



**Edmonton County School**

*Educating our Community for Success*

**SENCo**

**TLR1c**

**Permanent / Full Time**

**Required: January 2025**



**Cambridge Campus**

Great Cambridge Road,  
Enfield EN1 1HQ

**Bury Campus**

Little Bury Street,  
Edmonton,  
London, N9 9JZ

Tel: 020 8360 3158 Email: [ECSRecruitment@edact.org.uk](mailto:ECSRecruitment@edact.org.uk)

Head of School: Paul Miller

# About EdAct



**EdAct**

[www.edact.org.uk](http://www.edact.org.uk)

EdAct comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, Salmons Brook School and, the Konrad Halls Centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

**E**xcellence in all we do

**D**eveloping a shared understanding of teaching and learning by sharing strengths and best practice

**A**mbitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

**C**reative in our approach to achieving the best for the children

**T**rusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you.

**Dr Susan Tranter**

**Chief Executive**

# About ECS



## Edmonton County School

[www.edact.org.uk](http://www.edact.org.uk)

[Ofsted Report](#)

Edmonton County School (ECS) is a 4-18 mixed, community, comprehensive school with a long history of providing a high-quality education to the communities of Enfield and Edmonton. Although we are a large organisation, with over 1800 students and around 250 staff making up our school community, our dual-campus structure means that the young people in our care have the experience of being in a caring and supportive environment that much smaller schools can offer.

ECS has a hard-working and high-calibre staff working as teachers and members of the wider workforce. Together, we share the aim that we are 'Educating our Community for Success'. The governors, staff and myself share a passionate commitment to meeting the varied individual needs of all our students, in order to ensure they leave ECS with the best possible academic qualifications. We want them to enjoy every aspect of their learning and we want them to develop as individuals, so that they leave us as confident and socially-responsible young people who are well equipped to contribute to society and enjoy success in whichever field they choose for themselves.

At Key Stage 4 (GCSE), the progress of our students is consistently good, whilst post-16 the progress of our students studying A Levels puts the school in the top 10% of Sixth Forms nationally. Whilst we continue to enjoy increasingly high standards of academic achievement, we are always ambitious to do even better and we are continually looking for ways to raise the level of achievement of our students.

Research has shown that strong partnerships between parents and school staff have a positive impact on a child's progress and helps them to feel good about school and their education. I have been teaching in north London schools for over 25 years and have been a senior school leader for over 15 years. I know that a successful school and happy children depend on all of us working together.

Working together also ensures that children are getting a consistent message about good behaviours. Our school is a calm, orderly place and we have high expectations regarding attendance, punctuality, attitudes towards learning, showing respect to members of the school community and the wearing of our uniform, both in school and in the local community.

I look forward to hearing from you.

**Paul Miller**

**Head of School**

# Job Description: SENCo



As SENCo, you will lead, develop and manage the strategic vision for SEND provision across the school. You will lead develop and support effective practice for pupils with particular learning needs to ensure their learning needs are addressed in the most effective way and, where appropriate, they are able to make rapid progress in line with the academy's expectations.

**Accountable to:** Deputy Head Teacher ultimately the Head of School and Executive Headteacher

**Scale:** TLR1c

## **Core purpose:**

The core purpose of the Campus SENCo is to support (and deputise for) the school's Director of Inclusion in providing professional leadership and management for special education needs to secure high quality teaching, effective use of resources and improved standards of learning and achievement for pupils.

The Campus SENCo will have oversight of the deployment of teaching assistants on a particular campus. This will include working with Heads of Faculty to ensure that their schemes of work are effective in meeting the needs of pupils with SEND and to deploy TAs effectively. It will also include provision of professional development for teaching and the wider workforce.

## **The specific tasks associated with the role of Campus SENCo are:**

### **Leading, managing and developing special educational needs**

The tasks associated with the role of Campus SENCo are specifically to work with and support the SENCO to:

- Support the DOI in the development and implementation of policies and practices in line with School policies
- To make sure the SEND policy is put into practice and its objectives are reflected in the school progress plan
- To maintain an accurate SEND register and provision map
- Establish and maintain effective systems to identify, assess and plan for the needs of pupils with Special Educational Needs, in line with the Code of Practice (Sept 2014) and the moderation standards for SEND pupils
- To work as part of the 'SEND couple' to develop the strategic direction and development of the SEN, EAL and Disadvantaged provision, including contributing to the establishing of policies and procedures to support this. Keep abreast of developments in SEND education

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- Promote inclusion in school and beyond
- To co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Organise interventions to address identified needs
- Ensure that parents are fully involved in the key processes and procedures of the New Code of Practice and that they understand the targets for their children and the reasons for them
- Maintain an up-to-date knowledge of specialist services and agencies who can support in the identification, assessment, planning and provision for students with SEND, and use these sources of support as appropriate
- Support staff in other departments in understanding SEND issues, in particular how pupils with SEND learn and how to use this information to inform their practice
- Work collaboratively with CP officers (Deputy Headteachers) when working with CIN and LAC young people
- Lead and develop EAL and SALT provision

**The outcomes that are associated with this element are to lead SEND so that teachers and support staff will:**

- Be committed to the principles of inclusion
- Be consistent in their practice
- Be consistent in their implementation of policies
- Use the outcomes of SEND self evaluation to develop their practice so that it results in pupil progress
- Understand the needs of SEND pupils and the importance of raising their achievement
- Use a range of effective strategies to promote high standards of literacy

**The outcomes that are associated with this element are to lead a subject so that pupils with SEND will:**

- Actively participate in learning
- Develop the qualities necessary to succeed in mainstream education, namely persistence, risk-taking, concentration, organisation and resilience in the face of setbacks
- Make demonstrable progress over time.

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**The outcomes that are associated with this element are to work as part of a team of Heads of Faculty who:**

- Are consistent in their practice in providing for students with SEND
- Share good practice with other subject leaders
- Act as role models in teaching pupils effectively
- Act as role models in managing pupils effectively
- Act as role models in demonstrating professional curriculum leadership

## **Impacting on educational progress of pupils beyond those assigned to the teacher**

**The tasks associated with the role of Campus SENCo are specifically to work with and support the DOI**

- To review the education, health and care plan (EHCP) with parents or carers and the pupil
- Engage in timely and regular meetings with all key stakeholders and young person to review progress: TAC model
- Negotiating conversations with parents of EHC plans in terms of the personal budgets they will be allocated
- Regular tracking and monitoring of pupil progress which will feed into a 'wave-model' for intervention that will be ongoing and rolling throughout the year
- Set up collaborative and holistic working relationships with pastoral teams to ensure the mental, social and emotional needs of SEND pupils are met
- Carry out Annual Review meetings for allocated students

**The outcomes that are associated with this element are to lead SEND so that pupils on the SEND register will:**

- Achieve the highest possible standards in public examinations
- Progress to the next stage of their education with confidence and enthusiasm
- Understand how to improve their studies
- Know their academic targets and understand what it means to improve
- Know their learning targets and what they need to do to improve.
- Contribute to the maintenance of a purposeful working environment.

*EdAct is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to demonstrate this commitment by signing the school's Code of Conduct.*

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## **Leading, developing and enhancing the teaching practice of others and managing staff**

The tasks associated with the role of Campus SENCo are specifically to work with and support the Director of Inclusion to:

- Implement school policy on monitoring and evaluating the work of the faculty. This will include undertaking lesson observation, giving feedback to staff and where appropriate setting targets to improve the quality of pupil support.
- Ensure all staff meet their statutory responsibilities in catering for the needs of pupils with SEND and making reasonable and appropriate adjustments for these pupils.
- Inform and assist with policy making and decision making
- Lead the production and updating of intervention programmes. These should ensure needs assessment, targets for progress, appropriately planned programmes tailored to the needs of individuals delivered in such a way that leads to progress.
- Co-construct personalised provision maps as part of the school offer for each student with additional needs as well as those with Education, Health and Care plans
- Advise and co-ordinate special arrangements for tests and examinations for SEND pupils.
- Keep parents well informed about their child's achievement and progress and ensure that all information sent to parents is of a high standard
- Deploy staff to ensure the most efficient use of teaching and other expertise, and direct and supervise the work of staff undertaking SEND roles; Oversight of TA deployment (on a specific campus) to meet new mental, emotional, social and health needs
- Lead the production of the SEND Handbook and update it regularly
- Provide information and participate in Threshold Assessment and appraisal processes.
- Disseminate effective teaching approaches for all pupils but in particular those with SEND
- Work with others to ensure realistic and achievable targets are set for pupils with SEND

## **The outcomes that are associated with this element are that SEND staff will:**

- ◆ Work together as a team with shared aims
- ◆ Deliver programmes and participate in lessons, using the subject programme of study, where objectives are shared and reviewed

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- Support the aims of the school and understand how their team role relates to the school's aims
- Have detailed job descriptions which set out their responsibilities and duties.
- Ensure that all pupils are prepared adequately for public examinations.
- Keep parents well informed about their child's achievement and ensure that all information sent to parents is of a high standard
- Monitor the academic progress of the pupils with SEND
- Advise the subject leader on matters affecting the pupils with SEND in their groups

## Monitoring and accountability

- The tasks associated with the role of Campus SENCo are specifically to work with and support the Director of Inclusion to:
  - Provide information, advice and analysis for the Headteacher and other senior managers so that they can understand the issues affecting the progress of individuals or groups with SEND
  - Maintain a "provision map" and monitor, evaluate and review the impact of interventions and resources for the SEND
  - Respond to other adults and agencies who require up to date information about the school's SEND policy and practice, presented in a concise and accurate manner
  - Organise and coordinate the use of learning resources
  - Evaluate annually the quality of the school's response to assessed need, particularly the extent to which SEND students make progress; use a wide range of data to conduct this evaluation

## And any other duties as required.

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## Qualifications criteria

- Qualified to degree level and above
- Qualified to teach and work in the UK
- Undertaken or willingness to undertake specific SENCo training
- Safeguarding qualification

## Knowledge

- Sound knowledge of the SEND Code of Practice
- Knowledge of national changes; curriculum, assessment and Ofsted
- Current and relevant knowledge of best practice in school leadership and management
- Understanding of outstanding teaching and learning strategies; ability to observe and assess lessons and identify improvement strategies
- Knowledge of a range of strategies to raise attainment
- Ability to plan and evaluate interventions
- Knowledge of the barriers to achievement and how to overcome them
- Knowledge and understanding of self-assessment and quality assurance procedures
- Understanding of how to gather information, create systems and processes, rigorously monitor, review and analyse

## Experience

- Teaching experience
- Experience of working at a whole-school level
- Experience of identifying, monitoring, evaluating and providing effective strategies for students with SEN
- Successful leadership as a middle or senior leader with evidence of strong student outcomes
- Experience of raising attainment of all students in a challenging classroom environment
- Experience of having improved and sustained standards
- Experience of leading a high achieving team within a complex school environment
- Experience of reflecting on and improving teaching practice to increase student achievement
- Experience of creating, monitoring and tweaking 'fit for purpose' systems.
- Experience of leading/organising successful enrichment and extracurricular activities which inspire and motivate learners
- Experience of conducting training/leading INSET
- Experience of leading a whole school project/initiative to benefit students

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## Leadership Behaviours

- Effective and motivational management style that encourages participation, innovation and confidence
- Effective communication and interpersonal skills
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Ability to develop the leadership skills of others
- Strong interpersonal, written and oral communication skills
- Takes personal responsibility for their own actions
- Resilience and motivation to lead the academy through day to day challenges while maintaining a clear strategic vision and direction
- A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision
- Effective team worker and leader
- Acts as a role model to staff and students
- Excellent communication, planning and organisational skills

## Leading External Relationships

- Can skilfully manage and maintain effective working relationships with parents and other stakeholders
- Work effectively with external professionals for pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability

## Safeguarding and welfare

- Experience of overseeing robust safeguarding procedures
- Commitment to the safeguarding and welfare of all students and providing equality of opportunity
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

# How to apply

You can apply online by completing the application form:

<https://edact.org.uk/careers>

We look forward to hearing from you.



## Cambridge Campus

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## Bury Campus

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Head of School Paul Miller