



SENCO

**Recruitment
Information Pack**

Tant Que Je Puis



Dear Applicant

Thank you for your interest in Enfield Grammar School. We really are a wonderful school that values hard work, kindness and an ability to empathise with, inspire and care for boys in the 21st Century. I'm very passionate about boys' education and believe all boys have the ability and the desire to love, empathise, care for and respect themselves and others and these "soft" skills are modelled by all our adults in the school.

We are looking to appoint a creative and inspirational SENCO to join our dedicated SEND team. This is a great opportunity for an experienced SENCO who is committed to inclusion and has the desire to ensure the delivery of an excellent provision for our students with SEND.

Ideally, we would love you to visit us to see us in action. You will see the students in every year group take pride in being part of our school community. Once seen, we would be confident you would apply to join us. If you would like to visit then please contact Mrs Walsh, PA to the Headteacher, who will be pleased to be of assistance.

I recognise that preparing an application is a time-consuming process and I would like to thank you in advance for submitting your application.

As an inclusive school, we would welcome applications from all backgrounds, especially those representative of our diverse student population. I am a Headteacher who is fully committed to equality of opportunities for all of our stakeholders.

Please do not hesitate to contact Ms McCall-Daughton, Deputy Headteacher, should you require further details about the role on 020 8363 1095 or at office@enfieldgrammar.org

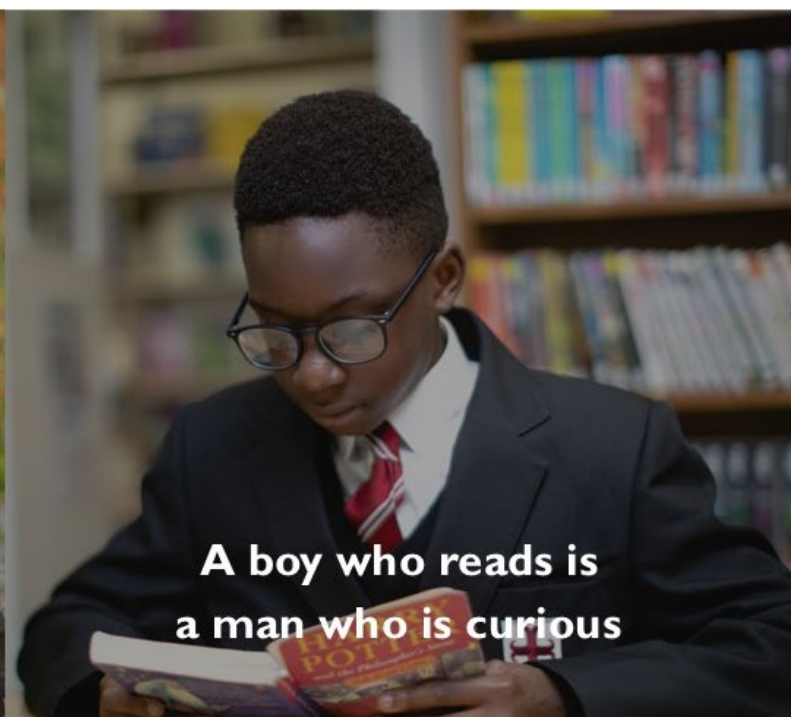
Yours sincerely

C Lamb

Headteacher



A boy who is supported is a man who helps others



A boy who reads is a man who is curious

Grade: M1-UPS3 plus TLR1c (outer London)
Start: April 2025 (or earlier)
Contract: Permanent
Location: Enfield, North London

Would you like to work at a school that has a prestigious past, a wonderful present and a bright future? Would you like to work in a well-established school, proudly rated Good by Ofsted in January 2024. If so, we would like to hear from you.

Our aim is to prepare our boys for the world, both academically and socially. We expect hard work, good manners and in turn provide learning opportunities where all can fulfil their potential. Our motto, "Tant Que Je Puis" (As Much As I Can) is at the heart of our School community and we actively encourage both staff and students to strive for this aspiration. If you share our vision, we would strongly encourage you to apply.

This is an exciting opportunity for an experienced and inspirational SENCO to join our dedicated SEND team to support students to achieve their full potential by reducing barriers to learning.

Enfield Grammar School is an 11-18 boys' comprehensive school located in the heart of Enfield Town. For more information about the School, please visit www.enfieldgrammar.org

We Offer:

- An inclusive school community with a strong focus on student progress across all year groups and ability ranges.
- A cohesive staff who work collaboratively to support each other and our students to reach their full potential.
- Access to opportunities for self-development and regular Continuing Professional Development sessions.
- Opportunities for career progression.
- A health care plan, including reimbursement for optical, dental, physiotherapy and a range of other areas, 24/7 GP access and free counselling.
- On site gym facility.

You Will:

- Be an excellent leader with the ability to inspire both staff and students.
- Be passionate about teaching and committed to contributing to the School community.
- Teach through a range of styles and activities to encourage thinking skills and encourage our students to be active learners.
- Have the highest standards at all times to ensure maximum progress and outcomes for our students.
- Be a positive person able to lead and work effectively as part of a team.

How to Apply:

To apply please complete and submit an application form to applications@enfieldgrammar.org or online via the TES portal. If you have any questions regarding the role, please contact Ms McCall-Daughton, Deputy Headteacher, on 020 8363 1095

The School is committed to safeguarding and promoting the welfare of children and young people. All appointments will be subject to receipt of satisfactory Enhanced DBS check and pre-employment checks.

Closing Date: Monday 16 December 2024 (noon)

Interview Date: Thursday 19 December 2024

Ofsted January 2024:

"The school has established a caring and positive culture. The school community of parents and carers, pupils and staff respect each other."

"Leaders have built an ambitious and demanding curriculum, including for the sixth form. All pupils are expected to achieve well, including those with special educational needs and/or disabilities (SEND)."

"Pupils speak to staff with courtesy. They understand that staff are looking after each pupil's best interests."

"Leaders have established a culture of mutual respect with their staff. Teachers are proud to work at this school and feel they are listened to, including those at the start of their careers."

Please note that we will be shortlisting for this role as applications are received, so the closing date is subject to change.



About Us

Enfield Grammar School has strong traditions and an excellent reputation. We are an Ofsted rated 'Good' school (January 2024) and our positive Progress 8 and Value Added scores over the past 5 years prove that at Enfield Grammar School we buck that national trend – with us, boys succeed.

We are a school whose tradition and history can be felt the moment you step into the building. Our long-standing motto "Tant Que Je Puis" (As Much As I Can)", is one which helps to shape our vision and our hopes for the young people we educate. School is not just about grades and numbers, it is about the young person as a whole, being part of a school community. We are a school which is intent on ensuring that the breadth and quality of education will, as far as is possible, equip all of our students to meet the rapidly changing demands of the future.

As a diverse non-selective school dedicated to serving our local community, as we have done since 1558, our Year 7 intake consists of 180 students (including our sport and music scholars). A large number of these students progress into our Sixth Form to complete their seven year journey with us.

Our school is based over two sites (5 minute walk), which allows us to have a unique primary school transition for our students. Our lower school houses Years 7&8 and includes specialist teaching rooms for Art, DT and Science. Our extensive sports facilities including our 3G pitches and onsite gym are located at the lower school. The upper school houses Years 9-13, with a dedicated sixth form suite.

At Enfield Grammar School (known locally as "Grammar"), our inclusive values drive our vision and ethos across all stakeholder groups. Positive student/staff relationships, which are based on mutual respect, kindness and empathy, are a key strength of our school. Student voice is used across our school to help inform decisions and shape school development plans.

We take great pride in our comprehensive CPD programme that allows all staff to develop their practice and expand their skill set. We believe that teaching is a career as well as a vocation and support our staff to succeed and develop at leaders in education.

For more information about Enfield Grammar School, please visit our website at www.enfieldgrammar.org



**A boy who competes
is a man with ambition**



**A boy who is valued
is a man with confidence**

SEND Department

The SEND/EAL department is a vital part of the school community, directly bridging the link between the inclusion teams and curriculum teams in order to provide support for all of our boys. As a department, we pride ourselves in working alongside all staff and external professionals to ensure that no boy is left behind and all of our pupils have every opportunity to access the fullest possible curriculum.

The department consists of the SENCo, SEN Administrator, 4 HLTAs and team of Teaching Assistants. We work alongside teachers and students to provide a range of interventions from Wave 1 – High quality first teaching for all. When more specialist help is required, students are invited for Wave 2 – Interventions all the way to Wave 3 – Highly Personalised interventions.

In addition to these supporting measures each Teaching Assistant plays the role of Keyworker, a fundamental role in the life of EHCP student at our school. As a Key Worker, each Teaching Assistant forms a special working relationship with both pupil and family to ensure they are supported both academically and pastorally. We also coordinate provision from a number of external agencies for those with additional needs such as Educational Psychologists, CAMHS, Speech and Language Therapists and more.



PURPOSE OF JOB

- Contribute to the strategic development of special educational needs (SEN) policy and provision in the school.
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

MAIN DUTIES

SEN policy and co-ordination of provision

1. Maintain an accurate SEND register and provision map
2. Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
3. Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
4. Be aware of the provision in the local offer
5. Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
6. Be a key point of contact for external agencies
7. Analyse assessment data for pupils with SEN or a disability
8. Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

9. Identify a pupil's SEN
10. Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
11. Ensure records are maintained and kept up to date
12. Review the education, health and care plan (EHCP) with parents/carers, the pupil external agencies, as required
13. Communicate regularly with parents/carers
14. Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
15. Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Designated teacher for Looked After Children

16. Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked-after and previously looked-after children's PEPs
17. Have overall responsibility for target setting for looked-after children and previously looked-after children in school including monitoring and tracking attainment progresses, and ensuring that identified actions are put in place
18. Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority's SEND department, to ensure the school responds effectively to its pupils' needs

Management

19. Work with the Senior Leadership Team and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
20. Prepare and review information the governing board is required to publish
21. Contribute to the school improvement plan and whole-school policy
22. Identify training needs for staff and how to meet these needs
23. Share procedural information, such as the school's SEN policy
24. Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
25. Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
26. Lead staff appraisals and produce appraisal reports

OTHER DUTIES

1. To undertake other duties and responsibilities commensurate with the grade of post, as required.
2. To operate within agreed legal and ethical boundaries particularly in regard to child protection and safeguarding.
3. To carry out duties in accordance with health and safety legislation and school policy.
4. To promote inclusion and equality of opportunity for all students in accordance with school policy.
5. To take responsibility for personal professional development, in conjunction with the Line Manager, keeping-up-to-date with developments related SEND and EAL.

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status• National Award for SEN Co-ordination (desirable)• Degree
Experience	<ul style="list-style-type: none">• Teaching experience• Experience of working at a whole-school level• Involvement in self-evaluation and development planning• Experience of conducting training• Experience of line managing staff
Skills and knowledge	<ul style="list-style-type: none">• Sound knowledge of the SEND Code of Practice• Understanding of what makes 'quality first' teaching, and of effective intervention strategies• Ability to plan and evaluate interventions• Data analysis skills and the ability to use data to inform provision planning• Effective communication and interpersonal skills• Ability to build effective working relationships• Ability to influence and negotiate• Good record-keeping skills
Personal qualities	<ul style="list-style-type: none">• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality

Safeguarding

Enfield Grammar School is committed to safeguarding and promoting the welfare of children, and safe recruitment of staff is central to this commitment. We will ensure that our recruitment practices are robust, and that our selection procedures prevent unsuitable people from gaining access to children. All adults who work with or on behalf of children and young people in our school must be competent, confident and safe to do so.

All posts working with children should be aware of, and share the commitment to safeguard and promote the welfare of children and young people when applying for jobs within Enfield Grammar School.

This commitment is expressed through the following requirements:

Recruitment

Failure to adhere to the following requirements means that an applicant will not be employed to work at Enfield Grammar School.

- Applicants will be required to undertake an enhanced DBS (Disclosure Barring Service) check (and where applicable an overseas police check) if an offer of employment is made and will not be able to take up post until a satisfactory check has been received.
- Applicants are required, when completing an application for a post within the school, to supply full education and employment history since leaving secondary school, with explanations for any gaps.
- An applicant's personal commitment to safeguarding children and young people will be explored through the interview process.
- Successful applicants must show proof of identity and qualifications certificates, along with various other pre-employment clearances before a firm offer of employment is made.
- Prior to taking up post, applicants will be expected to sign the School's Code of Conduct, which commits them to upholding the highest standards in public life, both in the way they undertake their professional duties, and in their personal conduct.