



Sutton Coldfield Grammar School for Girls

SENCO

Start date: **September 2024**

Closing date for applications: **9.30 am on Monday 29th April 2024**

Interview: **Thursday 2nd May 2024**

Full-time or Part-time, Permanent Post

Teachers' Main Pay Range or Upper Pay Range plus TLR 2A (£3,214)

Jockey Road, Sutton Coldfield, West Midlands, B73 5PT

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Dear colleague,

Thank you for your interest in this post. We are seeking to appoint a SENCO who is passionate about supporting students with additional needs, and adept at working with students, parent/carers and teaching colleagues. At Sutton Girls we are committed to offering an inclusive curriculum to deliver the best outcomes for all our students, whatever their needs or abilities, and enable all students to participate in a range of activities which promote intellectual, personal, social and physical development and well-being. We currently have 77 SEN students on roll, including one with an EHCP who is supported by a Teaching Assistant. This post will allocate 15 periods per fortnight to SENCO provision, for which additional administrative SENCO support will be provided. Unless already NASENCO qualified, the successful candidate will commence studying for the National Professional Qualification (NPQ) in September 2024, funded by the School. The NPQ for SENCOs will replace the NASENCO qualification in becoming the mandatory qualification for SENCOs from September 2024. The post is open to part time and full-time teachers of secondary school subjects, we do not have a preference for a particular subject specialism.

Our students are drawn from across the city of Birmingham, with many travelling long distances to be a part of Sutton Girls. There are over 1200 students in the school, including 307 students in our Sixth Form. We continue to be oversubscribed at Year 7 with six form entry throughout Years 7 to 11; many students also choose to join the school in Year 12. Ranked the 29th best secondary school nationally and 4th in the West Midlands in the recent Sunday Times Parent Power Survey, we take pride in offering students an inspirational environment. We have fantastic A level and GCSE results and continue to reflect on ways we can improve and support students to make further progress.

A-Level Results

		Percentage of students achieving grades					
Entries		A*	A*/A	A*/B	A*/C	A*/D	A*/E
2023	SEN (11)	6.1	48.5	66.7	78.8	97.0	100.0
	Non-SEN (157)	18.0	56.4	84.1	93.9	98.7	100.0
2022	SEN (5)	22.7	50.0	90.9	95.5	100.0	100.0
	Non-SEN (147)	36.3	70.0	89.9	97.3	99.1	100.0
2019	SEN (4)	9.1	45.5	54.5	90.9	100.0	100.0
	Non-SEN (129)	13.1	46.1	76.5	92.8	98.7	100.0

GCSE Results

		Percentage of students achieving grades					
Entries		Grade 9	Grade 9 - 8	Grade 9 - 7	Grade 9 - 6	Grade 9 - 5	Grade 9 - 4
2023	SEN (17)	21.3	47.7	74.8	91.0	98.7	99.4
	Non-SEN (161)	31.5	62.6	83.8	96.0	99.3	100.0
2022	SEN (10)	39.8	63.4	84.9	97.8	100.0	100.0
	Non-SEN (169)	39.4	71.0	87.6	96.1	98.8	99.8
2019	SEN (10)	15.2	44.6	63.0	92.4	97.8	98.9
	Non-SEN (170)	22.3	51.3	74.5	91.3	97.9	99.6

Our vision is for all students to have a love of learning, a positive and resilient approach with a strong sense of community. Each individual will be encouraged to be aspirational, prepared for their future and inspired to make a difference. We provide high quality teaching and learning, strong pastoral support, a variety of super and extra-curricular opportunities within a caring environment that values character development and wellbeing. Students are highly motivated, have a thirst for knowledge and a desire to learn.

There is a wide variety of CPD that colleagues can opt into, teaching and learning sessions form most staff meetings and these are led by a variety of colleagues. We are informed by educational research, and focus on developing our questioning, retrieval practice and continuing to refine our approach to assessment. Growth mindset strategies and character development are central to our day-to-day activities whilst maintaining staff and student well-being.

Our culture is one which celebrates the diversity of the school's intake and through the assembly, tutor time and Personal Development programme we build an understanding, kind, and respectful ethos. The educational experience at Sutton Girls provides students with numerous opportunities to develop their existing skills, discover new ones and broaden their horizons. These include sport, music, drama, DofE, STEM, various student led clubs and charity events, many residential trips including Whitemoor Lakes, Paris, CERN, World Challenge visits to Tanzania and China, ski trips to Italy and Canada.

[This link](#) is to our most recent newsletter to give you a flavour of what has been happening in school. Having joined Sutton Girls in September 2017, I can testify to the fantastic support offered to new staff both in terms of the formal induction programme and the daily informal help readily offered by colleagues.

Thank you for taking the time to consider Sutton Coldfield Grammar School for Girls, we look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'B Minards', written in a cursive style.

Dr B. Minards
Headteacher



Job Description: SENCO

Sutton Coldfield Grammar School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Responsible to: Assistant Headteacher – Teaching and Learning

Job Purpose:

To assist the Headteacher in the leadership and management of the school and make strategic evaluations of curriculum, assessment, reporting, teaching, learning and examinations in accordance with the School Development Plan.

Key responsibilities in Leading Curriculum and Assessment

- To determine the strategic development of SEND (Special Educational Need or Disability) policy and provision in the school.
- Be responsible for day-to-day operation of the SEND policy and coordination of specific provision to support individual students with SEND.
- Provide professional guidance to colleagues.
- Have line management responsibility for Teaching Assistants assigned specifically to SEND students as applicable.

The SENCO will be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Strategic development of SEND policy and provision

- Gain the National Professional Qualification (NPQ) for SENCOs within three years of taking up post (cost met by the school, from September 2024 onwards). This is a national requirement.
- Have a strategic responsibility for the provision of SEND support for all SEND students, monitoring and reviewing the quality of provision, Ensure the SEND code of practice is implemented and that this policy's objectives are reflected in the school improvement plan.
- Identify and review needs: (e.g. Year 7 baseline testing), provision management and review meetings.
- Contribute to the school improvement plan and whole-school policy, with respect to provision for students with SEND.
- Share and update SEND policy and procedural information.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice, including attending termly SENCO network meetings.
- Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.



Job Description - Continued

Implementation of the SEND policy and coordination of provision

- Maintain an accurate SEND register, individual student profiles and education, health and care plans (EHCPs) and liaise with the Data Manager/Exams Officer with regards to school census data.
- Identify and review students' SEND needs, using systems such as Year 7 baseline testing.
- Review the EHCP with parents or carers, the Head of Year and the student.
- Provide line management responsibility for the SEND Teaching Assistant.
- Secure relevant services for each SEND student, coordinate provision that meets their needs and monitor effectiveness.
- Liaise with external agencies to access support, including educational psychology, pupil support services, the communication and autistic team, occupational therapy and pupil disabilities support services.
- Seek out resources for SEND students, advise on SEND support and advise colleagues on teaching individual SEND students.
- Ensure needs are being met through student, parent and staff voice, book trawls and drop ins.
- Liaise with the Deputy Headteacher (Student and Staff Development) to develop students in line with the 'Children with health needs who cannot attend school and supporting students with medical conditions' policy. This includes producing, updating and reviewing Individual Health Care Plans (IHCPs).
- Work with the Data Manager/Exams Officer to ensure that appropriate examination access arrangements are put in place for identified students in accordance with JCQ guidance.
- Analyse assessment data for students with SEND and ensure statutory information is available on the school website to effectively report on SEND students' progress, working closely with the Data Manager/Exams Officer.
- Write, update and ensure implementation of EHCP and be a point of contact for external agencies.
- Support the transition process from Y6 to Y7 and Y11 to Y12 for SEND students and ensure that SEND files are transferred when a student moves to another establishment.
- Work effectively with the pastoral team and teaching and support staff to ensure SEND strategies are consistently implemented.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND.

General

- Promote the agreed vision and aims of the school and set an example of personal integrity and professionalism.
- As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.
- This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher/Manager in consultation with the post holder. In these circumstances, it will be the aim to reach agreement on reasonable changes, but if agreement is not possible, management reserves the right to make changes to the job description following consultation.





Person Specification: SENCO and Classroom Teacher

Qualifications and Experience	<ul style="list-style-type: none"> • Qualified Teacher Status and NQT or ECT induction successfully completed. • National Award for Special Needs Coordination (NASENCO) or a commitment to complete the National Professional Qualification (NPQ) within 3 years of appointment. • Relevant further professional development.
Skills	<ul style="list-style-type: none"> • Experience of teaching any subject specialism from Years 7 – 13. • An excellent classroom teacher, who can demonstrate high levels of expertise in assessment for learning and meeting the needs of every student. • Ability to demonstrate clear exposition, effective questioning, retrieval practice and providing feedback. • Ability to motivate and enthuse students, especially very able individuals. • Sound knowledge of the SEND Code of Practice. • Ability to plan and evaluate intervention strategies. • Ability to use and analyse data to inform provision planning. • Good record keeping skills. • Effective communication and interpersonal skills; ability to build effective working relationships with a variety of stakeholders and work at a whole-school level. • Strong organisational, personal time management and planning skills. • Ability to influence and negotiate. • A shared approach to problem solving and achieving goals.
Personal Qualities	<ul style="list-style-type: none"> • Positive and caring approach to students. • Reliability and integrity. • Ability to coordinate work across a variety of teams. • Commitment to safeguarding, equality and securing good outcomes for SEND students. • Commitment to maintaining confidentiality at all times. • Commitment to the ethos and values of Sutton Coldfield Grammar School for Girls.

How to apply

In order to apply for this post, please complete the Application Form and a letter supporting your application. In your letter you should:

1. State your reasons for applying for this post.
2. Outline the experiences that you believe have prepared you for this post.
3. Describe the skills and strengths that you will bring to the school.

Please note that the application form must be completed in full. It is not sufficient to substitute a C.V. for all or any part of the form. You are welcome to telephone or e-mail the school to ask for clarification on any matters regarding this vacancy. Informal visits to the school can be arranged before the deadline for applications, though applicants will have a tour of the school on the day of interview. Completed applications should be emailed to recruitment@suttcold.bham.sch.uk, addressed to Dr Barbara Minards, Headteacher.

Closing date for applications: 9.30am on Monday 29th April 2024

Date of interview: Thursday 2nd May 2024

Candidates who have not heard from us by then should assume their application has been unsuccessful on this occasion.

References

Please note that it is our practice to take up references before shortlisting for interview. If you would prefer us not to do so unless you are shortlisted, please indicate this clearly in your application. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.





Safeguarding

Sutton Coldfield Grammar School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to all necessary pre-employment checks. This includes enhanced DBS, barred list clearance, medical fitness, identity and right to work; and where applicable prohibition check, qualifications, certificate of good conduct and letter of professional standing from the regulating authority in the country in which the applicant has worked. An online search will also be carried out as part of due diligence on all shortlisted candidates.

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children and young people. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school. In addition to the ability to perform the duties of the post the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to the use of authority and maintaining discipline;
- any relevant issues arising from references;
- any gaps in time not covered by details in the application form.

Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Please refer to our policy statement on the recruitment of ex-offenders.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of Child Protection Information for Visitors and Volunteers

Sutton Coldfield Grammar School for Girls is committed to the highest standards in protecting and safeguarding the students entrusted to our care. Our school supports all students by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some students may be the victims of neglect, physical, sexual or emotional abuse. Staff working with students are well placed to identify such abuse.

In order to protect our students, we aim to:

- Create an atmosphere where all our students can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse.
- Respond quickly, appropriately and effectively to cases of suspected abuse.
- If you have a concern that a student is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally), you must contact the following staff member as quickly as possible.

Designated Senior Lead (DSL) and Single Point of Contact (SPOC) for safeguarding and child protection: Mr Neil Eaton.

If this person is not available please contact

Deputy DSL/SPOC: Mrs Samantha Hart
Mrs Lisa Neal
Mr Mark Charles
Mrs Meg Mahoney
Dr Barbara Minards

Headteacher: Dr Barbara Minards

Everyone working with our students their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Senior Person (DSL) immediately.
- If the DSL is not available the Headteacher or the Deputy DSL should be contacted.
- Disclosures of abuse or harm from students may be made at any time.

If anything worries you or concerns you, report it straight away. The main office will direct you to the appropriate member of staff to report your concerns.

The school's Safeguarding and Child Protection Policy and procedures will form part of the induction for the successful candidate.

