



SENCo

Closing date: Midnight, Sunday 21st November 2021

LAY/ 904

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SENCo

Salary Grade Range: Main Pay Range (spine points 01-06) to Upper Pay Range (spine points 1-3)
plus TLR2 allowance

Salary Range: £32,157- £50,935 plus TLR2 allowance £4783

Hours: Full-time

Contract: Fixed-term

Required: ASAP

We are looking for an inspirational SENCO to further develop and lead inclusion and SEN with the school, join our highly committed team and be part of our senior leadership team.

Candidates should have

- Qualified teacher with 5 years or more teaching experience
- At least three years' experience of being a SENCo
- The National Award for SEN Co-ordination or be working towards
- Has experience in leading and managing staff in developing and implementing effective provision for vulnerable pupils
- Thorough knowledge of the new SEND Code of Practice
- Skilful in working with pupils with a range of different abilities and needs – SEND, LAC, Pupil Premium, EAL, G & T
- To work effectively with the Headteacher and SLT to achieve excellence
- Good communication skills and an ability to work within a team
- Good management and organisational skills and experience of leading/managing other staff
- The necessary communication skills enabling liaison with a variety of external agencies

We can offer you a thriving school environment with an exciting intake of children within an inner city London school. Our staff are dedicated to develop of the school and the children's education. We have a strong and clear vision, an engaging curriculum which develops and celebrates the potential of each child and an ever evolving and growing approach to SEND and inclusion.

We have a Deaf Provision within our school that is fully inclusive in terms of children, teaching and community. This role, however, will be a SENCo for the children with EHCP's and other needs from mainstream classes. Despite the SEND provision for Deaf pupils being led by a separate leader, we encourage and welcome a team work approach to SEND in our school.

Our very experienced SENCo is leaving us in December, however, we wish for someone to come and work with us and shadow the current SENCo for a thorough handover for the best outcomes for our children, supportive and planned opportunities to build trust and relationships with our parents and to best get to know our school and staff before the role starts as a solo SENCo as soon as possible.

This will be a fixed term position with an opportunity to apply for a permanent role.

Visits to the school are welcome and strongly encouraged. To arrange a visit please contact Amy Lazarczyk: office@laycock.islington.sch.uk

Closing Date: Midnight, Sunday 21.11.2021

Interviews will be held as and when applications come in.

To apply, please click [here](#) or please go to <http://jobs.islington.gov.uk/disciplines>. If you require any assistance, please email Schools HR team at schoolsrecruitment@islington.gov.uk quoting job reference **LAY/904**.

Laycock Primary School is committed to safeguarding and promoting the welfare of children, and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants.

Also, if this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to declare.



JOB DESCRIPTION

Job title: SENCo

Salary: Main Pay Range-Upper Pay Range TLR 2.2

Reporting to: Headteacher

Main purpose:

Under an agreed supervision system, the Inclusion and Wellbeing Manager will provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential. They provide a complementary service that enhances existing provision in order to support learning by developing and maintaining effective and supportive mentoring relationships with children, young people with SEND and those engaged with them. The SEND manager will also work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people. They will work under the instruction/guidance of the Headteacher to support vulnerable pupils so to enable them access to learning. This may involve 1:1 work with individual pupils, group intervention or support within the classroom.

Duties and responsibilities:

Strategic direction

- To determine the strategic development of SEND policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SEND will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies

- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness
- Identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness

- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEND
- Provide support and guidance to children by removing barriers to learning in order to promote effective participation, enhancing individual learning, raise aspirations and achieve their full potential.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Actively contribute to meeting school, Local Authority, and National agendas.
- Develop and assist in the writing of policies and procedures relating to SEND
- Meet regularly with the Headteacher to undertake caseload supervision, reporting on progress of identified pupils.
- Attend and participate in network meetings with other professionals and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision
- Assist with the development and implementation of Individual Education Plans and Personal Care programmes
- Provide feedback to pupils and parents in relation to progress with intervention groups and support
- Establish and develop effective and productive one-to-one or small group mentoring and other supportive relationships with children and young people, acting at all times as a positive role model and setting high expectations.
- Implement a time bound action plan with groups and individual children based on a comprehensive assessment of their strengths and needs and maintain accurate records of work for each identified pupil
- Challenge and motivate pupils, promoting and reinforcing positive self-esteem. Provide emotional wellbeing support to pupils with SEND
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To work effectively within a team establishing productive and effective relationships
- Use relevant school monitoring systems to inform targets for the development of teaching and learning
- Monitor the progress made in achieving action plans, evaluate the impact and use this to guide further improvement
- Create a climate which enables staff to develop and maintain positive attitudes towards SEND pupils.
- Ensure all staff participate fully in delivery of a SEND support
- Attend and contribute to leadership team and governor's meetings where relevant
- Attend CDP opportunities and feedback to leadership on effectiveness and plans to share with staff
- Manage the school's SEND resources including auditing and maintenance of equipment
- Work with staff to engage parents, by providing information and organising events such as subject workshops

- Work collaboratively with the EYFS manager to ensure early identification of pupils needs
- Apply for grants and/or funding to support SEND across all key phases
- Develop a portfolio of evidence to demonstrate standards achieved and the range of work implemented throughout the school.
- To undertake any other areas of responsibility or tasks which are deemed to be appropriate to the role of SEND Lead and delegated by the Headteacher
- Manage the SEND page on the school website which is continually updated with information for parents and use Twitter to inform and showcase

Managing and working with staff

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Line manage Assistant SENCO and other members of staff in your team
- Lead and manage teaching assistants working with pupils with SEND or a disability
- Lead staff appraisals and produce appraisal reports
- Work closely with other identified members of staff
- Liaise closely with the staff in school to ensure that everyone understands and supports the strategies being used by the SEND Manager to develop the pupils' skills for learning
- Provide and co-ordinate professional development by methods such as coaching, modelling best practice
- Work with teaching staff to ensure that teaching practice is fully inclusive and links to the planning and scheme of work across all curriculum areas
- Make sure that the headteacher, senior managers and governors are well informed about policies, plans and priorities, the success in meeting objectives and targets and professional development plans
- From time to time the SEND Manager may have to deal with situations/incidents which are emotionally upsetting. Support will be provided in these situations from SLT and the school DSL's. The post holder will also have access to regular supervision and support from T & W counselling team should the need arise.
- SEND managers may have access to sensitive and detailed information concerning a child and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family. Liaison with parents is primarily the teacher's responsibility, so any questions or queries from parents or others should be listened to carefully and then discussed with the Headteacher before any reply is made. Unguarded remarks can be dangerous in this respect.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role.

This job description may be amended at any time after discussion with you, but will be reviewed annually during the academic year and appropriate changes made if necessary.



JOB SPECIFICATION

SELECTION CRITERIA (ESSENTIAL)

- E1.** SENCo Qualification or willingness to undertake training.
- E2.** Knowledge of language development in deaf and hearing children.
- E3.** Knowledge and experience in planning and delivering the National Curriculum with an ability to differentiate in terms of delivery according to the individual needs of children.
- E4.** To have a friendly and flexible manner of working and an ability to work well with a range of professionals.
- E5.** A willingness to involve parents in their child's education.
- E6.** An ability to work under pressure with a large workload.
- E7.** Experience of contributing to the development and training of all staff working with deaf children.
- E8.** Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- E9.** A commitment to deliver services with the framework of the school's equal opportunities policy

APPLICATION PROCESS



Completing your application

Completed application forms must be received by **Midnight, Sunday 21st November 2021**



School visit

We encourage visits from prospective candidates. To arrange a visit please contact Amy Lazarczyk: office@laycock.islington.sch.uk

All applications must be submitted in the following way:



- Apply online at www.islington.gov.uk/jobs.

Shortlisting

- The shortlisting and selection will be made by a panel of senior leaders. Shortlisted candidates will be notified immediately after shortlisting has taken place and will be provided with further information on the selection process.

References and Safeguarding children

- Candidates are advised that references will be taken up during the shortlisting process. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least two professional references are required.



The post will be offered subject to satisfactory completion of pre-employment checks.

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

Interview Process – Interviews will be held as and when applications come in.

- Shortlisted candidates will be contacted prior to interview and provided any preparation details if required.

Successful candidate and Start Date

- We aim to appoint a candidate as soon as possible.

Jan
2022

Address: 26 Laycock St, London N1 1SW

Welcome to Laycock Primary School, in Islington.

We have designed our curriculum for the children at Laycock Primary to be inspired, enthused, engaged and active- not only with the power of their learning, but the power of their life choices within our school, community and wider world. We aspire to revolutionise each subject within our curriculum to ensure our children gain cultural capital, a wide variety of exposure to happenings around the world and first-hand experience which is crucial to all learners. Our curriculum has been created based on the individuality of our local area, our community and the current world we live in. We **will** prepare our children to ask questions, hunt for answers and base decisions on their moral compass.

Our enquiry based, experiential learning **will** ignite and develop our children to embody our school values: *aspirational, creative, curious, resilient, respectful and friendly*.

As a school, we have a responsibility to drive towards equality. We believe that the diversity of our school and families strengthens our school's community and ensures we promote, teach and enable equity. We vow to be reflective and stay on top of current issues of the world that we live in. Our curriculum has been inspired by a 'windows and mirror' analogy: we plan and strive to allow opportunities, also known as 'windows', for children to view into the experiences of others. We also plan and strive for representation, also known as 'mirrors', to reflect individuals and ensure our children see themselves in and around our school. This gives us new ways of seeing kinder ways of living and wider ways of being.

Additionally, we pride ourselves on working with and embedding values from the United Nations and British Council to help create active, 21st Century learners being capable and passionate to impact and benefit the future. To achieve this, a large focus of our curriculum has been looking at our curriculum through a 'social justice lens' to ensure that all of our pupils are represented and acknowledged in our teaching to ensure learning is relevant to them as young people living in London.

Laycock learners **will** break barriers, challenge stereotypes, learn from classic and current role models and understand the importance their decision and actions have on life.

Follow us on:



<https://twitter.com/LaycockPrimary>



www.laycock.islington.sch.uk



<https://laycock.islington.sch.uk/learning/curriculum/curriculum-overview/>



If we believe it, we can achieve it.