



SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCO)

Candidate Information Pack

2021/2022

Learning Today: Leading tomorrow

Our School

Learning today: leading tomorrow

At Bentley Wood High School for Girls we are proud of our fine record of academic achievement within our safe, caring, stimulating environment where pupils learn happily and well. We encourage each girl to develop a wide range of skills and interests, to achieve her personal best and to work co-operatively with consideration for all members of our learning community at all times.

As a single sex school, we recognise that research has shown that our environment empowers girls to maximise their potential, participate fully in all areas of school life and achieve their very best.

Bentley Wood High School is a rich and diverse community. We celebrate our diversity and welcome further opportunities to learn from each other. Our partnership with parents is a strength of the school. Parents consistently provide positive feedback and are very supportive of the school through our Parent Voice group.

We are extremely lucky to be in a school in such a beautiful natural setting. Bentley Wood High School has been described by parents as the 'hidden jewel in the crown' however; our most important treasures are our students and staff.

I very much look forward to meeting you.

Dr Janice Howkins OBE

Headteacher



Job Description: Special Educational Needs Co-ordinator

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| Purpose: | To ensure that barriers to learning are removed so that all students at Bentley Wood High School can make excellent progress. to oversee the strategic development and practical implementation of the school's SEND policy and the day-to-day operation of this policy so that every child identified as SEND makes excellent progress and achieves well. |
| Responsible to: | Headteacher/Deputy Headteacher |
| Responsible for: | Members of the Inclusion team |
| Working conditions: | <p>These will be as specified in the latest School Teachers Pay and Conditions Document (STPCD) The post holder will continue to meet and build upon, as appropriate:</p> <ul style="list-style-type: none">• The National Standards for QTS as laid down by the Department for Education, relating to:<ul style="list-style-type: none">a) Professional values and practiceb) Teachingc) Knowledge and understanding• The Induction Standards• The Threshold Standards |

Main Duties and Responsibilities

1. To be committed to and to promote the school's vision, aims, objectives and values.
2. To be committed to safeguarding and promoting the welfare of children, there will be a high involvement in regulated activity relevant to children. Please see our [Child Protection Policy](#)
3. Key Accountabilities
 - Strategic development, evaluation and implementation of the school's SEND policy and provision and leading on the deployment of school resources
 - Working with Heads of Department to ensure that the planned curriculum is ambitious for students with SEND
 - Supporting all staff in identifying, assessing and planning to meet the needs of all students who are identified as SEND
 - Making and organising specialist provision for students with recognised special educational needs
 - Document the provision in the local offer
 - Reporting to senior leaders and the governing body on SEND and attending meetings as appropriate
 - Liaising with parents/carers and a range of specialists and agencies to plan and evaluate provision, including preparing and reviewing formal documentation on behalf of students
 - Effective and efficient deployment of resources to meet the other accountabilities
4. Key Responsibilities:-
 - Support all staff in understanding the needs of students with SEND and ensure the objectives to develop SEND provision and practice are appropriately reflected in the curriculum and in department and the school improvement plan
 - Monitor progress of objectives and targets for students with SEND from teachers' plans, evaluate the effectiveness of teaching and learning in relation to supporting special needs and use these analyses to guide future improvements
 - Play an active role in the half termly whole school monitoring, evaluation and review process (MER) with a focus on students with SEND
 - Analyse and interpret relevant school, local and national data and advise the Headteacher on what is required to maximise achievement

- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- Support the identification of and disseminate the most effective teaching approaches for students with SEND
- Work with the headteacher, leaders and staff to develop effective ways of bridging barriers to learning for students with SEND through:
 - Early and effective assessment of needs
 - Monitoring of teaching, learning and pupil achievement within school systems
 - Liaising closely with members of the safeguarding team
 - Target setting, including provision and revision of plans
 - Using school systems to monitor progress of students who have special educational needs
 - Collect and interpret specialist assessment data to inform practice
- Undertake day-to-day co-ordination of SEND students' provisions through close liaison with staff, parents and external agencies
- Work closely with the Designated Safeguarding Lead, Attendance Officer and person responsible for, Looked After Children
- Be a key point of contact with local authorities
- Provide professional guidance, support and development to staff to secure outstanding teaching for SEND students
- Contribute to the appraisal process of members of the Inclusion team
- Advise on and contribute to the professional development of staff, including whole school provision
- Provide regular information to the Leadership Team and Governing Body on the evaluation of SEND provision
- Advise Senior Leaders of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies
- Co-ordinate all annual and interim reviews and attend / chair meetings when necessary

5. Working with the community

- To form a fulfilling and trusting partnership with parents and carers that will actively and positively contribute to the successful education of their child.
- To liaise with local Primary partners in ensuring continuity of curriculum upon transfer as well as the spreading of good practice and expertise.

OTHER SPECIFIC DUTIES

- The post holder will be subject to performance objectives agreed annually.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Headteacher.
- To take on any whole school initiative or responsibility that the Headteacher may direct.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

This Job Description and Person Specification may be renegotiated by the headteacher if the school faces changing circumstances.

Person Specification:

| Qualifications | Essential | Desirable | How measured |
|---|-----------|-------------------------|---------------------------------------|
| <ul style="list-style-type: none"> Good Honours degree in relevant subject QTS | ✓ | | Application |
| Evidence of professional development | ✓ | | Application and interview |
| Experience | | | |
| Experience of Excellent teaching across the ability range | ✓ | | Application, references and interview |
| Evidence of being able to personalise learning | ✓ | | Application, references and interview |
| Use of data to monitor and raise achievement | ✓ | | Application, references and interview |
| Successful experience of developing teaching and learning strategies to meet the needs of all students and their continuous improvement | ✓ | | Application, references and interview |
| Curriculum innovation and development | ✓ | | Application, references and interview |
| Evidence of consistent use of Assessment for Learning (AFL) techniques | ✓ | Evidence of Ongoing CPD | Application, references and interview |
| Skills | | | |
| Outstanding leadership skills | ✓ | | |
| Positive behaviour management skills | ✓ | | Application, references and interview |
| Excellent communication and interpersonal skills | ✓ | | Application, references and interview |

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| Strong ICT competence and the ability to use ICT to enhance learning | ✓ | | Application, references and interview |
| Problem solving skills | ✓ | | Application, references and interview |
| Organisational skills/ability to meet deadlines | ✓ | | Application, references and interview |
| Qualities | | | |
| Commitment to student safeguarding and well being | ✓ | | Application, references and interview |
| Commitment to equal opportunities | ✓ | | Application, references and interview |
| Ability to inspire and enthuse | ✓ | | Application, references and interview |
| A willingness to share in the school's educational vision | ✓ | | Application, references and interview |
| Strong team player | ✓ | | Application, references and interview |
| Self-motivation and a sense of initiative | ✓ | | Application, references and interview |
| Open and transparent work ethic | ✓ | | Application, references and interview |
| Flexibility | ✓ | | Application, references and interview |
| Professional conduct and personal integrity | ✓ | | Application, references and interview |