



**Application Pack for the position of
SENCo**

Glenthorne High School
Required from September 2024

www.glenthorne.sutton.sch.uk

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DEPARTMENT: SEND

Our motto at Glenthorne High School is 'Achievement for All'. The purpose of Learning Support is to ensure that all pupils with identified special educational needs receive appropriate provision allowing them to make the greatest possible progress; as such Learning Support fulfils an important role within the school. Our policy is to provide maximum access to all areas of the curriculum for SEN pupils and to regularly monitor and evaluate their progress.

The department is managed by the Special Educational Needs Co-ordinator (SENCO) and there are currently twenty Teaching Assistants and Higher Level Teaching Assistants who support SEN pupils across the age range. Teaching Assistants are assigned to work in designated subject areas to enable them to develop their subject knowledge, thereby ensuring that they are able to offer appropriate support to the targeted SEN pupils. Furthermore, pupils are supported by subject teachers who differentiate work to meet the needs of pupils of all abilities. A supervised homework club takes place four days a week after school. Many of our pupils with SEN benefit from this extra support.

Glenthorne High School aims to meet the needs of a range of pupils with special needs. We have an ASD Base for 20 pupils with Education Health and Care Plans, whose prime need is Autism. Outside agencies such as the Educational Psychologist, Speech & Language Therapists and Sensory Impairment Services are employed to meet specific and complex needs.

To enable the school to meet literacy and numeracy needs, targeted pupils in Years 7 to 11 follow structured literacy and numeracy programmes. In addition, some KS4 pupils are offered Study Skills lessons to enable them to meet the demands of the curriculum by providing them with extra time to complete coursework, as well as working on skills for beyond KS4.

Learning Support is active at primary to secondary transfer where liaison is sought between the feeder school and parents during Year 6. The SENCO works closely with Heads of Year to ensure a consistent and proactive approach.

There are approximately 170 pupils on the SEN Register, of whom 39 pupils have Education Health Care Plans. Successful systems within the school are used to monitor and evaluate their progress. In addition to whole school target setting days, pupils with SEN have their progress and EHCP/ SEN support plan targets evaluated at academic review, parents' evenings and Annual Review meetings. Our Administrative Assistant works in the department to help manage these systems effectively.



JOB DESCRIPTION

POST TITLE:	SENCo
RESPONSIBLE TO:	Deputy Headteacher
GRADE/SCALE:	Teachers Main Pay Scale (Outer London) + TLR1a
CONTRACT:	Permanent

Key Responsibilities

In addition to meeting teaching responsibilities, as set out in the School Teachers' Pay & Conditions document, the postholder is responsible for promoting his/her own CPD to ensure that his/her skills, knowledge and understanding remain up-to-date. The postholder is accountable to the Headteacher, through their line manager, and is responsible for maximising the achievement of pupils on the SEN register and increasing their access to the whole curriculum:

Whole School

- To participate in the development, management and running of the school as a Middle Leader taking an active interest in the whole curriculum and pastoral care of the school.
- To offer a role model for teaching.
- To advise the Trustees, Governors, Headteacher and Senior Leadership Team and other Middle Leaders and to be a member of various whole-school committees as required.
- To organise SEN Department meetings and contribute to cross-curricular meetings and School Improvement Plan meetings as required.

School Improvement Plan/Self Evaluation

- To have a clear vision for the development of the SEND Department and provision and support for pupils with SEND.
- To participate fully in the overall aims, and implementation of plans for the school.
- To evaluate the achievement of SEND pupils, the effectiveness of policies, plans and procedures and identify areas for improvement for the SEND Department self evaluation.
- To lead the development of the SEND Improvement Plan to promote pupil achievement and raise standards.
- To plan and lead a process of regular review of school policies related to SEND.

Raising Whole School Achievement

- To develop and ensure the implementation of the school's Special Educational Needs Policy.
- To work with Subject Teams to implement the SEND Policy through differentiation, teaching strategies, behaviour management and the development of a range of materials to support pupils' learning.
- To demonstrate effective strategies and methodologies through demonstration lessons and team teaching.
- To promote effective and successful classroom strategies to enable all pupils to access the curriculum.
- To monitor effective literacy and numeracy support for pupils on the SEND Register.
- To work with Heads of Year and tutors to support individual SEND pupils.
- To oversee the arrangements for exam access arrangements for pupils with SEND.
- To prepare effective schemes of work for support groups.

Co-ordination of Special Needs and Implementation of the Code of Practice

- To maintain up-to-date knowledge of the provisions of the SEN Code of Practice.
- To identify pupils with Special Educational Needs.
- To maintain a register of pupils with special educational needs.
- To monitor and record the progress of SEND pupils and monitor the quality of teaching in all SEND interventions.
- To lead and monitor the writing, implementation and review of SEND Support Plans (SSPs).
- To ensure the effective deployment of Higher Level Teaching Assistants and Teaching Assistants throughout the school by organising the support timetables to maximise pupil progress and monitor the support offered by them in the classroom.
- To undertake a programme of annual reviews for EHCP pupils.
- To ensure the effective provision and support for pupils with SEND.

Communication

- To liaise with outside support agencies as appropriate, including the local authority
- To work in partnership with parents and ensure they are involved at key points as far as possible.
- To prepare reports, as requested, including those for the Senior Leadership Team and Governing Body.
- To chair regular meetings with HLTAs and Teaching Assistants and attend Middle Leader and Subject Leader meetings as appropriate.
- To liaise with feeder schools regarding pupil transfer and the induction of new SEND pupils.
- To contribute to the induction and training of trainees and ECTs.
- To attend Parents' Evenings and represent the SEND Department at Open Evenings.

Management

- To lead the Learning Support Team.
- To line manage the SEND Administrator, HLTAs and a number of Teaching Assistants.
- To administer the SEND GSA budget in order to manage resources efficiently for the benefit of pupils.
- To plan, manage and control resources and rooming in the SEND Department.
- To ensure that good practice is shared throughout the SEND Department.
- To publicise the work of the SEND Department effectively through the GHS Newsletter and school website.

Curriculum

- To teach 18 periods a fortnight.

PERSON SPECIFICATION

SENCo

ESSENTIAL CRITERIA

1. UK Qualified Teacher status for teaching secondary education as recognised by the DfE.
2. Graduate with a good degree.
4. Minimum of four years' teaching experience.
5. Show a commitment to working towards the National Award for Special Educational Needs Co-ordination (if qualification not already held).
6. Experience of working within the comprehensive school system and awareness of the demands of a mixed comprehensive school.
7. Proven classroom management skills.
8. Detailed knowledge and understanding of the SEND Code of Practice and its implementation and Ofsted requirements for SEND.
9. Successful experience of curriculum innovation and raising achievement.
10. Ability to teach outstanding lessons and to engage pupils across the age and ability range.
11. High expectations of pupils' work, attitude and behaviour.
12. Ability to support and motivate pupils with a variety of learning needs.
13. Successful experience of leading and motivating a team.
14. A good working knowledge of ICT systems and the application of ICT in the classroom.
15. Ability to prioritise and set personal targets.
16. Commitment to, and willingness to organise and take part in, extra-curricular activities.
17. Ability to communicate effectively with parents.
18. Evidence of commitment to own professional development.
19. Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
20. Commitment to equal opportunities.

INFORMATION FOR APPLICANTS



Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of two new science classrooms, a state-of-the-art Library and new 6th form facility.

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupil do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. In 2020 the school featured in the highly acclaimed and award-winning Channel 4 documentary, 'The school that tried to end racism', which gives you a flavour of the work the school is undertaking. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE & A level results stand at:

- 47% of entries obtained A*/A grades or 9-7 grades

- 88% of pupils gained at least a standard pass in English and Maths
- 73% of pupils gained at least a strong pass in English and Maths
- 91% of pupils achieved at least a standard pass in English Language or Literature.
- 84% of pupils achieved at least a strong pass in English Language or Literature.
- 91% of pupils achieved at least a standard pass in Maths.
- 76% of pupils achieved at least a strong pass in Maths.
- 59% of pupils achieved the E-Bacc with a standard pass.
- A Level results at 100% with 92% A*-C grades.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Starlight Express", "Annie", "Bugsy Malone", "Billy Elliot", "We Will Rock You", "Mary Poppins" and "Oklahoma" in 2022. All involved over 100 pupils and proved to be huge successes.



Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7/8 & 9) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.



We also offer the cycle to work scheme to all staff, on site parking and generous pension scheme.

Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.

Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As such, all posts are subject to an enhanced DBS disclosure and pre-employment checks.

For further information about the school, please visit our website at www.glenthorne.sutton.sch.uk

GUIDANCE TO APPLICANTS

Please read these carefully before making your application.

THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

PRE-EMPLOYMENT CHECKS & ONLINE CHECKS

If you are offered the post, the offer will be made subject to receipt of satisfactory references, online check, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,



you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

RELATIONSHIPS

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

INTERVIEWS

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

COMPLAINTS

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

DATES FOR YOUR DIARY

The deadline for applications is **12 pm , Sunday 14th April 2024**

JOINING DATE: September 2024





The Willow LEARNING TRUST

KEY BENEFITS



PROFESSIONAL DEVELOPMENT

- Comprehensive programme of professional development for teaching and non-teaching staff
- A long and successful track record of supporting teachers from ITT, through ECT and into leadership roles
- Bespoke ECT programme
- Collaborative opportunities to work on innovation and in partnerships across the Trust
- Apprenticeships opportunities to support the development of staff new to role

WELLBEING

- 24/7 Employee assistance programme
- 50% discount on Benenden healthcare
- Opportunities for flexible working
- Hybrid working available for suitable posts
- PPA time that can be worked from home (Primary Schools only)
- Protected 'gained time' for planning (Secondary School)
- Wellbeing activities and initiatives suggested by staff



FINANCIAL

- National pay and conditions for teachers and support staff
- Golden Hello available for some teaching posts
- Recruitment and retention allowances
- Generous pension schemes
- Salary sacrifice schemes including: Cycle to work and Electric vehicles, legacy childcare vouchers
- Christmas payment for all staff
- Long service awards