

REDDITCH, OAK HILL FIRST SCHOOL Tel: (01527) 528523

Wirehill Drive Fax: (01527) 510153

Lodge Park e-mail: office@oakhill.worcs.sch.uk

Redditch

B98 7JU

Headteacher: Miss L Kelly

A full time SENCO is required from September 2022 on a **permanent** basis.

Salary: £34,100.00- £41,604.00

We are looking for a SENCO who is:

* Outstanding, creative and inspirational.
* Is committed to inclusion
* Has the desire to maintain the highest standards of provision for SEND pupils

Oak Hill First School believe that all pupils should be supported to meet their full potential and achieve good or excellent progress during their time at the school.

The SENCO will be responsible for ensuring that provision meets individual pupil needs, and work to eradicate achievement and attainment gaps (where identified) for pupils with SEND. The SENCO will work with colleagues to ensure that both academic and pastoral provision for pupils with SEND is excellent.

**The ideal candidate must have the following:**

* Qualified Teacher Status (ability to teach to EYFS, KS1 & KS2)
* National Award for SEN Co-ordination
* A strong understanding of SEND
* Be versatile to take on a range of activities
* Have the ability to work in a larger team.
* Have high expectations of all learners

You will be joining an excellent team which has a relentless focus on raising achievement

**The successful candidate will:**

* Raise achievement through motivating, challenging and inspiring our pupils
* Have a commitment to inclusion
* Help foster a culture of high expectations and achievement
* Have drive, enthusiasm, resilience, warmth and humour
* Have opportunities to contribute to the wider life and ethos of Oak Hill First School

We can offer highly motivated, happy and confident children and a dedicated, flexible team to work with you. Our school invests significantly in a continued, professional development programme. In the last OfSTED inspection in 2019, we were judged as “good”.

Oak Hill First School is committed to safeguarding and the PREVENT strategy and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Pupils learn to accept and uphold our fundamental British values.

All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. A Disqualification Self Declaration Form is to be completed and returned with the application.

We are an equal opportunities employer and we are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender reassignment, age, disability, religion or belief, sex, sexual orientation, marital status, pregnancy/maternity or race

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role

**Closing date: 9am on 20th May 2022 (We accept digital applications as well or**

**paper based)**

**Interview Dates: Week beginning 23rd May 2022**

**Visits to school are warmly welcomed from 11th May 2022 - 19th May 2022, please call the school office to arrange.**

In addition, our website will give you extensive information about our school. Please e mail Mrs M Harrison (School Business Manager) Email: businessmanager@oakhill.worcs.sch.uk) for an application pack and to confirm a visit to our school. If you have not been invited to attend an interview by 4pm on 20th May 2022 then you should assume that your application has not been successful.



**OAK HILL FIRST SCHOOL**

Oak Hill First School opened in September 2001 to serve the well-established districts of Lodge Park and Greenlands.

The school is a large 3 form entry first school with accommodation for 450 pupils (aged 4-9) plus 78 part time places for Nursery children (aged 3-4). Since September 2017 we have been offering full time places in Nursery. The school is subdivided into 3 phases. The Foundation Stage (ages 3-5), Key Stage 1 (ages 5-7) and Key Stage 2 (ages 7-9). Each Key Stage is led by a non-class based Assistant Headteacher. The three Assistant Headteachers, along with the Headteacher, Deputy Headteacher and School Business Manager make up our effective Leadership and Management team.

Staff and pupils enjoy working in an attractive and well-resourced and well maintained environment. The school offers good sized classrooms, a large hall with stage, a music/drama area, a library, large practical areas and the exclusive use of the Children’s Centre. The school has significantly invested and continues to maintain an extensive range of ICT hardware.

The majority of our pupils transfer to Woodfield Academy School who are on our neighbouring site. The grounds are spacious with extensive views to the east over the surrounding countryside. We have a forest school onsite which is developed by two co-ordinators.

We value working collaboratively with other local schools and have established an informal network providing support for each other.

Relationships are excellent, all staff work together co-operatively, parents are supportive and the Governing Body is fully involved in the life of the school.

Developing and improving the quality of provision for our pupils is exciting and we are keen to appoint staff who are enthusiastic, well-motivated and committed to support us in moving forward to secure the best possible education and care for pupils.



**OAK HILL FIRST SCHOOL AIMS**

Oak Hill First School offers a safe, welcoming and caring environment in which all members of the school community are valued and encouraged to achieve the highest standards. The school will emphasise the importance of children’s personal and social development, along with promoting high academic standards across the curriculum in order to prepare children for the opportunities, experiences and responsibilities of adult life. The staff and governors are committed to working cooperatively with parents and the local community to ensure that children develop a lifelong love of learning in a stimulating, happy and well-resourced environment.

By working collaboratively and effectively with parents, carers, the local community, the Local Authority and relevant support agencies Oak Hill First School:

AIMS to help children develop a healthy way of living.

AIMS for children to learn in a safe and caring place.

AIMS for children to enjoy school, feel good about their learning and get better at what they know and can do.

AIMS to help children understand how to work and play with others.

AIMS to help our children become good at writing, reading and mathematics.

Oak Hill First school aims to meet the needs of all pupils regardless of intellectual ability, physical, sensory, emotional/behavioural difficulties, gender, social and cultural background, religion or ethnic origins.



**SENDCo JOB DESCRIPTION**

Oak Hill First School is committed to creating a diverse workforce. We’ll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Job details**

**Job title: Special Educational Needs Co-ordinator (SENCO)**/Pastoral Lead/DDSL

**Salary:** Main Scale/UPS

**Contract type:** Full time, permanent

**Reporting to:** Headteacher

**Responsible for**: Teaching Assistants with responsibility for pupils with EHCP’s

**Main purpose**

The SENDCO, under the direction of the headteacher, will:

* Determine the strategic development of special educational needs (SEN) policy and provision in the school
* Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies
* The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

**Duties and responsibilities**

**Strategic development of SEND policy and provision**

* Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
* Maintain up-to-date knowledge of national and local initiatives that may affect the school’s policy and practice
* Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
* Advise the headteacher of progress on the school improvement plan for SEND and Pastoral.

**Operation of the SEN policy and co-ordination of provision**

* Maintain an accurate SEND register and provision map
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN 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 (LA)
* Analyse assessment data for pupils with SEN or a disability
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
* Track monitor and Progress of pupils in need of additional support e.g. with SEND
* Advising and supporting other members of staff e.g. teachers and teaching assistants
* Liaise with class teachers to identify and support pupils in need of additional support
* Identify pupils who may need additional support and through further and Through further assessment identify any SEN needs
* Ensure that class teachers review IPM’s with pupils and parents in accordance with the SEND policy
* Arrange and chair annual reviews
* Supervise teaching assistant and other members of staff carrying out interventions
* Monitor short-term planning to ensure that individual needs are being met, through the use of IPM
* Be responsible for ensuring that all pupils on the register have IPM’s, which are implemented, rigorously monitored, and reviewed
* Maintain comprehensive and informative assessment, recording and reporting systems for pupils on the SEND register, including baseline assessment
* Monitor the effectiveness of IPM’s .
* Monitor provision to ensure that it meets statutory requirements at all times
* Prepare applications for Statutory Assessment where necessary

**Support for pupils with SEN or a disability**

* 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 (EHCP) with parents or carers and the pupil
* Communicate regularly with parents or carers
* Ensure 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 SEN or a disability

**Leadership and management**

* 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 SEN policy
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability
* Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
* Review staff performance on an ongoing basis
* Contribute to the schools senior leadership team, attending meetings, briefings and debriefings as required
* Advise the Inclusion Governor on the developments and changes in relation to inclusion through regular monitoring visits

**Working with staff, parents and external agencies**

* Liaise with teaching staff and external agencies in order to co-ordinate provision and monitor the effectiveness of the provision for pupils in the key groups working alongside post holders (EAL/PP/PLAC/Safeguarding).
* Ensure the communication between teachers and parents about specific interventions/support in place for their child, is taking place and attend meetings where relevant.
* Contribute to regular access and inclusion meetings to ensure the effective use of the school’s resources for particular key groups
* Monitor and evaluate in conjunction with other colleagues the implementation of the curriculum for the key groups

**Safeguarding**

* Working line with statutory safeguarding guidance (Keeping Children Safe in Education, PREVENT and our safeguarding and child protection policies.
* Work with the designated safeguard lead (DSL) to promote the best interests of our pupils, including sharing concerns when necessary.
* Promote the safeguarding of all pupils in the school.

**Other areas of responsibility**

* Pastoral Lead
* DDSL (as an additional member to the existing DDSL team)

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher/line manager.

**Other areas of responsibility: Pastoral Care Lead**

**Main purpose**

The pastoral care lead will be responsible for the school’s approach to pastoral care.

**Duties and responsibilities**

**Whole School Approach**

* Work alongside senior leaders (Incl Mental Health First Aider and Co worker for Mental Health and AHT’s for behaviour) to develop and oversee whole school approaches to mental health and behaviour.

**Working with pupils with mental health or behavioural needs**

* Know what national and local services are available, and signposting these to staff and parents
* Supporting the identification pupils exhibiting signs of mental ill health/behavioural concerns
* Supporting the mental health/behavioural needs of pupils within the school
* Overseeing:

-The co-ordination and delivery of pupil interventions

-The outcomes of these interventions on pupils’ education and wellbeing

**Supporting other staff (in conjunction with members of the Mental Health Team/Senior Leaders)**

* Make sure staff can:

-Recognise signs and symptoms of mental health needs in pupils, and that they understand and can

-apply consistently, the school’s procedures and strategies in relation to behaviour management

-Know what to do should they have a concern

**Support staff in contact with pupils with mental health/behavioural needs to:**

-Help raise awareness, and

-Give all staff the confidence to work with these pupils

**Work with staff to:**

- To monitor and implement strategies to improve the attendance of pupils who are on targeted interventions (AHT’s/Attendance Officer)

- Participate in senior leadership meetings, as required

**Administration:**

- Maintain accurate records of interventions and relevant meetings

-Facilitate the transfer of relevant pupil information inside and outside the school

-Complete relevant paperwork required by external agencies

Sharing information about pupils with mental health needs with other members of staff where appropriate, so that there can be support throughout the school environment

**Other areas of responsibility: Deputy Designated Safeguarding Lead**

**Main purpose**

As a DDSL you will be responsible for managing any safeguarding concerns that are designated to you.

This job description may be amended at any time in consultation with the postholder.



**Oak Hill First School**

*SENDCo*

**Person specification**

|  |  |  |
| --- | --- | --- |
| CRITERIA | QUALITIES  E - Essential  D- Desirable | How will this be assessed?  a - Application  I - Interview  R - Reference |
| **Qualifications  and training** | * Qualified teacher status (E) * National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment (E) * Degree (E) * Designated Safeguarding Lead (D - willingness to undertake training) | A  A  A (submission of certificate will be required) |
| **Experience** | * Teaching experience [minimum of 4 years] (E) * Experience of working at a whole-school level (E) * Involvement in self-evaluation and development planning (E) * Experience of conducting training/leading INSET (E) * Experience of being a SENCO (D) * An understanding and appreciation of the needs of pupils of all ages and ability in first/primary age range (E) * Record of raising achievement of SEND pupils (E) * Experience of teaching children from a range of backgrounds and abilities | A/R  A/I/R  A/I/R  A/I/R  A/R  A/I  A/I  A/I |
| **Skills and knowledge** | * Sound knowledge of the SEND Code of Practice (E) * Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies (E) * Ability to plan and evaluate interventions (E) * Data analysis skills and the ability to use data to inform provision planning (D) * Effective communication and interpersonal skills (E) * Ability to use evidence to make decisions and prioritise actions(E) * Ability to build effective working relationships (E) * Ability to influence and negotiate (E) * Good record-keeping skills (E) * Is a successful class teacher showing commitment to both academic and general welfare of pupils (E) * Has the ability to communicate effectively with team members and is able to demonstrate the impact of action taken (E) * Effective behaviour management skills and is able to coach others to develop their skills in this area (E) * Ability to deal sensitively with vulnerable pupils and their families. (E) | A/I/R  I  I/R  I/R  I/R  A/R  R  R  R  A/I/R  A/I/R  I/R  I |
| **Personal qualities** | * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school (E) * Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability (E) * Ability to work under pressure and prioritise effectively (E) * Commitment to maintaining confidentiality at all times (E) * Good understanding of effective safeguarding procedures & evidence of commitment to safeguarding children. (E) * Experience with budgeting (D) * Professional integrity and a deep commitment to inclusive education(E) * Commitment to the promotion of an effective home/school partnership as essential in supporting pupils’ learning (E) | A/I/R  A/I/R  I/R  I/R  A/I/R  I  A/I/R  A/I |