



# **KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS**

*Educational excellence for our City*



## **Temporary SENCO (Maternity Cover)**

**From September 2025**

**for up to one year**

**Up to 3 days per week, with flexibility to spread the hours across 5 days if preferred**

**Salary: MPS/UPS + TLR 2a**

**Information pack**

Dear Candidate,

Thank you for requesting information about our Temporary SENCO, from September 2025.

We are a forward thinking, selective state grammar school with academy status, and belong to the King Edward VI Foundation of schools and Multi Academy Trust. We are incredibly proud to have been named as the **Sunday Times State Secondary School for 2025**, alongside the **State Secondary School for Academic Excellence in the West Midlands, 2025**. These accolades are borne out of the dedication of each and every member of our school community: staff, students, governors, parents and carers. This is an inspirational place to work and learn, and we hope you are inspired to consider applying for a position in our school.

Aside from our desire for our students to excel academically at KEVI Camp Hill School for Girls, we place great importance on their happiness and the development of them as individuals. By providing a full range of quality experiences both in and outside of the classroom, our students develop confidence, resilience and learn to make healthy choices - all of which helps to prepare them for life beyond school. Every single member of staff and the student body play their part in adding to the history of the school. I am very privileged to lead an outstanding team of colleagues. Their hard work, extensive subject knowledge and commitment to ensuring the academic results are outstanding, enabling our students to make excellent progress as they move through the school.

Our challenging, well-structured curriculum is designed with able students in mind, and encourages them to develop their intellectual curiosity and use higher level thinking skills. We are extremely proud of the breadth of our Curriculum at all Key Stages, and believe it offers students genuine choice. Whilst Maths, Biology and Chemistry are very popular subjects at A Level, we have thriving Arts, Languages and Humanities subjects which are also popular choices for our students. Our extra and supra-curricular offerings are wide and varied, and cater to all manner of tastes. Our school House System is weaved through all aspects of school life, and is just one example of the way in which we both support students pastorally and also develop student leadership.

A major strength of our school is the level of pastoral care. Students are extremely well supported by their Teachers, Form Tutors and Heads of Year. At Camp Hill Girls, we deeply value wellbeing and recognise that good mental health, along with a safe and supportive environment, are essential for building resilience and helping our young people thrive. We are committed to deepening our understanding of trauma and attachment theory and are proud to be a Trauma Informed Attachment Aware (TIAAS) school. Our students demonstrate excellent behaviour and attendance and are highly motivated, eager, and engaged in all aspects of school life.

Camp Hill Girls is culturally rich and diverse, welcoming students from an extraordinary range of backgrounds. As a school community we recognise, celebrate, respect and delight in our differences, and use them as opportunities to learn and become more tolerant about the world around us. This is a caring school which Ofsted recognised, making reference to the fact that "understanding of equality, diversity and inclusion permeates all aspects of school life". We truly believe in the experience we have on offer at Camp Hill.

We believe KEVI Camp Hill School for Girls is an inspirational place to be, and invite you to come and see for yourselves. We very much look forward to welcoming you to our school.

Karen Stevens  
Headteacher

**Job Description**

Line Manager: Head of School (also holds SENCO qualification)

The Acting SENCO will:

- Be responsible for the day-to-day operation of the SEND policy and coordination of specific provision to support individual pupils with SEND.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Be expected to fulfil the responsibilities of a teacher, as set out in the Code of Practice (2015).

**Main Duties and Responsibilities of the Post**

- Strategic development of SEND policy and provision.
- Ensure the strategic overview of provision for pupils with SEND across the school. Monitor and review the quality of provision.
- Contribute to the Academy Trust self-evaluation, with respect to provision for pupils with SEND, as required.
- Ensure the SEND policy is put into practice and its objectives are reflected in the School Development Plan.
- Maintain up-to-date knowledge of national and local initiatives that may affect policy and practice.
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.

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

- Maintain an up to date and accurate SEND register and Provision Map.
- Provide guidance to colleagues on teaching students with SEN and advise on the Graduated Approach to SEND support.
- Advise on the use of funding and other resources to meet students' needs effectively, including staff deployment.
- Be aware of the provision in the Local Offer and effectively communicate this with parents/carers.
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies as appropriate.
- Be a key point of contact for external agencies, especially the local authority (LA).
- Analyse assessment data for students with SEND.
- Implement and lead intervention groups for students with SEND, and evaluate their effectiveness.
- Review and update relevant policies (including the SEND Information Report and SEND Policy) liaising with the Governor for Special Educational Needs (Jo Ellins).

### **Support for students with SEND or a disability:**

- Using the Graduated Approach, have an identification and referral process for students with SEND, implemented effectively.
- Ensure all records are maintained and up to date (including with appropriate services and provision is in place through the Provision Map) particularly during periods of transition.
- Review the progress of all students with SEND (and those with EHCPs) according to the Code of Practice (2015).
- Build an inclusive community for those students with SEND: liaising with external providers, communicating effectively with parents/carers and embedding extra-curricular activities.
- Liaise with the Designated Teacher (DT) and Virtual School where appropriate, for children who are Looked After who have a Special Educational Need.
- Liaise with the School Nurse team, coordinating vaccinations and care as appropriate.

### **Management**

- Work with the SLT Line Manager (Head of School) to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Work with the Assistant Headteacher (Teaching and Learning) to support the practice within classrooms to best meet the needs of individuals.
- Prepare and review information the school is required to publish.
- Contribute to the SDP and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff regarding SEND support in school.
- Share procedural information, such as the school's SEND policy and referral process.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND.
- Recognise and support the safeguarding needs of students with SEND and their vulnerabilities due to their needs.
- As needed, lead and manage assistants/interns working with students with SEND.

### **Teaching**

- Undertake a reduced teaching commitment in accordance with the duties of a standard scale teacher.
- Undertake the role of a Form Tutor within Main School or Sixth Form.

### **General requirements:**

- Be an effective ambassador for the school.
- Adopt a collaborative mind-set: positive and supportive to stakeholders and colleagues
- Demonstrate a strong commitment to furthering equalities in both service delivery and employment practice.

- Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

### **Special Arrangements**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task required may not be identified. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post. Employees will be expected to comply with any reasonable request from the Headteacher or a member of the Leadership Team.

The School will endeavour to make any necessary adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

### **Making an Application**

Applicants should complete the application form that includes the names, addresses, telephone numbers and e-mail addresses of two referees. A concise but comprehensive letter of application, of no more than two pages, is also required. Applications should reach the Headteacher no later than **9.00am Monday 19<sup>th</sup> May 2025**.

### **Interview Arrangements**

On the day of the interview, applicants will have the opportunity to tour the school and speak with some of our students and members of the SEN Team. **Interviews will be held w/b Monday 19<sup>th</sup> May 2025.**

It is our regular practice to ask short-listed candidates to teach a short lesson of 20-25 minutes, undertake a task related to the post, and a panel interview with Senior Leaders.

### **Travel Expenses and Reimbursements**

Normal second-class travel is payable to all applicants who attend for interview, plus reasonable overnight expenses where necessary. Candidates from abroad receive travel expenses paid from the port of entry or airport.

We look forward to receiving your application.

Karen Stevens

Headteacher

***This job description may be amended at any time, following consultation between the Headteacher and member of staff and will be reviewed annually.***

***King Edward VI Camp Hill Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo an enhanced Disclosure and Barring Service check.***

### Subject Leader: Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Appropriate subject degree</li> <li>• Qualified teacher status/PGCE</li> <li>• SENCO Qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Good honours degree</li> <li>• Evidence of successful CPD with particular reference to SEN.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Successful experience of teaching in the secondary phase</li> <li>• Working with and caring for pupils with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral experience</li> <li>• Experience teaching across the age range of the school, dealing with a range of SEN</li> <li>• Experience and understanding of Access Arrangements with a working knowledge of JCQ regulations.</li> </ul>
Classroom teaching skill	<ul style="list-style-type: none"> <li>• Record of successful and effective teaching experience</li> <li>• Meeting national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative and creative approaches to teaching and evidence of strong performance</li> <li>• Proven high level of examination success.</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• A clear philosophy about the value and teaching of the subject</li> <li>• Knowledge of appropriate teaching methods for delivering the subject</li> <li>• Subject knowledge sufficient to challenge able students and achieve high outcomes at KS4 and Sixth Form</li> <li>• Ability to take responsibility for own professional development</li> <li>• Understanding of the use of data to improve performance</li> <li>• Demonstrate a sound knowledge of the SEND Code of Practice and its application</li> <li>• Demonstrate knowledge and understanding of the EHCP process and the evidence needed</li> <li>• Demonstrate an ability to work with pupils and their families in a sensitive and positive manner</li> <li>• Make consistent judgements based on careful analysis of SEND data.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of strategies for improving learning and achievement for high ability students</li> <li>• Knowledge and understanding of using comparative information about attainment</li> <li>• Knowledge and understanding of the funding support mechanism for SEND.</li> </ul>

Curriculum	<ul style="list-style-type: none"> <li>● Up-to date with subject curricular requirements</li> <li>● Familiarity with the nature and purpose of assessment/reporting particularly re: enabling students to improve.</li> </ul>	
Skills and abilities	<ul style="list-style-type: none"> <li>● Calm and caring nature</li> <li>● Ability to empathise with the difficulties of SEN students in accessing the curriculum</li> <li>● Ability to inspire and enthuse students and colleagues</li> <li>● Capacity to innovate</li> <li>● Ability to work both as part of a team and independently to achieve high standards</li> <li>● Ability to make consistent judgements based on careful analysis of SEND data</li> <li>● Strong interpersonal skills</li> <li>● Good personal organisation</li> <li>● Ability to work under pressure and meet deadlines</li> <li>● Reliability and integrity.</li> </ul>	<ul style="list-style-type: none"> <li>● Range of interests and willingness to participate in extra-curricular activities.</li> <li>● Confident in the use of information and communication technology</li> <li>● Good influencing and negotiation skills.</li> </ul>
Personal Characteristics	<ul style="list-style-type: none"> <li>● Willingness to share expertise, skills and knowledge</li> <li>● Sensitive to the aspirations, needs and self-esteem of others</li> <li>● Willingness to address challenging issues with clarity of purpose and diplomacy</li> <li>● Ability to work under pressure whilst maintaining a positive professional attitude</li> <li>● Ability to maintain strict confidentiality of information</li> <li>● Ability to organise and prioritise work on own initiative.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepared to attend national and regional venues for meetings and training sessions, which may include occasional work in the evenings, weekend or in school holidays.</li> </ul>
Other work requirements	<ul style="list-style-type: none"> <li>● Ability to meet physical/social/emotional needs of students</li> <li>● Suitable to work with children.</li> </ul>	