feelings, sense of humour, flexibility, calmness, personal warmth.
- Have a warm, friendly and welcoming approach.
- Committed to a child centred and collaborative working approach.
- Ability to understand and demonstrate a commitment to equality and diversity.
- A professional and approachable manner.
- Confident in own decision making and working on own initiative as well as in a team.
- The ability to manage a busy workload and work effectively under time pressures.
- Displays commitment to the protection and safeguarding of children and young people.
- Values and respects the views and needs of children and young people.
- High expectations of self and professional standards.
- Reliability, professionalism and integrity.

Safeguarding

- A knowledge and keen awareness of Safeguarding Children matters and an ability to demonstrate personal values and beliefs in accordance with the School's Safeguarding Children Policy.
- Enhanced DBS Disclosure (with Barred List) is required for this position.
- Has a strong appreciation of child protection issues and has the capacity of acting in accordance with the school's Safeguarding of Children policy.

Hours of Work

Full-time teaching staff are contracted to work 42.5 hours per week, 8:00 until 16:15 4 days a week and 8:00 until 17:30 (on occasions until 18:00 with additional pay from 17:30 until 18:00) 1 day a week.

Remuneration

Manor salary scale, dependent on skills and experience.

Note

Enquiries are welcome. For an informal discussion about the role please contact Miss Katie Sillence, HR Officer, either by email hr@manorprep.org or by phone on 01235 858478.

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How to apply

Before applying for this position, candidates should read our Safeguarding Children Policy, available on the policies section of our website. Please also refer to the website for further information about the school.

Applicants should send a Letter of Application and the signed completed Application Form by 9am on Monday 25th November 2019 to:

HR Department
The Manor Preparatory School
Faringdon Road
Abingdon
OX13 6LN
Tel: 01235 858478
e-mail: hr@manorprep.org

Please note that we will require a signed copy of the Application Form returned to The Manor.

Information provided will be administered under the school's Data Protection Policy.

The Manor Preparatory School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Application and Recruitment Process ⑩ Explanatory Note

Application Form

- Applications will only be accepted from candidates completing the enclosed application form in full. CV's will not be accepted in substitution for completed application forms in the absence of good reason. They may, however, be submitted in addition to the application form.
- Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description for the post.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared, even if the candidate believes they have been deleted from police records.
- The successful applicant will be required to complete an Enhanced DBS Disclosure. For further information, contact the Disclosure and Barring Service – www.disclosuresdbs.co.uk
- We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children. The employer may answer 'not applicable' if your duties have not brought you into contact with children or young persons. The school may contact any of your previous places of work, whether or not they have been named in connection with a referee.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or Department for Education.

Invitation to Interview

If you are invited to interview this will be conducted in person and the areas which it will explore will include suitability to work with children. Interviews for teaching posts will normally consist of two rounds: short-listed candidates are invited to a first round. A selection of these candidates will then be asked to return for second round, which will include a lesson observation and a tour of the school.

What to bring to the Interview

1. Eligibility to work in the UK Documents:

Please ensure that you pass your proof of eligibility to work in the UK to the interviewer at your interview.

British Citizen;

- Passport showing that the holder is a British citizen.

OR

- A Full UK Birth Certificate or birth certificate issued in the Channel Islands, Isle of Man or Ireland along with either a P45 or P60 or a wage slip that is printed.

Citizens from the EU/EEA;

Do not require work permits or Sponsorship and have complete freedom to live and work in the UK - see countries below:

1. Austria, Belgium, Cyprus, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, Netherlands, Portugal, Spain, Sweden, UK and also Switzerland, Norway, Liechtenstein and Iceland
2. Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, Slovenia

The following A2 Countries do require Accession Worker Card

Bulgarian or Romanian Nationals (Blue, Purple or Yellow)

All non EU/EEA Citizen require one of the following documents:

- Ancestral Visa
- Family Reunion Visa
- Shortage Occupations (Tier) 2
- Spousal Visa
- Married to a UK Citizen
- Partner/married to holder of Sponsorship
- Student Visa – Tier 4
- Tier 5
- Youth Mobility
- Indefinite leave to Remain in the UK (Permanent Residence)
- Settlement
- Refugee

2. DBS Documents:

We routinely verify qualifications where they are a mandatory requirement for the post and undertake enhanced Disclosure and Barring List checks on all staff who have contact with children or vulnerable adults.

Unless you are able to provide details of a portable DBS Certificate for checking by the school then you will be required to undergo a DBS check at The Manor.

The appropriate documents should be presented at interview and they will be photocopied and verified at this stage.

Should you not be successful in securing the position you are interviewing for, these copied documents will be securely destroyed. N.B. (Photocopies are not acceptable).

3. Professional Qualification and Membership

If the position you are applying for requires a mandatory professional qualification you will need to produce your qualification and proof of professional membership at interview.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon

- verification of identity and qualifications
- verification of right to work in the UK
- a check against the Children's Barred List and the Adults' Barred List
- a satisfactory Enhanced Disclosure and Barring Service check
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the School may require in accordance with statutory guidance
- receipt of at least two satisfactory references
- verification of professional status such as GTC registration, QTS Status (where required), NPQH
- a signed declaration of medical fitness to work with children
- completion of an Declaration of Disqualification
- satisfactory completion of the probationary period
- verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

WARNING

Where a candidate is:

- found to be on Children's Barred List, Adults' Barred List or the Protection of Children Act List; or
- the Enhanced DBS disclosure shows s/he has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children, the facts will be reported to the Police and/or the Department for Education and the ISA.