



NHEHS Junior School SENDCo

Notting Hill and Ealing High School

NHEHS is a leading selective girls' school located in Ealing, west London. We teach approximately 870 girls aged 4-18. There are 310 girls in the Junior School (4-11) and 570 girls in the Senior School, of which about 140 are in the sixth form.

The school is part of the Girls' Day School Trust and is very highly regarded particularly for the way in which it achieves outstanding results within an exceptionally warm and supportive community.

NHEHS Junior School

The Junior School is a happy community of pupils, parents and staff, working together to provide an environment in which girls' strengths are allowed to flourish. We achieve excellent academic results, for example the Sunday Times Parent Power has named us Independent Prep School of the Year 2018. Our girls achieve the highest academic standards at age 11 and almost all go on to the Senior School, one of west London's most popular and successful selective, independent girls' schools.



However, this is only one aspect of our school. We encourage girls to approach the world with curiosity and creativity, to express their views and feelings, and to develop a real enjoyment of learning. As a result they are proud of their school and value kindness and laughter, fun and friendship.

Life at NHEHS is rich, busy and varied. Visits, trips, speakers and special events are built into our curriculum and girls are provided with outstanding opportunities to develop their interests in a wide range of areas. They love music, drama, sport and art and they take part in everything they do with wholehearted enthusiasm.

Job Description

We are seeking to appoint a dedicated teacher with relevant experience to lead and teach Learning Support at the Junior school, and co-ordinate provision for pupils with Special Educational Needs and Disabilities. This will include overseeing support for EAL pupils. The post would suit someone with QTS. The post is for 3 days and week and we are flexible about days. Interviews will be held on Tuesday 19th June 2018.

NHEHS Junior School SENDCo Job Description

Notting Hill & Ealing High School is committed to ensuring fair and equal access for all individuals and provides an environment in which all children are supported to reach their full potential.

Role	SEN Co-ordinator (SENDCO). The SENDCO is also Head of the Learning Support Department.
Job Purpose	<ul style="list-style-type: none"> • To work closely with the Head, JSLT, 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
Accountabilities	<p>1. Policy/Strategic direction and development</p> <ol style="list-style-type: none"> a. Exercise a key role in assisting the Head and Deputy Head with the strategic development of SEN policy / provision. b. 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 teaching staff. c. Provide regular information to the Head/Deputy Head on the evaluation of the school's SEN policy / provision and make recommendations for future developments. <p>2. Teaching and learning</p> <ol style="list-style-type: none"> a. Working closely with the teaching staff, conduct and co-ordinate initial screening assessments on pupils raised as a concern by staff in line with policy; also work with the Head to identify needs of pupils new to the school. 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. b. Have regard to the curriculum of the school through: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. Pupil profiles or their equivalent
 - Developing a recording system for progress.
- d. Work with the Head, teachers, key-stage coordinators and 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 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 JSLT 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 JSLT 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 JSLT 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 Deputy Head to ensure that appropriate access arrangements are put in place.
- e. Liaise with SENDCOs in Senior school/receiving schools to ensure the best interests of SEN pupils are protected at key transition points.
- f. In consultation with the Head and JSLT 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 Head and Deputy Head 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 Senior School SENDCO, 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 Pupil Profiles 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.

	<ul style="list-style-type: none"> g. To make online requests for access arrangements for pupils with diagnosed special educational needs and disabilities, working closely with the Deputy Head. h. Liaise with teachers and Educational Psychologists to compile pupil reports in advance of screening or assessment. i. Support the Deputy Head 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 Junior School and support the Senior Deputy Head in updating the School SEND Policy. l. Hold regular meetings with learning support teachers and teaching assistants as relevant where applicable. m. Invoicing parents where appropriate for learning support. <p>7. Management of resources</p> <ul style="list-style-type: none"> a. In liaison with the Head and JSLT maintain and evaluate the effective deployment of budget and resources ensuring they are up to date and fit for purpose.
General requirements	<p>All school staff are expected to:</p> <ul style="list-style-type: none"> 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.
Review and Amendment	<p>This job description should be seen as enabling rather than restrictive and will be subject to regular review.</p>