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St Aloysius' College

Hornsey Lane, Highgate, London N6 5LY

Job Title: Special Educational Needs Co-ordinator (SENCO)

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Job Title:	SENCO	REF:	STAC/1410
Contract Type:	Permanent Contract	Contact Name:	Louise Palmer
Work Pattern:	Ful-time	Contact Email:	enquiries@sta.islington.sch.uk
Location:	Highgate, Islington, London	Closing Date:	Midnight, 11th June 2023
Salary:	UPS, MS + TLR 2C	Interviews:	W.c 19th June 2023
Actual Salary:	£34,502 - £53,482 plus £7,368		
Start Date:	1st September 2023 /1st January 2024		

St. Aloysius' College is a high performing Roman Catholic Boys secondary school with a Mixed Sixth Form in the Borough of Islington. It has provided the local community with over 140 years of high-quality education. The College is on a journey to Outstanding having received a "Good" Section 5 OFSTED report in June 2022. We are seeking to recruit a SENCO to help us deliver outstanding educational opportunities for all of our pupils. It is a highly regarded school in the local community, based in a vibrant location in North London with excellent transport links.

For more information about our school, please visit our school website <https://www.sta.islington.sch.uk/>, and if you would like to come and see the school, please contact the school office to arrange a tour on 0207561 7800 or email enquiries@sta.islington.sch.uk

We can offer:

- The opportunity to teach enthusiastic, motivated and respectful students
- Supportive, hardworking Governors and colleagues who care passionately about our school and the local community.
- Future career development and a well-structured CPD programme.

We are looking for someone who will:

- To ensure effective identification of all students with SEND across the school.
- To meet statutory requirements of the code of practice for SEND.
- To ensure a coordinated approach to teaching, learning and assessment, recording and reporting in relation to special educational needs provision, in line with whole school policies and the Code of Practice for Special Educational Needs.
- To manage the learning Support team, liaising with staff, parents and outside agencies as and when required to offer guidance and support.
- To provide staff CPD on teaching pupils with SEND.
- To ensure that the staff has a consistent approach to work with all students and that this is followed up in departmental practices and documentation.
- To oversee all student outcomes related to SEND intervention programmes and ensure that learning experiences offered are appropriate and relevant to learning needs to ensure good progression for all students.
- To monitor the progress of SEND students and to provide interventions to help them achieve their targets.
- To quality assure the work of the SEND team and SEND pupils work.

St Aloysius College is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants and positive references.

In line with KCSIE 2022 and safer recruitment practices, St Aloysius will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Please apply online at <http://jobs.islington.gov.uk/disciplines> and fill out an application form. If you need any assistance, please contact Schools HR at schoolsrecruitment@islington.gov.uk quoting reference **STAC/1410**



Special Educational Needs Co-ordinator

JOB DESCRIPTION

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Job Title: **Special Educational Needs Co-ordinator**

Reporting to: Assistant Headteacher (curriculum)

Purpose of the post: To provide professional leadership, strategic direction and management of SEND throughout the school to secure high quality teaching and learning, to raise standards of attainment and to ensure the progress and achievement of all SEND pupils.

Main Duties & Responsibilities

In addition to the duties of classroom teachers, this post carries with it the following responsibilities in the first instance.

Principal Accountabilities:

- To ensure effective identification of all students with SEND across the school.
- To create a SEND improvement plan that contributes positively to the achievement of the SEND pupils/school improvement plan (SIP) and which actively involves all inclusion staff in its design and execution.
- To engage all staff members in the creation, consistent implementation and improvement of intervention programmes, which encapsulate key learning strategies related to specific areas of SEND need.
- To provide regular feedback for Curriculum Support Staff in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible and measurable impact on student progress.
- To assist the designated member of the leadership team in the ongoing review of the standards of leadership, and progress of SEND students, consistent with the schools' self-evaluation procedures.
- To ensure that staff and students understand, and are actively implementing, the key aspects of the school's values and beliefs and all aspects of school agreed policies including the school's behaviour and inclusion policies.
- To oversee and evaluate the SEND budget allocation to ensure the budget is spent in line with priorities and the principles of best value.
- To maintain and review regularly a register of SEND students.
- To effectively identify students that require access arrangements for assessments and ensure that access arrangements are secured prior to public exams being taken.
- To deliver high quality CPD to teaching and support staff



General Responsibilities:

- To ensure a coordinated approach to teaching, learning, and assessment, recording and reporting in relation to special educational needs provision, in line with whole school policies and the Code of Practice for Special Educational Needs.
- To ensure a coordinated approach to the management of attendance and punctuality to lessons and behaviour of SEND students in line with whole school policies.
- To ensure that the staff has a consistent approach to work with all students and that this is followed up in departmental practices and documentation.
- To develop intervention programmes to meet the needs of target students and to keep SEND provision under review and ensure the department and students meet targets set.
- To maintain the commitment for SEND students to secure transition at key points and to encourage students to participate in visits and other events as extra-curricular activities.
- To monitor and evaluate the delivery of the SEND interventions through line management of staff and oversight of student's work and lesson observations.
- To contribute to the School Development Plan through whole school and faculty planning and evaluation.
- To work effectively with other external agencies and SENCOs within the Borough.
- To ensure the learning environment is stimulating and inviting
- To co-ordinate annual review for students.
- To plan and oversee extended school activities to support SEND students (including numeracy and literacy).

Responsibilities of Leadership and Management of the team to ensure the following areas are addressed.

- **(a) Teaching, Learning and Assessment**
- To oversee all student outcomes related to SEND intervention programmes and ensure that learning experiences offered are appropriate and relevant to learning needs to ensure good progression for all students.
- To continually review and develop the range of learning experiences offered to SEND students and to lead on teaching and learning in the departments.
- To keep informed of curriculum developments relevant to the subject.
- To ensure detailed schemes of work are prepared in line with national guidance, assessment requirements and school policy.
- To ensure that students' progress is regularly assessed and monitored, and that those student not meeting targets are promptly identified.
- To develop effective liaison with the Heads of Learning and Heads of Faculty to ensure and support appropriate intervention for identified students at risk of underachieving, and to ensure that the educational needs of all students are met
- To ensure that accurate records of progress are kept and updated frequently by all teachers in the team.
- To regularly moderate assessment procedures to ensure accuracy and consistency of all teachers in the department.
- To ensure that all behaviour concerns are dealt with in line with faculty and school policy
- To ensure that profiles and progress reports are written on all students, by published deadlines, and that these conform to school policies and legal requirements.
- To devise and implement strategies for celebrating student achievement, e.g. regular display of work, and informing relevant parties in school and families
- To support and develop links with EMA, EAL and gifted and talented coordinators.
- To liaise with, and assist where appropriate, Data and Assessment staff, in the conduct



of public and internal examinations and to secure appropriate accreditation for students.

– **(b) Professional Support**

- To provide high quality CPD for teaching and support staff
- To give advice and support relating to special educational needs to other teachers in order to facilitate the effective development of the subject throughout the school.
- To maintain a disciplined learning environment.
- To work with the SLT person responsible for staffing to ensure that newly qualified teachers, student teachers and new staff are given appropriate advice and support.
- To offer all staff members' opportunities, to aid their professional development. Such opportunities should reflect the school's approach to appraisal and include strategies for extending professional experiences, and be agreed in consultation with the CPD coordinator.
- To ensure that appropriate work is set for cover staff.
- To ensure the preparation and regular update of the SEND Handbook.

– **(c) Communications**

- To attend appropriate meetings (including Governors, external and internal) and to provide opportunities for ideas/information to be fed back to and discussed with all staff members.
- To convene meetings and ensure notes of discussion and action are kept.
- To contribute to effective liaison with institutions outside the school, including primary schools and post-16 institutions organised by the faculty.
- To keep staff members informed of curriculum developments.
- To liaise with parents, Governors and other external agencies as and when appropriate.

– **(d) Resources**

- To monitor and ensure the allocated capitation is spent appropriately and to keep the line Manager and SLT informed of financial needs and spending.
- To ensure that the general environment within the SEND area is in keeping with Health and Safety procedures and that the furniture requirements and the general environment is kept in good order, reporting any concerns to person in charge of premises and facilities.
- To liaise with the SLT person responsible for timetable over staff deployment and timetabling.
- To deploy staff assigned to the department.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and learning Trust policies and SEND code of practice and procedures.

The post holder must at all times carry out his/her responsibilities with due regard to The Learning Trust's (the LA) policy, organisation and arrangements for Health & Safety at Work.

It is the post-holder's responsibility to carry out his/her duties in line with The Learning Trust's policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.

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

Conditions of Service:

Governed by the School Teachers Pay and Conditions of Service 2008 supplemented by local conditions as agreed by the governors



Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview. Also as this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunities

The post holder will be expected to carry out all duties in the context of and in compliance with the School's Equal Opportunities Policies.



Special Educational Needs Co-ordinator

PERSON SPECIFICATION

Qualifications:	
☐☐☐ Degree or equivalent plus teaching qualification	E
☐☐☐ Evidence of continuing professional development.	E
Experience:	
☐☐☐ Evidence of excellent teaching and classroom management skills	E
☐☐☐ Successful experience of working with SEND students in an inner city comprehensive school.	E
☐☐☐ Successful experience of teaching across the age and ability range	D
☐☐☐ Successful involvement in planning, implementing and evaluating SEND strategies to raise achievement	E
☐☐☐ Experience of implementing the Code of Practice for Special Educational Needs	E
☐☐☐ Experience of developing and implementing small group and individual interventions for students with special needs	E
Management and leadership skills:	
☐☐☐ The ability to motivate and lead a team of professionals	E
☐☐☐ The ability to build good relationships with all students and adults	E
☐☐☐ The ability to involve all staff in implementing a vision for SEND	E
Professional knowledge and understanding:	
☐☐☐ Evidence of excellent knowledge, understanding and enthusiasm for developing a strategy for SEND	E
☐☐☐ Full understanding the Code of Practice for Special Educational Needs	E
☐☐☐ Understanding of curriculum issues relating to the needs of SEND students	E
☐☐☐ Knowledge and some experience of school self-evaluation	E
☐☐☐ The ability to use ICT effectively to support tasks and activities	E
Skills, abilities and personal qualities:	
☐☐☐ The ability to promote and maintain the highest standards in all aspects of the work in the school.	E
☐☐☐ Team player with energy, enthusiasm and perseverance.	E
☐☐☐ Excellent organisational skills, encouraging positive collaborative working practices	E
☐☐☐ Good communication skills, showing sensitivity and strength	E
☐☐☐ Mentoring and coaching skills, showing ability to be both constructive and critical	D
☐☐☐ Ability and skills to manage change	D
☐☐☐ A commitment to developing curriculum activities	E
☐☐☐ Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools.	E



How to Apply

Application Deadline

Completed application forms must be received by **11th June 2023**.

To apply

Please apply online at <http://jobs.islington.gov.uk/disciplines> and fill out an application form. If you need any assistance, please contact Schools HR at schoolsrecruitment@islington.gov.uk quoting reference **STAC/1410**.

Completing your application

Please read the job description and person specification carefully. You should demonstrate on your application how you meet the requirements of the post according to your qualifications and experiences. Please ensure to address each criteria of the person specification as this will be used to assess your suitability for the post.

Selection procedure

The selection will be made by a panel of senior leaders. Candidates will be notified immediately after this has taken place. Please would all applicants ensure that their preferred means of urgent contact (phone, mobile phone or e-mail) are clearly identifiable from the application form, so that your confidentiality is maintained.

References

Candidates are advised that references will be taken up during the shortlisting process. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least two professional references are required.

The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

Additional

CVs will not be accepted.



Guidance for candidates applying for a job with schools

Before you submit your application form, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria listed in the person specification.

General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete the form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advertisement, job description, person specification and other accompanying information carefully before you start. All parts of the application form must be completed. Failure to provide information requested may lead to your application being rejected.

Personal Details

Complete this section fully and clearly. If you do not know your national insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK*. Verification of identity is required before confirmation of appointment.

*A copy of the Asylum and Immigration Act 2006 is available from Schools Human Resources team including a list of the accepted documents.

Relatives and Other Interests

If this applies to you, please give the name of the employee, the department/school that they work in and the relationship (e.g. husband, daughter).

Education, Qualifications and Training

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

Employment record

Please list in chronological order, starting with your current or most recent job including employment other than teaching. You have to list details of employment since leaving full-time education. Failure to provide full account of your employment record may lead to your application being rejected.

Gaps in Employment

If there are any periods of time that have not been accounted for in your application, e.g. periods spent raising a family or extended travel, please give details. Please ensure that there are no gaps in the history of your education, employment and other experience.

Personal Statement

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information given is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement. If you do not send us this statement, you will not be considered for short listing. CVs are not accepted.

References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. References may be taken up immediately after shortlisting. Please note:

- It is your responsibility to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference.
- You must provide the **professional email address** for references coming from an employer.
- One reference must be from your present or most current employer and references should cover the last 5 years.
- If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.
- We reserve the right to approach any of your previous employers for a reference.



St. Aloysius' College

- Candidates for Headship are advised to seek a reference from their Local Authority.
- Schools/Colleges of a Religious Character are permitted, to give preference to applicants who are practising Catholics. Therefore, it is recommended that one referee should be your Parish Priest/the Priest of the Parish where you regularly worship, if applicable. Most Senior Leadership posts require you to be a practising Catholic and, therefore, one referee must be your Parish Priest/the Priest of the Parish where you regularly worship.
- If you are successful, a further post-offer reference will be requested, seeking information on attendance and sickness records.

All offers of appointment depend on receiving references satisfactory to the school. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The school reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

Disclosure & Barring Service / Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 provides that certain spent convictions and cautions are "protected" and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website, DBS filtering guide.

All school-based jobs are exempt from the provisions of the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Therefore you will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record, also be able to discuss any details with the selection panel as part of your interview. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures. Disclosure of a criminal record will not necessarily debar you from employment with Islington Schools, this will depend upon the nature of the offence(s), frequency and when they occurred.

The application for an enhanced disclosure with barred list information will be verified before your first day of work. Please read the policy on the recruitment and employment of ex-offenders. If you have any queries, please call Islington Human Resources helpdesk on 0207 527 2875.

Additional Information for people considered to have a disability under the Equality Act

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

Declaration

It is a condition of your employment that you comply with the prevailing data protection legislation in force from time to time. You must also comply with the Council's data protection and connected policies, which can be obtained from the school office, and all rules, systems, instructions and requirements laid down by the school under the security rules.

Equal Opportunities Monitoring Information

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Islington Schools Human Resources on 0207 527 2875.



Policy on the recruitment and employment of ex-offenders

Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools Human Resources or on the internet at www.direct.gov.uk). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a disclosure.

Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

During the application process

When you apply for a job with Islington schools you will be informed if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications. A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post and any other essential requirements for the post.

All employees/advisers involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage;
- ✓ Whether the conviction or information revealed is relevant to the job;
- ✓ How long ago the offence(s) took place;
- ✓ The candidate's age at the time of the offence(s);
- ✓ The number and pattern of offences;
- ✓ Any other relevant circumstances.

All staff/advisers in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate. Islington Schools Human Resources will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

Policy on handling disclosure information

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools Human Resources has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools Human Resources on request.