Appointment of

Head of Learning Support (SENCo)

For September 2017
About the School

Notting Hill & Ealing High School is one of London’s leading independent girls’ day schools. Founded in 1873 it is the oldest of the 26 schools which make up the Girls’ Day School Trust having begun life in Notting Hill and moved to Ealing in 1930. The school is a friendly and welcoming community of just over 900 girls, together with approximately 220 teaching and support staff. We occupy a site in suburban, leafy, west Ealing with excellent transport links. (We are an easy walk or bus ride from Ealing Broadway or West Ealing stations: District and Central underground lines, mainline trains and Crossrail from 2018.) The school is oversubscribed and a very popular choice at all ages with girls joining us from most parts of West London as well as areas further afield.

NHEHS is an academically selective school. Our girls are bright, enthusiastic and eager to learn and teaching here is a great experience. In our latest ISI inspection we achieved the highest possible grades across the board and the inspectors noted that ‘the quality of the pupils’ achievements and learning is exceptional.’ Public examination results are consistently outstanding and girls go on to study a wide range of subjects at prestigious universities. (Latest results and the university destinations of Leavers can be found on our web site). Our facilities and teaching and learning resources are excellent and the GDST has an ongoing strategy of development and investment in all its schools.

We are an all through school (ages 4-18). Around 300 girls attend the Junior School with 600 in the Senior School of whom 150 are in the Sixth Form.) The Junior and Senior Schools occupy their own parts of the site and in day-to-day terms operate independently. There are strong links between staff in both Junior and Senior departments with some notable examples of integrated teaching particularly in music and sport.

You will find Notting Hill & Ealing girls to be well grounded, confident and independent. They are proud of their school and value kindness and laughter, fun and friendship. The school is highly regarded for the way it achieves its outstanding results within a particularly warm and supportive environment. We put pastoral care and achieving the best for every girl at the heart of everything we do here and there is a deep-seated ethos of respect, tolerance and understanding.

“We are delighted that you are considering NHEHS and hope that you will want to apply for this post once you have found out a little more about us. Our website, www.nhehs.gdst.net will tell you more about the school and give you a taste of the atmosphere here.”

Matthew Shoults, Headmaster
Head of Learning Support

The Post

The post is available from September 2017.

We are seeking to appoint a dedicated teacher with relevant experience to lead and teach Learning Support at the Senior School, and co-ordinate provision for pupils with Special Educational Needs and Disabilities.

This will include leading on:

- Supporting the teaching and learning of SEND and EAL pupils through one-to-one sessions, lesson intervention and development of study skills
- Identifying pupils with need and monitoring their progress throughout their school life
- Managing provision for access arrangements in examinations
- Training for staff in recognising and catering for pupils with SEN provision

NHEHS is committed to ensuring fair and equal access for all pupils and provides an environment in which all children are supported to reach their full potential. We are looking for a dynamic teacher who appreciates the value of this support and is willing to champion its importance in a school context.
## The Job Description

### Role

**SEN Co-ordinator (SENCO).**
The SENCO is also Head of the Learning Support Department.

### Job Purpose

- To work closely with the Head, SLT, Examinations Officer, and colleagues in the strategic development of the school’s Special Educational Needs (SEN) policy, taking account of the GDST’s SEN policy and guidance.
- To be responsible for the day to day operation of the school’s SEN policy and coordination of special needs activity; the aim of which is to increase staff awareness of SEN issues and to raise SEN pupil achievement.
- To direct, teach and/or oversee the Learning Support lessons that assist pupil learning in their core and optional curriculum subjects, liaising with staff and parents to offer advice and guidance.

### Accountable to:

The Head, via the Deputy Head Academic

### Accountabilities

#### 1. Policy/Strategic direction and development

- Exercise a key role in assisting the Head and Deputy Head Academic with the strategic development of SEN policy / provision.

- Be responsible for ensuring changes in legislation on SEND and Public Examinations and current research are reflected in the school’s SEN policy / provision and guidance to Heads of Department and teaching staff.

- Provide regular information to the Head/Deputy Head Academic on the evaluation of the school’s SEN policy / provision and make recommendations for future developments.

#### 2. Teaching and learning

- Working closely with the Deputy Heads, Heads of Year and Heads of Department, conduct and co-ordinate initial screening assessments on pupils raised as a concern by staff in line with policy; also work with the Head of English to identify needs of pupils new to the school, especially in Year 7. Oversee screening and assessment procedures for outside agencies, including Educational Psychologists. Collect and interpret specialist assessment data for SEN pupils to inform practice liaising with and informing both parents and teaching staff.

- Have regard to the curriculum of the school through:
  - Planning and preparing learning support lessons, addressing recommendations in the Educational Psychologist Reports where appropriate, or following up on subject teacher observations
  - Teaching strategies to SEN pupils according to their educational needs
  - Assessing and recording the development, progress and attainment of SEN/EAL pupils including public examination performance
  - Using ICT to productive effect in the teaching of pupils


c. Work with the Head and staff to develop effective ways of bridging barriers to learning through:
   - Keeping staff updated on needs of SEN pupils
   - Assessment of needs
   - Advising on learning support strategies immediately a concern is raised
   - Monitoring of teaching quality and pupil achievement for SEN pupils
   - Target setting e.g. IEPs or their equivalent
   - Developing a recording system for progress.

d. Work with the Head, teachers, key-stage coordinators and pastoral staff to ensure all pupils’ learning is of equal importance and that there are realistic expectations of pupils.

e. Consider the range of teaching strategies / equipment that could be utilised for SEN pupils and ensure the most effective are employed. Monitor and advise HoDs and teachers on differentiated resources as appropriate especially on initial identification.

f. Support the identification and dissemination of the most effective teaching approaches for SEN pupils to encourage sharing of good practice.

g. Provide appropriate pastoral support and guidance for each pupil assigned to teach on SEN register.

h. Undertake day to day coordination of SEN pupils’ provisions through close liaison with staff, parents and external agencies.

i. In liaison with the Head and SLT undertake regular review of diagnostic tools and procedures used for key assessments, to ensure that these do not directly disadvantage pupils with identified needs.

j. In liaison with the Head and SLT monitor and evaluate the success of the school’s systems for identifying and meeting SEN pupils’ needs.

3. Leadership and management of others

a. Promote a positive profile of the SEN department to staff, pupils, parents and the wider community.

b. Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings.

c. Manage the team of specialist staff, including, where applicable, peripatetic or contracted staff, to ensure that their work supports classroom teaching and the learning of SEN pupils.

d. Contribute to the performance management process for SEN teachers and Teaching Assistants.

e. In liaison with the Head and SLT maintain and evaluate the effective deployment of staff.
4. Communications

a. Ensure communication of individual pupil assessment, effective teaching strategies and pupil progress to all appropriate staff and parents as required.

b. Encourage a two-way dialogue with school staff to ensure SEN pupils, and possible SEN pupils, are best supported.

c. Establish and maintain a productive dialogue with parents via parent consultations, parent teacher meetings, open days and other public occasions as directed.

d. Act as a point of reference/contact point with regard to national regulations on arrangements for pupils with special needs in external tests / examinations, and ensure that the requisite information is passed on to the Examinations Officer to ensure that appropriate access arrangements are put in place.

e. Liaise with SENCOs in feeder/receiving schools to ensure the best interests of SEN pupils are protected at key transition points.

f. In consultation with the Head and SLT maintain a directory of appropriate ‘specialists’ and outside agencies, able to provide local support, and liaise with these agencies effectively as appropriate.

5. Training & development of self and others

a. Advise on and contribute to the professional development of staff, including whole school INSET provision.

b. Regularly review own practice, set personal targets and take responsibility for own development.

6. General administration

a. Maintain the school’s register of SEN pupils and collate and update related records regularly, including those in SIMs, ensuring they are available for reference with due consideration for confidentiality.

b. Maintain the School’s G&T register and update related records regularly working with HoDs and Deputy Head Academic ensuring they are available for reference with due consideration for confidentiality. Co-ordinate provision for gifted and talented pupils as defined in the Gifted and Talented policy.

c. Maintain close contact with Junior School SENCO, in particular in maintaining records over transition to Y7.

d. Maintain effective records of all pupils on SEN register and receiving Learning Support; this includes writing and updating regularly the IEPs in line with policy and informing staff and parents; also sending teaching staff schedule of pupil lessons and following up on pupil absence.
e. Ensure that Educational Psychologist reports are in date for approaching public examinations and advise parents accordingly.

f. Maintain accurate history of provision including records of pupil work/tests to support pupil access arrangements in line with JCQ regulations and requirements. This should be stored safely and be readily available for inspection by JCQ during the public examination period.

g. To make online requests for access arrangements for pupils with diagnosed special educational needs and disabilities, working closely with the Examinations Officer and relevant Head of Year.

h. Liaise with teachers and Educational Psychologists to compile pupil reports in advance of screening or assessment.

i. Support the Deputy Head Academic and DFO in updating school records on SEN numbers for inspection purposes or for the annual census.

j. Liaise with the relevant Local Education Authority to support any pupil with a Statement as relevant in line with recent legislation on ECHPs.

k. Update the SEN Development Plan for the Senior School and support the Deputy Head Academic in updating the School SEND Policy.

l. Hold regular meetings with learning support teachers as relevant where applicable.

m. Invoicing parents where appropriate for learning support.

7. Management of resources

a. In liaison with the Head and SLT maintain and evaluate the effective deployment of budget and resources ensuring they are up to date and fit for purpose.

General requirements

All school staff are expected to:

a. Work towards and support the school vision and the current school objectives outlined in the School Development Plan.

b. Contribute to the school’s programme of extra-curricular activities.

c. Support and contribute to the school’s responsibility for safeguarding students.

d. Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors.

e. Work within the GDST’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.

f. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.

g. Engage actively in the performance review process.

h. Adhere to policies as set out in the GDST Council Regulations, Notes of Guidance and GDST circulars.

i. Undertake other reasonable duties related to the job purpose required from time to time.
This job description should be seen as enabling rather than restrictive and will be subject to regular review.
Terms and Conditions of the Post

Salary is according to qualifications and experience.

Benefits include:

Staff Fee Remission – staff are eligible for fee remission, currently 50% of the basic school fee for a full-time employee subject upon their daughter(s) meeting the academic conditions for entry; part-time staff are eligible to a reduction on a pro-rata basis

Membership of Teaching Staff Pension Scheme

Season Ticket Loans - Interest free loans are available to staff to enable them to buy annual season tickets.

Computer Loans - Interest free loans are available to staff to enable them to buy a computer for personal use at home.

Cyclescheme – the School is part of the scheme, which enables staff to purchase bicycles and equipment at a tax advantageous rate and pay for the equipment over 12 months.

Lunches – free lunches are provided to all staff during term time.

Application and Interview Process

Applications should be submitted by midday, on 28th March 2017 at the latest; however applications may be considered in advance of the deadline. Candidates should complete the application form provided and also include a covering letter and full curriculum vitae with details of qualifications and experience and the names, addresses, telephone numbers and email addresses of two professional referees, one of whom should be the Head of their present or most recent school.

Completed applications should be sent to:

Mr Matthew Shoults
Headmaster
Notting Hill & Ealing High School
2 Cleveland Road, London W13 8AX
or may be emailed to: recruitment@nhehs.gdst.net

Shortlisted candidates will be invited for interview. As part of this process, they will be expected to teach a lesson of up to 35 minutes and complete a marking task for which a full prior briefing will be given. All applications will be acknowledged and candidates who have not heard from us further within two weeks of the closing date should assume that the post has been filled.

All adults employed at the school are cleared for working with children and young people through the Disclosure & Barring Service. Please see attached full information regarding the Girls’ Day School Trust guidelines on the Safeguarding of Children.

Further information about the school can be found on our website at: www.nhehs.gdst.net

Application Form