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SENCo

Future focused since 1611

The Hulme Trust was given permission to support local educational projects, and the **Oldham Hulme Grammar Schools were founded**



1611

1800s

1881

1895

1914-1918

1925

1940

1950-1969

1997

2006

2017

2023

The first pupils entered the new school buildings on 1st May, with the official opening being done by Earl Spencer on 30th



Due to the rapid rise of industry in Oldham it was deemed the school was in an unsuitable part of town, and it eventually **closed in 1867**

Many of the school's pupils, both **boys and girls, volunteered their services to World War I**. 71 students and 1 staff member were recorded to have lost their lives, with the majority being killed in action at the Somme



In June, 10,000 evacuees from Guernsey arrived in England, with many being welcomed into the homes of Oldham, with a number continuing their education at Hulme. They became known as **The Guernsey Boys**, and would not return home for 5 years

The Centenary Library was opened, and was built to reflect the changing needs of pupils, complementing the advances made throughout the school to equip pupils for the challenges of higher education and employment and to prepare them to become adult citizens in the new millennium

The school rapidly expanded: the **Estcourt building** was opened for use by the Girls' Junior School; followed by a **dedicated science building** in 1959; and in 1969 **Thornycroft building**, a space for Sixth Form students and art departments

The school was flourishing with numbers growing, so a large **three storey extension** was constructed and the **Girls' School was opened**

A **£500,000 Science Centre** was opened by one of the world's leading surgeons, and Hulme old boy, Dr David Nott.

The **Boys' and Girls' Schools were merged**, bringing them under the leadership of one Principal, with Nursery and Sixth Form being co-educational



September – OHGS becomes Hulme Grammar School. HGS welcomes the first cohort of co-education Year 7s



Why choose Hulme



We believe in the power of curiosity, critical thinking, and creativity. Our dedicated teachers are passionate about igniting the spark within each student, encouraging them to question, explore, and develop a love for learning that extends far beyond the classroom



We inspire a passion for life-long learning through a broad and balanced curriculum, designed and led by subject experts. As a Google Reference School, we embrace the advances of technology, acknowledging the opportunities that it presents for the school and our students



We harness the goodwill, success and experience of our alumni to benefit our current students. Our mentorship scheme in the Sixth Form is one way we work with past Hulmeians, allowing current students to gain advice, support and experience.



Our top priority is nurturing each pupil, helping them safely, happily and successfully navigate their way through life. With a team of Pastoral Leads, Heads of Year, Form Tutors, Mental Health Leads and professional Counsellors working together, outstanding pastoral care is in our DNA.



A staggering array of clubs, societies and volunteering opportunities help students broaden their horizons and build qualities such as leadership, resilience, collaboration and empathy



It's always the right time to join Hulme. Pupils join us at a range of entry points, from starting Pre-Prep at the age of 2 and staying with us right through to Sixth Form at 18, our doors are always open to new students. Staff benefit from working in a through-school which takes the very youngest and nurtures them to maturity to Sixth Form and beyond.



Hulme stands in the North West of England as a beacon of high academic standards and exceptional pastoral care, offering a vibrant, inclusive education that nurtures young people as individuals, empowering them to realise their potential



A truly diverse, inclusive and multicultural community of staff and students. Everyone is free to be themselves at Hulme



Hulme is a large school, meaning we are well equipped to offer a wide range of opportunities. However, we are small enough to offer personalised support to each and every student, ensuring they are known and treated as an individual



A Hulme education

The education we offer here is deliberately broad and balanced because we believe that balance and breadth will best set students up to be successful in their future studies, the workplace and life generally. We're unapologetically academic but committed to delivering so much more than good exam results, as important as they are.

Hulme Grammar is not your typical independent school and certainly not the sort of school critics of the sector - many of whom have never darkened the doors of an independent school - have in mind when they talk about one.



Our students



Students recognise that they are fortunate enough to have access to a Hulme education but this is no bastion of privilege. Many of our parents are making daily sacrifices to send their children to us because they want the very best quality education for them. We take the responsibility that comes with providing their children's education very seriously.

The students here are grounded, well-rounded, socially minded, determined to make the most of the opportunities here and ambitious to make the world a better place. They are also huge fun! It's our role to prepare them for life beyond school, ready to take the big wide world by storm when they leave us. A career in education is by no means a walk in the park.

At Hulme, staff are ambitious for the pupils to be successful and work hard to help them fulfil their full potential. That's sometimes tiring but is also hugely rewarding and there are a number of benefits to working here.

HULME
GRAMMAR
SCHOOL
Main
Entrance

HULME
GRAMMAR
SCHOOL



Staff benefits



Benefits to working at Hulme include free staff lunches and refreshments throughout the day; free use of the swimming pool for staff, and opportunities for staff to get together socially, for example at end-of-term special lunches. We take teaching and learning seriously and have a staff group that meets regularly to share ideas and explore the latest ideas arising from education research.

And because we recognise that life is sometimes tough and because we are committed to promoting the good mental health and well-being of our employees, we operate policies and procedures that ensure this as well as free access to counselling services.

SENCo

at Hulme Grammar School

Reports To: Head of School

Line management responsibility for:

- Prep School SENCo
- Learning Support Assistants (LSAs) in Hulme Prep School and Senior School

Key responsibilities:

- Working across all sections of the school from early years to sixth form as an advocate of SEND, ensuring the day to day operation of the SEND policy.
- Keeping accurate and up-to-date records of students with SEND.
- To work collaboratively with Heads of Department, Pastoral staff, Prep Management Team, admissions team and teaching staff, to ensure the early identification of and provision for students that have SEND.
- Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact with.
- Advising and working with senior management and Governors to ensure that the school carries out its statutory responsibilities regarding students with an EHCP or Disability.
- Within three years of appointment, completed the NPQ SENDCo and carry out diagnostic assessments.

Key responsibilities include:

- Disseminate information to staff about students' individual needs and teaching strategies. Support staff in understanding needs and effective ways of removing barriers to learning.
- Form positive working partnerships with parents/guardians of students with SEND.
- Liaise with the Examination Manager to ensure access arrangements are put in place.
- Responsibility for ensuring appropriate evidence is held for annual JCQ inspections.
- Liaise with external agencies and other education providers, providing information or reports as required.
- Interpret and simplify external agency reports for parents and staff.
- Carry out regular lesson observations and work scrutinies to ensure that provisions for pupils and students with SEND are in place, including the monitoring of high-quality and adaptive teaching.
- Monitor progress of students on the SEND list.
- Advise on and contribute to the professional development of staff.
- Review and rewrite SEND policies and contribute to other policies as required.
- Effective deployment of the delegated budget and other resources.

Line management duties and responsibilities:

- Encourage all members of staff to recognise and fulfil their responsibilities to pupils with SEN in line with the SEND Code of Practice (2015).
- Taking part in the professional review and development of colleagues with SEN responsibilities.
- Keeping the SLT informed of all aspects of department policy and practice.

Child Protection

Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

- Undertake professional development activities to enhance personal development and job performance, through the provision of training and mentoring.
- Attend relevant school meetings, as well as any other meetings associated with this role.
- Any other reasonable duties as required by the Headteacher.

Contract: full time, permanent (part time would be considered)

Salary: £37,000 - £45,000 depending upon experience

Application Deadline: 22nd April, 9.00 AM

Interview Date: w.c. 28th April

Completed applications must be emailed to **hr@hulmegrammar.org** or posted to the HR department, Hulme Grammar School, Chamber Road, Oldham OL8 4BX.

	<p style="text-align: center;">Essential</p> <p style="text-align: center;">These are qualities without which the applicant could not be appointed</p>	<p style="text-align: center;">Desirable</p> <p style="text-align: center;">These are extra qualities which can be used to choose between applicants who meet all of the essential criteria</p>
<p>Qualifications</p>	<ul style="list-style-type: none"> • <i>Education to degree level or equivalent with QTS</i> • <i>National Award for Special Educational Needs Coordination or be willing and able to complete within three years of appointment</i> 	<ul style="list-style-type: none"> • <i>Level 7 qualification in assessing for access arrangements</i>
<p>Experience</p>	<ul style="list-style-type: none"> • <i>An excellent track record of recent, relevant professional development</i> • <i>Accountability for the performance of SEND students</i> • <i>Experience teaching students with specific specific learning difficulties</i> • 	<ul style="list-style-type: none"> • <i>Experience coordinating SEND provision</i> • <i>Experience of working across the 3-18 age range</i> • <i>Experience using assistive technologies to support students</i> • <i>Experience in applying for EHCP assessment</i> • <i>Team Leadership</i> • <i>Experience in diagnostic assessment and report writing.</i> • <i>Production of Individual target sheets/ student passports</i>

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<p style="text-align: center;">Skills</p>	<ul style="list-style-type: none"> • Self-motivation, ability to work on own initiative and set own deadlines and targets • Excellent time management and organisation skills • Excellent communication skills • Team player, willingness to work collaboratively • Good negotiating skills and diplomacy 	<ul style="list-style-type: none"> • Positive, proactive and empathetic personality • Flexible and calm approach
<p style="text-align: center;">Knowledge</p>	<ul style="list-style-type: none"> • <i>Innovative approaches to working with students, parents, staff and the local community</i> • <i>The principles and practices of strategic and operational planning and delivery</i> • <i>An understanding of SEND issues, policies and procedures</i> • <i>Effective review and evaluation procedures</i> 	<ul style="list-style-type: none"> • Evidence of relevant continued professional development

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<p style="text-align: center;">Personal Competencies & Qualities</p>	<ul style="list-style-type: none"> • Motivation to work with children and young people with SEND. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Ability to handle difficult meetings sensitively to generate positive outcomes. • High degree of emotional intelligence and empathy. • Emotional resilience in working with challenging behaviours. • Positive attitude to use of authority and maintaining discipline. 	<ul style="list-style-type: none"> • <i>Diligent</i> • <i>Positive</i> • <i>Energetic</i> • <i>Sense of humour</i> • <i>Patience</i>

