**A community that cares about excellence, wonder and learning for life**





**FULL TIME SENDCO**

**RECRUITMENT PACK**

**2024**



Welcome to Honeywell Junior School

Thank you for your interest in this vacancy at our school.

Honeywell Junior School is situated south of the river in Central London, housed in a Victorian building which it shares with Honeywell Infant School. There are approximately 330 pupils on roll, aged 7 to 11 years and many of them come from somewhere else!! The majority of pupils are White English with sizeable groups from White Western and White European families. About 47% speak, read or write a language other than English and 20% have special educational needs that require extra support from the school or other agencies. As an indicator of the local intake to the school, 12% of pupils are entitled to free school meals provided for them because of the low income of the family.

The Honeywell Junior Curriculum is engaging, stimulating and responsive, enabling our pupils with a breadth of study and with a wealth of positive learning opportunities for all. We use research and all of our particular pupils to mould our curriculum offer so they make links between areas of learning and travel beyond the classroom to extend their experience, perspectives and understanding. We aim for them to acquire an intellectual curiosity that supports their journey into becoming lifelong learners. We celebrate neurodiversity and believe that *“rising tides raise all ships”,* and have high expectations of all.

By becoming part of our staff team, you will be joining a compassionate and committed community, who put our pupils at the heart of everything we do.

Please explore our website and make a time to come and meet us and see us in action. I am happy to answer any queries you may have, just email the school office at [bursar@honeywell.wandsworth.sch.uk](mailto:bursar@honeywell.wandsworth.sch.uk) and I will get back to you.



Very best wishes

Ms Jo Clarke

Head Teacher



**We can offer:**

* Wonderful pupils who remain at the heart of everything we do
* A committed and experienced staff team
* Opportunities for developing pedagogy and practice in innovative ways
* A school committed to the enjoyment, achievement and well-being of all
* An opportunity to further support the strategic direction of the school

**A** **community that cares about excellence,**

**wonder and learning for life**

<https://www.honeywellschools.org/>

**PERMANENT NON CLASS BASED, FULL TIME SENDCO REQUIRED**

**Grade:**  Teacher’s Main Scale plus TLR2 (dependent on experience)

**Reporting to**: Head Teacher and Governing Body

**Required for** September 2024 (or sooner if possible)

We encourage and welcome a visit. This post is not suitable for an ECT.

We are seeking an ambitious and energetic professional to continue to determine the strategic development of SEND policy and provision at the school, and in the day-to-day coordination of specific provision that is made to support individual pupils with SEND. This includes providing professional guidance to colleagues and working closely with a range of external agencies and providing a support role to families.

Particular focus will be for equalities and inclusion of all pupils.

**The successful candidate will have:**

* A proven ability to deliver the highest standards of teaching and learning for all pupils
* A proven record of raising progress and attainment for pupils with SEND
* An ability to plan strategically and build on existing quality practice
* The ability to communicate effectively and clearly with all stakeholders
* Excellent knowledge and understanding of the National Curriculum and SEND Code of Practice
* A detailed knowledge and commitment towards Child Protection and Safeguarding

****

****Honeywell Junior School is committed to safer recruitment practices and to safeguarding and promoting the welfare of all children. All candidates should be aware that we follow safer recruitment policies and procedures so references will be taken up prior to interview. We are committed to equality of opportunity and we are an equal opportunities employer.

For further details and to register interest, please contact **V. Platt at bursar@honeywell.wandsworth.sch.uk,** who will answer any queries andarrange for an application pack.

**Closing Date: Tuesday 30th April 2024 at 12 noon**

**Interviews: Week commencing 13th May 2024**

**Contract: 1st September 2024 (or sooner if possible)**

[**https://honeywell-infant-school.primarysite.media/media/honeywell-school-video**](https://honeywell-infant-school.primarysite.media/media/honeywell-school-video)

**JOB DESCRIPTION – PERMANENT FULL TIME SENDCo**

This is a permanent post within the school’s structure which carries with it membership of the Senior Management Team.

**Reporting to**: Head Teacher and Governing Body

**Pay Scale:**

This Job Description may be amended at any time after consultation with the SENDCO and should be read alongside the range of duties set out in the Teachers Pay and Conditions Document. All teachers are expected to meet the requirements of the current Teacher Standards.

**Main Purpose**

Under the direction of the Head Teacher, have a strategic overview of the school, embodying our ethos and values.

* 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
* Work in co-operation with relevant external agencies.

**Main Duties and Responsibilities**

STRATEGIC DEVELOPMENT OF SEN 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 SEN 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

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 – OAP – Ordinarily Available Provision
* Work with early years providers, Honeywell Infant School, 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

SUPPORT FOR PUPILS WITH SEN OR A DISABILITY

* Identify a pupil’s SEN
* 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

**TEACHING AND LEARNING**

Even though this is a non class based role:

* Act as role model for others setting of high personal standards of practice to develop a stimulating and challenging learning environment, which secures effective learning and provides high standards of achievement, behaviour and discipline.
* In partnership with the Head and Deputy Head Teacher, monitor the quality of teaching and children’s achievements, particularly those with additional needs including the analysis of performance data and the setting of appropriate year on year targets of those who have additional needs or barriers.
* The professional expertise and self-confidence to lead the school team in improving a curriculum combining rich content with a wide range of learning reflecting the values, ethos and context of the school including overcoming barriers inherent in our community and ensuring access for all pupils.

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 body 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
* Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
* Lead staff appraisals and produce appraisal reports
* Review staff performance on an ongoing basis

**SAFEGUARDING RESPONSIBILITIES**

Be a key role in the Safeguarding Team of the School as a DDSL and must:

* Have a sound working knowledge of Child Protection issues and the need for confidentiality, and identify to the named Child Protection colleague in school, any concerns in respect of individual children.
* Be aware of and comply with policies and procedures relating to Child Protection, Health and Safety and Security, confidentiality and data protection, reporting all concerns to an appropriate named person.
* Support the protocols and systems that are in place to address the needs of children with or any child in need as defined in the Children’s Act
* Ensure Safeguarding Procedures and the Common Assessment Framework are in place, are understood and are implemented within every phase of the school.
* Ensure Child Protection procedures and processes are followed throughout the school.

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 Head Teacher.

**Person Specification**

This person specification relates to the requirements of the post as determined by the job description. Please write a personal statement detailing how you meet the criteria below and how your examples demonstrate impact.

Key: E – Essential

D – Desirable

S – Demonstrated at Shortlisting

I – Demonstrated at Interview

**Qualifications**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | |  | **S** | **I** |
| **1** | Qualified teacher status | **E** | **√** |  |
| **2** | Evidence of relevant further professional development within the last two years | **D** | **√** |  |
| **3** | An excellent understanding of current theory and best practice in teaching and learning, particularly related to SEND and pupil progress | **E** | **√** |  |
| **4** | A National Award in Special Educational Needs Co-ordination or the intention to complete the new national professional qualification (NPQ) the mandatory qualification for SENCOs from September 2024, replacing the NASENCO qualification. Teaching of the NPQ for SENCOs will begin in Autumn 2024. | **E** | **√** |  |

**Experience [show evidence of]**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5** | Successful teaching experience with an evaluation of outstanding | **E** | **√** |  |
| **6** | Responsibility for leading a subject across the school | **E** | **√** |  |
|  | Involvement in school self-evaluation and development planning | **E** | **√** |  |

**Professional Knowledge**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **9** | Up to date knowledge of statutory regulations and guidance relating to the post | **E** |  | **√** |

**Professional Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **10** | An understanding of how to use data to raise standards | **E** |  | **√** |
| **11** | Sound knowledge of the SEND Code of Practice | **E** |  | **√** |
| **12** | Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies | **E** |  | **√** |
| **13** | Ability to plan and evaluate interventions | **E** |  | **√** |
| **14** | Data analysis skills and the ability to use data to inform provision planning | **E** |  | **√** |
| **15** | Effective communication and interpersonal skills | **E** |  | **√** |
| **16** | Ability to build effective working relationships | **E** | **√** |  |
| **17** | Ability to influence and negotiate | **D** | **√** |  |
| **18** | Good record-keeping skills | **D** | **√** |  |
| **19** | Support, motivate and inspire both colleagues and pupils by leading through example | **E** |  | **√** |
| **20** | Ability to analyse, prioritise and meet deadlines | **E** |  | **√** |
| **21** | Develop and deliver effective professional development for staff | **E** |  | **√** |

**Commitment to:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **22** | The school’s vision and ethos | **E** |  | **√** |
| **23** | Equalities and Inclusion | **E** |  | **√** |
| **24** | Professional development for self and others | **E** |  | **√** |
| **25** | Safeguarding and child protection | **E** |  | **√** |
| **26** | Commitment to maintaining confidentiality at all times | **E** |  | **√** |

**Other**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **27** | Excellent attendance and punctuality record | **E** |  | **√** |