



Higham Lane School
Helping Learners Succeed

Job Specification

Permanent Special Educational Needs and Disabilities Coordinator (SENDSCO)

Full-Time

MPR/UPR + TLR1A £9,270

September 2024



Dear Applicant,

Thank you for taking the time to consider Higham Lane School as your next school. Higham Lane is a large, 11-18 comprehensive academy, set on an attractive site on the Warwickshire-Leicestershire border, easily accessible due to excellent road, train and bus connections.

Achievement in all its forms: artistic, academic, social, cultural, sporting and intellectual is equally valued in our diverse five year, knowledge-rich curriculum. We were extremely pleased to have been rated as Outstanding by Ofsted in May 2019, one of only a small number of schools in England to have achieved the highest rating that year. We are strongly committed to ensuring that all of the young people in our care make excellent academic progress and we take great pride in securing both impressive progress and high attainment for our students, whatever their starting points. Higham Lane is one of the highest-achieving non-selective comprehensive schools in Warwickshire. We are also delighted to have achieved impressive A level results in our high-performing Sixth Form. Our progress figures indicate that our teaching and learning and student behaviour and engagement are excellent! We are excited by the opportunities which our recent merger with the Central England Academy Trust will bring us and are also delighted that the Department for Education has given us permission to open a new secondary Free School, Higham Lane North Academy, within the next few years. In July 2021, we were granted World Class Schools status, one of a very small number of schools to achieve this.

Our school has a strong ethos based on mutual respect between students and staff and very clear expectations regarding students' effort and behaviour. We enjoy an excellent reputation with parents/carers and are always over-subscribed. You will find a happy, caring and purposeful environment at Higham Lane. Students get on exceptionally well, both with each other and with our staff, who take pride in working here. Our students are encouraged to do their very best in every aspect of their lives and to reach the highest standards, irrespective of their ability. We encourage them to "Be the best you can be!"

At Higham Lane, our staff are our most precious resource. We are committed to offering you:

- excellent continuous professional development
- reduced workload
- behaviour for learning that empowers teachers to teach and students to learn
- a range of imaginative approaches to ensure staff wellbeing.

The closing date for applications is **midday, Monday 20th May 2024**. If you are interested in applying for this post, please complete the application form that you will find on the School's website (www.highamlaneschool.co.uk) and email it to jobs@highamlaneschool.co.uk, indicating in the message title the post you are applying for.

If you would like to have a chat about this post or arrange an informal visit to see our school, please contact Ian Naisbitt Assistant Headteacher, on 024 7638 8123.

Higham Lane School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure.

We really look forward to reading your application!

Yours sincerely,

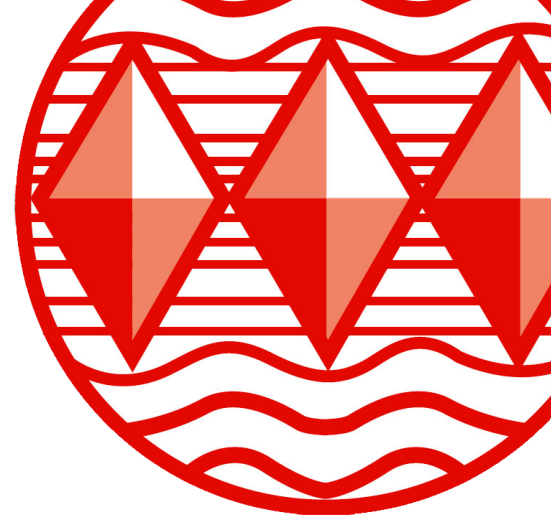


Michael Gannon

Headteacher



WHY WORK FOR HIGHAM LANE SCHOOL?



EXCELLENT CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

- we are passionate about teaching and learning, always developing our practice and learning from each other!
- our CPD is second to none and highly-regarded by our staff, many of whom often lead sessions themselves. Staff have led presentations for Pixl and Osiris.
- all staff receive regular training in the most effective teaching and learning techniques.
- we provide bespoke career stage training such as NPQLT, NPQLTD, NPQSL, NPQML and NPQH to ensure professional development is continuous.
- we have expertise in teacher training and formed the Higham Lane School Partnership comprising 13 partner schools across both primary and secondary phases in collaboration with the University of Warwick, Birmingham City University and the University of Leicester.
- we are actively leading school-to-school support within our local area, sharing our strong practice and expertise and learning from other schools about their effective approaches.
- We are local delivery partners for the Early Career Teacher and Mentor Induction programmes.

REDUCING WORKLOAD

- we are committed to reducing teacher workload by always looking to streamline our ways of working, for example in our Feedback Policy, which makes greater use of whole-class feedback, rather than pointlessly marking excessively.
- we value our staff as experts in their subjects.
- staff work very effectively in their subject teams to produce schemes of learning and resources, so that teachers are not wasting time creating their own materials.
- students use Knowledge Organisers for revision during homework and peer-assess themselves in our Do Now knowledge tests, enhancing their subject knowledge and reducing teacher workload.

BEHAVIOUR FOR LEARNING THAT EMPOWERS TEACHERS

- we empower teachers to teach and students to learn!
- students' behaviour is excellent.
- our SLT and Progress Leaders move around our site during every lesson to visit lessons, support teachers and uphold our ethos.
- where students do not behave according to our expectations, we address this promptly.
- parents/carers fully support our Behaviour Policy.

SAFEGUARDING

- all the staff whom we employ are expected to demonstrate a responsibility for and a commitment to the safeguarding of students. We will offer you regular, high-quality training to enable you to do this effectively.

STAFF WELLBEING

- staff wellbeing is very important to us. We care about each other.
- we ensure a work-life balance in the way we organise our meetings and INSET days and release our calendar before the start of the academic year.
- we ensure emails are used sparingly and only at agreed times.
- we support staff to look after themselves, for example through our health awareness events.
- we get on well together and celebrate our many achievements in a range of social events.

SERVING OUR COMMUNITY

- students play an active part in the running of our school and student voice is important to us.
- we have excellent relationships with parents/carers and value their feedback.
- we actively support our local community through fundraising and supporting local charities such as the Nuneaton Food Bank and Edward Street Food Kitchen.



Job description

Job Title:

Permanent Special Educational
Needs Coordinator (Full-time)

Date of Commencement:

September 2024

Applications are invited from qualified teachers who currently hold or are working towards the National Award for Special Educational Needs. Applications will also be considered from qualified teachers who do not hold the National Award for Special Educational Needs, but who are prepared to commit to working towards this.

Responsible To:

The Headteacher (Middle Leaders are accountable to an identified member of the Senior Leadership Team (SLT) who provide support and act as line manager)

General Duties and Responsibilities:

The expectations and duties of a Standard Scale Teacher at Higham Lane School are set out in the national Teachers' Standards, which can be found at: <https://www.gov.uk/government/publications/teachers-standards>

Pastoral responsibilities will include form tutor duties such as registration, monitoring progress and behaviour, checking uniform and student organisers and reporting and liaison with other staff as necessary.

Please note our clear expectations regarding **personal and professional conduct of staff and the safeguarding of students:**

- To have total regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- To have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.
- To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Purpose of the Role:

- To be responsible for leading and developing SEND provision by implementing the SEND Code of Practice and Equality Act
- To support/lead as appropriate and encourage learning which enables students who require access to support for learning to achieve high standards
- To ensure the School meets all its statutory duties in relation to the education and care of students on the SEND register
- To monitor and support the overall progress and development of students with special educational needs and disabilities
- To effectively manage and deploy HLTAs, TAs, financial and physical resources
- To prepare an annual Support for Learning Department Development Plan and evaluate its implementation annually.
- To prepare and update on an on-going basis a Support for Learning Department Self Evaluation Form (SEF)

Main Duties:

- Strategic direction and development of SEND provision in the School
- Ensure the School meets all its statutory and local duties in relation to the education and care of students with SEND to ensure reasonable adjustments and access arrangements.
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Actively lead the development of policy and practice concerning the education and care of students with SEND.
- Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution to the education and care of students with SEND.
- To keep up-to-date with and respond to local and national developments in SEND education and care.
- Ensure the objectives of the SEND Policy are reflected in the Department Development Plan, that effective systems are in place to identify and meet those needs and that they are coordinated, monitored, evaluated and reviewed.
- Provide regular information to the Headteacher and Governing Body on the progress of SEND students, along with an evaluation of the effectiveness of provision for students with SEND.
- Maintain an accurate SEND register and provision map. Lead on procedures for early identification of need, support, monitoring and assessment.
- Be responsible for diagnostic testing and base line assessments of students with SEND or those identified as requiring additional support.
- To liaise with the Examinations Officer regarding exam concessions and provision for SEND students.
- To work closely with staff who have responsibility for other vulnerable groups (e.g. Children who are Looked After and students with English as a Second Language) to offer support for students with SEND or additional needs.
- To lead Early Help meetings and multi-agency reviews
- To have oversight of students' with physical and medical needs.

Teaching, Learning and Assessment:

- Identify, model and disseminate the most effective teaching and learning approaches for students with SEND and additional needs.
- Contribute to whole school priorities as an advocate for pupils with SEND and additional needs.
- Undertake an appropriate timetable of teaching in accordance with the duties of a teacher. This will be approximately a 25% timetable.
- Ensure all members of staff recognise and fulfil their statutory responsibility to students with SEND and additional needs, championing their cause at all times.
- Ensure all ECHP/ EHCPNA/ Pupil Profile documentation are appropriately prepared and reviewed and formal assessments carried out as necessary.

Purpose of the Role (continued):

- Prepare costed Individual Education Plans (IEPs), where required. Regular liaison with Plan coordinators and review of Top Up Funding to ensure students are receiving appropriate provision.
- Closely monitor and review progress of students with an EHCP or SEND support, provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support. Identify and implement personalised programmes where necessary.

Leading and Managing Staff:

- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Offer strategic oversight, deployment and management of Support for Learning staff.
- Promote the students' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Contribute to performance management and to act as reviewer for a group of staff as directed by the Headteacher.
- Promote teamwork and motivate staff to ensure effective working relationships.
- Identify, advise, contribute and, where appropriate, coordinate the professional development of staff to increase their effectiveness in responding to the needs of students with SEND
- Provide induction, lead INSET sessions and briefings for staff and share procedural information, such as the school's SEN policy

Effective Deployment of Staff and Resources:

- Advise the Headteacher, Governing Body and Trust of priorities for expenditure and deployment of staff and utilise allocated resources with maximum efficiency.
- Maintain and develop resources, oversee the management of the effective and efficient deployment of classroom support and interventions.
- Take on any additional responsibilities which might, from time to time, be determined.
- Ensure all ICT hardware and software is up-to-date, appropriate and used correctly.
- Hold regular, student-focused meetings of the Support for Learning Team.
- To be responsible for the assessment of students for exam access arrangements. (We can train you in this if necessary).

Relationship with Parents/Carers and the wider Community:

- Prepare and present informative reports to parents/carers. Review the education, health and care plan (EHCP) with parents or carers and the student
- Facilitate parent training and network sessions, as appropriate. (
- Meet with parents/carers as and when appropriate to foster positive home school relationships.
- Lead and coordinate attendance at parent evenings, as appropriate.
- Liaise with agencies responsible for SEND students' welfare.
- Respond in a timely manner to parental requests for additional support and assessment.

Manage your own Performance and Development:

- Take responsibility for your own professional development and keep up-to-date with research and developments in pedagogy.
- Share corporate responsibility for the implementation of school policies and practices.
- Set a good example to the students you teach in the way you present yourself and your personal conduct.
- Evaluate your own teaching and aim to continually develop its quality.
- Be aware of the provision in the local offer

Purpose of the Role (continued):

Further Conditions of Service:

- To undertake any other responsibilities as may reasonably be directed by the Headteacher.
- To support and maintain the ethos of the School and its aims and values.
- Follow and implement all school policies and procedures.
- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

Please note our clear expectations regarding **personal and professional conduct of staff and the safeguarding of students:**

- Our staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct:
- Staff uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - ⇒ treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - ⇒ having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
 - ⇒ showing tolerance of and respect for the rights of others.
 - ⇒ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - ⇒ ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
 - ⇒ Staff must have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.

Putting SEN learners at the heart of what we do - the SEND Department:

- As part of the CEAT trust you will benefit from strong expertise and support from our specialist educational schools, Oakwood Primary and Oakwood Secondary Schools. There are many opportunities to work closely together, providing valuable links for both students and staff within each setting.
- All staff at Higham Lane School are committed to teaching SEND learners through quality-first, inclusive teaching whilst ensuring that our universal provision is also targeted and specialist.
- The SEND department is a central focus within Higham Lane School, with its own designated areas where staff work in a supportive manner, meeting the needs of our SEND learners.
- Leading as SENCO, the team is comprised of one part-time Deputy SENCO/HLTA, two full-time HLTAs, two part-time Learning Support Assistants, 9 full-time Learning Support Assistants, one Apprentice Learning Support Assistant, one full-time Pastoral Support Assistant, one part-time Pastoral Support Assistant and one part-time SEN School Administrator .
- There are currently 36 students with EHCPs (2.5% of the School's population), including 4 students with physical disabilities. There are currently 100 students receiving SEN support (7% of the School's population).

Person Specification for Permanent SENCO

1= application form; 2= selection day activities; 3=documentary evidence.

Category	E/D	Criteria Indicated E (Essential) or D (Desirable)	How Identified
Qualifications	E	Honours Degree standard in teaching subject or equivalent.	1,3
	E	Qualified Teacher Status	1,3
	E	Currently hold or are working towards the National Award for Special Educational Needs or are committed to working towards this qualification	1,3
	D	Other SEND qualifications	1
	D	To at least threshold level on the Upper Pay Scale	1
Experience	E	Experience working with SEND students in a secondary school	1,3
	D	Experience of writing reports and referrals for SEND students	1
	E	Experience of multi-agency working	1, 3
	D	Experience of identification, planning for and monitoring the progress of students with SEND	1,2
	D	SEND leadership experience	1,2
	D	Recent experience of management resources and personnel within a department	1,3
	E	Participation in recent professional development in relation to inclusion	1,3
	D	Facilitating the professional development of others	1,3
Professional Knowledge and Understanding	E	Knowledge of the SEND Code of Practice and associated legislation	1,2
	E	Thorough understanding of effective inclusion practice	1,4
	E	Good or outstanding classroom teacher	1,2,4
	D	Ability to analyse data to enable all students to make progress	1,2
	D	Knowledge of the statutory assessment process	1,2
	E	Of the Teachers' Standards	1,2,3
	E	Of how to effectively safeguard students, including the requirements of 'Keeping Children Safe in Education', Part 1	1,2,3

Person Specification for Permanent SENCO

1= application form; 2= selection day activities; 3=documentary evidence.

Category	E/D	Criteria	How Identified
Professional Skills and Attributes (continued)	E	the ability to communicate, orally and in writing, clearly and effectively and to understand the views of others	1,2,4
	E	the ability to plan time effectively and to organise oneself well	2
	E	the ability to plan, differentiate, teach effectively and manage the learning of whole classes, groups and individuals to meet teaching objectives and making best use of allocated time	2,4
	E	the ability to provide a stimulating classroom environment, where resources can be accessed appropriately by all students	1,2,4
	E	the ability to keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning	1,2
	E	the ability to monitor, assess, record and report progress of students' development, achievement and attainment.	2,4
	E	the ability to maintain good order and discipline amongst students, in accordance with the School's Behaviour Policy.	1,2,4
	E	the ability to take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the Headteacher and other colleagues in the review, development and management of Support for Learning within the school.	1,2
	E	the ability to communicate and co-operate with specialists from outside agencies.	1,2
	E	the ability to plan for, organise and direct the work of support staff within the Support for Learning Department	1,2
	E	the ability to participate in the performance management system for the appraisal of their own performance, or that of other staff.	1,2
	D	the ability to lead the planning and implementation of the annual Department Development Plan.	1,2
	D	the ability to help with the organisation of the extra-curricular activities arranged by the department.	1,2
	E	the ability to take responsibility for their own professional development.	1,2
	E	personal impact, self-confidence and presence.	2,3,4
	E	energy, enthusiasm, commitment and perseverance	2,3,4
	E	adaptability to changing circumstances and new ideas.	2,3
	E	reliability and integrity.	2,3
D	a sense of humour.	1,2,3,4	
Health/Attendance	D	An excellent health and attendance record.	2,3



Higham Lane School, Shanklin Drive, Nuneaton, Warwickshire, CV10 0BJ

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