



WORKING AT HILLVIEW SCHOOL

JOIN OUR TEAM

For Appointment of:
SENCo



WELCOME

Based in Tonbridge, Kent, Hillview School for Girls is an 11 to 18 girls' all-ability school with a thriving, mixed Sixth Form. We chose to become an academy in August 2011 and are one of the highest-achieving non-selective girls' School in Kent. Our dynamic Performing and Visual Arts specialisms have a profound impact upon learning and contribute to the purposeful, friendly and stimulating atmosphere that permeates the school. We foster self-esteem and high aspirations.

By encouraging a 'can-do' culture, our students become astute, ambitious and independent. Visitors often comment about how articulate and enthusiastic our students are. We believe in the pure potential of every child within the school, to develop, mature and thrive, leaving education fully ready for the world of employment. We place a high emphasis on education beyond grades, actively exploring a wide range of opportunities to develop the awareness and engagement of our students in the world around them.

Hillview is a fully inclusive school where independence is developed through an innovative education and inspirational opportunities.

Our vision is that: students unlock their pure potential to drive their future and thrive in society.

The pure potential belief is integral to everything that we do in school and the outcomes we expect for our students. The skills and beliefs at the heart of the pure potential graphic pull together the Performing Arts values, the desirable attributes of a future employee and awareness of the world. Hillview believes in success and achievement beyond grades and highly values the breadth of character and experience that enables our alumni to stand out from the crowd and secure a successful role in the ever-changing modern world. Through our inclusive Hillview society, we actively develop and promote the independent learner and thinker, encouraging students to try, make mistakes and learn for themselves.

We help students develop a range of transferable skills from teamwork, leadership and independence through to communication, self-expression and time management. Our strong pastoral system ensures that behaviour is excellent and there is a relaxed but purposeful atmosphere throughout the school here young people can thrive and feel supported.

We have a vibrant, mixed Sixth Form that provides a variety of pathways for students to extend their learning, gain work experience with one of our many industry partners and prepare for university or work.

We were selected by Tatler Magazine as 'One of The Best State Secondary Schools In 2017'.

Further details of the school, including breakdown of performance figures, can be accessed through: www.hillview.kent.sch.uk

Applicants are warmly invited to visit the school before applying.



**THE 2ND
HIGHEST
PERFORMING
NON-
GRAMMAR
SCHOOL IN
KENT**

JOB DESCRIPTION

Job Title: Full Time SENCo
Location: Tonbridge, Kent
MPS/UPS

Line Manager: Director of SEND

The Key Role

To maximise the personal and academic achievement of SEN, disabled and vulnerable students whatever their starting point through proactive, effective and efficient provision both inside and outside the classroom.

To raise the aspirations of and expectations for all students with SEND

To ensure that all legal and statutory requirements are met for Hillview SEND students.

Core Purpose of the Post

The SEND manager, working alongside the SENCO, takes responsibility for the day-to-day operation of provision made by the school for vulnerable students and those with SEND. They provide professional guidance to all staff in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all students.

They monitor progress, in agreed areas, to ensure expected levels of progress and attainment are achieved for all students.

Main Responsibilities

- The development of SEN provision.
- Efficient and effective deployment of staff and resources within the Learning Support department including Senior LSAs, LSAs and SEN administrator.
- Effective liaison with classroom staff to ensure that the needs of vulnerable students are understood and that appropriate provision is put into place to address them.
- Monitor and support the progression of SEND students.

It is envisaged that this job description will be reviewed regularly, as the job role develops and may be subject to modification and amendment after consultation.

Strategic direction of SEN provision

- Keep abreast of national and local development and devise / amend policy and practice accordingly. Disseminate to appropriate staff.
- Monitor the quality of support for SEN and vulnerable students by working with and adapting effective systems to identify and meet the needs of students, whilst ensuring that the systems are co-ordinated, evaluated and regularly reviewed.
- Ensure effective systems of communication, including feedback about students' learning, is available to all stakeholders to inform future planning.
- Liaise with and co-ordinate the contribution of external agencies to meeting the needs of SEN and vulnerable students.

Teaching and Learning

- Oversee and monitor the quality of EHC Plans and personalised provision plans and maintain detailed information for subsequent meetings with parents.
- Ensure the school meets its statutory responsibilities for SEN statements and Annual Reviews.
- Lead Annual Review meetings for EHCP students.
- Plan and deliver the alternative curriculum and interventions to SEN students with a greater level of need.

Leading and managing staff

- Advise the SLT member responsible for the Curriculum Support department on all staffing matters within the department.
- Ensure departmental colleagues complete their BlueSky objectives on an annual basis.
- Ensure all Curriculum Support staff recognise and fulfil their statutory responsibilities.
- Work with the SEN administrative assistant to further develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.

Efficient and effective deployment of staff and resources

- Work with the SEMCO to draw up the annual department budget and annual Departmental Raising Attainment Plan.
- Provide advice to SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEN and vulnerable students.
- Organise and co-ordinate the work of colleagues to ensure appropriate deployment.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.
- Liaise with the Examinations Officer to ensure provision for students entitled to special exam considerations are identified and met.
- Carry out the professional duties set out in the current School Pay and Conditions Document (STPCD).
- Apply for High Needs Funding for eligible students.

Monitor and support the progression of SEND students

- Support prospective students and parents with transition to Hillview.
- Collect and interpret assessment data gathered on SEN students and use to inform practice and intervention.
- Ensure that groups of SEN and vulnerable students are achieving well and identify, challenge and support underperformance when necessary.
- Develop interventions to support students with SEMH and retain engagement with school.
- Develop interventions to support those at risk of suspensions in managing behaviours and engagement in learning.
- Liaise with the pastoral team to establish fully integrated working for students with SEMH and learners with challenging behaviours due to SEN
- Create and / or maintain regular and effective liaison with parents / carers to ensure that communication is clear and timely and engages parents / carers of SEN and vulnerable students.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Review EHC Plans and personalised plans regularly with students, parents and teachers, agree and communicate new targets.
- Develop systems for colleagues to monitor and record progress made by students with SEN towards the achievement of targets set in provision maps.
- Ensure the establishment of opportunities for Learning Support staff to review the needs, progress and targets of students with learning/ physical difficulties.
- Work with the Future Pathways team to guide student's appropriately towards post 16 provision.
- Work closely with the Child Protection Team as required.

Person Specification

Essential

- A good knowledge of the SEND code of practice (2014)
- Experience with working with external agencies.
- The ability to think logically, break things down and recognise cause and effect.
- A strategist, who can provide and present clear vision, high expectations.
- The ability and experience of setting and meeting challenging targets for pupils, self, department and school.
- Experience of developing the long-term capabilities and potential of others.
- Confidence and belief in own ability to be effective and to take on challenges.
- Excellent problem-solving skills.
- Passionate, knowledgeable and enthusiastic for the provision available to SEND and vulnerable students.
- The emotional intelligence to manage self and others and understand individuals' behaviour and motivation.
- The aptitude and energy to set clear expectations and parameters and to hold others to account for their performance.
- The ability to lead and motivate others to achieve shared goals.
- The ability to communicate effectively with parents and carers
- Commitment to continuous personal and professional development.

Desirable

- Experience of organising and conducting effective meetings.
- Competence in the use of ICT packages.
- SENCo qualification – completed or willing to undertake, if eligible
- Ability to use data sets to identify strengths and weaknesses and inform provision
- Wider professional knowledge about Pupil Premium, Children in Care and Child Protection issues

The SEND Department

The SEND Department currently consists of the Director of SEND, the SENCO, two Senior Learning Support Assistants (LSAs), five full-time Learning Support Assistants, one part-time Learning Support Assistant and an Administrator. Staff are expected to take a full and active part in the wider life of the school with opportunities to accompany students on trips and participate in clubs. Staff also share the responsibility for maintaining the SEND department's profile through the school from Year 7 to 13. The SENCO and Senior LSAs have separate office and LSAs use the Learning Support classroom and staffroom for individual work and liaising with teachers.

We support students across all year groups with a variety of needs including students with Autistic Spectrum Conditions, Social Communication Disorders, Social Emotional and Mental Health needs, Dyslexia, Attention Deficit Disorder with and without hyperactivity as well as students with difficulties with memory and processing information. The LSAs have approximately ten to twelve key students who they work with closely and meet with at least once fortnightly to monitor and review progress and wellbeing. They also meet their key students' parents or carers regularly to review support and interventions, agreeing next steps and liaising with other staff to co-ordinate.

In lessons, LSAs support the teachers to scaffold learning, making sure work is accessible and adapted appropriately for all students with SEND. Outside of lessons, LSAs work with individual students and small groups to deliver intervention programs, support at breakfast, lunchtime and after school clubs. The Learning Support Team meets weekly to discuss all SEND students. There is a weekly slot reserved for bespoke training. There are twilights and INSETs throughout the academic year that provide time for whole school and department training as well as time to review the effectiveness of the department and to decide how we move forwards as a team. During exam periods, LSAs who have had prior training, invigilate and provide access arrangements for students who qualify for these. Being a friendly and reassuring face makes all the difference to our often anxious SEND students.



THE APPLICATION PROCESS

A completed application form should be sent, by post or by email, to Mrs. A. Dennett (HR Manager)

dennetta@hillview.kent.sch.uk

Closing date for applications: Wednesday 3 July 2024

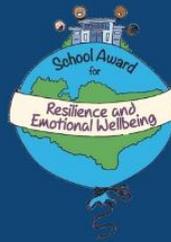
Interview date: To be confirmed



Pure Potential

- Curiosity
- Unity Creativity
- Empathy Respect
- Self-belief Aspiration
- Courage Communication
- Commitment Resilience
- Excellence Employability
- Reflection Responsibility

INSPIRATION
INNOVATION
INDEPENDENCE
INCLUSIVITY





CONTACT US

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