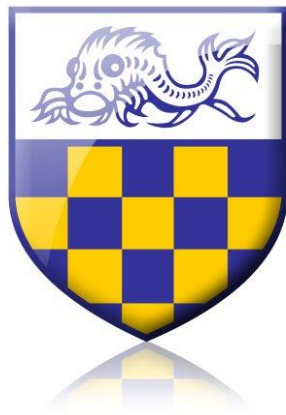


**Longhill High School
Rottingdean
Brighton**



Information Pack 2020

SENDCo

Full Time



LONGHILL

HIGH SCHOOL

Falmer Road
Rottingdean
Brighton
East Sussex
BN2 7FR
Phone 01273 304086
Fax 01273 303547

December 2020

Dear Applicant

Thank you for your application to join the community at Longhill High School. I hope you will find the contents of this pack both interesting and informative.

We would encourage you to find out all you can about the school to ensure that you are making your application from a fully-informed basis. You can visit our website at www.Longhill.org.uk

Ofsted said in September 2018 that 'Teachers have renewed enthusiasm for teaching and a group of staff actively research new ways to inspire pupils. Consequently, teachers are motivated and form part of the ambitious learning culture permeating throughout the school.'

Your commitment and enthusiasm towards the Longhill High School ethos, as well as the skills that you are able to bring to the school, will be key in our decision making process.

Shortlisting for interview will be based solely on the information you provide on the application form and covering letter. Please include evidence of how you meet the criteria set out in the person specification, providing examples where possible.

An application form can be found on the school website www.Longhill.org.uk . Please return your application by e-mail to: personnel@longhill.org.uk or by post for the attention of the, Heads PA, Longhill High School, Falmer Road, Rottingdean, Brighton BN2 7FR.

We take the issue of safeguarding children very seriously and all applications are processed accordingly. Please note that any appointments are made subject to enhanced DBS clearance, identity checks, continuous employment/employment gaps checks and satisfactory written references which we will apply for prior to the interview.

Thank you for your interest and we look forward to hearing from you.

Yours sincerely

Miss K Williams
Headteacher

Headteacher: Kate Williams
Email: admin@longhill.org.uk
Website: www.longhill.org.uk

JOB DESCRIPTION

Job Title

SENDCo- TLR1b + SEN Allowance 1

Reports to

Assistant Head

Job purpose:

- To take the lead in developing and evaluating SEND practice in the school and to oversee the day to day operation of the school's SEND policy.
- To lead, support, develop and hold accountable a team of staff to ensure high standards of teaching and learning and the well-being of students and staff.
- To ensure academic progress and personal development for all students by developing the whole-school teaching and learning for SEND students.

Key objectives:

- To raise standards of achievement of children with a SEND.
- To increase staff confidence and competence in teaching children with a SEND.
- To ensure children with a SEND have full entitlement to the National Curriculum.

Principle Areas of Responsibility and Accountability:

Leadership & Management ·

- Monitor and evaluate the effectiveness of SEND provision through an evaluative provision map management cycle.
- Track children's progress and set targets for raising achievement for children with a SEND.
- Ensure up to date and accurate records are kept of all interventions/involvement for individual children.
- Take a lead on aspects of the Self Evaluation Framework (SEF) including a time table which relate to SEND and inclusive provision.
- Support and develop colleagues in relation to SEND through advice, guidance and organisation of in-service training.
- Lead and manage the SEND team effectively ensuring each understand their role, responsibility and accountability.
- Work with SLT to create, implement and evaluate an effective appraisal system for SEND staff.
- Secure, allocate and monitor a resource budget to ensure effective curriculum access for all children with a SEND.
- Keep up to date with knowledge of national and local initiatives and how they may impact upon policy and practice.

- Undertake professional development activities to increase own effectiveness.
- Liaise with external agencies and manage consultant input.

Teaching & Learning

- In conjunction with SLT, monitor teaching and learning, including planning and work scrutiny, to ensure they meet the needs of children with SEND.
- Model quality first inclusive teaching and support colleagues as appropriate.
- Evaluate the impact of inclusive teaching and support staff to improve practice.
- Ensure all staff are kept up to date with teaching and learning strategies that promote effective inclusive practice.

Assessment and the Curriculum

- Develop an evaluative provision management cycle.
- Conduct an annual SEND audit including the SEND curriculum.
- Advise on setting targets for raising attainment.
- Work alongside teachers to identify appropriate support for children.
- Work alongside colleagues to develop appropriate schemes of work and individualised programmes for children with SEND.
- Interpret a range of assessments.
- Support teaching staff to track children's progress.
- Undertake professional development activities to increase own effectiveness.
- Plan and deliver training for all staff in relation to overcoming barriers to learning and statutory responsibilities.
- Liaise with parents of children with SEND
- Collaborate with outside agencies to raise the achievement of children with SEND.
- Update and review all policies related to SEND.
- Organise and manage statutory reviews/obligations.
- Attend SEND meeting with outside agencies and within school as appropriate.

In the community

- To develop positive relationships within the school and across the secondary partnership and beyond as well as other institutions and organisations for the benefit of the provision at Longhill High School.

Principal accountabilities

- To lead on SEND students' progress and learning, alongside other key curriculum/support staff, to ensure that lessons are focused on helping SEND students to make sustained progress and that this progress is clearly demonstrable.
- To lead the provision of specific ILS interventions offered to students in SEND groups to make sure that students in these groups make sustained progress and that attainment gaps are narrowed.
- Develop a vision for progress and learning for SEND students that supports the school's aims and recognises the importance of lesson time in securing sustained progress for all

SEND students. Make sure this vision is implemented and monitored through a clear and appropriately shared improvement plan.

- Keep up to date with changes and best practice in managing SEND progress, learning and intervention at a whole school and classroom level and manage resources effectively to make sure that Longhill High School practice reflects this for SEND groups.
- To regularly and thoroughly monitor the progress of SEND students and ensure that reports from data provided are up to date and accurate and support school self-evaluation and aid the work of the middle leaders and senior team.
- To direct the work of intervention tutors, learning mentors, student managers (in liaison with other key professionals) to ensure human resources are used to ensure rapid progress for SEND students and that attainment gaps are narrowed.
- To regularly monitor and evaluate the provision for groups of SEND students and the impact of the school's differentiation and work with Heads of Faculty and Heads of Department to plan responses to this data that create a cycle of continuous improvement.
- To make sure that best practice on differentiation is widely understood and acted upon and that there is sufficient support for staff in developing differentiation practices.
- To actively engage with performance management and so continually improve the quality of progress and learning at Longhill High School.
- To develop positive relationships within the school and across the secondary partnership and beyond as well as other institutions and organisations for the benefit of the provision at Longhill High School.
- To lead on the coordination and evaluation of the impact of SEND professional development for teaching staff and TA's to create quality first support and quality first teaching.
- To map provision and interventions for SEND students that exist across the school with the support of key staff, especially key line managers, who lead other intervention programmes.
- To develop and improve positive proactive communication with parents/carers of SEND learners and outside agencies supporting parents e.g. AMAZE
- To lead and coordinate a plan of regular professional development observation of TA's to include peer observation to improve quality first support outcomes.
- To monitor provision of SEND students e.g. interventions by outside agencies and/or other staff at Longhill High School. Staff leading interventions for SEND students to be responsible for providing evaluation and outcomes of interventions to the lead in this role.

Head of Faculty Key Accountabilities

To lead the teachers and other staff in the Faculty, to ensure that successful teaching and learning and development of the Faculty takes place: thus extending the leadership of SLT.

For:

- Providing a strategic vision for the Faculty
- Raising standards of student attainment and achievement within the whole faculty area by monitoring and supporting student progress
- Developing a broad, balanced and inclusive curriculum
- Ensuring that appropriate schemes of work, including related assessment processes, are in place and regularly reviewed
- Promoting a collegiate approach so that the staff in the Faculty work as an effective team; where appropriate, building with other leadership postholders
- Monitoring teachers' classroom practice and students' work, to ensure that successful teaching and learning are taking place
- Managing and deploying available resources (Teachers, Support staff, Capitalisation, Departmental areas, etc.)
- Ensuring that appropriate professional development takes place in the Faculty
- To carry out the appraisal of members of the faculty

Head of Faculty Key tasks

- To ensure the smooth day-to-day running of the Faculty
- To keep up to date with national developments in the faculty area, and teaching practice and methodology
- To ensure that students are entered for appropriate examinations
- To lead performance management for the whole Faculty, including other team leaders
- To ensure that an environment conducive to learning is established in the faculty classrooms that allows for effective teaching and learning
- To establish practices that support colleagues in classroom and behaviour management and to act as a role model in their implementation
- To check that appropriate work has been set for classes when teachers are absent
- To work with the Head and SLT line manager in the recruitment of staff in the Faculty
- To construct an annual Faculty Development Plan, reflecting the School Improvement Plan
- To monitor student data and to ensure that appropriate intervention strategies that raise overall standards are implemented
- To report annually to SLT on faculty exam performance
- When invited, to report to the Governors' Curriculum Committee
- To incorporate the SEF questions in the Faculty's Self Review process
- To manage faculty time to develop the skills and teamwork of the team
- To manage the Faculty budget plan

Generic Responsibilities

- Responsibilities carried by all teachers in the school comply with the School Teachers Pay and Conditions (Publishes annually)
- Expectations regarding the mentor's role for all teachers are contained within the school handbook
- To play a full part in the life of the school community, to support its ethos and to encourage staff and students to follow this example

Essential Criteria

1. Knowledge and Experience

- Proven knowledge and understanding of the curriculum area and its teaching
- Evidence of an active contribution to the development of the curriculum area across all age groups and subject areas (sharing good practice, supporting the team)
- Evidence of commitment to personal CPD

2. Skills and Abilities

- The ability and commitment to:
- Think strategically
- Inspire, challenge and support other adults
- Inspire, challenge and support all students
- Understand and demonstrate the principles and practice of effective Teaching and Learning
- Challenge poor performance and offer constructive feedback
- Review and plan your own CPD
- Engage your faculty members in systematic and rigorous self-evaluation

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job.

You will be consulted about any proposed changes.



Longhill High School

Person Specification

SENCO

| <i>Qualifications / Development</i> | <i>Essential</i> | <i>Desirable</i> |
|--|------------------|------------------|
| QTS | ✓ | |
| Graduate | ✓ | |
| Further Professional Qualifications | | ✓ |
| Evidence of appropriate Professional Development | ✓ | |

| <i>Knowledge / Skills</i> | <i>Essential</i> | <i>Desirable</i> |
|--|------------------|------------------|
| Evidence of having the skills to be an outstanding/good classroom practitioner. | ✓ | |
| Ability to teach across the full age/ ability range | ✓ | |
| Ability to implement strategies to raise achievement within a team | ✓ | |
| Current Curriculum Developments including Functional Skills | ✓ | |
| Ability to contribute to the positive management of student behaviour within a team and whole school | ✓ | |
| CPD of self and others | ✓ | |
| Coaching within a team | | ✓ |
| Ability to inspire both adults and young people | ✓ | |
| Excellent communicator | ✓ | |
| Confident user of ICT and leading others | ✓ | |
| Intervention strategies for those at risk of under achievement | ✓ | |
| Experienced in the production of schemes of work and leading effective lesson planning | ✓ | |
| Sound practitioner of AFL and leading others. | ✓ | |
| Use and impact of data on learning at strategic level | ✓ | |

| <i>Experience</i> | <i>Essential</i> | <i>Desirable</i> |
|---|------------------|------------------|
| Effective team leadership which includes the empowerment of others | ✓ | |
| Track record of leading the raising of achievement and attainment. | ✓ | |
| Experience of writing and implementing an action plan | ✓ | |
| Experience of producing performance management targets with a team of staff | ✓ | |
| Experience of monitoring set targets in a specified action plan to evaluate and ensure progress | ✓ | |
| Managing the professional development with a team of colleagues | ✓ | |
| Management of a team to ensure at least good student provision | ✓ | |
| Leading the implementation and development of curriculum initiatives and the Secondary Strategy | ✓ | |
| Experience of effective leadership of student behaviour for learning | ✓ | |
| Recent and successful experience in challenging circumstances in secondary education | ✓ | |
| Effective practitioner at both KS3 and KS4 and leading others practice | ✓ | |

| <i>Personal Qualities</i> | <i>Essential</i> | <i>Desirable</i> |
|--|------------------|------------------|
| To have a love of and infectious enthusiasm for teaching | ✓ | |
| Lead by example | ✓ | |

| | | |
|---|---|--|
| Meet deadlines and manage a fluctuating workload | ✓ | |
| Honesty and integrity | ✓ | |
| Work actively and productively as part of a team | ✓ | |
| Outstanding interpersonal skills and the ability to relate well to a wide range of people | ✓ | |
| Excellent sense of humour | ✓ | |
| Willingness to innovate | ✓ | |
| Strategic thinker | ✓ | |
| Ability to support and challenge others | ✓ | |
| Belief and commitment to comprehensive education, inclusion, community cohesion | ✓ | |
| High personal standards | ✓ | |
| Optimism | ✓ | |
| Willingness to engage students outside of hours | ✓ | |
| A determination for self and others to be the best you can | ✓ | |

| <i>Equalities and Safer Recruitment</i> | <i>Essential</i> | Desirable |
|--|-------------------------|-----------|
| Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy. | ✓ | |
| Ability to demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people. | ✓ | |
| Ability to demonstrate emotional resilience in working with challenging behaviours | ✓ | |

SUMMARY STATEMENT ON USE OF DISCLOSURE INFORMATION IN RECRUITMENT & SELECTION

Introduction

Thank you for applying for a position within Brighton & Hove City Council. You have applied for a post or voluntary work that falls under the definition of 'regulated position' under exemptions to the Rehabilitation of Offenders Act 1974. This means that a criminal conviction check (or disclosure) will be undertaken on any individual who is offered the post. Where appropriate (where the post involves working with children or vulnerable adults) details will also be checked against the Department of Health and Department for Education & Skills lists. These checks are undertaken by the Disclosure & Barring Service (DBS) only when a conditional offer of employment has been made but you will be asked during the recruitment process to declare any relevant information.

It is the intention of Brighton & Hove City Council not to discriminate unfairly against individuals on the basis of their previous offending history. Possession of a criminal record is not an automatic bar to obtaining employment or voluntary work.

The purpose of this Statement is to provide assurance to applicants that the information released in Enhanced Disclosures is used fairly and that sensitive personal information is handled and stored appropriately and kept for only as long as necessary.

Handling of Disclosure Information

Recipients of Disclosure Information at Brighton & Hove City Council will only disclose this information to the recruiting manager and Human Resources Manager. Unauthorised disclosure of any information provided by the DBS is an offence under Section 124 of the Police Act 1997.

Disclosure Information will be securely stored and will be retained for a maximum period of six months unless, in exceptional circumstances, formal written agreement of the DBS is obtained to retain them for a longer period. Brighton & Hove City Council as a Registered Body must comply with the DBS Code of Practice. All matters relating to the use of Disclosure Information will be undertaken in accordance with the DBS Code of Practice and Brighton & Hove City Council's Code of Practice on the Use of Disclosure Information.

Further Information

If you are successful in obtaining a conditional offer of employment (or have been accepted as a volunteer), you will be sent further information on the Disclosure process including guidance on completion of the Disclosure Application Form. Disclosures for employment will be funded by the Council and Disclosures for Volunteers are free of charge.

Further information on the DBS and the Disclosure process including the DBS Code of Practice can be obtained by visiting the web site: www.homeoffice.gov.uk/dbs or by calling 0870 90 90 844.

Further information on the Council's Policy on the Recruitment of Ex-Offenders and the Code of Practice on the Use of Disclosure Information can be obtained by contacting Human Resources on (01273) 292313.