



Upper Shirley High School
Belle Moor Road
Southampton SO15 7QU
Co-ed Comprehensive (11-16)
Tel: 023 8032 5333

Trainee Special Education Needs Coordinator (Trainee SENCO)

Salary: MPS + SEN Allowance (£2,106) increasing based upon the successful completion of the SENCO qualification

Full Time, but part time applicants will be considered

Start date: January 2018

Message from Stuart Woods, Headteacher:

"Everyone who comes to USH comments on how great it feels to spend time here and I attribute that to the amazing staff and students who come here because they love it. The successful candidate will have the opportunity to genuinely shape our future and help us reach outstanding."

We are seeking to recruit a trainee Special Education Needs Coordinator who is imaginative, creative and inspired to work in a supportive, energetic and innovative school where students are making significant and sustained progress. The successful candidate will have a track record of securing excellent outcomes for children who have specific needs. They will also be responsible for the management of all the SEND teaching assistants and associated provision as well as working with external agencies. This will be a demanding, varied and highly challenging role that will provide an excellent career opportunity for an exceptional individual.

The successful candidate will:

- be a qualified teacher with a passion for ensuring outstanding provision for students with SEND (the candidate will be expected to have some teaching allocation but the subject is not specified);
- have the ability to understand and act upon issues affecting students with additional needs;
- have a proven track record of supporting excellent achievement for students who have specific needs;
- be highly motivated;
- have excellent organisational skills; and
- be required to complete the mandatory SENCO qualification within two years of appointment.

We can offer you:

- dedicated teams who place students at the heart of everything;
- experience of leading a dedicated team of skilled teaching assistants;
- amazing students who are proud to be part of the school;
- an open and honest professional culture and learning community;
- a team who place a high premium on your professional development and induction.

The successful applicant will be welcomed and supported in our friendly environment where we have a passion for learning.

Full details and application forms can be downloaded from our website www.ushschool.org from the 'Staff' section. The closing date is set out below, but we will consider early applications as they arrive.

Closing date: Monday 16th October 2017 (midday)

Interviews: Wednesday 18th October 2017

Our school is committed to safeguarding and promoting the welfare of children and an enhanced DBS will be required for this post.

Job Description

Post Title:	Trainee Special Education Needs Coordinator (Trainee SENCO)
Reporting to:	Deputy Headteacher
Responsible for:	Teaching Assistant team
Liaising with:	Headteacher/Deputy Head, Department Improvement Partner, other Subject Leaders, relevant staff with cross curricular responsibilities, students and parents.
Working Time:	Full time – 1265 hours per year (or part-time ratio would be considered)
Salary/Grade:	MPS
Purpose:	<ul style="list-style-type: none"> ▪ To lead the achievement of students have who have specific learning difficulties or disabilities. ▪ To have commitment and enthusiasm and to lead a team of Teaching Assistants. ▪ To work closely with staff across the school, parents and external agencies to assure the very best provision for SEN students. ▪ To coordinate the paperwork and testing of students (once trained) to ensure bespoke intervention can be put in place to support achievement. This will include EHCPs and any other formal documentation that is required. ▪ To provide information to parents about the achievements and progress of their child as required. ▪ Have excellent knowledge of SEND and understanding of current developments (or a willingness to continue to improve and develop). ▪ To take an active interest in their own personal development and keep professional skills up-to-date. ▪ To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in your lesson, in accordance with the aims of the school (within teaching role). ▪ To complete all other reasonable tasks as directed by the Headteacher or line manager.
Achievement of students	<ul style="list-style-type: none"> ▪ Enable almost all students, including, where applicable, disabled students and those with special educational needs, to make rapid and sustained progress over time given their starting points. ▪ To enable the students to develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills that will ensure they are exceptionally well prepared for the next stage in their education, training or employment. ▪ To focus where standards of attainment of the SEND group of students are below those of all students nationally, to close the gap over a period of time. ▪ Supporting and owning excellent knowledge, resulting in planning astutely, setting challenging tasks based on systematic, accurate assessment of students' prior skills, knowledge and understanding.
Curriculum Provision:	<p>(within own teaching)</p> <ul style="list-style-type: none"> ▪ To provide highly positive, memorable experiences and rich opportunities for high quality learning. ▪ To deliver a subject which impacts on student behaviour. ▪ To add to student achievement and where appropriate to moral, social and cultural development.

	<ul style="list-style-type: none"> ▪ To liaise with the Line Manager to ensure the delivery of an appropriate comprehensive, high quality and cost-effective curriculum programme which is in line with the School Blueprint. ▪ Deliver a subject which provides constant opportunities for discovery and challenge and where students take greater responsibility for their learning.
Curriculum Development:	<ul style="list-style-type: none"> ▪ To participate in and contribute to curriculum development for the whole department, particularly the intervention that SEND students receive around literacy and numeracy. ▪ To keep up to date with national developments in teaching practice and methodology. ▪ To actively monitor and respond to specific development and initiatives at national, regional and local levels.
Teaching standards:	<ul style="list-style-type: none"> • To engender the agreed standards for teachers: <ul style="list-style-type: none"> ▪ To make the education of students the first concern. ▪ Be accountable for achieving the highest possible standards in work and conduct. ▪ Set high expectations which inspire, motivate and challenge students. ▪ Promote good progress and outcomes by students. ▪ Demonstrate good subject and curriculum knowledge. ▪ Plan and teach well-structured lessons. ▪ Adapt teaching to respond to the strengths and needs of all students. ▪ Make accurate and productive use of assessment. ▪ Manage behaviour effectively to ensure a good and safe learning environment. ▪ Fulfil wider professional responsibilities. ▪ Act with honesty and integrity. ▪ Keep knowledge and skills as teachers up to date and be self-critical. ▪ Develop professional relationships. ▪ Work with parents in the best interest of their students.
Assessment of and for learning:	<ul style="list-style-type: none"> ▪ To ensure that marking and constructive feedback is frequent and of a consistently high quality, leading to high levels of engagement. ▪ To promote students' high levels of resilience, confidence and independence when they tackle challenging activities ▪ To ensure that accurate and up-to-date assessment information concerning student progress is maintained for all SEND students. ▪ To make use of analysis and evaluate performance data provided. ▪ To ensure that students' work is regularly assessed in accordance with the school's assessment policy.
Additional Duties:	<ul style="list-style-type: none"> ▪ To take responsibility for, and demonstrate commitment to, own professional development. ▪ To undertake any other duty as specified by STPCB not mentioned in the above.
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.</p> <p>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.</p>	

A DBS check prior to commencement of contract will be required.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Essential	Desirable
<p>Qualifications Degree. Qualified Teacher Status.</p> <p>Professional Development Evidence of a commitment to own professional development. Recent relevant in-service training in own subject. Professional development/ mentoring of colleagues. Experience of leading a development within a team.</p> <p>Experience A keen interest in developing the teaching of SEND students. Evidence of achievement in teaching across the Key Stages. Effective use of Assessment for Learning to engage students as partners in their learning.</p> <p>Knowledge Use of assessment and attainment information to improve practice and raise standards. Use of strategies to promote good student relationships and high attainment in an inclusive environment. Clear vision for the teaching of SEND students and the additional support they require.</p> <p>Skills Competent user of IT. Competent coordinator and motivator. Ability to plan and resource effective interventions to meet curricular objectives.</p> <p>Personal Passion for teaching. Energy, enthusiasm and flexibility. Good health and attendance record. Sense of humour and a positive outlook on life. Ability to work under pressure and determination to succeed.</p>	<p>Other recognised qualifications in supporting SEND students.</p> <p>An understanding of Emotional Literacy developments to support learning and teaching. An understanding of Health and Safety regulations affecting the curriculum area.</p> <p>Ability to use and promote a wide range of teaching methodologies. An enthusiastic and effective leader and manager. Excellent communication and presentation skills.</p> <p>Commitment to the value and promotion of vocational and work related learning. Innovative curriculum development and partnership with other schools and the wider community, including business and industry links.</p>