** SENCO**

**Salary: TMS / UPS +**

**TLR 2b £4,661 + SEN 1 £2,208**

Required January 2020

**INFORMATION FOR APPLICANTS**

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30 September 2019

Dear Applicant

**SENCO**

Thank you for your interest in this post. I hope that you find the enclosed information useful and that you are motivated to join our rapidly improving College at a very exciting time.

We are proud of our college, our talented and highly motivated staff and students. Our staff team work tirelessly to ensure that teaching is the best it can be and everyone has a role to play in this. We support each other and there is an open, friendly and collegiate atmosphere where new members of the team are welcomed and supported.

We are:

* An Investors in People School, which means that we invest heavily and value the development of all our staff
* An inclusive Church of England School with the benefits of links with The Diocese of Chichester and the opportunity to promote strong lasting values based on the Christian faith
* St Catherine’s College – preparing students to stand shoulder to shoulder with their peers locally, nationally and globally. To achieve their God-given potential, learners in our care are inspired and supported to be Ambitious, Hard Working, Resilient and Responsible.

Understandably this letter and our website only gives a flavour of the college. We therefore encourage visits for prospective candidates to see us in action. We do understand however that visits are not always possible or practical and you would not be at a disadvantage if you are unable to visit the college.

**The Post**

We seek an inspirational and experienced SENCO who enjoys working with children to join our staff team. You should be determined, resilient, take responsibility for helping improve the lives of our young people and be able to manage a complex workload.

The key task of the SENCO is to ensure that Special Educational Needs (SEN) provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined in the job description below. It is expected that all legal and statutory requirements are met for students with SEN via the SENCO.

The SENCO has a dedicated suite of rooms which are situated above our conference suite. The current SEN team comprises the SENCO, four HLTA’s, one of whom specialises in English support, one who specialises in Mathematics support and one who specialises in Speech and Language Therapy. Two individual needs assistants who are assigned to a pupil in year 8 and a pupil in year 10; one subject specialist teaching assistant and two apprentice teaching assistants.

**We offer you**

**We know it’s a competitive market and are proud of what we can offer:**

* **Excellent career development opportunities**



* **A geographical location**, being situated near Sovereign Harbour, Eastbourne’s award winning Marina. It is part of several miles of beautiful coastline, including the South Downs National Park, the white cliffs of Beachy Head and 1066 country
* **A friendly**, supportive and caring staff team
* **A fabulous staff room** with complimentary tea and coffee
* **A café** that serves at breakfast, break and lunch using freshly sourced ingredients
* **Teachers’ Pension Scheme**
* **Free Flu Vaccine**
* **Banked cover** system promoting work / life balance
* **Highly visible** supportive senior leaders
* **Same-day** centralised detentions
* **CPD** starts immediately upon employment
* **Great students** – you can make a massive difference to them
* Did you know that buying a house in East Sussex can be cheaper than in many other counties in the UK

**Your Application**

Completed application forms and letters of application should be sent directly to the college addressed to Mrs S Windsor, Head of Personnel: [SWindsor@stcatherines.college](mailto:SWindsor@stcatherines.college), and arrive by no later than **noon on Monday 14 October 2019**. We reserve the right to call applicants to interview prior to this date if in the best interest of the organisation.

Please use the standard application form, accompanied by a letter of application, which must be no more than two sides of A4. We are unable to consider CV’s in place of application forms unless you are a person with a disability and a CV is the most convenient method of applying. In your letter of application, you should clearly address the relevant sections of the Person Specification for this post and may find it helpful to use headings. We are committed to safeguarding and promoting the welfare of children and young people, successful applicants will need to undertake a DBS enhanced clearance.

I am conscious of the time and effort it takes to apply and am grateful for your interest. Shortlisted candidates should hear from us shortly after the closing date. St Catherine’s is a thriving college with a bright future and a vibrant and collegiate atmosphere within which to work. I am keen that we appoint quality candidates to join what is, I believe, one of the best staff teams. If I can be of any assistance or provide any further information, please do not hesitate to contact me.

Yours faithfully



Solomon Berhane

Headteacher



**SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR**

**Job Description**

The key task of the SENCO is to ensure that Special Educational Needs (SEN) provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEN via the SENCO. Working with the Headteacher, Deputy Headteacher and Assistant Headteacher, the SENCO has the following responsibilities:

**Core Purpose of the Post**

The SENCO, with the support of the Headteacher and Governing body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils.

**Main Responsibilities**

* **Strategic direction and development of SEN provision**
* **Developing differentiated work in liaison with HODs**
* **Communicating effectively with parents/carers**
* **Teaching and learning**
* **Leading and managing staff**
* **Efficient and effective deployment of staff and resources**

**Strategic direction of SEN provision**

* Ensure effective systems of communication, including feedback about pupil’s learning to inform future planning.
* Monitoring the quality of SEN support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
* Ensure that the objectives of the SEN policy are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.
* Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.

**Progress and Achievement of Students**

* To monitor the achievements, welfare and discipline of students, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.
* To liaise with subject departments, feeder schools particularly regarding transition, Exam Boards, and other relevant external providers.
* To co-ordinate the application for and of special arrangements in external examinations in conjunction with the Examinations Officer.

**Teaching and learning**

* Influencing the whole Teaching and Learning policy to promote aspects of inclusive teaching.
* Leading INSET regularly and where appropriate; this may include chairing and be a part of working parties.
* Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.
* Collect and interpret specialist assessment data gathered on students and use to inform practice.
* Work with students, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEN students.
* Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
* Overseeing and monitoring the quality of IEPs and other support plans such as pastoral support plans and maintaining detailed information for subsequent meetings with parents.
* Develop systems for colleagues to monitor and record progress made by students with SEN towards the achievement of targets set in IEPs and support plans.
* Overview of IEPs and support plans produced by the Teaching Assistants on a termly basis.
* Supporting the Head in meeting statutory responsibilities for SEN statements and their Annual Review.
* Lead the Annual Review meetings for statemented students and ensure all related preparation is completed in a timely fashion (to be completed within a week of the meeting).
* Liaise with the Examinations Officer to ensure appropriate assessments are up to date and provision for special needs for all examinations is identified and met.
* Maintain the online and printed SEN information booklet.

**Leadership and Management**

* Will work with and alongside members of the SLT
* To lead the team and to be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department.
* To promote an atmosphere of continuing professional development and to share good practice with colleagues.
* To contribute to the school’s development plan.
* To support the professional development of all staff, including newly qualified teachers and initial teacher training students.
* To review annually a coherent set of job descriptions and oversee their implementation.
* To be involved in short-listing and interview procedures in line with safer recruitment procedures.
* To manage effectively all staff connected with the department.
* Advise the Headteacher and Deputy Headteachers on all staffing matters within the department.
* To appraise all departmental colleagues on an annual basis.
* Encourage all staff to recognise and fulfil their statutory responsibilities.
* Develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
* Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
* Disseminate procedural information such as recommendations of the code of practice or the schools own SEN policy.
* Ensure the establishment of opportunities for SEN Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties.
* Provide regular information to the Head, governing body and other relevant parties, on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review.
* To work closely with core Heads of Departments to ensure there is a symbiotic understanding of SEN issues and or joined up approach to support.

**Efficient and effective deployment of staff and resources**

* Draw up the annual department budget and annual Departmental Development Plan.
* Provide advice to Headteacher/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEN.
* Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
* Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.
* Organise and manage rota of staff.

**Curriculum**

* To ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all members of the department.
* To manage the department’s financial, teaching and material resources to ensure the effective learning of all students.
* To contribute to the work of the school’s Pastoral Management Team.
* To contribute to the work of the school’s Curriculum Management Team.
* To construct the timetable of the SEN team.
* To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

**Ethos and Culture**

* To provide leadership in promoting an ethos and culture within the department that is in line with achieving the aims of the school.
* To facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.

Undertake such other duties that may be required from time to time at the request of the Principal.

This job description will be reviewed regularly and may be subject to modification and

amendment after consultation.

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**PERSON SPECIFICATION: Special Educational Needs Co-Ordinator**

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| **Attributes** | **Essential** | **Desirable** |
| Qualifications and training | * Qualified teacher status recognised by the DfE * Graduate * Recent appropriate INSET | 🖹For applicants to already hold the appropriate SENCO qualification which is a statutory requirement for this role. |
| Experience | * At least 5 years teaching experience * ✍ A proven track record of successful secondary school teaching across the whole 11-16 age and ability range * ✍ Strategic direction and development of SEN provision * 🗣Experience of developing differentiated work * 🗣 Efficient and effective deployment of staff and resources * 🗣 Experience of leading and managing staff * 🗣Substantial experience of the successful leadership of teams of staff * Significant experience of leading successful whole school or national training |  |
| Skills and Abilities | * 🗣 Able to communicate well, both in writing and orally, to a wide range of audiences * 🗣Possess good ICT skills and be able to use them to help achieve management objectives * Be a talented classroom practitioner, able to recognise effective teaching and improve the teaching of others * Able to monitor, support and coach staff to achieve exceptional teaching standards * Able to plan, implement, monitor and evaluate initiatives and policies * Able to manage change effectively * Able to analyse complex problems and make sound judgements * Able to lead, inspire and motivate staff and students * Able to build and lead effective teams * Able to deploy human and material resources efficiently by effective development planning * Able to manage time effectively and work to deadlines |  |
| Knowledge and Understanding | * 🗣 Know what makes an outstanding lesson and understand how to enable other teachers to deliver them * Know a wide range of innovative teaching practices and understand how they might be applied to improve student outcomes * Know the OFSTED inspection process well and understand what a school must do to be outstanding * 🖹 Have a good understanding of current and future developments for SEN provision * 🖹 Experience of working with SEN students * Have good knowledge of current educational developments/issues * Know and understand the skills necessary to be a successful leader and manager |  |
| Values | * 🗣 Be broadly in sympathy with the aims and ethos of the School * Fully committed to a close working partnership with parents, governors, outside agencies and the community * A commitment to comprehensive education, equal opportunities and inclusion * A passionate commitment to achieving the highest standards for all learners * A commitment to teaching approaches which make learning interesting, challenging, relevant and effective * Fully committed to the welfare and safeguarding of all children | * 🗣 A practising Christian |
| Personal Qualities | * Shows warmth, care and a sensitivity to the needs of others * Is self-motivated and hard working * Possesses a sense of humour and the humility to admit mistakes * Shows imagination, vision and proactivity * Possesses an infectious enthusiasm, stamina and considerable energy * Can work effectively and professionally even when under pressure | 🖹 Has a good health and attendance record |

**Criterion assessed by:** 🖹 = application form; ✍ = letter of application; 🗣 = interview

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