



Ryburn Valley **High School**

SENCO

L4 - L7(negotiable)

Closing date: Wednesday, 20th March 2019

Interviews will take place w/c: 25th March 2019

Start date: September 2019

Say yes to new adventures.



Everyone matters and every dream counts.

Welcome to Ryburn Valley High School. We're a thriving 11-18 comprehensive school, in a well-equipped, modern building with a truly stunning setting looking out across the Calderdale hills. Our core purpose is to inspire a generation of high performing, joyful students with a love of learning, a zest for life and a genuine confidence to excel in a colourful world.

We do that through excellent teaching and learning, and by putting creativity at our heart. Our staff are amazing, in both the incredible range of opportunities they make possible, and in the relationships they build as a foundation. We get results, but we give so much more, shaping a generation with the kindness and character our future needs.

We're rightly proud of our strong exam results, each grade telling the story of a student's effort and dedication, the support of their family and school community, and the encouragement and skill of their teachers. Our teachers are our biggest asset. They bring passion and care, and back that up with highly effective teaching strategies. We cherish our staff to support their wellbeing and enable them to thrive. We never stop learning, and we continue to invest in our teachers' and the school's development both by reflecting deeply on our own practice and by reaching out to leading educational research to keep ahead of our game.

Join the Ryburn family, where everyone is supported and challenged to excel.

David Lord, Headteacher

SEND at Ryburn

For more information see:

www.rvhs.co.uk/special-educational-needs

Ryburn is a mainstream comprehensive school, with around 1500 students. We have one of the biggest and best SEND departments in Calderdale, and support students with a range of additional needs to make progress.

The school employs 22 Additional Needs Specialists, a Moving and Handling Specialist and an Additional Needs Manager. Most of the Additional Needs Specialists are attached to subject departments while a small team remains attached to the Learning Support Department to support students with high needs, deliver interventions and support Y6/7 students with transition. We work closely with primary schools, parents/carers, our teaching staff and external agencies to give our students the best support possible.

Our Nurture Provision supports students with social, emotional and mental health needs. The Centre also acts as a "safe haven" for students prior to school and during breaks. The needs of most students however, are met in mainstream classes.

We run numerous interventions and activities to support students and their families, including our Social Use of Language programme (SULP), Circle of Friends group, physiotherapy, Drawing and Talking therapy, Lego therapy, Sand therapy, peer awareness training, and coffee mornings. We also have a number of extra curricular activities including Disport, Maths Club and Homework Club.

All this is made possible by our dedicated, passionate and good-humoured team of staff and a caring school which values the wellbeing of students and staff.



Facilities:

The Learning Support department has 3 specialist classrooms including an ICT suite and a Literacy resource base.

Courses offered:

Key Stage 3:

Personal Development Programme

Key Stage 4

- Personal Development Programme

Key Stage 5 - Full time Vocational Skills Course

- ASDAN Certificate in Personal and social development at either Entry level 3 or an Award at level 1
- ASDAN Certificate in Employability at either Entry 3 (2 years) or a Level 1 Award in 1 year.
- Functional skills in maths and English at either Entry level 1,2,3 or level 1
- Arts Award
- Work experience
- Residential
- Skills lessons

Job Title	SENCO
Line Manager	Assistant Headteacher (Pastoral)
Liaising with:	Headteacher, Senior Leadership Team, Associate Leadership Team, HODs, Head and Assistants Head of Year, Pastoral Team and Learning Support Assistants.
Salary/Grade:	Full Time L4 –L7 (negotiable)
Key Responsibilities	<ul style="list-style-type: none"> ○ To support the Leadership of the school and ensure the SEND Code of Practice is implemented to the highest standard ○ To lead and develop the SEND Team ○ To ensure all staff deliver first class teaching that secures outstanding outcomes for SEND students.
Strategic and Operational responsibilities	<ul style="list-style-type: none"> • Lead the strategic development, implementation, monitoring and maintaining SEND policies and practices, which reflect the academy's commitment to high achievement and which are consistent with national strategies and policies • Contribute to a positive ethos in which all students have equal access to a broad, balanced and relevant curriculum • To support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the School Development Plan (SDP) • To identify and disseminate the most effective teaching approaches for pupils with SEN, within the faculty and deliver appropriate whole school CPD • To establish and implement clear practices for assessing, recording and reporting on student achievement in line with school policy and to effectively use data to recognise achievement and to challenge staff in providing appropriate intervention • To analyse and interpret relevant academy, local and national information and data relating to students with SEND and advising the SLT of the level of resources or interventions required to maximise progress and achievement and address any issues:- <ul style="list-style-type: none"> ➢ Produce impact reports on examination/ student current performance. ➢ Produce QA assurance reports and department SEF for Headteacher, Leadership Team and Governors. ➢ Produce reports on the effective use of the Notional and specific SEN budgets ➢ Update the relevant sections of the whole school SEF • Ensure the school website is compliant by updating all relevant SEND information to a high standard and adhering to a regular planned timeframe • To ensure the effective and efficient management and organisation of learning resources, including information and communications technology • To ensure that a system for student rewards and sanctions operates within the department is in line with school policy. • Liaise with SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy's Improvement plan/School Evaluation Plan. <ul style="list-style-type: none"> ➢ Produce and annually update of schemes of work • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels • To attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme. Liaise with Year 5 pupils requiring advice about provision • Liaise with local authorities, external agencies, parents and other schools regarding transition, co-ordinating a specialist response and providing maximum support and continuity of educational provision for students with SEND • Co-ordinate the application for and of special arrangements in external examinations • Co-ordinate the most effective tests to ensure all SEND students receive the maximum possible resource, time and support to enhance their learning and achievement • Work with students, class teachers, Year leaders and directorates to ensure realistic expectations of behaviour and achievement are set for students with SEND • Lead Annual Review meetings for students with Statements or EHCPs.

Communication	<ul style="list-style-type: none"> • Ensure all members of the department are familiar with its aims and objectives • To liaise regularly with Heads of departments and other teaching and support staff about student progress • To liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision • Develop effective subject links with cluster schools and all other relevant bodies in order to represent the schools view and interests.
Quality Assurance	<ul style="list-style-type: none"> • Promote and maintain high quality in the Faculty, of which key components are: <ul style="list-style-type: none"> ➢ Ensuring high expectations within the team, especially concerning standards of classroom management and student behaviour ➢ The security and condition of fabric, equipment, materials and display work within the teaching area and maintaining an inventory of equipment ➢ The introduction and support of new staff and students to the faculty ➢ Involving staff in decision making and reporting back discussions and decisions ➢ Creating, maintaining and enhancing effective relationships • To implement Academy quality assurance procedures and to ensure adherence to those within the faculty • Monitor the quality of support for students with SEND by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are co-ordinated, evaluated and regularly reviewed • To line manage the SEND Leadership Team. • To establish common standards of practise within the faculty and develop the effectiveness of teaching and learning styles in all subject areas within the faculty. • To contribute to the academy procedures for lesson observations, work scrutiny and achievement data.
Performance Development:	<ul style="list-style-type: none"> • To establish the process of the setting of targets within the department and work towards their achievement • Develop, motivate and train members of the department. Providing clear expectations of their role to improve performance and evaluate the impact of teaching and learning • Disseminate good practice relating to SEND across the academy through coaching, mentoring, INSET and formal guidance of teaching and support staff.
Professional Standards	<ul style="list-style-type: none"> • Act as a professional role model • To play a full part in the life of the school community, and to encourage staff and students to follow this example • Support the ethos, vision, principles and values of the School • Treat colleagues, students and all members of the community with respect and consideration • Treat all students fairly, consistently and without prejudice • Set a good example to students in terms of appropriate dress, standards of punctuality and attendance • Support the aims of the School through attendance and participation in events such as open evenings, options evenings and the like (appropriate to responsibilities) • Support the ethos of the School by upholding the code of conduct, uniform rules, etc. • Take responsibility for own professional development and participate in arrangements as adopted by the School for the assessment of his/her performance and that of other teachers • Reflect on own practice as well as the practices of the school with the aim of improving all that we do and achieving excellence • Read and adhere to the various policies of the school and implement School Improvement Plans • Participate in the development and management of the school by attending various team and staff meetings • Be proactive and take responsibility for matters relating to health and safety.

Other Specific Duties

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the head teacher to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

This post is full time, term-time only. Your main working hours will be during normal school hours, however you will occasionally be expected to attend school meetings and events that are held during evenings and weekends. You are expected to work flexibly to fulfil your responsibilities and meet the needs of the school.

As travelling to events and meetings is a part of this role, you will be expected to travel to various locations, therefore a driving licence and access to a car would be advantageous

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check.

PERSON SPECIFICATION

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none"> • Relevant academic and/or teaching qualifications • Experience of working in a Learning Support Management Team. • SENCo Qualification (National Award for SEN Co-ordination – NCSL) or the commitment to complete the qualification within the next academic year. • Relevant teaching experience • Commitment to improving student learning and raising achievement • Experience of effective deployment of staff, provision mapping and use of resources 	<ul style="list-style-type: none"> • Evidence of continuing professional development around SEND • Awareness of current syllabus development • Experience of working in a target driven environment
Knowledge & Understanding	<ul style="list-style-type: none"> • An understanding of current educational developments and a clear grasp of developments relating to the SEND Code of Practice and education in general • An understanding of assessment data and how it can be used in the classroom • Experience of working with SEND data and systems of analysis and intervention • Efficient manager and administrator. • Good, up to date subject knowledge skills. 	<ul style="list-style-type: none"> • Experience and understanding of helping low achievers.
Communication Skills	<ul style="list-style-type: none"> • Have the vision to plan the way ahead and to get things done to achieve challenging goals • Ability to work collaboratively across the Academy with staff, parents, governors and the community • Ability to monitor and evaluate the work of a committed team. • A high level of organisational skills • To lead a team and get the best out of people, staff and students. • A good communicator. • Sensitive to the needs of others. • Demonstrate good judgement. • Think creatively and imaginatively to anticipate, identify and solve problems 	
Decision Making & Judgement Skills	<ul style="list-style-type: none"> • Make decisions based on analysis, interpretation and understanding of relevant data and information • Demonstrate good judgement 	
Personal qualities	<ul style="list-style-type: none"> • A commitment to inclusive, comprehensive education and equal opportunities • Empathy for children from a wide variety of social and cultural backgrounds • Determination to succeed and exhibit highest expectations of self and others • Vision, imagination and creativity • Tact, integrity, good judgement and a sense of humour • Excellent communicator • A willingness to work hard, supporting others with enthusiasm and sensitivity 	<ul style="list-style-type: none"> • Willingness to contribute to extra-curricular activities