



# BURGESS HILL

## — GIRLS —

### **SENCO**

Required from April or September 2021

We are looking to appoint an experienced and enthusiastic SENCO to lead the School's provision for students with special educational needs. This is full time role.

The successful candidate will have specialist knowledge and experience of the wide range of specific learning difficulties and disabilities. They should hold a current Specific Learning Difficulties Assessment Practising Certificate or a similar post-graduate specialist qualification, ideally at or equivalent to a Level 7 in individual assessment, and should be familiar with the Joint Council for Qualifications (JCQ) regulations regarding the processing of access arrangements for public examinations. The successful candidate will be required to teach small groups of students within the Senior School. A willingness to participate in the wider life of the School is a requirement.

Burgess Hill Girls is a GSA day and boarding school, with 520 students aged between 3 and 18 years. The majority of students are of above average ability and the school has an outstanding record of academic success at both GCSE and A level. Last year, nearly all pupils obtained at least 9 or more GCSE passes at Grade 4 or above and the vast majority of sixth formers proceeded to Higher Education.



### **ABOUT THE SCHOOL**

**Location**

The School is situated in a very pleasant thirteen-acre site in the conservation area of the town. Burgess Hill is a medium sized town with its own theatre, orchestra, cinema and leisure centre. Burgess Hill is approximately ten miles from Brighton and Lewes, fifteen miles from Crawley and fifty miles from the centre of London. It is well served with fast roads – the M23 and M25. The school is a three minute walk from the railway station.

**Facilities**

The School is a blend of Victorian buildings and ultra-modern facilities and there has been a steady development of the facilities.

**Curriculum**

The School offers a full range of GCSE and A level courses in preparation for university entrance.

**Pastoral care**

Our pastoral system is designed to encourage and support the development of each individual student from the moment she arrives in school until the time she leaves. We want to provide each student with the skills and confidence to help her to make the most of her time with us, at university and beyond. Implicit in the School aims is the expectation that every teacher will accept responsibility for the development in each pupil not only of the highest academic standards, but also of the confidence and self-esteem, which comes from being valued as an individual within a community.

**Co-curricular activities**

We believe that education is about giving young people the chance to be successful in as wide a range of areas as possible, and to feel a sense of pride in their achievements. Co-curricular activities give each student wonderful opportunities to explore her own talents and develop her individual skills to her full potential. The successful applicant will be expected to work effectively as part of the teaching team and participate in the wider life of the school.

## **SENCO ROLE**

Special educational needs coordinators work to raise educational achievement by leading and coordinating provision for pupils with special educational needs.

The successful candidate will be an experienced teacher with a passion for supporting pupils with special educational needs. Working closely with the Assistant Head Academic and other colleagues, the SENCO manages provision in the school and provides support to other teachers and parents.

Responsibilities will include designing and delivering interventions with pupils in the classroom and implementing the school's SEND policy.

## **LEARNING SUPPORT DEPARTMENT**

The Learning Support Department comprises a SENCO, an Assistant SEN teacher and an administrative assistant. Support is provided from other departments where required. In addition to the members of the departmental team, the SENCO works closely with the Assistant Head Academic and the Examinations Officer.

The Department is located in the centre of the school with a classroom and office providing a welcoming space for students to access academic and pastoral support.

The Department is well-resourced with assessment and other support materials. The Learning Support Department has a classroom with five networked computers equipped with specific software to support the development of literacy and numeracy. Technical support is outstanding.

## **KEY TASKS AND RESPONSIBILITIES**

**Strategic Overview:**

- To draw up SEN Action Plans
- To ensure SEN is an integral part of School Improvement Plan
- To evaluate the impact yearly with SLT and Governors as required.

## **Overseeing the day-to-day operation of the School's SEN policy:**

### **Admission:**

- Liaise with Admissions over transition arrangements for prospective pupils
- Review prospective pupil details and advise the Head
- Liaise with the SENCo at the Prep School, other feeder schools and overseas schools where appropriate.
- Monitor pre-admission by seeing parents and Ed Psych reports where necessary

### **The Pupils:**

- Initiate or respond to concerns raised by teachers and tutors
- Decide when an IEP is necessary and following the required course of action to devise the plan, with necessary evaluation and monitoring.
- Follow up with relevant staff and pupils as required.
- Prepare IEPs where appropriate
- Make referrals to Educational Psychologists as appropriate
- Provide high quality teaching to small groups of SEND students across Key Stages 3, 4 and in the Sixth Form, where appropriate.

### **Managing the Department:**

- Monitor and evaluate quality of the department provision and act as appropriate
- Manage and organise the timetables for intervention lessons
- Develop the use of ICT in supporting literacy skills
- Devise, monitor and update schemes of work where appropriate
- Monitor and deliver one-to-one and group lessons with support from the other members of SEN team
- Manage and monitor the information on the SEN register and ISAMS, including appropriate up-to-date summaries, strategies and IEPs for SEN students.
- Apply and test for examination concessions for public examinations in liaison with the Examinations Officer
- Liaise with external staff as necessary e.g., Educational Psychologists, occupational therapists
- Advise teachers on appropriate classroom strategies for SEN students including whole school or targeted INSET as necessary
- Liaise and share information with all relevant staff on an ongoing basis to support students including SLT, form tutors and Heads of Department.
- Collect information from staff for exam access evidence
- Advise SLT of staffing needs within the department. Liaise with the timetabler to ensure the correct allocation of time, staff, resources and rooms
- Appraise staff within the department, in accordance with school practice and policy
- Ensure that all departmental members are familiar with the department's resources
- Keep clear secure records of all pupils, including assessments and external results
- Act as a point of contact if departmental colleagues are absent and work needs to be set
- Oversee staff professional development, in discussion with the Assistant Head Academic and encourage appropriate in-service training
- Annually produce the Departmental Development Plan to move the department forward in line with the overall strategic plan of the school, and assess the impact as appropriate
- Be involved with the interview, selection and induction processes for new members of staff
- Manage the departmental budget and determine spending priorities

### **Examinations**

- Ensure access arrangements are in place for students undertaking internal and public examinations.
- Process Access Arrangements Online applications in accordance with JCQ regulations

### **Parents:**

- Keep parents informed through consultation on a one-to-one basis and through parents' evenings
- Oversee and support colleagues with the writing of reports and other communications from the department
- Maintain close contact with parents for advice on organisation, study skills, behaviour management, dyslexia support, visual screening and coursework

Undertake any additional duties as may be reasonably delegated by the Head or SLT.

Salary will be dependent upon skills and experience. A management allowance is paid in addition to salary.

The Assistant Head Academic, Ms Rohaise Flint can be reached by email on [rohaise.flint@burgesshillgirls.com](mailto:rohaise.flint@burgesshillgirls.com) for any further questions about the department and the role.



## RECRUITMENT PROCESS

Candidates are required to submit an application form with supporting letter and details of two referees. One reference should be able to comment on the teaching skills of the candidate. References will be taken up prior to interview.

Closing date for applications is **5.00pm on Monday 18<sup>th</sup> January 2021**.

Short-listed candidates will be contacted by telephone and interviews will take place in the **week beginning 25<sup>th</sup> January**. Candidates will:

- prepare and teach a small group Learning Support lesson (the details of which will be forwarded),
- undertake a simulated task appropriate to this middle management role,
- meet key staff and tour the school and
- attend an interview.

Candidates who have not heard from the School by the end of February should presume that we will not be taking their application further.

All appointments are made in accordance with our equal opportunities policy and applicants should let us know of any special needs they may have.

***The School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the role, including checks with past employers and the Disclosure and Barring Service.***