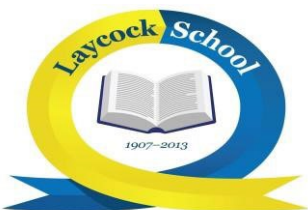




Laycock Primary School

SENCo

LAY/ 1498



If we believe it, we can achieve it.

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WELCOME

We have designed our curriculum for the children at Laycock Primary to be inspired, enthused, engaged and active- not only with the power of their learning, but the power of their life choices within our school, community and wider world. We aspire to revolutionise each subject within our curriculum to ensure our children gain cultural capital, a wide variety of exposure to happenings around the world and first-hand experience which is crucial to all learners.

Our curriculum has been created based on the individuality of our local area, our community and the current world we live in. We **will** prepare our children to ask questions, hunt for answers and base decisions on their moral compass.

Our enquiry based, experiential learning **will** ignite and develop our children to embody our school values: *aspirational, creative, curious, resilient, respectful and friendly*.

As a school, we have a responsibility to drive towards equality. We believe that the diversity of our school and families strengthens our school's community and ensures we promote, teach and enable equity. We vow to be reflective and stay on top of current issues of the world that we live in. Our curriculum has been inspired by a 'windows and mirror' analogy: we plan and strive to allow opportunities, also known as 'windows', for children to view into the experiences of others. We also plan and strive for representation, also known as 'mirrors', to reflect individuals and ensure our children see themselves in and around our school. This gives us new ways of seeing kinder ways of living and wider ways of being.

Additionally, we pride ourselves on working with and embedding values from the United Nations and British Council to help create active, 21st Century learners being capable and passionate to impact and benefit the future. To achieve this, a large focus of our curriculum has been looking at our curriculum through a 'social justice lens' to ensure that all of our pupils are represented and acknowledged in our teaching to ensure learning is relevant to them as young people living in London.

Laycock learners **will** break barriers, challenge stereotypes, learn from classic and current role models and understand the importance their decision and actions have on life.



SENCo

Salary Grade Range: MPR – UPR (£34,502-£53,482) plus TLR 2b (£5,022)

Hours: Full Time, 32.5 hpw

Contract: Permanent

Start Date: ASAP

We are looking for an inspirational SENCo to further develop and lead inclusion and SEN with the school, there will be teaching commitments such as interventions or PPA cover. Join our highly committed team and be part of our senior leadership team.

Candidates should have

- Qualified teacher with 5 years or more teaching experience
- At least three years' experience of being a SENCo
- The National Award for SENCo-ordination or be working towards
- Has experience in leading and managing staff in developing and implementing effective provision for vulnerable pupils thorough knowledge of the new SEND Code of Practice
- Skilful in working with pupils with a range of different abilities and needs –SEND, LAC, Pupil Premium, EAL, G &T
- To work effectively with the Headteacher and SLT to achieve excellence
- Good communication skills and an ability to work within a team
- Good management and organisational skills and experience of leading/managing other staff
- The necessary communication skills enabling liaison with a variety of external agencies

We can offer you a thriving school environment with an exciting intake of children within an inner city London school. Our staff are dedicated to develop of the school and the children's education. We have a strong and clear vision, an engaging curriculum which develops and celebrates the potential of each child and an ever evolving and growing approach to SEND and inclusion.

We have a Deaf Provision within our school that is fully inclusive in terms of children, teaching and community. This role, however, will be a SENCo for the children with EHCP's and other needs from mainstream classes. Despite the SEND provision for Deaf pupils being led by a separate leader, we encourage and welcome a teamwork approach to SEND in our school.

Visits to the school are welcome and strongly encouraged. To arrange a visit please contact Acting Headteacher Fred Hall: office@laycock.islington.sch.uk

Closing Date: Midnight, Thursday 21st September 2023

If you need assistance, please email the HR team at schoolsrecruitment@islington.gov.uk quoting the job reference **LAY/1498**. Please note that CVs are not accepted in line with Safer Recruitment practices.

Laycock Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants. Also, if this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to declare.

In line with KCSIE 2022 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.



JOB DESCRIPTION

Job title: SENCo

Salary: Main Pay Range-Upper Pay Range TLR 2.2

Reporting to: Headteacher

Main purpose:

Under an agreed supervision system, SENCO will provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential. They provide a complementary service that enhances existing provision in order to support learning by developing and maintaining effective and supportive mentoring relationships with children, young people with SEND and those engaged with them. The SEND

manager will also work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people. They will work under the instruction/guidance of the Headteacher to support vulnerable pupils so to enable them access to learning. This may involve 1:1 work with individual pupils, group intervention or support within the classroom.

Duties and responsibilities:

Strategic direction

- To determine the strategic development of SEND policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SEND will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness
- Identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEND

- Provide support and guidance to children by removing barriers to learning in order to promote effective participation, enhancing individual learning, raise aspirations and achieve their full potential
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Actively contribute to meeting school, Local Authority, and National agendas
- Develop and assist in the writing of policies and procedures relating to SEND
- Meet regularly with the Headteacher to undertake caseload supervision, reporting on progress of identified pupils
- Attend and participate in network meetings with other professionals and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision
- Assist with the development and implementation of Individual Education Plans and Personal Care programmes
- Provide feedback to pupils and parents in relation to progress with intervention groups and support
- Establish and develop effective and productive one-to-one or small group mentoring and other supportive relationships with children and young people, acting at all times as a positive role model and setting high expectations
- Implement a time bound action plan with groups and individual children based on a comprehensive assessment of their strengths and needs and maintain accurate records of work for each identified pupil
- Challenge and motivate pupils, promoting and reinforcing positive self-esteem. Provide emotional wellbeing support to pupils with SEND
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To work effectively within a team establishing productive and effective relationships
- Use relevant school monitoring systems to inform targets for the development of teaching and learning
- Monitor the progress made in achieving action plans, evaluate the impact and use this to guide further improvement
- Create a climate which enables staff to develop and maintain positive attitudes towards SEND pupils
- Ensure all staff participate fully in delivery of a SEND support
- Attend and contribute to leadership team and governor's meetings where relevant
- Attend CDP opportunities and feedback to leadership on effectiveness and plans to share with staff
- Manage the school's SEND resources including auditing and maintenance of equipment
- Work with staff to engage parents, by providing information and organising events such as subject workshops
- Work collaboratively with the EYFS manager to ensure early identification of pupils needs
- Apply for grants and/or funding to support SEND across all key phases
- Develop a portfolio of evidence to demonstrate standards achieved and the range of work implemented throughout the school
- To undertake any other areas of responsibility or tasks which are deemed to be appropriate to the role of SEND Lead and delegated by the Headteacher
- Manage the SEND page on the school website which is continually updated with information for parents and use Twitter to inform and showcase

Managing and working with staff

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Line manage Assistant SENCO and other members of staff in your team
- Lead and manage teaching assistants working with pupils with SEND or a disability
- Lead staff appraisals and produce appraisal reports
- Work closely with other identified members of staff
- Liaise closely with the staff in school to ensure that everyone understands and supports the strategies being used by the SEND Manager to develop the pupils' skills for learning
- Provide and co-ordinate professional development by methods such as coaching, modelling best practice
- Work with teaching staff to ensure that teaching practice is fully inclusive and links to the planning and scheme of work across all curriculum areas
- Make sure that the headteacher, senior managers and governors are well informed about policies, plans and priorities, the success in meeting objectives and targets and professional development plans
- From time to time the SEND Manager may have to deal with situations/incidents which are emotionally upsetting. Support will be provided in these situations from SLT and the school DSL's. The post holder will also have access to regular supervision and support from T & W counselling team should the need arise
- SEND managers may have access to sensitive and detailed information concerning a child and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family. Liaison with parents is primarily the teacher's responsibility, so any questions or queries from parents or others should be listened to carefully and then discussed with the Headteacher before any reply is made. Unguarded remarks can be dangerous in this respect

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role.

This job description may be amended at any time after discussion with you, but will be reviewed annually during the academic year and appropriate changes made if necessary.



PERSON SPECIFICATION

POST: SENCo

SALARY GRADE RANGE: MPS-UPS

RESPONSIBLE TO: Headteacher

SELECTION CRITERIA (ESSENTIAL)

- E1. SENCo Qualification or willingness to undertake training.
- E2. Knowledge of language development in deaf and hearing children.
- E3. Knowledge and experience in planning and delivering the National Curriculum with an ability to differentiate in terms of delivery according to the individual needs of children.
- E4. To have a friendly and flexible manner of working and an ability to work well with a range of professionals.
- E5. A willingness to involve parents in their child's education.
- E6. An ability to work under pressure with a large workload.
- E7. Experience of contributing to the development and training of all staff working with deaf children.
- E8. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- E9. A commitment to deliver services with the framework of the school's equal opportunities policy.



APPLICATION PROCESS

Completing your application

Completed application forms must be received by **Midnight, Thursday 21st September 2023**

School visit

We encourage visits from prospective candidates. To arrange a visit please contact Acting Headteacher Fred Hall: office@laycock.islington.sch.uk

All applications must be submitted in the following way: Apply online at www.islington.gov.uk/jobs.

Shortlisting

- The shortlisting and selection will be made by a panel of senior leaders. Shortlisted candidates will be notified immediately after shortlisting has taken place and will be provided with further information on the selection process.

References and Safeguarding children

- Candidates are advised that references will be taken up during the shortlisting process. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least two professional references are required.

The post will be offered subject to satisfactory completion of pre-employment checks.

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

Interview Process – Interviews will be held as and when applications come in.

- Shortlisted candidates will be contacted prior to interview and provided any preparation details if required.

Successful candidate and Start Date: We aim to appoint a candidate as soon as possible

Guidance for candidates applying for a job with schools

Before you submit your application form, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria listed in the person specification.

General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete the form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advertisement, job description, person specification and other accompanying information carefully before you start. All parts of the application form must be completed. Failure to provide information requested may lead to your application being rejected.

Personal Details

Complete this section fully and clearly. If you do not know your national insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they will tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK*. Verification of identity is required before confirmation of appointment.

*A copy of the Asylum and Immigration Act 2006 is available from Schools Human Resources team including a list of the accepted documents.

Relatives and Other Interests

If this applies to you, please give the name of the employee, the department/school that they work in and the relationship (e.g. husband, daughter).

Education, Qualifications and Training

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

Employment record

Please list in chronological order, starting with your current or most recent job including employment other than teaching. You have to list details of employment since leaving full-time education. Failure to provide full account of your employment record may lead to your application being rejected.

Gaps in Employment

If there are any periods of time that have not been accounted for in your application, e.g. periods spent raising a family or extended travel, please give details. Please ensure that there are no gaps in the history of your education, employment and other experience.

Personal Statement

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information given is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement.

If you do not send us this statement, you will not be considered for short listing. CVs are not accepted.

References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. References may be taken up immediately after shortlisting. Please note:

- It is your responsibility to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference.
- You must provide the **professional email address** for references coming from an employer.
- One reference must be from your present or most current employer and references should cover the last 5 years.
- If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.
- We reserve the right to approach any of your previous employers for a reference.
- Candidates for Headship are advised to seek a reference from their Local Authority.
- Schools/Colleges of a Religious Character are permitted, to give preference to applicants who are practising Catholics. Therefore, it is recommended that one referee should be your Parish Priest/the Priest of the Parish where you regularly worship, if applicable. Most Senior Leadership posts require you to be a practising Catholic and, therefore, one referee must be your Parish Priest/the Priest of the Parish where you regularly worship.
- If you are successful, a further post-offer reference will be requested, seeking information on attendance and sickness records.

All offers of appointment depend on receiving references satisfactory to the school. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The school reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

Disclosure & Barring Service / Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 provides that certain spent convictions and cautions are "protected" and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website, DBS filtering guide.

All school-based jobs are exempt from the provisions of the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Therefore you will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record, also be able to discuss any details with the selection panel as part of your interview. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures. Disclosure of a criminal record will not necessarily debar you from employment with Islington Schools, this will depend upon the nature of the offence(s), frequency and when they occurred.

The application for an enhanced disclosure with barred list information will be verified before your first day of work. Please read the policy on the recruitment and employment of ex-offenders. If you have any queries, please call Islington Human Resources helpdesk on 0207 527 2875.

Additional Information for people considered to have a disability under the Equality Act

If this applies to you, please let us know the help you require, and we will ensure that reasonable adjustments are made where possible.

Declaration

It is a condition of your employment that you comply with the prevailing data protection legislation in force from time to time. You must also comply with the Council's data protection and connected policies, which can be obtained from the school office, and all rules, systems, instructions and requirements laid down by the school under the security rules.

Equal Opportunities Monitoring Information

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Islington Schools Human Resources on 0207 527 2875.

Policy on the recruitment and



ISLINGTON Employment of ex-offenders

Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools Human Resources or on the internet at www.direct.gov.uk). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a disclosure.

Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

During the application process

When you apply for a job with Islington schools you will be informed if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications. A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post and any other essential requirements for the post.

All employees/advisers involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g., the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage.
- ✓ Whether the conviction or information revealed is relevant to the job.
- ✓ How long ago the offence(s) took place.
- ✓ The candidate's age at the time of the offence(s).
- ✓ The number and pattern of offences. ✓
- ✓ Any other relevant circumstances.

All staff/advisers in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate. Islington Schools Human Resources will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

Policy on handling disclosure information

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools Human Resources has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools Human Resources on request.