

**Working with us**

Achieving more than you believed possible – that’s what constitutes a quality education. At Cognita it is what we strive for in our schools. We want it for our children, and we want it for the people who work for us.

Since Cognita’s launch in 2004, we’ve built an international network of 64 schools that serve some 30,000 pupils across seven countries in the UK, Europe, Latin America and South-East Asia. Cognita’s international network of schools and regional offices, combined with our ongoing investment in the professional development of our people, means we can offer first-class career opportunities with a global dimension. If you want to take your career further, we want to support you in achieving that goal within Cognita.

**St. Nicholas School Aims**

St. Nicholas Preparatory School is an independent school promoting a rich and varied education in which all children are valued equally and encouraged to fulfil their potential.

We offer a structured and challenging environment.

Children are rewarded for the highest standards of behaviour, effort and academic achievement.

**St. Nicholas School Values**

Ambitious

Respectful

Resilient

Kind

Together we are a Team

**Shared Responsibilities**

All members of staff have shared responsibility to comply with all policies and procedures and most importantly those relating to Safeguarding, Safer Recruitment, Child Protection, Data Protection, Human Resource issues and Health and Safety.

*“The job holder’s responsibility for promoting and safeguarding the welfare of children and young person’s for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Education Safeguarding Policy (including Child Protection Procedures) at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School’s Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.”*

All employees should promote relationships based on mutual respect where all are treated with dignity and fairness promoting equality of opportunity and co-operation.

Effective communication is the responsibility of all staff and inclusive of all appropriate stakeholders (e.g. pupils, colleagues, parents, outside agencies etc).

Additionally all members of the teaching staff should aspire to excellence and, if not already, to become, outstanding teachers. All should comply with the DfE Teachers’ Standards.

**JOB SPECIFICATION**

**Job Title:** **Special Educational Needs Coordinator (SENCO)**

**Reporting To:** The Headmistress

**Internal Contacts:** All school employees, pupils

**External Contacts:** Education establishments, suppliers, parents

# OUTLINE JOB DESCRIPTION

**Role Outline**

The SENCO has an important role to play with the Head in determining the strategic development of SEN policy and provision in the school. The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support and to include individual pupils with SEN and Disability, including those on whom the LA maintains Statements of SEN/EHC plans including Annual Reviews.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. The SENCO is required to follow the most recent government Code of Practice for SEN or Disability.

The key responsibilities of the SENCO include:

* overseeing the day-to-day operation of the school’s SEN policy
* co-ordinating provision for children with SEN and keeping it under regular review
* liaising with and advising fellow teachers, including coordinating the provision of support from any Learning Support Assistants and contributing to the provision of high quality differentiated and personalised teaching through in-service training for staff
* liaising with the relevant Designated Teacher where a looked after pupil has SEN, including contributing to the Personal Education Plan
* making use of specialist and standardised assessment materials and data to track pupil progress, plan interventions and provide feedback to colleagues and parents
* advising on the graduated approach to providing SEN support
* advising on the deployment of the school’s budget and other resources to meet pupils’ needs effectively, including any LA top up/high needs funding
* liaising with parents/carer(s)of pupils with SEN
* liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent external or voluntary bodies
* being a key point of contact with external agencies, especially the local authority and its support services
* liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
* working with the Head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ensuring that the school keeps the records of all pupils with SEN up to date and transfers SEN or Disability records to next schools/institutions accordingly;
* operating at all times within the terms of the school’s admissions policy for SEN or Disability, including the publication of the accessibility plan
* maintenance of effective record-keeping systems accordingly and overseeing all the records of children with SEN or Disability
* maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children so they learn, participate and achieve the best possible outcomes;
* ensure any EYFS practitioners review children’s progress and share a summary with parents
* liaise closely with the Designated Safeguarding Lead with regard to any early help required for individual children, and to ensure their welfare, health and safety are promoted.

**Person Specification**

* Experience of supporting children with SEN or disability in a primary/prep school setting
* Knowledge of relevant Key Stage and National Curriculum requirements
* A team player who can work collaboratively with colleagues
* Excellent written and oral communication skills
* An empathetic and kindly manner with children and adults alike

**Education and Skills**

* Educated to degree level or above
* Qualified Teacher Status or equivalent
* Evidence of further professional development in the area of SEN
* Able to demonstrate fit with our company values: Excellence, Respect, Integrity, Collaboration and Accountability – and passion for our overall vision: ‘to enrich the lives of children and challenge them to achieve more than they believe they can.
* **Remuneration**
* According to experience and qualifications
* Teachers Pension Scheme
* The school is committed to the further professional development of employees and the post holder would be able to take full advantage of training provided by Cognita and other providers

*Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check for regulated activity (if the candidate has lived in the UK and/or criminal policy checks for all other countries lived or worked in for a period of 3 months or more since the age of 16 (irrespective of whether they worked in those countries).*

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