

Lancaster Girls' Grammar School



APPLICATION PACK Special Educational Needs Coordinator

MPS / UPS plus TLR £2,873

Full / Part Time

September 2021 or January 2022



Welcome from the Headteacher ~ Mrs Jackie Cahalin

I am delighted that you are interested in the post of SENCo at Lancaster Girls' Grammar School.

The flexibilities of our staffing mean that we welcome applications from teachers interested in substantial part time or full time work. The post would be very suitable for more experienced SENCos who are looking to work with and support high ability students. However applications from teachers who wish to specialise in this area are also welcome. The school will support the successful applicant to gain the National Award for SENCo qualification if they do not already have this.

LGGS is a forward-looking, selective state school with academy status and an outstanding record of promoting high achievement. We currently have 960 students on roll with five form entry into Year 7. Almost every student continues into the Sixth Form after Year 11 and we welcome a number of external students into Year 12. We are proud of our academic reputation. In 2019 we were ranked 35th most successful state school nationally in the Sunday Times Parent Power table. Our Progress 8 score at GCSE (+0.75 in 2019) shows that our pupils make well above average progress.



Lancaster Girls' Grammar School

35 th= NATIONAL RANK	78.9% A-LEVEL A*- B	75.4% GCSE A*/A/9/8/7
-----------------------------------	-------------------------------	---------------------------------

As important as academic achievement is, we also work hard to prepare our students for success and fulfilment in their futures as resilient, happy and responsible young people who will make a positive contribution to society. The school has a strong community feel and visitors comment positively on our family ethos.

Our house system and the strong involvement of sixth formers in the life of the school contribute greatly to this ethos. We have an outward looking approach and strong international links. As an

International School we value our links with a range of schools in Europe and further afield. We currently have links and visits with schools in France, Germany, Spain and China.

We are very proud of our inclusive community. Valuing diversity and promoting equality are important aspects of LGGS life. The school is consistently ranked first in the Lancashire Pupil Attitude Questionnaires as a safe and secure place, with no racist incidents and very little bullying. Supporting students' emotional health and well-being is a key school priority as is involving students themselves in contributing their views and planning activities. Sixth formers recently ran a successful well being fortnight. Our involvement with the Youth Sports Trust means we have a number of projects in school which are student led.

Current whole school priorities in Teaching and Learning include cognitive load memory, feedback, challenge, literacy and engagement. Staff are working in Professional Learning Communities, engaged in research and supporting each other. A major priority for us has been the planning of the new specifications at GCSE and A level. We are now reviewing our KS3 Curriculum and pastoral support.



Providing opportunities for students to lead, contribute and inspire through participation is a major strength of the school. We have a very strong programme of music and sporting opportunities and large numbers of students take part in the Duke of Edinburgh Award scheme right through to Gold Award. There are plenty of opportunities for teachers to involve themselves in the life of the school.

In a recent staff survey 100% of LGGS teachers felt that they were well supported at LGGS and that school leaders were considerate of their well-being. Staff also appreciate the positive behaviour and attendance of students at LGGS with the vast majority of students highly motivated, keen and enthusiastic.

Our vision is for a school in which all students are supported and challenged as they grow in knowledge and confidence, enabling them to reach their full academic and personal potential. Our core values which underpin this vision are

Care

At LGGS we value pastoral care highly and our emphasis on health and well-being is often seen as a strength of the school by students and parents. Caring for others and for our community and environment are important features of LGGS life for both staff and students. Our family ethos is combined with an outward looking approach and strong international links.

Contribute

We believe in the importance of everyone contributing to the school community. In lessons this means working collaboratively.

Contributing to school life is an important part of the LGGS ethos, whether this be musical, sporting, artistic or through any of the other opportunities. On a larger scale we aim to contribute positively to our local community as well as encouraging fundraising and projects on global issues.

Challenge

As an academic school we expect staff to challenge students in their learning and for students to be open to this challenge. This means developing skills of resilience and accepting that success may not always come easily. It is also about rewarding effort as much as success. As a school we want to be challenged and continuously improve so that we continue to provide a very high standard of education.

I hope that the above information and our website gives you a flavour of the school and hopefully helps you to commit to an application. You are most welcome to come and visit us before making your application, although this is by no means essential. We may be quite different to what you were expecting! If you would like to come and see us or have any questions please email me at j.cahalin@lggs.lancs.sch.uk.

Jackie Cahalin
Headteacher



SEN and pastoral information

LGGS has an excellent reputation for its pastoral support. The SENCo plays a key role within this important team. We have a full-time Coordinator of Well Being, Learning Mentors in each Key Stage and school counsellors. Pupils' progress is tracked by Heads of Key Stage and, where there is cause for concern, we have effective intervention strategies. Working closely with parents is a key feature of the school. The increased number of girls nationally experiencing mental health issues and the impact of the pandemic are important factors in our decision to enhance our team. We have recently further extended our support for students with the employment of two additional Learning Mentors. From September the pastoral team and SENCo will be based in one central hub.

Our current SENCo has done a great deal to raise awareness and improve our provision. We have relatively high numbers of pupils with special educational needs given our context. Although our buildings are old and access is an issue, we have also worked hard to welcome students with physical disabilities.

Pupils with special educational needs are identified as part of the entrance test arrangements and special access arrangements applied. Visits to primary schools are used to gain additional information as part of the Y6/7 transition programme. All pupils are assessed using CATs in the first half term. Pupils are screened in Year 10 and Year 12 with follow on assessments for any pupils identified through

the screening process. We refer to a specialist teacher for assessment or diagnosis as appropriate. We consult staff from a variety of external agencies to advise and support across the range of SEND.

Every teacher is given an update on pupils with special educational needs at the start of the school year. Training and staff development is given in house e.g. dyslexia, strategies for HI pupils. Pupils with special educational needs have delivered training to staff and their peers. We are making increasing use of technology to support pupils.

We work within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual pupil.

Currently we have a range of special educational needs including Autistic Spectrum Disorder, Specific Learning difficulties, especially dyslexia and dyspraxia, ADHD, Hearing impaired, Visual impaired, Physical Impaired and Social, Emotional and Mental Health needs.

Students on the SEN Register

Year Group	%	No
Year 7	5.5%	8
Year 8	3.3%	5
Year 9	4.2%	6
Year 10	4.2%	6
Year 11	7.7%	11
Year 12	20.3%	28
Year 13	18.6%	22



Person Specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have a degree in a relevant subject. • Have QTS. • Have already passed, or the willingness to study for, The National Award for SEN Coordination. • Evidence of continuing recent professional development role to the post. 	<ul style="list-style-type: none"> • Be a trained first aider.
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Working with and caring for pupils with SEND. • Successful teaching experience • Working with vulnerable students including those with emotional and behavioral difficulties • Liaising with external agencies to secure improved outcomes for young people • Improving the quality of Teaching and Learning for all students including those with special educational needs 	<ul style="list-style-type: none"> • Preparing bids for additional funding
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an ability to work with pupils and their families in a sensitive and positive way. • Demonstrate a sound knowledge of the SEND Code of Practice and its application. • Evidence that they have experience of behavior management techniques for groups and individuals with SEND. • Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress. • Make consistent judgements based on careful analysis of SEND data. • Present clearly a wide range of specialised information to both educationalists and non-educationalists. • Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice. • Demonstrate a good understanding of curriculum and assessment particularly in relation to SEND and vulnerable students, including alternative provision. 	<ul style="list-style-type: none"> • Demonstrate a sound understanding of SEND funding on offer. • Support EAL pupils.
Personal qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • A calm and caring nature. • Excellent verbal and written communication skills. • Excellent time management and organisation skills. • A flexible approach towards working practices. • High expectations of self and professional standards. • The ability to work as both part of a team and independently. • The ability to maintain successful working relationships with other colleagues. • High levels of drive, energy and integrity. • A commitment to equal opportunities and empowering others. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Committed to promoting high quality care and safeguarding of children. • Dedicated to promoting their professional development. • Able to plan and take control of situations. • Capable of handling a demanding workload and successfully prioritising work. • Professionally assertive and clear thinking. 	<ul style="list-style-type: none"> • A commitment to contributing to the wider school community.

Job Description - SENCo

Main duties/responsibilities 1 of 2

General duties
<ul style="list-style-type: none">• Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
<ul style="list-style-type: none">• Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
<ul style="list-style-type: none">• Where a LAC has SEND, ensure effective communication with the relevant designated teacher.
<ul style="list-style-type: none">• Advise on the graduated approach to providing SEND support.
<ul style="list-style-type: none">• Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
<ul style="list-style-type: none">• Liaise with the parents of pupils with SEND.
<ul style="list-style-type: none">• Liaise with other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
<ul style="list-style-type: none">• Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
<ul style="list-style-type: none">• Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
<ul style="list-style-type: none">• Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
<ul style="list-style-type: none">• Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
<ul style="list-style-type: none">• Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
<ul style="list-style-type: none">• Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
<ul style="list-style-type: none">• Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice', impacts the school's SEND provision.
<ul style="list-style-type: none">• Work with the school's pastoral team in supporting pupils with behavioural and emotional difficulties.
<ul style="list-style-type: none">• Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.
Teaching and learning
<ul style="list-style-type: none">• Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
<ul style="list-style-type: none">• Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
<ul style="list-style-type: none">• Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

Job Description - SENCo

Main duties/responsibilities 2 of 2

Leadership and management
<ul style="list-style-type: none">• Coordinate and support the full SEND team.
<ul style="list-style-type: none">• Support staff members to understand the needs of pupils with SEND.
<ul style="list-style-type: none">• Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
<ul style="list-style-type: none">• Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
<ul style="list-style-type: none">• Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
<ul style="list-style-type: none">• Contribute to the performance management process of any SEND teachers, learning support staff and TAs.
<ul style="list-style-type: none">• Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
<ul style="list-style-type: none">• Ensure the school's SEND provision is inclusive at all levels.
<ul style="list-style-type: none">• Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
<ul style="list-style-type: none">• Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.
<ul style="list-style-type: none">• Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.
<ul style="list-style-type: none">• Ensure that learning support staff are supervised effectively.
Communication
<ul style="list-style-type: none">• Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
<ul style="list-style-type: none">• Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
<ul style="list-style-type: none">• Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.
Recording and assessment
<ul style="list-style-type: none">• Ensure that the school's administrative work for SEND is effectively completed, including the following:<ul style="list-style-type: none">• Learning support staff timetables• Reading timetables for pupils• Contact with outside agencies, e.g. careers and outreach agencies• The implementation of behaviour support plans by staff and their understanding by pupils
<ul style="list-style-type: none">• Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.

Application Process

Please complete the application form and provide a supporting statement (on no more than two sides of A4).

Applications may be submitted on email to applications@lggs.lancs.sch.uk or by post.
Closing date is 9.00am on Friday 2nd July

**The supporting statement should address your particular strengths and how your experience to date has prepared you for this particular role.
Shortlisted candidates will be contacted shortly after this date.**

**If you have not heard from us by the end of June
please assume your application has been unsuccessful.**

LGGS is committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. Please ensure you have looked at the important information for applicants section on our website so you are familiar with our requirements. The successful applicant's appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check.