



Special Educational Needs and Disabilities Coordinator (SENDCo) Recruitment Information

Employment Status

Full Time, Permanent

Required From

ASAP / April or September 2020

Job Location

Whole College

Application Closing Date

Thursday 16 January

Interviews Week Commencing

Monday 20 January



WELCOME TO ST DUNSTAN'S COLLEGE

Welcome to St Dunstan's!

We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that genuinely cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do. We want all our pupils to embrace the richness of the broad and cutting-edge education we offer here and our staff to be excited by what we are able to provide for the children under our care.

As a Nursery to Year 13 College, we pride ourselves on genuinely knowing our children and families, and we hope that everybody who joins us will feel an important part of this exciting community.

Mr N Hewlett
Headmaster

ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 130 years the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is proud of its reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Friends of St Dunstan's' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds and a significant programme of capital works planned for the next few years. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, has provided an exciting opportunity for development across both sites.

The size of the College is small compared to many of its competitors, offering all pupils cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China. The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



SEND AND LEARNING SUPPORT AT ST DUNSTAN'S

SEND and Learning Support is integral to an inclusive and enriching educational experience for all pupils admitted to the College. The structure of the SEND and the Learning Support team is currently under review but the College SENDCo will be the leader and coordinator of this team. They will oversee and lead on both Senior School and Junior School SEND. They will work closely with appropriate middle and senior leaders in both Junior and Senior Schools to ensure that strategies are being appropriately implemented in the classroom. They will collaborate with staff across the whole College to optimise progress for children with SEND and Learning Support needs. The SENDCo will work very closely with the Designated Safeguarding Lead, to ensure that those pupils with complex individual needs, both pastorally and academically, are considered holistically and through strategies that encompass the wide range of support mechanisms available. The SENDCo will be based in their own office in the Learning Resource Centre, will receive administrative support, and will have access to a dedicated meeting and interventions room in order to best support pupils and colleagues across the College.

Between 15 and 20% of pupils at the College are registered as having a Special Educational Need or Disability. Approximately three quarters of those pupils currently have their educational needs met via classroom-based Priority Strategies enacted by teachers based on advice and guidance from the SENDCo, and distilled from detailed Learning Support Profiles (IEPs). The remaining quarter, including those with an EHC Plan (of which there are currently two), also receive more regular intervention and support steered by the SENDCo. The Junior School employs Learning Support Assistants for in-class support. The Senior School currently does not, and it is not normal Senior School practice to routinely remove pupils from timetabled lessons for bespoke SEND support.

The SENDCo will promote, monitor, and review the effectiveness of strategies in place to support the inclusion and progress of pupils with SEND. They will liaise with pupils, families, staff and external professionals as appropriate to establish and update Learning Support Profiles. They will advise and help train teaching staff accordingly. They are also integral to the College's admissions and transitions process, reviewing College capacity to make reasonable adjustments to support the needs of any child ahead of them being offered a place at any stage in the College. As an Independent School, St Dunstan's is not bound by the SEND Code of Practice (2015), but positively chooses to adopt much of its modulated approach to supporting pupils, and the SENDCo is at the forefront of this. They will also work collaboratively with Pastoral staff (including Heads of Section and the Deputy Head/DSL). This is particularly important in regard to pupils with Social Emotional and Mental Health concerns (SEMH), for whom support is normally coordinated by a lead professional from the Pastoral team rather than the SENDCo.

THE ROLE

This position is ideal for a dynamic and enthusiastic SENDCo and teacher, whether they are seeking to move into SEND coordination from teaching, or seeking to develop their existing practice as a SENDCo as part of a supportive, modernising, and ambitious team. The successful candidate will be an excellent teacher, from either a Junior School or Senior School background, as well as demonstrating the skills and experience outlined in the Job Description below. Collaborative approaches, further professional learning opportunities and coaching are readily available, and the successful candidate should be looking to grow as part of this exciting team.

JOB DESCRIPTION

Responsible to: A member of the College Leadership Team

- To lead, manage, develop and scrutinise SEND and wider learning support across the College.
 - To line manage, oversee and support the work of the broader SEND team
 - To maintain up to date excellent knowledge of JCQ regulations around exam access arrangements.
 - To work closely with the Examinations Officer to ensure that Exam Access Arrangements are in place for all pupils who qualify for them.
 - To be part of College Admissions Panels, as appropriate, in regard to transitions and admissions, and in line with Transitions and Admissions Policy.
 - To collaborate positively and in line with policy, with pupils, families, staff across the whole institution, and external agencies, as needed, to fulfil the responsibilities of the role.
 - To read and interpret reports from other professionals (i.e. Educational Psychologist, Occupational Therapists) including at the point of admission.
- Learning Support:**
- To liaise with staff and advise parents regarding the identification and assessment of pupils with additional needs.
 - To be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities.
 - To ensure that up to date SEND information is included in the Inclusion and Enrichment Register.
 - To ensure that all pupils with SEND on the Register have an up to date Learning Support Profile, including relevant and up to date Priority Strategies for teachers to follow within the classroom.
 - To ensure that Learning Support Profiles and Action Plans for pupils with SEND are rigorously and consistently implemented by all staff, leading on this scrutiny of inclusive practice through learning walks, lesson observations, and audits to the Leadership Teams.
 - To monitor the effectiveness of Learning Support Profiles and Action Plans via their termly review.
 - To monitor and scrutinise the progress of children with SEND to

check it is as expected, and intervene where it is not.

- To carry out Annual Reviews/Team around the Child meetings for any student with an EHCP, and to guide parents where necessary through EHCP applications.

Leadership, Professional Development and Staff Training:

- To ensure all staff recognise and fulfil their statutory responsibilities to pupils with additional needs including; implementing priority strategies, inclusive approaches in the classroom, and championing the use of aids (for example laptops) where this has been formally agreed as part of the pupil's Learning Support Profile.
- To ensure all staff understand their roles and responsibilities with regard to these pupils.
- To encourage all members of staff to recognise and fulfil their statutory responsibilities to ensure the needs of all pupils at the College are met.
- To take a lead role in CPL by whole staff training, departmental training, and individual teacher feedback, and to lead the sharing of best inclusive practice among staff.
- To provide training opportunities for teachers to learn about particular aspects of SEND and effective inclusion teaching strategies, including the modelling of best practice in their own teaching for others to observe.
- To support and help induct new members of staff, including NQTs and UQTs.

- To attend year group and staff meetings, including Inset, as identified on the school's calendar.
- To attend Senior School Parents Evenings throughout the year to be available to meet with parents of pupils with SEND.
- To attend ongoing training courses/meetings and report back to the Leadership Teams and other key staff on the essential issues relating to SEND.

Parental and External Liaison:

- To support and promote the high aspirations, ethos and culture of the College to all stakeholders – both internal and external.
- To be a key reference point in providing information and support for families of children with SEND in the College, including via the organisation and management of meetings with parents.
- To support, attend and participate fully in appropriate school events including Parents Evenings, Admissions Assessments, and Open Days.
- Attend cluster and network meetings as required.

Record Keeping, Administration, and Communication:

- To have excellent personal organisation and administrative skills, and the ability to delegate administrative work appropriately.
- To generate an annual SEND Development Plan as a basis for action and review, including in regard to budgeting.

- To keep up to date records of any actions/outcomes from meetings with all stakeholders.
- To keep appropriate records for pupils with SEND on the Register including evidence of diagnosis (where appropriate), records of meetings with parents and agreed strategies/courses of action, including those outlined in any Action Plans.
- To keep all records in relation to meetings, Learning Support Profiles,

Action Plans and reviews clear and up to date.

- To use this information to provide clear and timely advice and guidance to pupils and parents on educational, emotional and social matters in line with school policies.
- To support, promote, review and update as appropriate, and on an annual basis, all school policies relating to SEND, including those related to admissions and transitions.

Wider Duties:

- To teach a significantly reduced teaching timetable, as required.
- To perform any reasonable duties as requested by the Headmaster.

PERSON SPECIFICATIONS

The following Experience and Skills are Essential/Desirable

	Essential	Desirable
Qualified Teacher Status and able to model excellent inclusive teaching.	X	
Hold the National Award for Special Educational Needs Co-ordination OR be prepared to obtain the Qualification within three years of appointment.	X	
Thorough knowledge of the Equality Act 2010, and how this relates to Independent Schools.	X	
Thorough knowledge of the SEND Code of Practice 2015 and how this relates to Independent Schools.	X	
Recent experience of teaching pupils with Special Educational Needs.	X	
Evidence of continuing professional development within SEND.	X	
Ability to deliver staff training on a range of issues related to SEND.	X	
Excellent communication skills both written and spoken.	X	
Proficiency in regard to workplace ICT packages and school MIS.	X	
Experience of working with colleagues to raise their inclusive teaching.		X
Experience of JCQ regulations around Exam Access Arrangements and ensuring students with SEND who are entitled to these have sufficient evidence for their awarding.		X
Experience of working in different school settings or sectors, and able to adapt practice and experience to diverse school frameworks and structures.		X

COMPETENCIES OF A TEACHER AT ST DUNSTAN'S COLLEGE

Principles of Excellent Teaching and Learning (PETALs)

Teachers at the College deliver lessons that demonstrate:

1. **Planning** - I identify clear, differentiated, and ambitious learning outcomes for pupils within and across lessons, and then plan the teacher and pupil input and activity to reach and review them.
2. **Engagement** - In my questioning and interactions, I challenge all pupils to think about and reflect upon what they (mis)understand, and why, and not just to complete tasks or activities.
3. **Teaching** - I ensure a safe, purposeful classroom environment characterized by clear instruction, excellent behaviour, and pace of learning for all, including differentiated pathways, as appropriate.
4. **Assessment** - Within and across lessons, I check, track and routinely give feedback (verbal and written) in regard to group and individual progress, using rewards and interventions accordingly.
5. **Learning** - Within and across lessons, I have high expectations for and actively promote pupil ownership and enjoyment of learning with regular and explicit reference to Learning Score descriptors.

Principles of Excellent Pastoral Care (PEPCs)

All teachers at St Dunstan's should be striving for excellence within the expectations as set out by the Principles of Excellent Pastoral Care (PEPCs):

- **Fair** - I ensure pupils are treated in a consistent, reasonable and fair manner
- **Proactive** - I am aware of pupils' circumstances, and am able to intervene early to prevent issues from arising or worsening.
- **Involved** - I have positive and open relationships with pupils. Pupils feel that I know and understand them, and are comfortable speaking with me even about sensitive issues.
- **Responsive** - I react quickly to pastoral concerns, informing the relevant pastoral lead as appropriate, and provide the immediate attention that a pupil may need to feel reassured.
- **Consistent** - I am consistent in my expectations of high standards of behaviour and academic conduct from pupils. I hold pupils accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations.
- **Knowledgeable** - I am knowledgeable of school processes and procedures, enabling me to respond to the pastoral needs of children in a consistent and effective manner.
- **Inclusion and enrichment** - I am mindful of pupils' individual needs (SEND, medical, pastoral, EAL, more able) and respond to those, in line with relevant priority strategies.



THE PACKAGE

Salary: Not less than £45,000 per annum

Pension: Teachers' Pension Scheme (TPA)

Benefits: Tuition fee remission (which is means tested and capped) and no registration fee*
Health Cash Plan*
Free lunch and beverages during term time
Staff Accommodation (subject to availability)
Free off road parking
Reduced health club membership
Salary Sacrifice Schemes
Season Ticket Loan
Free winter and summer social events
Annual flu immunisation
Use of College leisure facilities including gym, tennis courts and pool*
Private Health Care Insurance (50% paid by employer)

** Conditions apply*

