

# Now Recruiting



## Stamford Junior School

SENDCO and Academic Admissions Co-Ordinator

#greatplacetowork



Stamford  
Endowed  
Schools

independent schools for independent minds

"I love the idea of preparing our students from the school room to the board room in the 21st century, whether that boardroom is in a rainforest in Brazil or an office in The City or for a charity in India. Just as we have a big responsibility, so will they. I want them not just to be content to live in the world but to change it." Principal, Will Phelan

**SPECIALIST ART, MUSIC AND SPORT TEACHING**

**GROWING PUPIL NUMBERS**

**EXCELLENT TEACHING,**

**EXCELLENT PUPIL DEVELOPMENT**

**SEPTEMBER 2017 ISI INSPECTION**

**STAMFORD  
NURSERY  
SCHOOL**

**SMALL CLASSES**

**SPECIALIST  
LANGUAGE  
TEACHERS**

**IN FRENCH & SPANISH**

**1:10**

**STAFF TO PUPIL RATIO**

**NURSERY STAFF ADHERE TO  
REGULATIONS SET BY THE EYFS**

**SWIMMING POOL AND  
SPORTS HALL ON SITE**

**39 CREATIVE  
CLUBS**

**450**

**INDIVIDUAL**

**MUSIC**

**LESSONS**

**PER TERM**

**500+**

**STAFF WORKING ACROSS  
ALL THREE SCHOOLS**

**14 MUSIC  
CLUBS**

**EXCELLENT  
LEARNING  
SUPPORT  
FACILITIES**

**57 SPORTS CLUBS**

**ILIC**

**INDEPENDENT LEARNING  
& INTELLECTUAL CURIOSITY**

**SPECIALIST  
MUSIC  
TEACHERS**

# Welcome to the Stamford Endowed Schools



Our unique team provides opportunities, experiences, influences and support that ignite fires within our pupils and encourages the spirit to succeed.



Commitment, care, enthusiasm and integrity underpin every aspect of life at the Stamford Endowed Schools. Our children are educated in an environment where learning is regarded as a privilege and key to unlocking all of life's possibilities.

Our teachers dedicate themselves to inspiring intellectual curiosity in the students in evermore innovative ways, whilst promoting and protecting the wellbeing of the children in their care.

As a community our Schools work in harmony, blending students of different backgrounds and broadening their horizons with the many opportunities available in and beyond the classroom. As a result, the students are equipped not only with exceptional examination results, but a wide range of experiences which prepare them for whatever path they choose in life.

**Will Phelan, Principal**

# Introducing the Head



“I believe it is essential that from an early age we encourage children to develop a desire for learning and it is through an exciting and engaging curriculum that we can achieve this.”



Mrs Emma Maria Smith  
Head of Stamford Junior School

Every child matters and we strive to place your child at the centre of our approach to teaching and learning. We provide a dynamic and stimulating learning environment where staff nurture and entice children to embrace new experiences and challenges. Children need to feel a part of their education and that their ideas, and ambitions are valued and respected.

The curriculum at the Junior School allows for all styles of learning and we are able to provide for children with a range of needs. Our curriculum provision is broad and balanced with many opportunities for individuals to discover their gifts, talents and passions. Staff are dedicated and committed to our high expectations and standards and we place great emphasis on equipping our young people with the skills required to succeed in a rapidly evolving world.

# The Role



Stamford Junior School is seeking to appoint a well-qualified, experienced and enthusiastic SENDCO to lead the Learning Support Department.

The SENDCO leads in all areas of SEND provision, manages a team of 18 LSA's and liaises closely with the Nursery and Senior School SENDCOs. The post holder will have successfully completed the National Award for SEN Co-ordination (NASENCO), hold QTS and be an experienced teacher and manager. They will also hold additional SEND related qualifications which enable them to assess children with specific learning difficulties (SpLD).

Within the Junior School, the SENDCO is instrumental in the planning and delivery of pupil admission assessments and taster days and works closely with the SJS Registrar. The post is non class based and forms part of the Senior Leadership Team, with additional leadership duties.

The successful candidate will be encouraged to bring their knowledge and expertise to construct forward-thinking and effective support plans for pupils with SEND.

# The Department



SJS is a mainstream school; supporting pupils across ability ranges and with a wide variety of learning needs.

Pupils are supported both within and outside the classroom and the SENDCO is responsible for constructing a suitable timetable for the staff of the department and deploying them in the most effective fashion.

The department is currently staffed by 18 Learning Support Assistants, employed both full and part-time and, in addition to a central hub and a SENDCO office, has dedicated workspaces located throughout the school.



# Teaching at Stamford Junior School



Teachers must have proper and professional regard for  
the ethos, policies and practices of the school in  
which they teach...

## CORE PURPOSE

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### **The Special Educational Needs and Disabilities Co-ordinator (SENDCO)**

The SENDCO is responsible for the implementation of the Special Educational Needs and Disability policy across Stamford Junior School. The post holder will be expected to take a strategic lead in evaluating and developing the Special Educational Needs and Disability provision within the school, ensuring that each pupil is positively encouraged, supported and challenged to make progress. The SENDCO will lead the Learning Support Department and work together with the Deputy Head Academic and Assistant Academic Heads in tracking progress for all pupils. The post holder will work with colleagues and implement the School's aims, objectives and ethos, establishing processes through which these will be achieved for pupils with SEND.

Where pupils are raised as being of concern, the SENDCO will follow the Assess, Plan, Do, Review approach, liaising closely both with the class teacher and parents/ guardians in supporting the pupil.

### **Academic Admissions Coordinator (AAC)**

The AAC will work closely with the SJS Registrar to track pupil numbers and plan and deliver taster and assessment days for prospective pupils. The AAC will ensure that pupil academic entrance data is available on the school administrative system (iSAMS). The AAC will provide regular feedback to the Head regarding academic outcomes for prospective pupils. Where a prospective pupil is identified as a concern, the AAC will collate all relevant information and discuss in detail with the Head. Admission decisions are made by the Head; the AAC will attend any pupil feedback meetings with parents/ guardians to provide information on outcomes of the taster days and explain next steps.

Where pupils are invited back for a second day the AAC will carry out SEND assessments with the pupils and complete in class/ playtime observations.

## ROLES AND RESPONSIBILITIES

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### **SENIOR LEADERSHIP TEAM**

The primary responsibility of members of the SJS leadership team is to support the Head and the Principal in achieving excellence in the education of children at SJS and in promoting SES as a whole. The emphasis is on leading as part of a team. This requires full commitment to the aims and objectives of SJS and SES.

Members of the SJS SLT are committed to promoting all aspects of SES education and development. This includes having or sharing some specific SES responsibility as well as having designated senior responsibility within SJS. All of SLT play an active and positive role under the overall direction of the Principal and Head in:

- Promoting the school's visions, values, aims and objectives
- Making a significant contribution to the strategic planning and school self-evaluation
- Establishing the policies and practices through which aims and objectives will be achieved
- Leading and managing Staff and resources to enable aims and objectives to be achieved
- Monitoring progress towards achievement
- Following national and global strategies (and social media) in education that will bring about improvement and development at SJS
- Supporting colleagues in providing a wider curriculum in terms of clubs and weekend activities and to give support to St. Michael's boarding house
- Appraisal of staff through lesson observation and work scrutiny
- Supporting SES events by being fully involved
- Promoting and involvement in the positive marketing of the Stamford Endowed Schools

### STRATEGIC DIRECTION OF SEN PROVISION

- To work with the Senior Leadership Team and the school governors to ensure the school is compliant with the SEND Code of Practice (January 2015) and the Equality Act 2010
- provide effective coordination and leadership of the school's SEND provision
- To refine and develop the schools' SEND policy and ensure its effective day to day operation in the school and to inform future planning
- Ensure effective systems of communication with pupils, teaching staff and parents including attending Parent/Teacher consultations evenings
- Oversee and coordinate effective record keeping and liaise with external agencies as appropriate
- Oversee the monitoring tracking of progress of those pupils with SEND
- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed
- Coordinate the Learning Support Assistants and conduct regular minuted meetings

- Promote an atmosphere of continuing professional development of Learning Support Assistants and to share good practice with colleagues
- To inform and update teaching staff on issues pertinent to those pupils with SEND
- Liaise with the SEND governor and inform a regular report to Governors' meeting on SEND issues, aspects of policy review and development
- Liaise closely with the Nursery, Stamford High School and Stamford School SENDCOS

### TEACHING AND LEARNING

- Collect and interpret specialist assessment data gathered on pupils and use to inform practice
- Work with pupils, subject leaders and class teachers to ensure realistic expectations of behaviour and achievement is set for SEND pupils
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Oversee and monitor the quality of EHC Plans and other support plans such as pastoral support plans and Pupil Profiles. Maintain detailed information for subsequent meetings with parents
- Develop and maintain systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets set in EHC Plans s and support plans
- Review EHC Plans and support plans termly with parents, pupils, teachers and agree and communicate new targets
- Support the Head in meeting statutory responsibilities for EHC Plans and their Annual Review
- Effectively manage a pupil referral system
- To provide INSET and guidance to the teaching staff to ensure that mainstream classroom teaching supports the work of the LS Department

### PROGRESS AND ACHIEVEMENT OF PUPILS

- Monitor the progress of pupils and inform colleagues and parents, as appropriate, regarding any adjustments to provision that may be needed
- Be accountable for the good progress of pupils on the Additional Needs register



- Maintain systems for essential administration to monitor progress as part of an effective communications system
- Maintain the schools Additional Needs and EAL registers. Ensure that pupil SEND information is updated regularly on iSAMS

### ASSESSING

- Assess potential pupils in advance of their acceptance into the school if appropriate
- Compile reports for learners, teachers, parents/carers to outline learning needs and support strategies
- Keep up to date with current developments in supporting pupils with SEND including local and national developments
- Liaise with schools, parents/carers, where appropriate to ensure that support needs are identified early and can be met effectively
- Ensure effective communication and consultation, as appropriate, with SLT, staff, pupils, parents/carers, governors and outside agencies
- Check all EHC Plan paperwork and have oversight of all administrative aspects of confidential records. Maintaining efficient systems of filing and distribution of documentation

### EFFICIENT AND EFFECTIVE DEPLOYMENT AND MANAGEMENT OF STAFF AND RESOURCES

- Draw up the annual Departmental Operations Plan and ensure its effective implementation
- Ensure that SEND information in the Curriculum Handbook is up to date and accurate
- Be responsible for strategic and smart expenditure from the annual department budget
- Ensure that provision mapping is regularly reviewed and advise the Head regarding the deployment of staff and timetabling in relation to the support of those with SEND
- Annually review provision mapping, ensuring that this is in line with staffing. Advise the Head regarding any potential timetabling and staffing needs
- Appraise and review all departmental colleagues on an annual basis

- Meet on a regular basis with the Deputy Head Academic and Assistant Academic Heads
- Ensure all staff recognise and fulfil their statutory responsibilities

### CURRICULUM

- Ensure that work in support of schemes of work is developed and reviewed regularly in cooperation with all members of the department
- Construct the timetable of the Learning Support Assistants
- Contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DfE guidelines

### SUPPORT FOR PUPILS

- Teach individual or small groups of pupils with support programmes
- Write EHC Plans, Pupil Profiles and targets for pupils as appropriate through liaison with class teachers
- Ensure that the above are reviewed on a termly basis and ensure interventions are effective and matched to need
- Support transition within the school
- Coordinate assessment arrangements and complete paperwork for pupils transferring to other schools

### SUPPORT FOR PARENTS

- Meet parents as needed throughout the year parents regarding pupil issues and arrange to minute meetings
- Chair meetings between parents, staff and outside agencies and arrange to minute meetings

### SEND IN ADMISSIONS

### PUPIL NUMBERS

- Work with SJS Registrar to establish projected SJS and SNS numbers by Year group
- Together with SJS Registrar, identify gaps in projected numbers requiring particular focus or action
- Together with the SJS Registrar, track progressive numbers throughout the admission cycle
- Report on SJS and SNS numbers to SLT and feedback to SJS Registrar as appropriate



### ADMISSIONS PROCESS

- Proactively engage with prospective parents on all matters of assessment and SEND either in person, or by any other means of communication
- Respond promptly to all SEND action points resulting from a pupil registration

### TASTER/ASSESSMENT DAYS

- Plan and organise all individual Taster/Assessment days, liaising with SJS Registrar, staff and parents
- Assess and record assessment results, comments and recommendations for Head
- Lead on pupil discussions with the Head, assisting with parent discussions and face to face meetings
- Participate and action any relevant parent communication
- Proactively provide resources for gaps in learning to maximise time between January and September

- Ensure that, where any SEND is identified for pupils registering for entry to Y5/ Y6, SS/SHS SENDCOs are made aware and complete further assessments which are SEND specific
- Following assessment, liaising with any concerned parties, e.g. Deputy Head Pastoral, School Nurse, Head of Sport
- Ensure that any identified support is in place for the pupil's start date

### EVENTS

- Be highly visible and approachable at all SJS/SNS admissions events

### ATTENDANCE AT MEETINGS

- Meet weekly with SJS Registrar and Head
- Attend as required SES Admissions meetings

**The Head and Principal reserve the right to review and amend these specified responsibilities from time to time.**

# Candidate Specification



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## ESSENTIAL

### QUALIFICATIONS/ATTAINMENT

- Hold a good honours degree
- Possess a recognised teaching qualification (e.g. QTS, PGCE)
- Hold or be working towards the National Award for Special Educational Needs (NASENCO)

### KNOWLEDGE & EXPERIENCE

- Be an experienced and outstanding practitioner
- Possess the ability to teach pupils within any year group (in line with expectations of a class teacher)
- Have a proven track record on ensuring that all pupils are able to learn and achieve to the best of their ability

### KEY SKILLS

- Possess excellent organisational skills

- Demonstrate excellent IT skills across a range of applications
- Demonstrate high standards of personal integrity, loyalty and discretion.
- Proven experience in the ability to lead strategically to impact on school improvements.

- Ability to communicate well to different audiences

- Ability to inspire and support staff and command their professional respect

### OTHER ATTRIBUTES

- An enhanced DBS check will be essential
- A willingness to participate in extra-curricular activities.
- Be familiar with the schools' Safeguarding policy and comply with its requirements to safeguard and protect the welfare of children.

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## DESIRABLE

### QUALIFICATIONS/ATTAINMENT

- Hold recognised SEND assessor qualifications

# A Great Place to Work and Live



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## AN HISTORIC LOCATION

Stamford is an exquisite, historical market town which was recently voted by The Sunday Times as 'The Best Place to Live in Britain'. It nestles quietly in the countryside on the border of Rutland, Lincolnshire, Cambridgeshire and Northamptonshire and close to landmarks such as Rutland Water and Burghley House.

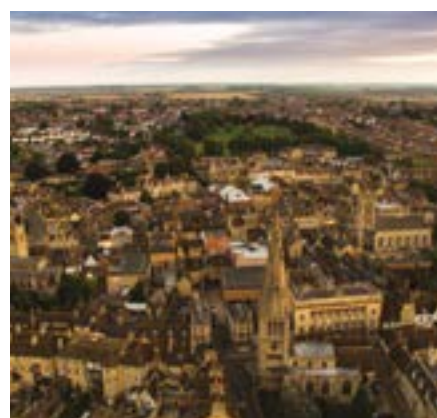
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## OUR SCHOOLS

The Schools are a part of the great heritage of Stamford living and a symbol of its vibrancy and evolution. The Schools have been established in Stamford since 1532, undergoing many changes but consistently providing a first-class education.

Today the Schools remain interwoven with Stamford life, to which are students, teachers, parents and staff contribute greatly. At Stamford we have one simple and overriding aim, that is to inspire our students and light fires within them.

The schools educate 1650 pupils at the co-educational Stamford Junior School for children aged 2-11, Stamford High School for girls aged 11-18, and Stamford School for boys aged 11-18. There is also a sixth form which teaches boys and girls together across the two senior schools. Stamfordians leave here poised for success in the real world - quietly confident, kind, positive, hardworking, unassuming and resilient. We are independent schools nurturing independent minds.



# The Benefits



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SUBSIDISED FAMILY  
**MEMBERSHIP**  
TO SES SPORTS CENTRE

ACCESS TO  
**PENSION  
SCHEME**

**SUPPORT**  
FOR EMPLOYEE  
PERSONAL AND CAREER  
DEVELOPMENT AND CPD

ACCESS TO A  
CONFIDENTIAL  
**EMPLOYEE  
ASSISTANCE**  
PROGRAMME

COMMITMENT TO  
**STAFF WELLBEING**  
WITH DEDICATED WELLBEING  
GROUP AND INITIATIVES  
TO SUPPORT STAFF

A DEVELOPING STAFF

**SOCIAL  
SCENE**

SCHOOL FEES REMISSION ARRANGEMENTS

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# The Application



Candidates should apply via the School's website  
[www.stamfordschools.org.uk/about-stamford/vacancies/](http://www.stamfordschools.org.uk/about-stamford/vacancies/)

For an informal discussion about the role please contact Samm Weeks, Deputy Head Academic via email  
in the first instance on [slweeks@ses.lincs.sch.uk](mailto:slweeks@ses.lincs.sch.uk)

Closing date for applications is **Friday 6 March 2020 at 12 noon.**

Interviews will be held on **Friday 13 March 2020.**

# Stamford Junior School



The Schools are part of the great heritage of Stamford and a symbol of its vibrancy and evolution. The Schools have been established in Stamford since 1532, providing a first class education for children. Today the Schools remain interwoven with Stamford life, to which our students, teachers and parents contribute greatly. At Stamford we have one simple and overriding aim, that is to inspire our students and light fires within them.

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## **ETHOS**

Stamford Junior School nurtures the academic and social growth of its children, whilst enriching them with values which emphasise community and responsibility. The School is a caring environment in which the children feel safe and happy.

## **LEARNING**

The curriculum provided is broad, balanced and stimulating, to enable all our children to achieve their best. We aim to promote a love of learning and joy in discovery, both essential aspects of our 'Independent Learning, Intellectual Curiosity' (ILIC)

ethos. The National Curriculum is followed but with the addition of a great deal more. For instance, the majority will play a musical instrument and the children experience an exciting introduction to Modern Foreign Languages, focusing on Spanish and French. Sporting opportunities are of an exceptionally high standard and exciting educational visits, including residential ones, develop independence and broaden horizons.

## **PASTORAL**

Pupil well-being is given the highest priority at Stamford Junior School. The pastoral leader (Deputy Head), supported by all staff, oversees the welfare of the children and provides a personal and approachable support for families throughout their time at the School. Parents and children are encouraged to speak to class teachers, form teachers and the full-time school nurses about any worries, however small. It is fundamental that every child at the School is known as an individual and any issues are quickly picked up.

Stamford was named the 'Best Place to Live in Britain' in the Sunday Times.

# Part of the Community



Children of families from all walks of life have the opportunity to gain a place at our Schools and the surrounding community enjoys and benefits from the presence, activities and facilities of the Schools.

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## LIFE AT THE NURSERY

For the last decade, the nursery has provided high quality early education and for children aged two to four, stimulating young imaginations and facilitating a smooth transition to Stamford Junior School, within a happy and caring, family environment.

Nursery education is provided for two age groups, the Gosling group and the Owl group. The children are looked after by a highly qualified and professional team of caring staff.

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## MOVING UP TO JUNIOR SCHOOL

At Stamford Junior School we are very fortunate to have wonderful facilities which we like to share with our local community. For example, our indoor swimming pool has been recently refurbished to cater for all ages and it is used after school and in the holidays for clubs and team swimming.

We also have extensive playing areas including floodlit tennis courts and an all-weather Astro pitch.

Other facilities feature a modern Junior Boarding House which meets the needs of both full and flexi-boarding, as well as multi-purpose school buildings which are used throughout the year for numerous activities including Summer camps and Musical events.

# Additional Information



Further details can be found on the School's website,  
**[www.stamfordschools.org.uk](http://www.stamfordschools.org.uk)**

Boarding is a thriving part of SES. Single accommodation may be available to suitable candidates willing to make a contribution to this important area of school life.

We offer a wide range of extra curricular activities and would require the successful candidate to make a regular commitment to leading and supporting an activity or sport.

## INDUCTION AND PROFESSIONAL DEVELOPMENT

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There is a sharp focus on the professional needs of the teaching staff and coaches. The Schools have a generous INSET budget and teachers/coaches are encouraged to extend their professional development through the attendance of courses. There is an effective Professional Review system.

## CONTACT US

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Further details can be found on the School's website [www.stamfordschools.org.uk/about-stamford/vacancies](http://www.stamfordschools.org.uk/about-stamford/vacancies). Any queries related to this vacancy can be directed to the HR Office on 01780 484267/273.

## SAFEGUARDING

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The Stamford Endowed Schools are actively committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).





Brazenose House, St. Paul's Street, Stamford, Lincolnshire PE9 2BS

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