



## SENCO

### Our Lady of Lourdes Catholic Primary School

<b>Position:</b>	<b>SENCO</b>
<b>Full time:</b>	<b>Part Time (3 days) with the option of extra 2 days KS2 class teaching</b>
<b>Contract Type:</b>	<b>Permanent</b>
<b>Salary:</b>	<b>MPS/UPS + TLR2a</b>
<b>Start:</b>	<b>1<sup>st</sup> September 2015</b>

Our Lady of Lourdes School has an exciting opportunity for a high quality practitioner to join our thriving faith-filled school community in which every child is valued as a unique individual with infinite potential.

The Governing Body wish to appoint a highly innovative and inspirational professional who, as SENCo, will enable our children to maximise their potential in all areas of an increasingly creative and challenging curriculum.

Having recently been graded a good school by Ofsted, Our Lady of Lourdes Catholic Primary School is looking for a highly motivated, committed, enthusiastic and talented professional with the ability to make a further difference to our community. We are a friendly and supportive team. The school is located at the heart of the picturesque village of Rottingdean, which is a ten minute journey from the centre of Brighton.

This is a part-time position for three days per week.

Would you like to join our dedicated, supportive and inspirational team?

Would you like the opportunity to work with outstanding teachers and support staff in an outstanding learning environment?

Are you a reflective practitioner who would relish the opportunity to further develop your teaching skills and provide our children with exciting, modern and relevant learning experiences?

In the meantime, please visit our school website <http://ourlady.brighton-hove.dbprimary.com> to gain a deeper insight into our school community.

You will play an important role by:

- Supporting the Catholic ethos (even if not Catholic)
- Contributing to a forward thinking team who strive to provide good or outstanding teaching and learning for all children at all times
- Demonstrating excellent professional practice
- Contributing to the School Development Plan and being committed to raising standards
- Bringing a wide range of skills and interests that impact on the school community
- Leading inclusion, interventions and support to impact positively on all children

You will receive high quality CPD and opportunities to impact on the whole school whilst developing your own skills.

If you are someone who enjoys the challenges of working in a school which aims to be the best it can, then please apply.

Closing Date: 3.00 pm Monday 13<sup>th</sup> July 2015

Shortlisting: 13<sup>th</sup> July 2015 (The school will inform successful candidates on this day. We apologise but we will not contact unsuccessful applicants due to the volume of applications)

Interview and observation date: Tuesday 14<sup>th</sup> July 2015

The application pack is obtainable from the school [admin@lourdes.brighton-hove.sch.uk](mailto:admin@lourdes.brighton-hove.sch.uk) or upon request from the school. Please contact the school office on 01273 306980.

Our Lady of Lourdes Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

# Our Lady of Lourdes Catholic Primary School

## JOB DESCRIPTION SENCo FTE 0.6

### **Job Purpose:**

To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs and disabilities.

This job description is to be performed in accordance with the School Teachers' Pay and Conditions Document.

### **Responsible for:**

Inclusion Teaching Assistants, supporting teaching assistant intervention groups and provision mapping.

### **Note:**

In the context of this Job Description, pupils with special educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils receiving Pupil Premium funding.
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural problems;
- 'Looked After' pupils;
- Pupils whose first language is other than English;
- Pupils belonging to ethnic minorities;
- Pupils of Romany, Gipsy or Traveller families;
- Pupils with parents serving in the Armed Forces.
- Pupils who the Head Teacher considers have previously received, for any reason, an inadequate or compromised education.
- Any other significant groups.
- Gifted and talented pupils.

### **Professional Responsibilities:**

#### **1. Strategic Direction and Development of The School**

**In co-operation with, and under the direction of, the Head Teacher to:**

1. Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability.
2. Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make

progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it.

3. Work with the Deputy Head to ensure provision for all pupils is regularly monitored, evaluated, reviewed and with the use of SIMS.
4. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have special educational needs.
5. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting.
6. Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching.
7. Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement.
8. Develop and maintain good relationships with parents, outside agencies and the local community.
9. Exercise a key role in assisting the Head Teacher and governors with the strategic development of inclusion policy/provision.
10. Support all staff in understanding the needs of pupils with additional needs and ensure the objectives to develop inclusion are reflected in the school improvement plan.
11. Monitor progress of objectives and targets for pupils with additional needs from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.

## **2. Learning and Teaching:**

1. Identify and adopt the most effective teaching approaches for those pupils with special educational needs.
2. Support teachers in the identification and assessment of children who may need to be on the schools SEN register. Keep the register up to date.
3. Monitor learning and teaching activities to meet the needs of pupils with special educational needs.
4. Identify and teach study skills that will develop pupils' ability to work independently.
5. Liaise with other schools to ensure continuity of support and learning when transferring pupils with special educational needs.
6. Monitor and evaluate the quality of learning and teaching of all pupils, including significant groups to secure school improvement.
7. Promote independence, equal opportunities and child protection practices.

## **3. Recording and assessment:**

1. Set targets for raising achievement among pupils with special educational needs.
2. Collect and interpret specialist assessment data.
3. Set up systems for identifying, assessing and reviewing special educational needs.
4. Update the head teacher and governing body on the effectiveness of provision for pupils with special educational needs.

5. Develop understanding of learning needs and the importance of raising achievement among pupils.
6. Attend consultation evenings and keep parents informed about their child's progress.

#### **4. Leadership:**

1. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with special educational needs.
2. Provide and lead training opportunities for learning support assistants and other teachers to learn about special educational needs.
3. Disseminate good practice in special educational needs across the school.
4. Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure.
5. Support the schools policies for a fully inclusive education for all pupils.
6. Have a lead role in Child Protection and all safeguarding procedures.

#### **5. Standards and quality assurance:**

1. Support the aims and ethos of our Catholic school.
2. Set a good example in terms of dress, punctuality and attendance.
3. Attend and participate in open evenings and student performances.
4. Uphold the school's behaviour code and uniform regulations.
5. Participate in staff training.
6. Attend team and staff meetings.
7. Develop links with governors, Local Authorities and neighbouring schools.

#### **6. Maintenance of Professional Standards:**

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the school and the team for which you are responsible.
2. Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the school.
3. Ensure the development and maintenance of a team culture that enables all members of the Leadership team to be effective in their respective roles.
4. Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.

#### **7. Duties and Responsibilities:**

Undertake any other reasonable professional task as directed by the Headteacher.

## PERSON SPECIFICATION

**JOB TITLE:** SENCo

**GRADE:** Main/Upper Pay Scale + TLR2a

**SCHOOL:** Our Lady of Lourdes Catholic Primary School

**Responsible to:** Headteacher and Governors

### ESSENTIAL CRITERIA

#### Job Related Education, Qualifications and Knowledge

- Qualified Teacher Status.
- Degree or equivalent.
- Evidence of recent relevant professional development.
- Willingness to undertake SENCO qualification if appropriate.
- Knowledge of the Primary curriculum.
- Knowledge of the SEN Code of Practice.
- Knowledge of the Standards for Gifted and Talented.
- An understanding of the importance of creativity in the curriculum.
- Knowledge of how the curriculum can be extended.
- An understanding of the importance of partnership with parents.
- An understanding of the importance of community links.
- Knowledge of relevant legislation -in particular of the SEN code of Practice, Pupil Premium, equal opportunities and disability discrimination legislation and how these apply to pupils with an EHC Plan as well as those without.
- Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.
- Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education welfare services.
- Knowledge of current legislation regarding child protection and safeguarding.

#### Experience

- Teaching experience in the Primary age range.
- Understanding of Early Years/Foundation Stage.
- Involvement with external agencies.
- Experience of inter agency work.
- Experience of working with SEN, Pupil Premium, More able/Gifted and talented pupils.
- Experience of successful leadership and management within a school.
- Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use

of resources and improved standards of learning and achievement for all pupils across the school.

### **Skills/Abilities**

- Ability to analyse, prioritise and meet deadlines.
- Ability to communicate clearly both verbal and written, with energy and conviction to a wide audience.
- Able to use IT to support both the curriculum and work organisation.
- Able to work as part of, and contribute to, the whole-school team.
- Able to select appropriate resources which ensure high quality teaching and learning, and which are accessible to all pupils.
- Able to assess the needs of individuals to inform lesson planning.
- Able to plan appropriately and motivate all groups of pupils, including the Able, Gifted and Talented.
- Able to use assessment data to report on pupils' performance, including Pupil Premium to the SMT and Governors.
- Excellent organisation and Management skills.

### **Equalities**

- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Inclusive Council Policy.

### **Personal Qualities**

- A willingness to support the Catholic ethos of the school
- A commitment to inclusive education and willingness to respond to the needs of individual learners with sensitivity.
- A positive and resilient individual with drive, integrity, a cheerful disposition and sense of humour.
- An ambitious and diligent professional who can motivate and inspire others including pupils, teachers, parents and governors.
- Commitment to high standards, equality of opportunity and continuous improvement.
- Commitment to safeguarding and promoting the welfare of children.
- Approachable, able to listen and reflect to the needs of all stakeholders.
- Excellent presentation and inter-personal skills.

### **Continuing Professional development**

- Evidence of personal commitment to professional development.