



QUORN HALL SCHOOL



Special Educational Needs Coordinator and Designated Looked After Teacher

Quorn Hall School is a well established independent therapeutic school for Children and Young People aged 6–17 years with Social, Emotional and Mental Health difficulties (SEMH). Many of the pupils at Quorn Hall School have additional special educational needs and diagnoses such as Autism and Attention Deficit Hyperactivity Disorder. Our culture here at Quorn hall School is based on a trauma informed attachment awareness and a low arousal approach.

We are part of the Cavendish Education Group, a unique schools group who provide expertise and networking opportunities across the 8 schools in the group. We value learning and see it as a lifelong process. We seek to create an open and creative community where everyone is valued, supported and challenged to be the best they can possibly be. Our community is based on honesty, integrity and responsibility borne out of mutual respect.

Our values and positive culture are demonstrated through the creative and flexible way we respond to challenges. Our aim is to create opportunities for pupils to be successful and develop a positive self image.

Special Educational Needs Coordinator and DLACT

Reporting to: Headteacher

Contract type: Full time, Term time only

Salary: Dependant on experience

Hours: 37.5 hrs per week

Start date: 27th August 2024 or sooner

Job Description

Main purpose

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Determine the strategic development for provision for looked after children
- Be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfill the responsibilities of a teacher, as set out in the STPCD

Duties and responsibilities

Strategic development of SEN/LAC policy and provision

- 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 SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

Operation of the SEN/LAC policy and coordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)

- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Coordinate bespoke curriculum who cannot access the main body of the school for education

Support for pupils with SEN or a disability and those that are LAC or PLAC

- Identify a pupil's SEN
- Coordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Review provision for LAC via the PEP process
- Work with all internal and external stakeholders to support pupils that are LAC or PLAC
- Communicate regularly with parents or carers/professionals
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Leadership and management

- Work with the headteacher, senior leadership team and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Lead and coordinate statutory meetings to ensure that provision is reviewed accurately, representing both the pupil and the school
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Analyse data to identify trends in underachievement/lack of progress and work with the staff team and stakeholders to develop solutions/ provision that can close any gaps in progress.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school/service as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.

Person Specification

<i>Criteria</i>	<i>Qualities</i>
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Coordination
Experience	<ul style="list-style-type: none"> • Teaching experience • Line management experience • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of PEP process/LAC support
Skills & Knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills
Personal Qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality

Quorn Hall School is committed to safeguarding and promoting the welfare of children. This post is exempt from the Rehabilitation of Offenders Act 1974.

I understand that if I am shortlisted for this role I will be required to obtain an Enhanced Disclosure & Barring Service Check (DBS) and complete a self disclosure for cautions and convictions.