



**Junior School SENCO  
Part Time - 3 days**

From April or September 2024

**Channing Junior School**



## Information about the post for candidates

### The School

Awarded 'Excellent' in all areas inspected by ISI in 2022, Channing School is summed up by its vision, 'Girls Enjoying Success'.

Girls at Channing enjoy academic success from a tailored educational programme that encourages confidence, independent thinking and provides girls with life skills to take on the next stage of their education as thoughtful, responsive, socially aware adults, prepared for the challenges of the world today.

Founded in 1885 by Unitarian sisters Emily and Matilda Sharpe, supported by Reverend Robert Spears, Channing School, named after notable American Unitarian William Ellery Channing, has been known as a successful, happy community. Remaining true to our Unitarian foundation, the School is an inclusive community that values the individual skills, spiritual beliefs, achievements and contribution of all members of the school community.

### Going beyond Academic Achievement

We believe that examination success is not solely the end goal of a pupil's journey through school, rather that it should be an enriching academic and extra-curricular experience that allows girls to develop skills, confidence, creativity and character, instilling in pupils a lifelong love of learning and a firm belief that anything is possible. Experienced, dedicated teachers offer a supportive, encouraging and challenging learning environment that allows pupils to achieve success beyond what they might have thought possible.

Virtually all pupils leaving at the end of Sixth Form go on to study at top universities, both in the UK and further afield.

### Community Spirit

Though large enough to ensure academic rigour and excellent facilities, the Junior School is small enough for the Head and members of staff to know every girl personally and as an individual. We have a strong family tradition and a supportive Parents' Association. The atmosphere is happy and purposeful. We set high standards emphasising concern and respect for the needs of others. A major feature of the school is the huge range of extra-curricular activities on offer to pupils and it is expected that all staff will contribute in some way to this side of the life of the school. Opportunities exist for involvement in cultural, dramatic, sporting and intellectual pursuits and staff assist in areas where they have a genuine interest and enthusiasm.

### Exceptional Setting

The school is in an attractive part of Highgate, with convenient transport links by road and underground.

Visitors are often surprised at how light, green and open our site is. We have preserved the character of the older buildings, but completely refurbished and redesigned them to provide bright and spacious teaching rooms. Our ambitious £13m building programme, completed in 2017, has provided us with excellent dining facilities, a Music School, a new Sixth



Form Centre, Sports Hall with fitness suite and a Performing Arts Centre on the senior school site, but available to the whole school.

### **Channing Junior School**

Since 1926 Channing Junior School has been housed in the gracious Victorian family home known as 'Fairseat', built by Sir Sydney Waterlow, former Lord Mayor of London. The School is situated in extensive gardens at the top of Highgate Hill with spectacular views over London. The building is well-maintained with light, spacious and elegant rooms. Renovations have led to the provision of a Music Studio, Drama Studio, practical room for Design Technology and Art and Science, as well as a multi-purpose hall.

The Junior School provides a happy, stimulating and secure environment for some 336 girls aged 4 to 11. Entrance is at 4+ and is selective. The broad-based curriculum recognises the importance of the core subjects of English, Mathematics and Science and delivery is through a mix of form teaching and subject specialism. The curriculum is supported by local trips and outings, to take advantage of the opportunities offered by the capital. There is a strong tradition in Drama, Music, Art and Sport and Computing and Forest School also form a key part of the curriculum. In Reception and KS1, pupils are taught mainly by their form teachers supported by teaching assistants. We aim to provide small children with a strong sense of security during their first years in the school and as a result, the school is a happy place to learn. As girls progress into KS2, the teaching remains form-based but with additional specialist teaching in Music, PE, Art, DT, and Modern Languages. The girls are encouraged to become independent learners and, through a variety of teaching strategies, to achieve an increased love of learning and knowledge of the wider world.

Virtually all full-time staff contribute in some way to our extensive and important extra-curricular programme and raising money for charity. The staff room is friendly and mutually supportive, and cross-curricular involvement is welcomed and encouraged, particularly in activities outside the classroom. The girls are receptive and well-motivated, and conditions for staff are excellent.

### **The Learning Support Department**

At Channing we aim to allow all girls to fulfil their potential in a supportive, yet purposeful, environment. We acknowledge diversity in our pupil population: those who are exceptionally able, those who have specific learning difficulties, those who have short or long term physical difficulties and those for whom English is an additional language. Mrs Marisa Gardiner is the Head of Learning Support, responsible for the leadership of the Learning Support Department across the Senior School and Junior School. This department is responsible for supporting students with learning difficulties or disabilities ensuring that all students have the opportunity to succeed, supporting students with SEN to overcome their challenges and reach their full potential. We currently have around 200 students on our SEN register with a wide range of needs. The department also includes a SpLD Specialist Teacher in the Junior School and a Teaching Assistant in the Senior School. Provision includes one-to-one or small group support to those students identified presenting SpLD and a quiet area for those students who find unstructured time, such as lunch break, overwhelming.



# **Job Description - Junior School SENCO**

**Job Title:** Junior School SENCO

**Line Manager:** Head of Learning Support (whole school role across Senior and Junior School)

**Also responsible to:** Junior School Deputy Head (Academic) and Head of the Junior School

**Line management of:** Junior School Learning Support Teacher (part-time)

The post-holder will work collaboratively with the Senior School SENCO, under the direction of the Head of Learning Support, to ensure that the whole school SEN strategy is developed and implemented appropriately for each part of the school's needs.

## **Key responsibilities:**

### **Strategy and Management**

- As part of the SEND Department, contribute to developing the whole school SEN strategy and policy
- Oversee the implementation of the whole school SEN strategy and policy in the Junior School
- Undertake the role of SENCO, and all the statutory duties associated with it, in the Junior School
- Line manage the Junior School Learning Support Teacher, including to support them to plan, prepare, deliver and evaluate multisensory lessons and resources suitably differentiated to address the needs of pupils with underlying learning difficulties, as required

### **Support for Pupils**

- Identify and assess pupils with barriers to learning, including through lesson and outdoor observations; oversee whole year group screening programmes
- Write and monitor Learning Passports (LP) and other related reports for Junior School pupils with identified and suspected SEN needs, ensuring that these are shared with staff via Schoolbase and all related documents are updated accordingly
- Work with pupils, form teachers, parents and relevant external agencies to develop, implement, monitor and review LPs
- Design and implement appropriate programmes of support to meet the needs of Junior School pupils with identified and suspected SEN
- Create and collate suitable resources to support pupils requiring extra provision specific to their individual needs
- Where necessary, in conjunction with the Junior School Learning Support Teacher, teach individual or small group lessons with a tailor-made curriculum developed for each child which supports their SEN, plugs gaps and teaches them skills and strategies to use in the classroom to support their needs
- Monitor the progress of pupils with identified and suspected SEN, including through lesson and outdoor observations
- Evaluate the impact of these programmes and any additional interventions on the academic achievement of Junior School pupils with identified and suspected SEN needs, and provide regular feedback to the Head of Learning Support and Junior School Deputy Head (Academic)

## **Communication and Information Sharing**

- Work cooperatively with pupils, parents, Senior Management, teachers, teaching assistants and relevant external agencies to support the progress of, and provide regular updates on, all Junior School pupils with identified and suspected SEN, through individual and group meetings as appropriate
- Where necessary, make referrals and liaise with outside professionals, including educational/ clinical psychologists, psychiatrists, health and social care providers, speech and language therapists and occupational therapists
- Liaise with external agencies, the Senior School and other future schools during transition to ensure coherence of support

## **Support for Staff**

- Support, advise and train Junior School teaching staff and teaching assistants in the most effective strategies for teaching and behaviour management approaches to support pupils with identified and suspected SEN
- Contribute to staff CPD by leading and/or identifying outside providers for teaching and learning opportunities related to SEND
- Assist teachers to complete and review Learning Passports and other related documentation as necessary

## **Data and Tracking**

- Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date
- Analyse school, local and national data for SEND pupils, tracking trends and, in consultation with the Head of Learning Support and Junior School Deputy Head (Academic), developing appropriate strategies and interventions as required
- Keep up to date with national and local policies related to SEN and share information with colleagues as appropriate

## **Wider Contribution to School Life**

- Attend relevant staff meetings and contribute to school events, including Open Mornings and Welcome Evenings
- To participate in the wider duties and organisation of the department, taking on duties and responsibilities as shall from time to time be allocated by the Head of Learning Support

## **Person Specification**

### **Qualification Criteria**

#### **Essential**

- Qualified to degree level and above
- Qualified to teach in the UK
- Qualified Specialist Teacher (minimum Level 5 certificate in SpLD)
- Experience and ability to teach and differentiate across a wide spectrum of needs and abilities in the Primary sector.

#### **Desirable**

- Qualified Teacher Status e.g. PGCE
- A minimum of 3 years Specialist Teaching experience in the Primary sector.
- Masters in SEN
- A minimum 3 years experience working with ASC/ADHD students

## **Knowledge, Skills and Experience**

- Experience of identifying, providing, monitoring and evaluating teaching strategies, particularly pupils with known barriers to learning
- Experience teaching/ supporting pupils with ADHD and ASC
- Experience of raising attainment for a wide range of pupil groups and age ranges

### **Leadership and Management**

- Effective team member and leader
- High level of self-awareness and self-management in stressful situations
- High expectations for accountability and consistency
- Able to act as a role model to staff and pupils
- Motivation to continually improve standards of achievement
- Commitment to the safeguarding and welfare of all pupils
- Proactive and flexible attitude in response to the needs of the whole school
- Excellent communication, planning and organisational skills
- Resilience
- Commitment to regular and on-going professional development and training to establish outstanding practice

### **Applications**

Applications are to be made via **TES.com**. A CV will not be accepted in place of the completed application form. Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed.

Please note that once you submit an application via TES the system will automatically retain your details for a period of six months. If you are unable to submit your application via TES please email it to [recruitment@channing.co.uk](mailto:recruitment@channing.co.uk)

**Deadline for applications: Friday 15th March 2024 @ 9am**

**Interviews: Tuesday 26 March 2024**

*Channing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff which adheres to the recommendations of the Department for Education (DfE) in "Safeguarding Children and Safer Recruitment in Education" and the school's Child Protection Policy. In line with our Recruitment Policy, all shortlisted candidates will be subject to online searches including social media. A copy of this procedure is available on request.*

*Subject to statutory provisions, no applicant will be treated less favourably than another on the grounds of a protected characteristic. Ability to perform the job will be the primary consideration.*