



HORRIS HILL SCHOOL

SENCO

Job Title:	SENCO
Reports To:	Deputy Head Teaching and Learning
Working Time:	Full Time
Salary:	Competitive

About Horris Hill School

Horris Hill School is one of the UK's leading boarding and day independent preparatory schools for approximately 120 pupils aged 4 to 13. It has an excellent reputation for delivering an outstanding all-round education, including successful entry and scholarships to many of the country's top senior schools. It is an exciting time of change and growth for the school. In September 2022 our beautiful all year-round Nursery opened, and we opened our doors to girls in the Lower School. In September 2023, we have seen our first cohort of girls in the Upper School and in Boarding.

The Role

Horris Hill School is looking for an experienced SENCO Teacher to lead the SENCO provision of the school. The candidate must be an experienced SENCO with a proven track record to fulfil the professional responsibilities of a SENCO teacher, planning, implementing and reviewing learning opportunities for class groups, ensuring that pupils make good progress.

To be responsible for the education and welfare of designated classes or groups of pupils with a range of special education needs in accordance with the requirements and Conditions of Employment of Teachers, having due regard to the Horris Hill School's aims, objectives, policies and curriculum.

Main Duties and Responsibilities

Strategic Development of SEN Policy and Provision

- Together with the Deputy Head Teaching and Learning, have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND together with the Deputy Head teaching and learning, lead and managing SEND in accordance with the SEND Code of Practice
- Together with the Deputy Head/Inclusion Lead ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

Teaching and Learning

- Together with the Deputy Head Teaching and Learning, identify and adopt the most effective teaching approaches for pupils with SEND, including supporting teachers and TAs in these approaches
- Together with the Deputy Head Teaching and Learning, monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND
- Ensure equity standards are met for pupils with SEND for extracurricular activities and school visits
- Evaluate assessment data and discuss next steps with the Deputy Head Teaching and Learning
- Model quality first & adaptive teaching and learning across the school; including contributing to CPD for inclusive and adaptive teaching

Leadership

- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND and ensure all school staff understand their roles and the changes under the new SEND Code of Practice.
- Support teachers with children with SEND and EHCPs to meet individual needs
- Monitor the effectiveness of interventions delivered by teaching assistants/HLTAs and the impact they have on pupils when working with them in classes, reporting to the Deputy Head Teaching and Learning.
- Contribute to writing and reviewing plans for improving provision and achievement of pupils with SEND.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND.

- Develop productive partnerships with outside agencies and identify needs across the school for commissioning support.

Recording and Assessment

- Set appropriately challenging targets for raising achievement among pupils with SEND
- Identify, assess and review SEND, collect and interpret SEND assessment data
- Enable early identification and intervention through assessment and observation within our EY environment and for in-term admissions.
- Ensure the interventions meet the needs of all pupils with SEND
- 5. In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress at key and regular intervals throughout the year.
- Review Individual Learning Plans (ILPs) with teachers for pupils at SEND

Standards and Quality Assurance

- Support and promote the high aspirations, positive ethos and inclusive culture of the school to colleagues, governors, parents, children and members of the wider community
- Provide a key reference point in providing information and support for families of children with SEND
- Support and promote all school policies and procedures, particularly those relating to child protection and safeguarding, equality, health and safety, confidentiality, behavior, data protection and supporting pupils with medical needs in particular.
- Liaise with the SLT promptly following meetings regarding pupils and parents of the school and keep up to date records of any actions/outcomes from the meetings.
- The duties outlined in this job description may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Person Specification

- A positive can-do attitude
- Nurturing and patient disposition
- Good organisational, record keeping and planning skills
- Punctuality and flexibility – occasionally having to work additional or different hours due to Parents Evening
- Caring and approachable
- Ability to work in small teams
- Ability to engage with teachers, parents and work colleagues within the school and wider team.

Skills & Qualifications

- QTS Status
- SEN qualification essential
- Commitment to safeguarding and promoting the welfare of children
- Excellent communication skills, with children, colleagues, advisors and parents/carers
- Patience
- A positive approach to inclusive practice, with children and colleagues

Further Information

If you require any further information, please don't hesitate to contact Rob Stewart (Headmaster) by emailing Headmaster@horrishill.com

Recruitment Process

Applications will be considered as they are received therefore early applications are encouraged.

Candidates are required to submit a completed application form together with a supporting letter outlining the extent to which they can demonstrate their ability to do the job and meet the criteria indicated.

An application pack can be downloaded from the school website www.horrishill.com/vacancies. Please submit your application to Paola Bright bursar@horrishill.com. You should provide details of two referees, and one must be your current or most recent employer. References will be taken prior to interview, unless specifically requested.

Short-listed candidates will be contacted and asked to attend an interview soon after. Employment will commence, subject to the satisfactory completion of all pre-employment checks, as soon as possible after this.

The School is committed to safeguarding and promoting the welfare of children and questions will be asked at interview to assess the suitability of candidates to work with our children. A copy of the school's Safeguarding and Child Protection Policy is available to download from the School's website.

All appointments are subject to a satisfactory enhanced Disclosure & Barring Service check (including a check against the Children's Barred List) and other pre-employment screening. This includes receipt of at least two references satisfactory to the School, medical fitness, qualifications check where relevant for the post, the right to work in the UK, an identity check and a self-declaration of childcare disqualification. Please see the enclosed Safer Recruitment Policy for further details.

All appointments are made in accordance with our Equality policy and applicants should let us know of any special needs they may have.