



Stoke Newington School
& Sixth Form

JOB PACK

Deputy SENCO

Dear Applicant,

Thank you for applying for a pack for the post of **Deputy SENCO** at Stoke Newington School and Sixth Form.

This is an exciting time to be working with us. We have an oversubscribed school, a diverse and enthusiastic student intake, an Inclusion team well placed to continue to build on its current success, a newly refurbished building and a senior leadership team who will support you fully in further raising achievement for our vulnerable students.

This is a key post for the school. You will be one of a strong team who are keen to develop consistently outstanding practice in supporting and developing excellent expert teaching of our diverse LDD student intake. Our inclusion team are renowned for their work and we want you to be able to both contribute to and develop with our team.

You must have excellent interpersonal skills, drive, determination and energy and the highest expectations of every student and member of staff.

The closing date for applications is **Thursday 20th May at noon**. Interviews will be held week beginning 24th May.

Best wishes,

Mrs Zehra Jaffer
Headteacher

Headteacher: Zehra Jaffer | Stoke Newington School & Sixth Form, Clissold Road, N16 9EXT:
020 7241 9600 | E: admin@sns.hackney.sch.uk | www.stokenewingtonschool.co.uk

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Deputy SENCO
Required for September 2021
Salary
Inner London Spine + TLR 2b

The School

This is an exciting opportunity to contribute to the development of a successful 11-19 inner-city comprehensive school which has received a very good OFSTED inspection. The School is committed to getting the best for every student via excellent teaching, an inclusive structure and through creative experiences.

The Post

You will be joining an inclusive school with a very highly regarded Inclusion team. This role involves you leading on several aspects of support and development within inclusion. It is an excellent opportunity for someone who wants to become a SENCO.

You

We expect you to be a dynamic teacher, committed to inclusion and with highly developed organisational skills. You will be excellent at working with vulnerable young people and at communicating with a wide range of colleagues, parents and partner agencies. You will aspire to build success for every one of our young people.

Contacting us

You can download an application pack (word) from our website

<https://www.stokenewingtonschool.co.uk/jobs> Completed application forms should be emailed to recruitment@sns.hackney.sch.uk

The closing date for receipt of applications is midday Thursday 20th May. Interviews will be in the week starting 24th May 2021.

We are an equal opportunities employer committed to ensuring diversity in our workforce.



Job description

Job Description

TITLE OF POST: Deputy SENCO

ALLOWANCE: Inner London pay scale + TLR 2b

Function of the post:

To provide effective strategic leadership and management of the Inclusion Department, particularly but not exclusively for the LSA team.

To provide effective support for the Head of Inclusion/SENCO.

Main Tasks and Responsibilities:

1. To support the Head of Inclusion/SENCO in leading the work of the Inclusion Department.
2. Line manage LSAs including all aspects of performance management and overseeing LSA timetables.
3. To teach as a lead class teacher, especially but not exclusively literacy and numeracy, for up to 30% of the week.
4. Contribute to the care, guidance and support of vulnerable young people with SEND and students with emotional and behaviour needs with particular emphasis on supporting the learning, behaviour and progress of identified groups.
5. Overall responsibility for access arrangements including liaising with external bodies (JCQ), identifying students, writing reports and submissions to relevant external agencies.
6. Key link between SNS and transport to ensure service functions and students have access to transport services provided through Local Education Authorities (LEA).
7. Responsible for students with sensory impairments including liaising with specialist teachers.
8. To train and coach teachers and teaching assistants so that their work develops in quality with regard to SEN students.
9. To work collaboratively with teachers and teaching assistants to provide support and feedback recognised good practice.
10. Key worker for EHCP students, responsible for specific EHCP children, leading on the annual IEP's and monitoring of academic progress.

11. Attend and participate in fortnightly Multi Agency Planning (MAP) meetings.
12. To ensure that their own lessons consistently model best practice.
13. Deputise for Head of Inclusion/SENCO in their absence.
14. To attend school meetings as directed the department or by the Headteacher.
15. To carry out all responsibilities in accordance with the school's and the Authority's equal opportunities policies.

SELECTION CRITERIA:

Qualifications and Experience

1. Qualified Teacher status with minimum of two year's teaching experience.
2. Successful experience of working with and teaching students with emotional and behavioural needs.
3. Interest and knowledge of educational issues and developments relevant to raising achievement.
in SEND students and evidence of participation in professional development.

Skills & Abilities

4. Ability to work hard under pressure.
5. Ability to use I.T. effectively in teaching
6. Ability to keep effective records and to analyse data
7. Good communication and organisational skills.
8. Good interpersonal skills and a strong ability to work collaboratively.
9. Excellent creative teaching ability.
10. Ability to convey enthusiasm for literacy and numeracy at relevant levels
11. Commitment to personal career development.

KNOWLEDGE AND UNDERSTANDING

12. Knowledge and understanding of the recent developments of the SEN code of practice and statutory responsibility.
13. Knowledge of new developments in all aspects of SEND.
14. An understanding of issues surrounding raising standards and achievement for students with SEND.
15. Knowledge of the importance of appropriate planning, assessment for learning and homework.

Equal Opportunities

16. Understanding of the different social backgrounds of students.
17. Understanding of the needs of different students, and the appropriate policies and strategies to support them.
18. Understanding of the needs of bilingual students.

Qualifications:

Qualified teacher status.

Certificate in Competence in Educational Testing (CCET) (Desirable)

Certificate in Psychometric Testing, Assessment and Access Arrangements (AAC)
(Desirable).