



SENCO

Location: Tonbridge / Sevenoaks

Start date: As soon as possible

Full Time

MPS/UPS + TLR1b



Weald of Kent
Grammar School

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About Us

Weald of Kent is a selective Girls' Grammar School for 11-18 year olds with a roll of approximately 1900 students including our co-educational Sixth Form. The school is one of the highest performing schools in the country. We aspire to excel at everything we do. Owing to our continued success we are thrilled to have been given permission by the Secretary of State to expand and mirror what we deliver at our Tonbridge campus in a campus at Sevenoaks, which opened in September 2017. In addition to the exciting new facilities, we have also invested in our Tonbridge campus which now has a state of the art Sports Hall and university style Sixth Form Study Centre and a new science block has been built this year. Both campuses are situated in beautiful rural settings with far reaching views across the Garden of England with excellent transport links.

Results

We are, once again, exceptionally proud of the magnificent performance that has led to some wonderful results both at GCSE and A Level. Our examinations data from 2019 records the average GCSE grade was above a Grade 7 and our Progress 8 was well above average at 0.95. We also enjoyed superb A Level results with 67% of our students achieving A*-B grades in 2019. The average was a Grade B and our Level 3 value added was above average at 0.12. Our aim is for students to achieve high academic results whilst still affording them a platform to extend their personal qualities, talents and interests. Result statistics were not published for the 2020 or 2021 cohorts.

Staff Development Opportunities

We are passionate about staff development. Individual Development Plans are tailored to help and support staff in new positions, existing posts and preparation for promotion. A whole range of developmental and capacity building training is available, supporting staff to develop their skills and professionalism. This includes opportunities such as:

- A personalised induction programme
- CPD days and a range of workshops
- Performance development programme
- Mentoring-Coaching programme
- Relevant external courses and training

The Team

The Student Services Team, are focused, hard-working and friendly individuals, who work together to ensure the welfare of our students. It is made up of the Director of Inclusion, two Family Liaison Managers, two School Nurses, three learning Mentors, four School Counsellors and one other SENCO. The team leads on all inclusion matters in the school supporting the teaching, learning and assessment of our students ensuring that 'Quality First Teaching' is delivered for all. The well-being of our students is a key priority for the school and the Student Services Team are at the forefront of our provision for student support. The team is highly regarded by all stakeholders and is known for the excellence of its delivery and outcomes for all of our students.

The Post

Job Title:	SENCO	Reports to:	Director of Inclusion
Team:	Student Services	Start date:	ASAP
Grade:	MPS/UPS + TLR1b		

We are looking to appoint an outstanding SENCO and teacher who is aware of the key barriers to learning students experience and has an impressive track record in ensuring that teaching, learning and assessment are wholly inclusive in a secondary school setting.

Purpose

The SENCO is committed to delivering the school's vision and high ambitions for the school's future. Through working closely with all staff they are responsible for the development, monitoring and evaluation of the school's Special Educational Needs Policy. The SENCO ensures that the day-to-day operation of that policy results in raising students' achievement and closing the gap. In addition, the SENCO is responsible for developing policy and ensuring practice across the organisation meets the needs of other learners identified by Ofsted or the school who require additional higher levels of tracking and intervention, e.g. Highly Able, Looked After Children, Young Carers, etc. In addition, their clear strategic and operational leadership of the Single Equality Policy leads to sustained improvements and raised standards across the organisation. The SENCO communicates to others clearly and regularly about the strategic direction the policies they are responsible for are taking. In particular, they ensure that the systems they introduce are understood and embedded in the everyday work of the school. The SENCO seeks to challenge underperformance and remove barriers to inclusion and achievement. The SENCO is an outstanding teacher who consistently models Professional Standards. They actively seek out best practice and inspires others to continue to improve. The SENCO actively supports the activities of the school community and the wider community it serves.

Areas of Responsibility and Key Tasks

The SENCO's role and responsibilities will be reviewed annually to meet the needs of the school community. In addition, it is understood that they must actively engage with the nationally approved training required to carry out this role including Child Protection and Safeguarding. The areas of responsibility will include a range of strategic and operational activities.

Strategic Responsibilities

The SENCO will report to the Director of Inclusion and will support by:

- Taking the key role in assisting the Headteacher and designated SEND Trustee with the strategic development of SEND/Vulnerable/Single Equality policy/provision.
- Ensuring all staff understand the needs of the above students and ensure the objectives to develop SEND are embedded in all levels of planning.
- Monitoring progress of objectives and targets for these students and evaluating the effectiveness of learning and teaching through observation, discussion with students and lesson observations.
- Analysing and reporting on relevant school, local and national data and advise on resources/intervention required to maximize achievement.
- Working with Student Services, SLG, external agencies and other schools to coordinate their contribution and support.
- Working with the school's team of DSLs and relevant external agencies.
- Regularly reporting improvements and outcomes to the Trustee Board.
- Establish the strategic direction for the SEND, Vulnerable and Single Equality Policies.
- Set short, medium and long term plans to deliver the above and meet school priorities and targets.
- Maintain the overview of the identified students' progress towards targets and identify appropriate intervention strategies.
- Contribute to "development" and "standards" policy - making in line with ECM & EO principles.

Teaching, Tutoring and Learning

- Identifying and disseminating effective teaching and learning approaches.
- Suggesting ways to close learning and achievement gaps through assessment of needs, monitoring teaching, setting targets, devising Learning Plans and developing systems to track and record progress.
- Interpreting specialist assessment reports and data.
- Coordinating the day-to-day coordination of provision/intervention.
- Ensuring equal opportunity and access is central to teaching and tutoring.
- Identifying strategies and equipment that could be utilized for students.

Leading and Managing Staff

- Fostering positive working relationships across the school community.
- Providing professional guidance to staff to secure outstanding teaching and learning for all students.
- Leading groups of staff in development and self-evaluation activities.
- Actively promoting rigorous and developmental performance management processes.
- Informing the Headteacher and Trustees of future development needs that will help to realise the school's vision.
- Provide regular written updates to the Headteacher and Trustees on the evaluation of the area's work.

Operational Responsibilities

- The effective and efficient deployment of staff and support those staff in carrying out their duties.
- Through advising on priorities for expenditure and in monitoring the effectiveness of spending and usage of resources to ensure value for money.
- Management and development of key personnel within Student Services.
- Co-ordination of Provision Plans, Annual Reviews, High Needs Funding and other statutory reporting.
- Co-ordination and dissemination of information at transition points KS2, 3, 4, 5 and post 19.
- Develop links with parents and carers of students in the school and ensuring parents are well informed about the curriculum, and academic, attendance and personal targets for their children.

- Direct Line Management Responsibilities for the strategic direction, work and policies of the Learning Mentors.

About You (Person Specification)

Essential
Qualifications <ul style="list-style-type: none">• Qualified Teacher Status• Degree or equivalent• Evidence of further professional development relevant to post• National Award for SENCO• DSL trained (or willingness to undertake training as soon as position is taken up)
Experience <ul style="list-style-type: none">• Outstanding classroom teacher and tutor• Development work with colleagues• Sustained performance securing very good student outcomes• Confident user of new technology as a management tool
Skills & Knowledge <ul style="list-style-type: none">• Able to communicate effectively, orally and in writing• Able to demonstrate outstanding planning and teaching skills• Able to manage access arrangements and oversee the work of specialist assessors• Able to present confidently to a large group of students or staff• Able to use / analyse assessment data systems to raise standards• Able to provide clear direction and to inspire, motivate and enthuse others• Confident in own ability to be effective and to take on challenges• Ability to relate well to students, colleagues, parents and Trustees• Builder of teams, networks and collaborations to secure the best outcome• Effective behaviour management• Able to support staff and students in maintaining high standards• Up to date awareness of the National Curriculum and specifically within individual specialism• Efficient and effective administrative, organisational and personal management skills
Personal Attributes <ul style="list-style-type: none">• Ability to inspire, challenge and motivate colleagues• Able to motivate others and to adopt a positive approach to education• Energy, enthusiasm and perseverance• Reliability and integrity• Good interpersonal skills• Able to perform well under pressure• Clear vision and educational philosophy• Positive commitment to individual personal development• Capacity to work hard, under pressure, to meet deadlines• Adaptable and amenable with respect to working practices• Ability to work independently and be a team player• Suitable to work with children
Equal Opportunities <ul style="list-style-type: none">• Understanding of equal opportunities issues and an ability to demonstrate strategies to challenge discrimination and prejudice• A commitment to inclusive education

The Package

Salary: MPS/UPS + TLR1b

Benefits:

Generous Pension Scheme (TP / LGPS)	Health Care Cash Plan*
Priority Admission for Staff Children**	Free On-Site Parking (subject to availability)
Kent Reward Scheme	Free refreshments
Cycle 2 Work Scheme	

Weald of Kent Grammar School is located on two sites; Tonbridge and Sevenoaks. The successful candidate will be required to work across both sites.

*Available upon successful completion of probation

** See Admission Policy on the School Website

The Application Process

Application forms can be found on our website and should be sent to Human Resources, HR@wealdgs.org or posted to the school. Please include a 1-2 side of A4 application statement or letter of application. The communication should set out how your proven relevant experience relates to this role.

References may be taken up before being short-listed, please indicate on your application form if you have any objection to us contacting the referee prior to interview.

Dates:

Closing date for applications: Friday 3 December 2021, 9am*

Interview day: To be confirmed

**Interviews and appointments may be arranged where a suitable candidate is found prior to the closing date.*

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.

