

ST IGNATIUS COLLEGE



SENCO INFORMATION PACK

READY TO SET
THE WORLD ALIGHT





DEAR CANDIDATE

I am delighted that you are interested in joining our community. Our teachers are fundamental to the development of our curriculum and teaching and learning. What happens in the classroom is the most important thing that happens in school. I hope this application pack will encourage you to visit our very distinctive community and help you to decide whether this post and our College are right for you at this stage of your career.

We are at an exciting time in our development. We are a part of the school Rebuilding Programme and are excited to be planning our future building. If you wish to help shape this very special community, then I encourage you to pursue your application and visit the school to meet with me and my team. I very much look forward to meeting with you in the near future.

With every best wish
Mary O'Keeffe, Headteacher

CONTEXT

Founded in 1894, our College has a wonderful history but we are also forward thinking and outward looking. We are proud of the rich cultural and socio-economic diversity of our community. We have significant material poverty in the community with over 65% of our students coming from the most deprived areas but we do not have poverty of aspiration. Our students and families are highly aspirational and truly value education.

We are a Catholic, Jesuit school and have a distinctive ethos but you do not have to be Catholic to attend this school. We welcome and are enriched by those of other faiths and none. We encourage all to play a full part in the spiritual life of the school and to gain a deeper understanding of their place in the world.

We have all boys aged from 11 – 16 and boys and girls in the Sixth Form. Boys only education during those critical years of development at KS3 and KS4 enables our boys to be themselves, develop at their rate, focus on their studies and interests, and pursue the areas that are often dominated by girls in mixed schools, areas such as music, dance, food and drama. For example, we have over 150 boys engaged in extracurricular music, often the same boys who excel on the rugby or football pitch or are in the Combined Cadet Force.

We celebrate and nurture a caring masculinity and aim to combat and challenge stereotypes of both men and women. Welcoming girls into our growing and thriving Sixth Form has enriched our community and as such we believe that St Ignatius College offers students the best of both worlds, all boys up to KS4 and a mixed Sixth Form to prepare our young men and women for adulthood.

Our key focus is academic achievement and our results are a testament to our commitment to ensuring the best possible outcomes for our students: at KS4 our boys achieve far higher than boys, both nationally and locally, and this is similarly the case at KS5, for both our boys and girls. **In 2024, our Progress 8 score was 0.85, the highest of all secondary schools in Enfield and in the top 2.3% nationally.** We believe that with the right support, all can achieve regardless of their starting points or background.



LEARNING DEVELOPMENT DEPARTMENT

The Learning Development Department is one of the largest departments in the College. It is forward-thinking, innovative and dynamic. We are passionate about supporting our students and improving the outcomes for those with special educational needs and disabilities.

The department works collaboratively across the school to ensure that the students with an EHCP and those on the SEND register receive high quality teaching and appropriate support in order to access learning. We have a culture of high expectations for all students and believe that they benefit most from being in class and receiving support from subject experts. We believe that with the right provision students with an additional need should exceed their expected progress.

The department is well resourced, with a large group of Learning Support Assistants, several Higher-Level Teaching Assistants, as well as an SEND administrator. The Learning Support Assistants work with all students in the classroom to ensure that the teacher can provide the right support at the right time to those that need it. Outside of lessons they support those students with additional needs in a variety of ways, primarily through 1:1 support and group work including reading interventions, but also as Emotional Literacy Support Assistants (ELSAs), Key workers, and by supporting and running homework club and extracurricular clubs such as cooking, gardening and games clubs. It is the role of the SENCO to ensure that this is all happening consistently.



We also have a Specialist Resourced Provision (SRP) for students with an EHCP and a diagnosis of Developmental Language Disorder (DLD). These students spend the majority of time in mainstream lessons, using the tools and strategies they have been equipped with from specialist small group lessons and 1:1 support from a speech and language therapist at least once a week. Every child follows a personalised programme of support depending on their needs. This provision is overseen by a Lead Practitioner who the SENCO will work closely with.

This is a wonderful opportunity to shape and further develop what is already a well organised and well-regarded department within the school. As well as being an expert on SEND, the SENCO will be a key strategic leader in Teaching and Learning and will be able to deliver support and training for colleagues so that they are better able to provide for the needs of the students with a SEND within their classrooms. The SENCO is well supported and will work closely with the Senior Assistant Headteacher for inclusion, The Lead Welfare Practitioner and the Pastoral team, as well as the leaders for Teaching and Learning.



ETHOS AND VALUES

Whilst we are proud of our high academic standards, we are about much more than academic results. We want our students to thrive in every way, academically, socially, culturally, emotionally, spiritually and physically. Intellectual formation is fundamental and a knowledge rich curriculum supports it, but we also nurture social responsibility and ensure opportunity for all by broadening horizons. Our aim is for all in our community, staff and students, to be happy, safe, respected as individuals and to thrive in every way. It is our ambition that our students develop into men and women with the skills, qualifications and confidence to make a positive difference to the world and to live happy, successful, fulfilling lives.

Discipline and self-discipline are key to our success. We firmly believe that teachers have the right to teach and students have the right to learn

Our behaviour approach is 'Disruption Free Learning' to ensure that this is a reality. Relationships define our community. We are an open, welcoming and warm community. The candidate appointed to this post will have a wonderful opportunity to grow in professional confidence and to experience great personal fulfilment.

STAFF

Staff are key to our success. We nurture our staff and provide copious opportunities for development. We work collaboratively to ensure the best possible working conditions for our staff and staff well being is our priority. We have initiatives in place such as a paid well being day, early closures to support planning, two week Autumn half term, paid leave for those who are examiners, consulting on our calendar and ensuring that all after school events are on Thursdays to support a work life balance.

CURRICULUM

We have developed an academically rigorous, knowledge rich curriculum that is challenging, engaging and stimulating, and supports students to gain the powerful knowledge in each discipline. We invest time and resources into curriculum development, including providing subject areas with curriculum planning time and working with external curriculum experts to develop our curriculum and pedagogy. Our curriculum teams map the key powerful knowledge, concepts and skills that students need to gain in order to achieve mastery in their disciplines, and the successful candidate will have a deep understanding of knowledge rich curriculum.

We review our curriculum regularly to ensure that it equips our students for the twenty first century. For example, we teach Mandarin and are proud members of the Mandarin Excellence Programme in order to provide our students with additional challenge. We have designed a Magis curriculum at KS3 to teach explicitly a range of issues such as emotional literacy and intelligence, keeping good mental health, teamwork, positive relationships, dealing with conflict and compromise, self-belief, self-management, and interpersonal skills. Our extracurricular programme is fundamental to achieving our goal of developing each individual. We aim to be leaders in innovative curriculum design and pedagogy over the coming years.



TEACHING AND LEARNING

We are striving to be a community with a genuine passion and excitement about how students learn and how teachers teach; where teachers are learners, collaborating with and developing one another. We believe that we can only develop practice by ensuring that teachers have the opportunity to reflect, challenge and support one another. Staff are our most valuable resource and we invest in staff development. Every week we have our teaching and learning briefing and all our training takes place on weekly Professional Thursdays from 3:20 - 4:50pm. We also close the school early one day per half term to support our work on curriculum development.

Staff work collaboratively on areas of practice. We have developed our pedagogical approach based on Rosenshine's principles; we have developed a knowledge rich curriculum, and adopt ELKLAN strategies to cater for those with speech, language and communication needs. We are currently working on developing staff expertise in mediating text i.e. developing students' reading skills.

We work closely with other organisations and schools and our staff have access to a range of middle and senior leadership programmes including the National Professional Qualifications. However, we find that our best CPD is delivered in school. We are an evaluative and self-reflective professional community and the successful candidate will lead on evaluation and development in their area/s.

Please see our website and prospectus for a further insight into life here at the College including our pastoral life, extracurricular offer and Sixth Form . I hope that you will take the time to visit us and see our practice for yourself and will see St Ignatius College as somewhere that you can grow and develop.