



INFORMATION PACK:

SENCo (Maternity Cover)



The Learning Support Unit: delivering success for all

At The Latimer Arts College we place no boundaries on ambition, no limits on aspirations and no barriers in the way of achievement and nowhere is this better reflected than in the service that our Learning Support Unit (LSU) team deliver.

Our team work tirelessly with students, parents and carers and colleagues across the school to ensure that all young people in the College have the best learning environment to allow them to learn and develop to their fullest potential. As a consequence, the progress of these learners exceeds the national average and we are proud of this!

At all times we endeavour to meet the needs of individual students by providing an effective support service to identified students across the age and ability range.

We work closely with students, parents/carers and outside agencies to:

- Create an environment in which students with SEND can fulfil their potential
- Enable students with SEND to function as independently as possible within the school environment and the outside world
- Create a partnership in which the College, home and other agencies work together for the benefit of students with SEND

Our Team

Our SENCo leads the LSU Team and is a non-teaching member of staff, who offers occasional support in lessons and with 1:1 support.

To enable the focus of the SENCo to be on teaching and learning, we have in place a Learning Support Manager who is responsible for the day to day operational running of the Learning Support department. They work closely with the SENCo on monitoring and tracking student progress and parent and carer liaison.

To reduce the amount of administrative tasks that these leaders have to complete, they are supported in this by a dedicated Administrative Assistant.



The capacity of the team to support the needs of our student is enhanced by a Learning Mentor, two HLTAs and a team of LSAs.

Our Resources

Our Learning Support Team is situated in its own purpose built area which provides a central hub that offers support to individuals and small groups of students.

We have two dedicated learning support rooms, equipped with ICT access, along with a suite of smaller rooms for individual and small group learning.

SENCo Role

We are seeking to appoint a temporary SENCo with immediate effect to cover a maternity leave.

The person appointed will be an outstanding and ambitious leader, who is passionate about teaching and learning. Ideally, they will have prior experience and expertise in the teaching of special educational needs and experience of leadership in this area.

We are looking for a candidate who will continue to drive forward standards during the period of the maternity cover.

Our current SENCo works part-time (0.6 FTE). We would be happy to negotiate full or part-time hours with a suitable candidate.



Job Description

Role: SENCo / Teacher of Special Educational Needs

Line Manager: Assistant Principal

Scale: TMS plus TLR1B

General Responsibilities

- To lead on the delivery of special educational needs provision
- To teach students with Special Educational Needs and carry out the specific responsibilities of the role as contained in the School Teachers' Pay and Conditions document.
- To be a form tutor and to carry out the specific responsibilities of the role.

Specific Responsibilities

Leadership Responsibilities

- To promote the College's vision for special educational needs;
- To model high standards of professional conduct;
- To monitor the quality of teaching and lead in ensuring that outstanding learning experiences are delivered across the College in relation to special educational needs, including delivering individual and whole college training;
- To be responsible for leading on the curriculum improvements and developments across the College in relation to special educational needs;
- To lead in ensuring that the progress of students with special educational needs is monitored and tracked, initiating appropriate intervention where required to ensure that students achieve outstanding outcomes;
- To demonstrate good subject and curriculum knowledge, especially in English and Maths at Key Stage 3, and liaise with the Maths and English teams in order to do this;
- To occasionally teach students who require a specialised learning programme on a 1:1 or small group basis;
- To provide written and verbal reports and specialist input to the Learning Support Manager as an integral part of the annual review process;
- To complete specialist assessments for exam access arrangements;



- To work closely with the Learning Support Manager to promote the work of the Special Educational Needs Team in the College and the wider community;
- To lead the department self-evaluation process and co-ordinate subsequent improvement planning arising from the College Improvement Plan;
- To lead in ensuring that appraisal arrangements for members of the Learning Support Team are carried out and that staff are supported in their professional development;
- To ensure that resources are deployed efficiently throughout the department;
- To attend Progress Leader meetings.

Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Understanding and being fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating good subject and curriculum knowledge;
- Planning and teaching well-structured lessons to a range of age groups and abilities, ensuring that all students make outstanding progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Fulfilling wider professional responsibilities by contributing to department and whole college improvement;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the College's meeting cycle.

Form Tutor

- To lead a tutor group and be responsible for the delivery of tutor time activities in accordance with the published schedule and as directed by the House Achievement Leader;
- To encourage tutees to comply with the College's Values statement;



- To encourage the student voice and develop a form and House ethos that is in harmony with the College values;
- To monitor student progress, following the College's tracking processes, mentoring tutees and intervening when progress is not as expected;
- To encourage high levels of attendance;
- To provide relevant information, advice and guidance to tutees.

Other

- To undertake any other reasonable duties as directed by the Principal.

Person Specification



SELECTION CRITERIA (no priority order)			
Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status / Degree relevant to the subject	X		Application form – verified at interview
Evidence of further study in preparation for leadership: National Award for SEN Co-ordination		X	Application form– verified at interview
High standard of literacy	X		Application form
Commitment to Safeguarding	Essential	Desirable	Method of Assessment
Motivation to work with children and young people	X		Application form / reference / interview
Commitment to, and belief in, the equal value of all students	X		Application form / reference / interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		Application form / reference / interview
Ability to raise the self-esteem and expectations of children and young people	X		Reference / interview
Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline	X		Application form / reference / interview
Teaching and Learning Experience and Skills	Essential	Desirable	Method of Assessment
Proven track record of outstanding Special Educational Needs teaching	X		Application form / interview
Understanding of the barriers to learning and knowledge of strategies to overcome them	X		Application form / interview
Knowledge and understanding of the National Curriculum requirements in English and Maths at Key Stages 2,3 and 4		X	Application form / interview
Proven track record of outstanding outcomes	X		Application form / interview
Proven track record of strong and effective behaviour management strategies	X		Application form / interview
Excellent ICT skills	X		Interview
Leadership Skills and Knowledge	Essential	Desirable	Method of Assessment
Knowledge of the revised Code of Practice and a genuine understanding of specific learning difficulties	X		Application form / interview
Training in assessing exam access arrangements		X	Application form / interview
Ability to articulate a clear vision and direction for special educational needs education	X		Application form / interview
Creativity, energy and enthusiasm	X		Application form / interview
Prior experience of leadership in and/or of leading successful improvement projects	X		Application form / interview
Proven success in improving the teaching and learning of special educational needs at whole school level		X	Application form / interview
Experience of effectively using data to analyse student progress and secure improved outcomes	X		Application form / interview



Experience of effectively coaching others to improve their practice	X		Application form / interview
Ability to lead a team and motivate others who are part of that team to reach the highest of standards	X		Application form / interview
Strong ability to work effectively under pressure and show resilience	X		Application form / interview
Strong time management and organisational skills	X		Application form / interview
Personal Qualities and Interpersonal Skills	Essential	Desirable	Method of Assessment
Ability to communicate effectively and relate well to all stakeholders	X		Application form / reference / interview
Good sense of humour	X		Application form / interview
Willingness to contribute to extra-curricular activities	X		Application form / interview
A commitment to / interest in the Performing Arts		X	Application form / interview
A willingness to contribute to extra-curricular activities	X		Application form / interview