



## **Saint Felix School**

### **Job Description – SENCo**

*Please note that this non-contractual Job Description is not fully inclusive and tasks may change according to operational needs*

Saint Felix School, Southwold has been providing educational excellence for over 120 years to children from Suffolk, Norfolk and further afield. Set in 75 glorious acres on the Suffolk coast, just minutes from the sea, this co-educational independent school caters for boarders and day pupils from the ages of 2 to 19 including international students from around the world.

There are approximately 300 pupils with roughly 80 in our three Boarding Houses.

Academic excellence is central to life at Saint Felix School and we encourage all pupils to aspire to the highest possible standards and to exceed their expectations. Our success is demonstrated by impressive examination results at GCSE and A Level. The vast majority of our leavers go on to Higher Education.

The school adopts a non-selective entry policy which seeks to provide an environment where all pupils will thrive academically. It emphasises continuity of education through to 16+. We believe in a holistic education that exposes pupils to a wide range of experiences and opportunities. We also aim to attract pupils from a diverse range of backgrounds.

We place great emphasis on the value of Sport, Music and the Arts for the teamwork, self-motivation and discipline they instil, and encourage pupils to explore their individual talents. Boarding is at the heart of the school and all full-time members of staff are expected to contribute to the wider life of the school through involvement in the tutoring system and in activities outside the classroom.

**Role** We seek to appoint an organised and professional person to undertake the role of SENCo. The successful candidate will

- lead the Learning Support Assistants to ensure pupils' needs are supported and progress is monitored
- ensure that procedures, routines and rules are properly understood and observed by both pupils and staff
- advise and assist the Head and Deputy Head and to have an overview of all the issues relating to SEND that affect the life of pupils

This position would come with a reduced teaching timetable. Applications are welcome from teachers of all subjects at Key Stages 3-5. However, applications are particularly welcome from teachers of Mathematics and Further Mathematics.

#### **Line management**

**Reports to:** Headmaster

**Key Interfaces:** Bursar, Deputy Head, Department Heads, Class Teachers and Learning Support Assistants

**Staff Reports:** Learning Support Assistants

## **Terms and Conditions**

**Employment:** Full-time

**Training:** You are expected to keep abreast of topical business relevant to the role and may apply for training courses as part of your CPD

**Appraisals:** The employee is expected to participate in an annual appraisal process

**Medical:** The employee is expected to take reasonable steps to maintain an adequate level of fitness and health throughout the period of employment

**Salary:** Saint Felix School has its own pay scales

### **Areas of responsibility:**

- Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN
- Ensure that the school carries out its statutory responsibilities regarding all students with an EHCP
- Support all staff in understanding the needs of SEN pupils
- Support departmental developments of SEN provision
- Monitor progress towards targets for pupils with SEN
- Analyse and interpret relevant school, local and national data
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- Work with the Bursar when considering LSA deployment and funding

### **Teaching and learning:**

- To deliver lessons effectively
- To plan, prepare and deliver high quality, engaging and differentiated lessons across the curriculum
- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN
- Work with staff to develop effective ways of bridging barriers to learning through:
  - assessment of needs
  - monitoring of teaching quality and pupil achievement
  - target setting - IEPs, or Provision Maps, PSP, CAF
  - keeping accurate records
- Collect and interpret specialist assessment data to inform practice
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies
- Work with the Head, Deputy Head, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils

### **Leading and managing:**

- provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings
- lead on the performance management process for SEN teachers and Learning Support Assistants
- advise on and contribute to the professional development of staff, including whole school INSET provision
- provide regular information to the Head, Deputy Head and governing body on the evaluation of SEN provision

### **Effective deployment of staff resources:**

- advise the Headmaster of priorities for deployment of staff, and utilise resources with maximum efficiency
- maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies
- work with external agencies to maximise resources made available

**Other professional requirements:**

- Co-ordinate all Annual Reviews and reviews of Individual Education Plans and/or PSPs and CAFs where appropriate and attend / chair when necessary
- Exercise a key role in assisting the Headmaster and Deputy Head with the strategic development of SEN policy / provision
- the statutory requirements of legislation concerning
  - Safeguarding, including Child Protection
  - Equal Opportunities
  - Health & Safety
  - SEN
  - The SEN Code of Conduct and its practical application strategies for meeting the SEN of pupils in a mixed ability classroom

**General**

- To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact. You must be aware of and adhere to:
  - all school safeguarding related policies and regulatory requirements;
  - the Employee Handbook (Including the Staff Code of Conduct) and any other school policies relating to the role
- To operate at all times within the stated policies and practices of the school
- To establish effective working relationships and set a good example through their presentation and personal and professional conduct
- To ensure any safety regulations are observed
- To contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
- Ensure the values of participation, partnership, sustainability, social responsibility, cost effectiveness, transparency and accountability are reflected in your work
- Undertake any other responsibilities as may reasonably be required from time to time

The above is an indication of the requirements of the post and is not meant to be inclusive or exhaustive. Any role that needs reasonably to be undertaken should also be undertaken whether or not included in the above.

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. The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Designated Safeguarding Lead.

This non-contractual job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years (as part of the appraisal process) and it may be subject to modification or amendment at any time after consultation with the holder of the post.

## Person Specification

Requirement	Essential	Desirable	Method of assessment
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good honours degree or equivalent</li> <li>• Teaching qualification</li> <li>• Qualified Teacher Status</li> <li>• Level 7 assessing qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further study beyond degree</li> <li>• Evidence of recent continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> </ul>
<b>Experience and skills</b>	<ul style="list-style-type: none"> <li>• Extensive experience of successfully working with SEN pupils at all Key Stages</li> <li>• Able to quickly establish and develop a sound professional relationship with a class and groups of pupils</li> <li>• Effective teaching and learning styles for all ages and abilities</li> <li>• The positive links necessary within school, a child's home and external agencies</li> <li>• Behaviour management techniques for groups and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a similar setting</li> <li>• Experience of a similarly academic environment</li> <li>• Experience of working in small teams</li> </ul>	<ul style="list-style-type: none"> <li>• Application Interview</li> </ul>
<b>Skills, knowledge and attributes</b>	<ul style="list-style-type: none"> <li>• Inspirational teacher</li> <li>• The ability to address challenging issues with clarity of purpose and diplomacy</li> <li>• Ability to inspire, challenge and motivate others</li> <li>• Enthusiastic, innovative and creative teacher with a commitment to the extra-curricular life of the school</li> <li>• Committed to raising standards and monitoring pupil progress</li> <li>• Have outstanding professional and personal qualities</li> <li>• Caring, supportive, empathetic and willing to adapt their teaching to suit the educational and pastoral needs of the pupils</li> <li>• Proficient with the use of ICT in the classroom</li> <li>• Present and communicate effectively to a variety of audiences and abilities</li> <li>• Excellent communication skills to enable effective dialogue with colleagues, staff, visitors and pupils</li> <li>• A proven record for meeting targets and deadlines</li> <li>• Ability to perform well and remain professional whilst under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Up to date with current educational issues relating to the specialist subject area</li> <li>• Minibus license</li> </ul>	<ul style="list-style-type: none"> <li>• Application Interview</li> </ul>

	<ul style="list-style-type: none"> <li>• Tactful and discreet, whilst mindful of observing Safeguarding and professional standards</li> <li>• Organised, reliable and stable</li> <li>• Well-developed problem-solving skills</li> <li>• Self-motivated and able to work alone without direction</li> <li>• Adaptable and flexible with working patterns when required</li> <li>• Committed to contributing towards the school community</li> <li>• Able to work independently with initiative but also as a flexible team member</li> <li>• Approachable, positive, flexible, adaptable</li> <li>• Energetic, creative and enthusiastic</li> </ul>		
<b>Other</b>	<ul style="list-style-type: none"> <li>• There is an expectation that there will be occasional out of hours travel</li> </ul>		

Signed:

Date: