



Sir Henry Floyd Grammar School

Head of Interventions (SENDCo)

Information for Applicants

Head of Interventions (SENDCo)

Thank you for your interest in the post of Head of Intervention (SENDCo) at Sir Henry Floyd Grammar School

General Information

We are a mixed grammar school with 1200 students, the overwhelming majority of whom are well motivated, hard working, committed learners. Our examination results have improved steadily over the past five years (from 45% A-A* to 64% at GCSE and from 50% A* -B to 77% at A level). We seek an enthusiastic and dynamic person to lead the Personalised Learning Department. In addition to enjoying their teaching, the successful candidate will be well organised, enthusiastic and well motivated, as well as able to communicate effectively with others.

Our most recent Ofsted graded as outstanding in every respect – the first time that the school has received this judgement. We were excited by that but are still keen to carry on improving and are building networks with other schools that we feel we can learn from. The school is growing in popularity. This year we are having two building projects to provide extra accommodation and we are increasing our admission number.

Our focus in recent years has been very much on improving examination results but we are fortunate that large numbers of staff and senior students give up their time to run extra-curricular activities. We run a “Freshers Fair” at the start of each year where all lunchtime and after school activities are promoted to new students. This year we had over seventy clubs and activities attending the fair.

The appointee will be joining a successful school with a distinctive ethos. Being mixed and selective is relatively unusual in the current climate, and so this post offers a rare opportunity to join a staff team committed to excellence and high academic standards in a supportive environment. Pupils of both sexes work hard and are positive about their studies, while enjoying a natural working atmosphere in which civilised and thoughtful behaviour is the norm.

We are looking for:

- A well-qualified graduate teacher with a love of teaching and a determination to support every student in achieving his/her best.
- A teacher capable of teaching their subject for a proportion of the week.
- A person with an interest in applications of ICT, target-setting and value-added analysis and their role in supporting the learning and development of young people.

- Someone capable of working effectively within a large team, co-operating in the construction and sharing of resources.
 - Ideally (although this can be learned) and understanding of the needs of students on the ASD spectrum.

The Personalised Learning Department

Our current team was formed recently in response to the revised Code of Practice. We have six assistant teachers working within the team, with a range of specialisms and special interests.

The team serves a range of needs among our students. We have a small number with statements/EHC plans and a much larger number who benefit from help with personal organisation and with developing social skills.

In recent years we have been getting ever sharper about identifying appropriate individual intervention and support for our students.

The Personalised Learning Department works closely with a team of Raising Achievement Officers (they share an office). These members of staff work closely with our Heads of Year to support the learning of students who are underachieving and they also monitor behaviour and attendance. There is obviously some overlap in the groups of students that each team supports. The shared office helps communication over these individuals.

There is a separate base – “The House” that is the base for much of our individualised work with students. Some students have their lockers here so they can get help to organise themselves each morning. The House is also the base for lunchtime clubs that improve social skills. This facility is also often used when students are working in small groups or receiving individual interventions.

We are very fortunate that our students are very supportive of each other. A parent of a leaving Year 11 wrote this week to say

“No one expects children to get kinder at secondary school age, but there is something about the way in which your school expects tolerance and understanding at every level that is passed onto the children. When my child has been too frightened in the corridors because of crowding or outside because of maintenance work being done, there have been other children who have helped her get to where she needs to go. It is hard enough being different as a teenager, but being different and being at a very different emotional development place and not understanding a lot of what the other children are feeling or going through can be more isolating. But instead of being isolated, other children have been kind. Yes, some may see her as a little sister, but they see her, and they don't judge her for being who she is, they accept her”.

Our culture then is one in which individuals with a wide variety of personalities, gifts and idiosyncrasies can feel accepted, valued and appreciated. As a consequence, almost universally, they flourish.

This is a rare opportunity to work in a very supportive environment and lead a collaborative, supportive and happy department. You will find a range of details about this post in this information booklet, but if you require any further information or would like to visit Crispin before an application, do not hesitate to contact me by telephone or email (01296 424781 sbox@shfgs.co.uk)

The post will provide an enriching opportunity for colleagues from a range of backgrounds. We have no preconceived ideas regarding the previous experience of our next Special Educational Needs Coordinator. You may, or may not, have largely worked in this area before. It is more important to us that you are an excellent teacher, have considerable potential as an educational leader and are fully committed to ensuring that all students have the opportunity to make excellent progress

To apply for the position, please complete an application form with an accompanying letter (either within the form or separate from it) outlining your skills and experience and how you meet the person specification. Please address your application to Mr Stephen Box, Headteacher at Sir Henry Floyd Grammar School, Oxford Road, Aylesbury, Buckinghamshire HP21 8PE by 23rd May 2017.

I look forward to receiving your application.

Stephen Box
Headteacher

Sir Henry Floyd Grammar School

Job Description: Intervention Manager and SENDCo

Main responsibilities

Ensuring that students with special educational needs and in receipt of pupil premium achieve their potential.

- **Oversee the strategic development of provision for SENDCo students**
- **Lead the Learning Development Team**
- **Develop teaching and learning of students with special educational needs and disabilities**
- **Monitor the progress of students in receipt of Pupil Premium and ensuring that interventions are co-ordinated**
- **Work closely with other colleagues and agencies outside school**

Strategic Development

- Ensure that the headteacher is kept informed about developments in SENDCo policy and practice.
- Ensure that interventions for SENDCo students and those in receipt of pupil premium are well designed and effective
- Lead the Learning Development team through the process of adhering to the most recent SENDCo Code of Practice
- Work with faculty leaders to ensure that schemes of work properly reflect best practice in supporting the progress of SEND students
- Work with Heads of Year to ensure that interventions are co-ordinated

Leadership

- Manage the team of LSAs
- Ensure that LSAs are well briefed about effective strategies to support the student they are working with
- Take responsibility for the school's commitments as outlined in statements of SEN and EHC plans
- Publish the school's plans for spending pupil premium money as required

Development of Teaching and Learning

- To be an exemplar of high quality teaching and learning
- To offer support and guidance to colleagues to improve the quality of their teaching of SEND students

Monitoring student progress

- Ensure that the overall social and academic progress of each SEN or pupil premium student is closely monitored.
- Ensure that interventions are focused and as far as possible have measurable outcomes
- Set up systems for appropriate screening of students on entry to the school
- Manage the SEND register

Joint working

- Lead collaborative work with external agencies to support the progress of SEND and pupil premium students
- Lead the process of reviewing statements and EHC plans
- Ensure that parents of SEND and pupil premium students are well informed about the progress of their child.
- Oversee transition process into Year 7 and Year 12 to ensure that SEND and pupil premium students settle into the school with minimal learning loss
- Review the SEN policy regularly and link with the lead governor on SEN issues

General duties

- Take part in the school's performance management process.
- Ensure that principles of equality are followed at all times in relationships with staff and students
- To carry out supervisory duties before and after school and at break-time in accordance with the published rota.
- Adhere to all school policies and procedures
- Work towards meeting the school aims and ambitions as set out in the Strategic plan, School Development Plan and Faculty Development Plan.
- Undertake any reasonable duties related to the job purpose and within the remit of the conditions of service set out in the Schoolteacher's Pay and Conditions document.
- Play an active role in the school's self-evaluation process.
- Work within the school's Health and Safety policy and Safeguarding Code of Conduct to help create a safe working environment for staff, students and visitors.

**Sir Henry Floyd Grammar School
Person Specification: SENDCo**

	Essential	Desirable	Evidence
Qualifications, knowledge and experience			
Recognised teaching qualification	✓		File
Working knowledge of The SENDCo Code of Practice	✓		Interview
Excellent knowledge of SENDCo		✓	Presentation
Evidence of continuing professional development	✓		File
Understanding of academic self-evaluation and monitoring	✓		Interview
Clearly defined vision for the development of the SENDCo team		✓	Presentation Interview
Successful leadership experience		✓	Application Interview
Knowledge of school Self Evaluation processes		✓	Application Interview
Skills and capabilities			
To monitor, plan and implement intervention strategies	✓		Interview
Willingness to undertake training for National SENDCo Award	✓		Interview
To make a positive impact on the work of others.	✓		Interview File
To create a positive, inclusive learning environment	✓		Interview
To analyse data to inform teaching/support and to set challenging targets for students and staff	✓		Interview
Personal qualities			
Enthusiastic and approachable	✓		Interview and prior knowledge
Good interpersonal skills	✓		Interview and prior knowledge
Clear educational philosophy		✓	Interview and prior knowledge
Commitment to professional development	✓		Interview and prior knowledge
Willingness to share expertise	✓		Interview and prior knowledge
High expectations of students	✓		Interview and prior knowledge
Hardworking and conscientious	✓		Interview and prior knowledge
Good communication skills	✓		Interview and prior knowledge
High expectations of self and colleagues	✓		Interview and prior knowledge
Ability to prioritise own workload and that of others	✓		Interview and prior knowledge