



Twickenham School

Percy Road

TW2 6JW

November 2017

Dear Applicant

Twickenham School

SENCO MPS-UPS plus TLR1B £9,473

Thank you for your interest in the above post based at Twickenham School. This pack includes the job description and person specification as well as information about the school and the department. We will use the person specification as the basis for selection for interview.

I hope you will decide to apply. Please submit your application form addressed to the Headteacher, Ms Assal Ruse by e-mail to: jobs@twickenhamSchool.org.uk. In case of difficulty downloading the application form or information pack, please send an email to jobs@twickenhamSchool.org.uk.

Closing Date Monday 27 November 2017 12 noon.

Interview w/b 4 December 2017

Start Date: January or Easter 2018

The Richmond West Schools Trust is committed to safeguarding and promoting the welfare of students; we expect all staff to share this commitment and an enhanced DBS disclosure will be sought.

If you would like to visit the school for a tour and informal discussion please contact the HR Manager on 020 8894 4503 or email to info@twickenhamSchool.org.uk.

May I wish you every success and thank you for the time and effort I know you will put in to your application.

Yours sincerely

Assal Ruse

Headteacher



PLEASE READ THESE NOTES BEFORE COMPLETING THE APPLICATION FORM:

It will help us if you follow these instructions:

- We would prefer you to fill in your application using Word or a word compatible format and submit it by email.
- Please include everything you wish the panel to consider on the form rather than in any separate document or covering email.
- **Only applications submitted on the school's or TES application form will be considered.**
- Please give the full name and title of both your referees, and ensure that the full address, telephone numbers and email addresses are included. Your referees will be contacted if you are short-listed.
- If you are short-listed we will contact you by email.
- Please submit your application form by 12 noon on the closing date to:-

Jobs@twickenhamSchool.org.uk

You will be asked to sign a hard copy of your application form at interview. At the interview day we will require you to bring photo ID and the original certificates for GCSE, A Level, University Degree and QTS if appropriate.

Twickenham School is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. All our staff are required to complete a DBS (Disclosure Barring Service) check and declare previous convictions.

We are fully committed to equality of opportunity and aim for our staff to reflect the school community. It will help us to monitor the success of our recruitment strategies if you complete the ethnic monitoring information page of the application form. The information you provide will be treated as confidential and will not be made available to the short-listing panel.

JOB DESCRIPTION- SENCO

Key Purpose:

- To provide professional leadership and management for the learning support department and issues throughout the school.
- To lead and manage the school's strategy and provision for students with Special Educational Needs and/or disabilities.
- To act as the school's Special Educational Needs Coordinator (SENCO).
- To raise levels of achievement among students with SEN
- To ensure that the school fulfils its duties according to the Code of Practice.

Accountable to:

- Deputy Head

Accountable for:

- To develop innovative processes and practices to ensure the highest possible standards for SEN within the School

Salary Scale: MPS-UPS + TLR 1B £9,472

Accountabilities – Specific

-
- Ensure that the school properly identifies students and maintains an accurate list of those requiring SEN support and those at statutory action and those who have disabilities
- Ensure that every student with SEN has an individual learning plan which clearly outlines needs, targets, suggested strategies, specialist intervention and classroom based support.
- Ensure that the school response to students with SEN matches identified need and enables each individual student to make better than expected progress
- Plan, with colleagues, appropriate programmes of intervention for pupils with special educational needs.
- Draw up timetables for support and intervention, after consultation with the staff concerned.
- Develop and enhance the teaching practice of all staff regarding best practice for supporting
- Students with SEN Support and enable all school staff to fulfil their responsibilities to students with SEN, at both SNE support and at statutory action.
- Ensure staff achieve positive working relationships with SEN students
- Ensure that the staff development needs of teachers, teaching assistants are identified, met and supported: identify and disseminate the most effective teaching and learning approaches for students with SEN and ensure that teachers and teaching assistants are clear about best practice in inclusive and differentiated teaching and learning in lessons.
- Respond to annual consultations from the Local Authority in relation to the transfer of students with Education Health Care plans (EHCP) and Statements of SEN.
- Ensure that examination access arrangements are applied for and put into place, where appropriate.
- Liaise closely with a range of outside agencies in order to maximize support and intervention for students with SEN.
- Develop strong co-productive partnerships with parents/carers.



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- Enable students to participate in planning how to have their needs met and reviewing their progress and provision.
- To liaise with SEN in primary schools and visit schools as part of the transition programme
- Work closely with SENCOs in neighbouring secondary schools.
- Ensure that liaison with local authority services and other school settings is maintained through attendance at SENCO network meetings, local conferences and locality meetings.
- Develop systems for monitoring and recording academic progress, attendance and social and emotional development of students with SEN: use this information to guide further improvements in provision.
- Collect, interpret and disseminate specialist assessment data gathered on students and support staff in using this data to inform their practice.
- Analyse and interpret relevant national, local, and school data plus research and inspection evidence to inform SEN policies, practices, expectations, targets and teaching methods.
- Be responsible for the development of alternative curricula at KS3, and flexible, alternative approaches at KS4, ensuring appropriate breadth, progression and meaningful qualifications and experience for students with special educational needs.
- Delegate responsibilities within the department as appropriate.
- Monitor, supervise and support colleagues in the department, including conducting appraisals.
- Provide regular information to the Headteacher and governing body on the evaluation of the impact and effectiveness of provision for students with SEN, to inform decision-making and policy review.
- Work with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To work closely with Year Teams, the Inclusion and Multi Agency Teams to secure the early identification of students requiring intervention.
- To contribute to a teaching timetable.
- Liaise with the Educational Psychologist to assess and share timely reports on identified students.
- Liaise with Head of Modern Foreign Languages to set up Home Language exams for identified EAL students

Other accountabilities

- Serve as a role model based on high standards and professional conduct
- Contribute effectively to the development of a positive ethos in which all students have access to a broad, balanced and relevant curriculum and which contributes to students' spiritual, moral, cultural, mental and physical development in preparing students for the opportunities, responsibilities and experiences of adult life.
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s).
- Be aware and comply with policies and procedures relating to equal opportunities, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to Child Protection procedures.
- Maintain confidentiality in relation to all work undertaken and departmental information.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Undertake any necessary professional development as identified through Performance and Development reviews taking full advantage of any relevant training and development available.
- To contribute to the professional development of all staff
- Carry out such duties as may from time to time be reasonably assigned by the Headteacher



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PERSON SPECIFICATION

Qualifications and Training

	essential	desirable
Qualified Teacher Status	X	
First degree or equivalent	X	
Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities.		X
Relevant specialist qualifications and experience in at least one area of SEN.		X
Outstanding classroom practitioner	X	
Commitment to improving practice through reflection, appropriate professional development and through being open to advice and feedback	X	
Evidence of continuing professional development or relevant research	X	
Diploma in SpLD or similar or willingness to gain such a certification		X
National award for Special Educational Needs Co-ordinator or working towards the qualification (or willing to begin study for the qualification)	X	
Significant experience of middle leadership	X	

Professional knowledge and understanding of

	Essential	Desirable
Curriculum requirements and developments within SEN	X	
The principles and policies of equal opportunities.	X	
Assessment for learning strategies.	X	
How to make effective personalised provision for students who have special educational needs.	X	
The statutory requirements for special educational needs and the requirements for assessment, recording and reporting of students' attainment and progress.	X	
The characteristics of high quality inclusive, differentiated and/or personalised teaching, and the main strategies for improving and sustaining high standards of teaching, learning and achievement for students with special educational needs.	X	
How to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement.	X	

Professional skills

	essential	desirable
High level leadership skills, attributes and professional competence: <ul style="list-style-type: none"> the ability to lead and manage people to work towards common goals and decision-making skills the ability to solve problems and make decisions the ability to manage change 	X	
Good communication and interpersonal skills	x	
Ability to work as a member of a team	x	
Ability to motivate students and to recognise and respond to the diverse needs of learners.	x	
Ability to design opportunities for learners to develop their literacy, numeracy, ICT, thinking and learning skills and social and emotional skills	x	
Self-management – the ability to plan time effectively and to organise oneself well.	x	

Personal qualities

	essential	desirable
Energy, enthusiasm, determination and an insistence on high standards		
A sense of humour		
A willingness to learn new skills and approaches and to share the experience with others.		
Ability to relate to students, parents and carers, colleagues and other partners		
A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the school		
Be able to work under pressure, prioritise and manage time effectively		



School Information

At Twickenham School our mission is for all our students and staff to feel safe, valued and achieve their aspirations through high standards of teaching, learning and leadership.

Our Vision

- Students to be confident, successful and lifelong learners
- Students to develop creativity, resourcefulness and resilience
- The school to be driven and united towards continuous self and school improvement
- The school to attract, nurture and retain high quality staff
- Students, staff and parents to be proud to contribute positively to the school and the wider community.

Our Values

- Integrity
- Perseverance
- Dedication
- Empathy
- Responsibility

Student Care

Twickenham School prides itself that positive and respectful relationships are at the heart of the school. It is fundamental to the ethos of the school that every child is known and valued. We understand that every child has individual needs and that those needs may vary from day to day.

With this in mind, we have a support structure to provide students with the care and nurture they need.

Each child is a member of a tutor group made up of students from their year group. The tutor acts as both advocate and mentor.

The Year team consists of a range of expertise, including

- Head of Year
- Special Educational Needs Co-ordinator
- Teaching assistants
- Child protection officer

Additional external professionals are brought into school, or are referred to, via the SEN department as appropriate.



Curriculum

The curriculum provision at Twickenham School is broad, balanced and fully inclusive. There is an emphasis on promoting strength and success in traditional academic subjects, but this is balanced with a desire to foster variety and personalisation in our provision. The curriculum is constantly reviewed and developed to not only meet the needs and strengths of our students, but to provide rich opportunities for them to develop a range of skills and enjoy memorable experiences