



**Bigland
Green
Primary
School**

Bigland Street, E1 2ND

Tel. 020 7702 7088

Deputy Special Educational Needs Coordinator (SENCO)

Salary: Main scale (a TLR can be negotiated)

Start date: January 2025

Closing date: Monday 21 October by 12:30 PM 2024

Other: Part-time or Full-time

Bigland Green School is sharply focused on improving the life chances of all pupils. The school is high achieving and forward thinking. The curriculum is highly ambitious that matches and often exceeds the national curriculum. Pupils love to learn and are happy. The school has may wider curriculum and enrichment opportunities, and enjoys strong support from parents.

This is an opportunity for a qualified and suitably experienced teacher to contribute to the establishment of an inclusive curriculum or who wishes to gain experience of leadership across the school. The Deputy SENCO will play a leading role, with the guidance of the SENCO (Assistant headteacher), in supporting staff members in implementing a provision which allows all pupils to achieve and make good progress. They will be part of and lead aspects of the school's inclusion team. The post is ideal for teachers who aspire to be a SENCO or gain experiences of leadership across the school. The successful candidate will be involved in developing, implementing and reviewing provisions to cater for a range of individual special educational needs that is reflective of a highly inclusive inner-city school. The post will be as challenging as equally rewarding for a teacher who wants to improve the life chances of all children regardless of their ability or background.

Prior experience is not essential as training will be provided. Applicants must be able to prioritise, manage time effectively, broker support, and take initiatives.

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance. We are dedicated to equality and valuing diversity.

Visits by potential candidates are welcome and encouraged. Please telephone or email to arrange.

How to apply: The application form and further details can be downloaded from the school website <https://biglandgreen.towerhamlets.sch.uk/vacancies/>

Please return your application to: enquiries@biglandgreen.towerhamlets.sch.uk

Interview date: Interviews will on Thursday 24 October 2024. Kindly note that only short-listed candidates will be contacted via email.

Deputy Special Educational Needs Coordinator



Responsible to:	SENCO (Assistant headteacher)/Headteacher
Salary:	Main Scale (a TLR can be negotiated)
Terms & Conditions:	Full-time or part-time (2.5 to 3.5 days to be negotiated). School Teachers Pay & Conditions 2023
Start date:	1 January 2025
Job purpose:	To support the effective implementation of provisions for pupils with particular learning needs across the school. To share the SEND workload with the SENCO and play a leading role in supporting staff members with planning and teaching strategies that lead to good outcomes for all pupils.
Deployment:	Non-class based for part-time; full-time post will be deployed with some class-based teaching (which will be negotiated based on the needs of the school).

Key Responsibilities

1. Support the SENCO in managing SEND and inclusion across the school.
2. Support the strategic direction and development of SEND and inclusion provision across the school with the SENCO and SLT.
3. Provide support to staff members to effectively teach pupils with SEND and monitor the impact of teaching and learning activities on the progress made by pupils with SEND.
4. To liaise with other schools and external agencies, and to ensure continuity of support and learning when transferring pupils with SEND to the school as directed by the SENCO.
5. To be responsible for monitoring provision for pupils with SEND, EHCP, IEPs and such others; and liaise with staff and appropriate agencies.
6. Play a leading role in maintaining/establishing the whole school culture and ethos and providing strategies to support pupils with SEND and other need to effectively implement the school improvement plan.
7. Contribute to whole school development by following the shared expectations for teachers.
8. Ensure statutory responsibilities for EHCP and Annual Review are met.

Outcomes and Activities

Leading Inclusion

1. Implement strategies to ensure early identification of pupils with additional needs.
2. Identify and adopt effective teaching approaches for pupils with special and additional needs.
3. Monitor teaching and learning activities, to meet the needs of all pupils.
4. Establish and disseminate strategies that support all staff in their work with pupils.
5. Support staff CPD at all levels to ensure they have the best training to fulfil their roles.
6. In consultation with the SENCO, support particular staff members and provide line management.

Teaching and Learning

1. Implement whole school teaching and learning policy to ensure aspects of inclusive teaching by teaching engaging and effective lessons that motivate, inspire and transform pupil attainment.
2. Support a climate for learning within teams and support the notion that all teachers are also learners.
3. Support the monitoring of progress and respond accordingly to such monitoring.
4. Identify and lead support groups according to pupil needs, e.g. Speech and Language in consultation with the SENCO.
5. Ensure that all pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving a level.
6. In conjunction with the SENCO, oversee and monitor the quality of IEPs and maintain detailed information for subsequent meetings with parents.
7. Collect and interpret assessment data gathered on pupils and use to inform practice.
8. Support developments and initiatives to improve standards in English and mathematics as well as access to the wider curriculum.
9. Maintain regular and productive communication with parents.

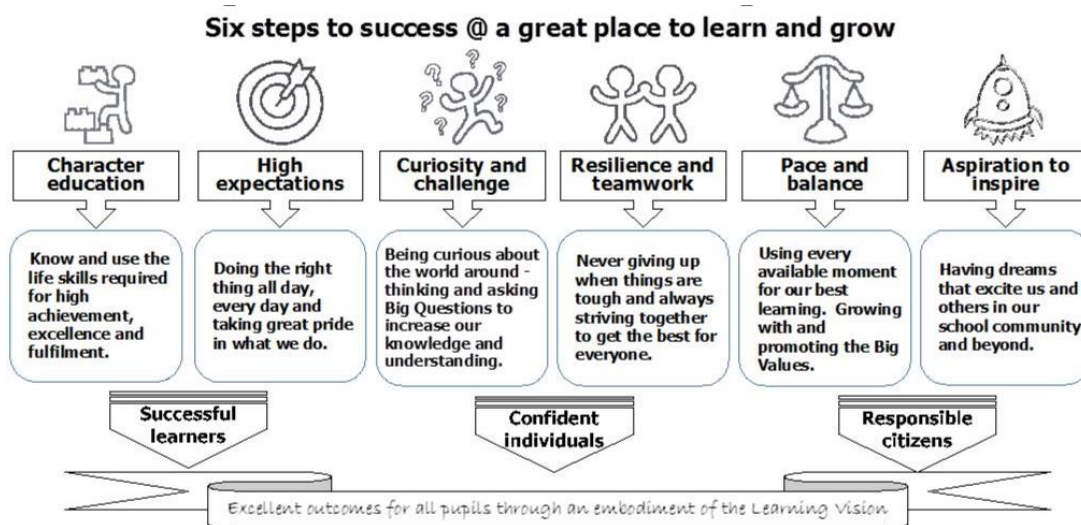
Other

Undertake other various responsibilities as directed by the SENCO /Headteacher. Be prepared to have training and CPD that allows to undertake the main professional duties of a SENCO as set out in the School Teachers Pay and Conditions Document 2023 over the next two to three years.

Demonstrate a full support for the school's mission in thinking, attitude and actions. Bigland Green Primary School's mission is to provide teaching and learning that helps children to become:

- *confident individuals* who enjoy learning, make progress and achieve;
- *successful learners* who are able to live safe, healthy and fulfilling lives, and;
- *responsible citizens* who make a positive contribution to society and the world.

The school has identified six steps to achieving its mission. These six steps to success are encapsulated in the school's **Learning Vision**. All key stakeholders (pupils, staff, parents, governors & volunteers) strive for the full implementation of the Learning Vision.



Bigland Green is committed to safeguarding and promoting the welfare of children and expects all staff/volunteers to share this commitment. All offers of employment are subject to an enhanced disclosure and other checks.

Person Specifications for the Deputy Special Educational Needs Coordinator

Qualifications

1	Qualified Teacher Status (QTS)
2	Undertaken specific SENCO training <u>or</u> willing to complete the national accreditation in the next two to three years.
3	Right to work in the UK without any restrictions

Experience

3	An excellent classroom practitioner with experience in the primary phase for at least two or more years having completed the necessary induction period.
4	Experience of raising achievement for all pupils in challenging classroom environments by improving the quality of education and learning.
5	Experience of identifying, monitoring, evaluating and providing effective strategies for pupils with SEND.
6	Evidence of CPD/training and a commitment to further professional development to establish outstanding practice.

Skills and Qualities

7	Effective and systematic in approach and thinking, particularly when faced with a challenge.
8	Have excellent communication (verbal and written), planning and organisational skills.
9	Be able to communicate complex messages in simple ways to a range of audiences, particularly parents and carers.
10	Demonstrates resilience, motivation and commitment to meeting the needs of all pupils, especially those with a special educational needs or a disability.
11	Be an effective team member and leader with a high level of self-awareness and self-management skills, particularly in stressful situations.
12	High expectations for accountability and consistency.
13	Genuine passion and a belief in the potential of every pupil.
14	Effective use of ICT to support teaching and learning.
15	Commitment to the safeguarding and welfare of all pupils, and the school community.

Other

16	Some understanding of the Code of Practice for SEND
17	An understanding of the different learning needs of children with SEND and ways in which to improve their welfare, wellbeing and educational outcomes.
18	A good sense of humour