



JFS SCHOOL, THE MALL, KENTON, HARROW, HA3 9TE

Executive Headteacher: Deborah Lipkin

Headteacher: Simon Appleman

Roll: 2,000 (incl. 600 in Sixth Form)

Tel: 020 8206 3100

Fax: 020 8206 3103

DEPUTY SENDCo

**MPS/UPS (London Weighting) plus TLR 2F
Required September 2017**

We are looking to appoint a Deputy SENDCO to join our successful department from September 2017.

Key responsibilities will include:

- To assist the SENDCo and deputise as necessary
- To be responsible for assessing and coordinating access arrangements for all SEND students and ensuring school staff are aware of their duties in this area
- To oversee the Annual Review Programme, ensuring that completed reviews are sent to LAs, SEN files, parents/carers and other agencies where appropriate, and to chair Annual Review meetings for KS4 &5 students
- To line manage and train Learning Support Assistants with the support of the SENDCO
- To assist in the day to day operation and management of the SEN Department, working with the other members of the department and liaising with SLs, HOYs, PSOs Behaviour team and other relevant parties
- To assume responsibility for the SEN support students (k)

JFS is a co-educational inclusive, modern, orthodox Jewish school that strives to produce well-educated, faithful and proud Jews who will be responsible and contributing members of society. JFS is a truly wonderful school. This is clear from our stunning annual public examination results which see us consistently placed in the top five schools in the country outside the independent sector.

Our modern campus is on a 26-acre greenfield site with a welcoming inclusive and warm, caring family environment. JFS was re-accredited with Investors in People status and achieved the Gold Award. We have also been awarded Investor in Careers status and the Challenge Award of the National Association for Gifted and Talented Students.

Applications from teachers of faith or non-faith backgrounds are most welcome. We welcome applications from NQT's, and we have a highly successful induction and training programme.

For an application pack, please visit our website (www.jfs.brent.sch.uk) or contact the School.

Closing date for applications: noon on Friday 19 May 2017

Interviews will take place on w/c 22 May 2017.

Please note that CVs alone will not be accepted.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The appointment will be subject to pre-employment checks, including satisfactory Enhanced Level DBS clearance.



JOB DESCRIPTION

Job Title: DEPUTY SPECIAL EDUCATIONAL NEEDS + DISABILITIES COORDINATOR

Pay Grade: Main Scale + TLR 2F (£6,513)

Reports to: SENDCo

Main Purposes of Role:

- To assist the SENDCo and deputise as necessary
- To be responsible for assessing and coordinating access arrangements for all SEND students and ensuring school staff are aware of their duties in this area
- To oversee the Annual Review Programme, ensuring that completed reviews are sent to LAs, SEN files, parents/carers and other agencies where appropriate, and to chair Annual Review meetings for KS4 &5 students
- To line manage and train Learning Support Assistants with the support of the SENDCO
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- To assume responsibility for the SEN support students (k)

Key Accountabilities:

- To assist the SENDCO and to deputise as necessary
- To co-ordinate, oversee and monitor the provision for students at KS4&5 on the school's Inclusion Register
- To lead the development of interventions led by LSAs, and produce appropriate schemes of work and long term plans
- To teach students with SEND according to support programmes.
- To assist in the day to day operation and management of the SEN Department, working with other members of the department and external professionals and other organisations
- To manage referrals to outside agencies, including CAMHS, liaising with SENDCO, HOY, PSO.
- To co-ordinate the preparation of information on incoming students to year 7 to be entered onto SIMS
- To compile, review and regularly update the Inclusion Register
- To monitor, and track the progress and inclusion of students in KS 4 & 5 on the SEND Registers as well as liaising with all staff, parents and carers.
- To support Key Workers of Statemented/EHCP students and to ensure ILPs are appropriately drawn up and reviewed, Annual Review Reports are prepared and support reports completed termly
- To coordinate and monitor Individual Learning Plans.
- To coordinate and liaise with the behaviour team in respect to named challenging children, including the preparation of Behaviour Support Plans with the Behaviour team (BT), sharing reports and organising and supporting relief timetables when appropriate.
- To line manage some SEN teachers within the department
- To carry out the duties and responsibilities of line management according to school policies including performance management
- To assist in the organisation, management and monitoring of SEND support teachers
- To line manage several Learning Support Assistants (LSAs)
- To deliver CPD and a structured programme of lesson observation and feedback to LSAs

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- To contribute to the monitoring of standards of teaching and learning
 - To assist in whole school staff development and training concerning the management, teaching and learning of students with special needs and to disseminate good practice in SEND
 - To involve themselves fully with all aspects of supporting children with special needs
 - To ensure full implementation of the Equalities Policies
 - To carry out other duties as required by the SENDCO or Headteacher

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risk to the safety or welfare of children in the School, s/he must report any concerns to the School's Child Protection Officer.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Undertake other appropriate technician duties, as requested by the Senior Technician or Subject Leader for Science. This may involve duties in any area of the Department.

The job description will be reviewed regularly and may be subject to modification or amendment at any time, after consultation with the postholder.

Signature: _____

Date: _____

Name (*in caps*): _____



**PERSON SPECIFICATION for
DEPUTYSPECIAL EDUCATIONAL NEEDS AND DISABILITIES CO-ORDINATOR (SENDCo)**

CRITERIA	ESSENTIAL/ DESIRABLE	EVIDENCE *
QUALIFICATIONS AND TRAINING		
Qualified Teacher Status	E	F
Sound academic background in the relevant subject or field	E	F
Evidence of continuing professional development	E	F
Previous experience of post(s) of responsibility in a secondary school(s)	D	F
Either holder of SENDCo qualification or willingness to achieve SENDCo qualification	D	F
PROFESSIONAL EXPERIENCE		
Has worked in one or more schools across the 11 to 19 age and ability range (preferably, but not essentially, including a comprehensive school)	D	F
Raising levels of achievement, in value-added terms	D	I
Involvement in curriculum development	E	A
Managing and involving others in developmental work	D	A
Minimum of five years' teaching experience	E	F
Experience of working with external agencies	E	F
Experience of resource management including budget management	D	F
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Understanding and knowledge of:		
• recent developments in teaching and learning	E	A/L/R
• strategies for raising achievement in the curriculum	E	A/L/R
• different teaching and learning styles for the mixed ability classroom	E	L
• the use of performance data to track student progress and monitor achievement	E	A/I/R
• constituents of effective teaching, assessment and monitoring processes	E	A/I/L
• the rôle of the Department within the whole school curriculum	E	A/I
Evidence of a thorough understanding and knowledge of all SEN statutory responsibilities	E	A/I/F
ABILITIES AND SKILLS		
Ability to collaborate effectively with other subject departments	E	I/R
Ability to delegate within proper parameters and hold people to account for that delegated responsibility	E	I/R/T
Ability to form and maintain appropriate relationships with children	E	I/L/R
Ability to lead, motivate and inspire staff	E	I/R/T
Ability to plan strategically	E	I/L
Ability to prioritise effectively and efficiently	E	I/R/T
Ability to use benchmark data/value-added measures effectively	E	I/R
Excellent teaching skills	E	L/R
Good judgement	E	I/L/T
High order of organisational and administrative skills	E	I/R/T
Excellent communication skills, both verbal and written	E	A/I/L/T
Well-developed ICT skills	E	A/L
Ability to lead and manage change	E	A/I/R
PERSONAL QUALITIES		
Appropriate motivation to work with children	E	I/L/R
Commitment to equal opportunities and inclusion	E	I/L
Commitment to students' well-being	E	A/I
Enthusiasm, energy, integrity and a positive outlook	E	A/I
Good rôle model	E	I/L/R
Impact and presence	E	I/L/R
Promotes confidence in staff, students and parents	E	I/L/R
Resilience	E	I/L/R
Understanding of the importance of flexibility	E	I/R
Understanding of appropriate use of authority and of disciplinary procedures	E	I/L/R
Willingness to be involved in the School as a community	E	A/R
Willingness to keep learning	E	A/I/R

* A = Application Letter F = Application Form L = Demonstration Lesson I = Interview T = Task R = Reference

The School is committed to safeguarding and promoting the safety and welfare of children and young people and expects all staff to share this commitment. All appointments will, therefore, be subject to Enhanced Level Criminal Records Bureau disclosures and other relevant pre-employment screening, including checks with past employers. In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children and young people. Candidates also should be aware that any relevant issues arising from their references will be taken up at interview.