



# STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

SENDCo (part-time)  
MPS/UPS + TLR2a (pro-rata)

# SEND Coordinator

## MPS/UPS + TLR 2a (pro-rata)

### Part-time (approx 0.5fte)

#### The School

Stratford Girls' Grammar School is a highly successful selective 11-18 school with 820 girls currently on roll. Following a period of expansion, the standard student number in Years 7 to 11 is now 120. There is a significant extra intake into the sixth form – this year there are 224 girls in Years 12 and 13. The school has an excellent reputation based on examination results, a progressive approach to educational development and a strong sense of community. At our last inspection, Ofsted judged us outstanding: not only overall, but also in 25 out of 29 categories. The schools' overall Progress 8 score for 2018 was 0.84, which once again places us as top in Warwickshire – a long-standing tradition - and in the top 5% nationally. The standards that girls achieve at every level are exceptionally high and the girls' personal development is outstanding. The school became a stand-alone academy in August 2011, and moved at the same time to vertical tutoring. We are outward-looking, value breadth and encourage girls to take up a wide variety of extra-curricular opportunities.

The school is located in the small village of Shottery on the outskirts of Stratford-upon-Avon, just ten minutes from junction 15 of the M40 and less than an hour from Birmingham and Coventry. It is based in the grounds of Shottery Manor, a fifteenth century manor house which accommodates our sixth form. The school buildings are quite compact, and the entire site is arranged around a very attractive central lawn. We have expanded our facilities in recent years. Phase Two of our masterplan opened in September 2015: a £3.5m project comprising a remodelled assembly hall, kitchens, dining room, full-size sports hall, fitness suite and changing rooms, drama studio, three classrooms, offices and school reception. This development followed soon after Phase 1: a £1.5m extension comprising six classrooms, offices and a new library.

Further details about the school can be found on our website ([www.sggs.org.uk](http://www.sggs.org.uk)), including our current curriculum information. Our Twitter feed (@Shottery) is another excellent source for a feel of the school. Examination results for the last year (and summary information about the preceding five years) are available on the website, and a link to our most recent Ofsted report (February 2009).

#### SEND at SGGS

Further details about the school can be found on our website ([www.sggs.org.uk](http://www.sggs.org.uk)), including our current curriculum information. Our Twitter feed (@Shottery) is another excellent source for a feel of the school. Examination results for the last year (and summary information about the preceding five years) are available on the website, and a link to our most recent Ofsted report (February 2009).

Students and staff at SGGS are a delight to work alongside. As SENDCo, you will be part of the Progress and Well-being team; a talented and experienced group of pastoral leads (Heads of House and Head of Sixth Form respectively, supported by two non-teaching Pastoral Support Officers or PSOs) who oversee academic progress and tracking. We currently have ten students on our SEND register (students who require additional provision in addition to quality first teaching) and a further larger group of students on our additional needs register (students who require extra time etc). Supporting the work of departments and individual teachers in enriching the learning experience for our SEND and Additional Needs students is a key for our SENDCo in order to best support their high ambitions. Currently we have no Teaching Assistants or TAs.

As a selective school all our students are by definition very able, but a number of them present with a range of often complex educational needs. These can include autism, dyslexia and general processing issues. Some students also develop anxiety and other emotional difficulties centred around self-image and low self-esteem. Standards of behaviour are extremely high within our learning community and behavioural issues are extremely rare at SGGS. As an academy, we still engage a Warwickshire Educational Psychologist to work with individual students and we employ a Lifespace mentor. A small number of students operate on a reduced or adapted curriculum, overseen by the SENDCo and Deputy Headteacher.

## The Post

This is an exciting opportunity for someone who is already qualified or who is looking to qualify. The successful applicant will be able to demonstrate experience of strong leadership and effective management in a Middle Leadership position, and a willingness to contribute to the whole staff team. Flexibility and the ability to innovate are desirable qualities. S/he will have a good understanding of what effective Teaching & Learning looks like for children of all abilities and be committed to enable all students to access the curriculum in order to fulfil their academic potential. S/he will be able to engage and enthuse students of all aptitudes in this high-achieving grammar school. S/he will be outward facing and looking to hone and develop the skills of our teaching and pastoral staff so that they can best provide quality first education and support both within and outside of the classroom

The post has been advertised as part-time (approximately 0.5 fte) and is spread across five days in order to benefit the students.

## The Application Process

Please complete the application form. A written statement in support of your application will be accepted but we do not consider CVs.

The application deadline is, Monday 24<sup>th</sup> June 2019 at 9.30am. Interviews will take place on Wednesday 26<sup>th</sup> June, 2019.

If you have any questions with regard to this vacancy or wish to visit the school, please contact Mrs Jane Pearson, PA to the Headteacher, in the first instance on 01789 293759 or at [pearson.j@spps.org.uk](mailto:pearson.j@spps.org.uk).

We look forward to receiving your application.

Please note that this school is committed to safeguarding, equality of opportunity, and promoting the welfare of children and young people. An enhanced DBS check will be required.

# Job Description: SEND Coordinator

## Line of responsibility

The SEND Co-ordinator is directly responsible to the Assistant Headteacher: Progress & Well-being

## Line management

All teaching staff members and all SEN support staff.

## Job content

### Strategic purpose

- To support the school in shaping the delivery of SEND provision within the school
- To work with teaching and support staff on implementing related policy in order to ensure all students fulfil their potential.
- To develop and implement strategies to ensure that all students with special educational needs, difficulties or disabilities have access to the full range of curriculum provision and educational resources.
- To keep abreast of relevant national and local developments, advise the SLT on relevant legislation and other matters, and contribute to the strategic development planning process.
- To assist the SLT and Governors in formulating appropriate provision and development priorities, to ensure equal opportunities and the implementation of identified personalised learning.

### Core responsibilities

- To co-ordinate special educational needs provision throughout the school, compliant with the school aims and in pursuit of high standards of achievement.
- To lead and advise all members of staff in the development of appropriate strategies, methods and resources for differentiation.
- To liaise with, and manage the contribution of, external agencies, providers and workers, including medical and social services and shall ensure pupil entitlements to any additional support due to SEN.
- To ensure appropriate levels of training and support to increase staff confidence and competence in teaching and working with students with SEND.
- To foster enjoyment and satisfaction in the SEND programme of study for both students and staff and to ensure effective implementation and application of monitoring, recording and reporting procedures to support all pupils with SEND in realising their full potential.
- To organise and lead teaching and support staff assigned to supporting children with special educational needs.
- To contribute to school self-evaluation and to the annual school improvement and development plan
- To contribute, as required, to the development of whole school initiatives.
- To monitor and evaluate the effectiveness of the school's SEND provision in accordance with the school's policies and development priorities.
- To assist the SLT in formulating the curriculum SEND provision and monitor and evaluate learning programmes to ensure their effectiveness.
- To manage the SEND internal budget and any special grants and ensure value for money in the allocation of resources. To monitor resource allocation to ensure quality of experience.
- To promote the value of quality support education throughout the school.
- To review, develop and promote the school's SEND code of practice.
- To liaise with other schools on a regular basis on all issues pertinent to quality SEND provision and feedback to senior colleagues as appropriate.
- To ensure that changes in allocation of additional support are implemented quickly and fairly for pupils and staff concerned.
- To ensure, as far as practicable, the code of practice is compliant with all statutory requirements and that it is fully implemented.

# Person Specification: SEND Coordinator

Qualifications & Experience	Essential	Desirable	How tested
	<ul style="list-style-type: none"> <li>• First degree.</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development.</li> <li>• As a middle leader within the same phase school/academy.</li> <li>• Teaching experience within the designated age range.</li> <li>• Good knowledge and understanding of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.</li> <li>• Excellent knowledge of current legislation and guidance on SEND entitlements and provision.</li> <li>• Experience of direct working with students with SEND, organising provision, including preparation of IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Further relevant professional studies.</li> <li>• Experience of more than one school/academy.</li> <li>• Qualification in SEND.</li> <li>• Behaviour and attendance management.</li> <li>• Experience of working with very able students eg in selective schools</li> <li>• Experience of working with students in a pastoral role</li> </ul>	Application form Certificates References
Professional Knowledge	<ul style="list-style-type: none"> <li>• Models of effective leadership and organisational structures.</li> <li>• New technologies and their potential impact.</li> <li>• Strategic planning processes, tools and techniques.</li> <li>• Ways of achieving stakeholder and community engagement.</li> <li>• Leading change, creativity and innovation.</li> <li>• Methods to ensure the specified teaching standards are harnessed and maintained by all teaching staff.</li> <li>• Curriculum design and management.</li> <li>• Ways of applying effective practice and research evidence to improve outcomes.</li> <li>• Principles of quality learning, teaching and assessment including school review and self-evaluation.</li> <li>• Use of external support and expertise.</li> <li>• Strategies for improving outcomes and achieving excellence for all.</li> <li>• Tools for data collection and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound knowledge of current educational developments and initiatives</li> <li>• Developments in education at local, national and global levels.</li> <li>• Political impact of external, community or family factors on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter of application</li> <li>• References</li> <li>• Interviews</li> </ul>

- Multi-agency work (including the team around the student), benefits and risks of multi-agency working.
- Collaboration and partnership working (including school, home, community and business partnerships).
- Wider curriculum beyond the school and opportunities it provides.
- Significance of interpersonal relationships, including impact on teacher performance and pupil learning.
- Building motivation, including the importance of celebrating achievement.

<b>Skills and Abilities</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Think strategically, analytically and creatively.</li> <li>• Deal with complexity and uncertainty.</li> <li>• Build a vision and communicate clear purpose and sense of direction.</li> <li>• Anticipate, lead and manage change.</li> <li>• Use research to support and challenge practice.</li> <li>• Inspire, challenge, motivate and empower others to attain challenging outcomes.</li> <li>• Celebrate achievement and acknowledge excellence.</li> <li>• Model the vision and values of the school.</li> <li>• Values and respects the views and needs of students and has positive, caring, discipline and pastoral abilities</li> <li>• Good interpersonal and communication skills to relate to staff, students and parents and to support, motivate and lead a team</li> <li>• Respects and values the different experiences, ideas and backgrounds that others can bring to work and to teams</li> <li>• Works collaboratively and supportively with colleagues both within the organisation and in other organisations</li> <li>• Manages time effectively</li> <li>• Good ICT skills</li> <li>• Able to work well under pressure and maintain a sense of perspective with a good sense of humour</li> <li>• Committed to continual personal and professional development, reflective and able to learn from past experience</li> <li>• Personal integrity</li> <li>• Committed to the protection and safeguarding of children and young people</li> <li>• Willing to work within organisational procedures and to meet the required standards for the role</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Committed to selective education</li> <li>• Committed to single-sex girls' education</li> <li>• Committed to maintaining the unique and caring ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>

This job description is in addition to the school teachers' pay and conditions document published annually by the DFE. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School. For further guidance on the role and responsibilities of the Tutor, see the Staff Handbook and aide-memoire produced for the beginning of every school year.

# Privacy Notice for Applicants: How we use your information

## Who are we?

Stratford Girls' Grammar School is the 'data controller'. This means we are responsible for how your personal information is processed and for what purposes.

Stratford Girls' Grammar School is registered as the Data Controller with the Information Commissioner's Office (ICO); Registration Number: Z3198676

You can contact the Academy Trust as the Data Controller in writing at:  
Stratford Girls' Grammar School, Shottery Manor, Stratford-upon-Avon, CV37 9HA.

## What is a Privacy Notice?

A Privacy Notice sets out to individuals how we use any personal information that we hold about them. We are required to publish this information by data protection legislation. This Privacy Notice explains how we process (collect, store, use and share) personal information about job applicants.

## What is Personal Information?

Personal information relates to a living individual who can be identified from that information. Identification can be by the information alone or in conjunction with any other information in the data controller's possession or likely to come into such possession.

'Special category' personal information reveals racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation.

## What personal information do we process about applicants?

The categories of applicant information that we collect, hold and share include:

- The information you have provided on your application form, including name, title, address, telephone number, personal email address, date of birth, gender, teacher number, employment history, qualifications, subjects taught and other training and development activities.
- Any test results which arise as part of this application process.
- Information about your current level of remuneration, including benefit entitlements.
- Information provided to us by your referees unless you have indicated otherwise on the application form.
- Any academic qualifications
- Information on documents provided for the purposes of proving identity e.g passports, driving licences, birth certificates, and bank statements and utility or other invoices used for proof of address

Where you have named referees on your application form, we shall assume that they have consented to being approached by us.

We may also collect, hold and share the following "special categories" of more sensitive personal information:

- information such as gender, age, ethnic group, religious belief, sexual orientation;
- Information about your health, including any medical condition, health and sickness records;
- Information about criminal records;
- Information about being barred from working with children or vulnerable people
- Any information you provide to us during an interview.

## How is your personal information collected?

We collect personal information about candidates from the following sources:

- You, the job applicant.
- Disclosure and Barring Service in respect of criminal convictions and information about being barred from working with children or vulnerable people (once a job offer has been made).
- From former employers (once a job offer has been made).

## For what purposes do we use applicants' personal information?

We will use your personal information to:

- assess your skills, qualifications and suitability for the role
- carry out background checks
- communicate with you about the process
- keep records
- comply with legal or regulatory requirements
- To make salary payments and pay over PAYE and NI on your behalf

We need to process your personal data in order to decide whether to enter into a contract of employment with you. It is ultimately in our legitimate interests to process personal data during the recruitment process and for keeping records of this process. Actively managing this data allows the recruitment process to be efficient and adequately confirm your suitability for the job.

If you fail to provide information when requested, which is necessary for us to consider your application (such as evidence of qualifications or work history), we will not be able to process your application successfully.

Information about your disability status may be used in order to consider where reasonable adjustments need to be made during the recruitment process.

Information about your age, gender, race or national or ethnic origin, religious beliefs and sexual orientation will be used to ensure meaningful equal opportunity monitoring and reporting.

### **Collecting applicant information**

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

### **Who might we share your information with?**

We may share applicant information with members of our staff and Governors who are involved in the recruitment process, consultants/experts assisting with the interview process, HR providers, payroll providers (EPM) and managers who hold vacancies.

Appropriate security measures have been put in place to prevent personal information being accidentally lost, used or accessed in an unauthorised way.

We will not share your data with third parties, unless your application for employment is successful and an offer has been made. They will only process personal information on our instructions and are subject to a duty of confidentiality.

Procedures are also in place deal with suspect data security breaches and you will be notified of a suspected breach where we have a legal obligation to do so.

### **What do we do with your information?**

All personal information is held in a manner which is compliant with Data Protection legislation. Personal information is only processed for the purpose it was collected. Stratford Girls' Grammar School monitors the personal information it processes and will only share personal information with a third party if it has a legal basis to do so.

### **How long do we keep your information for?**

In retaining personal information, Stratford Girls' Grammar School complies with the Retention Schedules provided by the Information Record Management Society. The schedules set out the Statutory Provisions under which Stratford Girls' Grammar School are required to retain the information.

A copy of those schedules can be located using the following link: <http://irms.org.uk/page/SchoolToolkit>

### **Transferring data internationally**

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

### **What are your rights with respect of your personal information?**



Under data protection law, applicants have the right to request access to information about them that we hold. To make a request for your personal information contact the School Data Protection Officer at Warwickshire Legal Services via email at [schooldpo@warwickshire.gov.uk](mailto:schooldpo@warwickshire.gov.uk) or alternatively;

School Data Protection Officer  
Warwickshire Legal Services  
Warwickshire County Council  
Shire Hall  
Market Square  
Warwick  
CV34 4RL

*\*\*Please ensure you specify which School your request relates to.*

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>