

Heathlands School, St Albans

Required for September 2019

Post 1 - Deputy SENCO *Post 2- Pastoral Care Lead*

Salary Range: L7-11

A full time position is available for candidates able to offer a second subject.

Due to the promotion to Co-Headship of current post holders two new leadership posts have been created for September 2019. This is an exciting opportunity to join the staff of this Outstanding and over-subscribed local authority special school for deaf children aged 3-16.

Deputy SENCO – To ensure the additional learning needs of pupils are addressed.

Pastoral Care Lead –To work collaboratively with colleagues on projects and initiatives which will contribute to high standards of care practice throughout the school.

In addition to these responsibilities both teachers will have a teaching remit, anticipated to be around 60% dependant on timetabling and the school's needs. Applicants should indicate phase and subject strengths.

Teachers who have experience and/or qualification to teach deaf children are invited to apply. Knowledge of British Sign Language or a commitment to work towards minimum BSL3 is essential. Benefits include, laptops for all teachers, extensive staff development programmes including the opportunity for in house sign language training and qualification as a teacher of deaf children.

Heathlands is committed to safeguarding pupils and this post will require an enhanced DBS check.

Your Application Form and Person Specification Form should be returned to:
The Head Teacher, Heathlands School, Heathlands Drive, St Albans AL3 5AY.

Email: head@heathlands.herts.sch.uk For an informal discussion phone 01727 807807 to speak to the Head Teacher or contact the school by email to arrange a facetime discussion.

Closing date: Tuesday 23 April 2019 at 12 noon

Job Description

Deputy SENCO

Payscale : L7-11

1. Purpose of the post

To contribute to the organisation and management of the school with regard to pupils SEN.

To act as Deputy SENCO, working with the Head Teacher SENCO to ensure the additional learning needs of some pupils are addressed.

To implement national policy and all statutory requirements as they relate to pupils SEN.

To teach a reduced timetable (anticipated 60% dependant on timetabling and school's needs).

2. Main Areas of Responsibility

The responsibilities of Deputy SENCO are in addition to those of classroom teacher

2.1 General

- Demonstrate high professional standards and expect them of others
- Play a full and active part in whole school self evaluation and development
- Teach, according to their educational needs, those pupils allocated by the Head Teacher
- Undertake performance management of teaching and non teaching staff
- Provide information as requested by Head teacher or Deputy relevant to the role
- Liaise closely with school staff, Heath House and parents/carers to support pupils' learning and development
- Be proactive in own professional development and maintain professional links with relevant groups
- Be alert to wider developments in the field of special needs education as a basis for in school projects and practice development

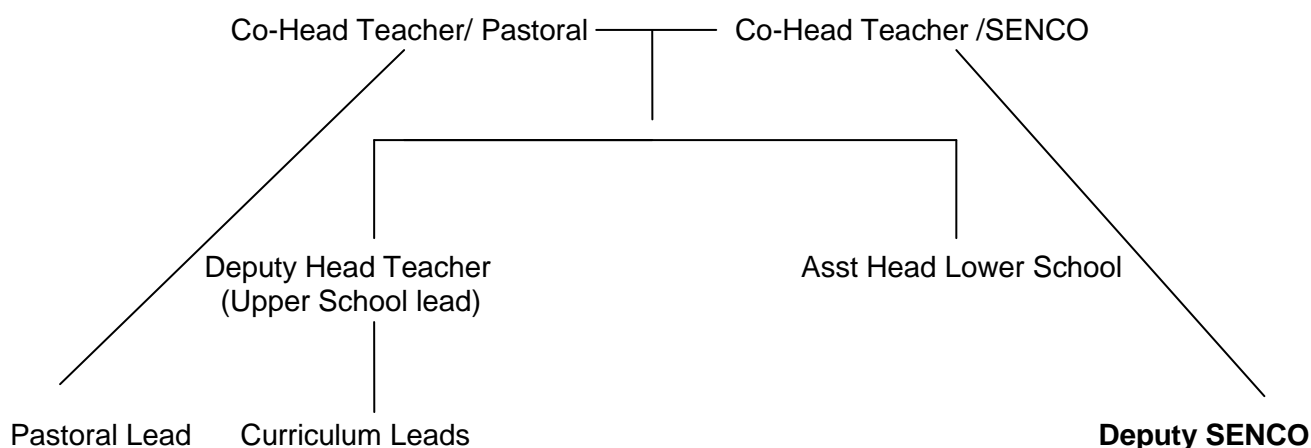
2.2 Responsibilities as Deputy SENCO

- Contribute to school self-evaluation and action planning related to SEN provision
- Lead the implementation of the school's accessibility plan ensuring any specific learning or equipment needs are addressed for individuals or groups of pupils
- Advise on referrals for individuals to external agencies.
- To collaborate with external agencies to support pupils' learning needs ensuring specialist advice is translated into practice
- Monitor the progress of identified individuals and groups of vulnerable learners
- Develop an understanding amongst staff of individuals' learning needs and the importance of raising achievement amongst all pupils
- Ensure SEN profiles are updated and well used
- To ensure learning is personalised and individual learning needs are addressed
- Liaise with other schools/colleges to ensure continuity of learning and provision for transferring pupils.
- Plan for training needs of classroom professionals in relation to SEN
- Work with the Head Teacher SENCO on the development of Inclusion links
- Support parents to understand their child's SEN and the implications of this.

2.3 Teaching and Learning

- To teach, according to their educational needs, those pupils allocated by the Head Teacher.
- To act as team leader for the performance management colleagues

3. Organisational Structure



4. Supervision

The Deputy SENCO will be line managed by the Co-Head Teacher/ SENCO. Performance Management will be undertaken in line with statutory and school procedures.

5. Contacts

The Deputy ENCO will have contacts with:

- Teachers
- Classroom support staff
- Other members of the school's leadership team
- Other school staff including Admin and Residential Care Team
- Professionals from External Agencies
- Parents and Carers
- Staff from inclusion partner schools
- Professional networks

6. Knowledge, Experience and Training

Qualified and experienced teacher

Qualification to teach deaf children

BSL level 3

Evidence of being an excellent classroom practitioner

Experience of working with pupils who have additional needs

Experience of working with outside agencies.

Experience of being a performance manager

Expertise in observing classroom practice and feeding back to colleagues.

Experience of planning and delivering training for others.

Good organisational, interpersonal and communication skills

Confident use of ICT

Up to date knowledge of equalities legislation and SEN legislation/guidance

Job Description for Pastoral Care Lead Teacher

Payscale : L7-11

1. Purpose of the post

To contribute to internal school organisation and management with regards to pastoral care and pupil welfare.

To work collaboratively with colleagues on projects and initiatives, which will contribute to high standards of care practice throughout the school.

To teach a reduced timetable (anticipated 60% dependant on timetabling and school's needs).

2. Main Areas of Responsibility

2.1 General:

- Demonstrate high professional standards and expect them of others
- Play a full and active part in whole school self-evaluation and development
- Teach, according to their educational needs, those pupils allocated by the Head Teacher
- Undertake performance management of teaching and non-teaching staff
- Provide information as requested by Head teacher or Deputy relevant to the role
- Liaise closely with school staff, Heath House and parents/carers to support pupils' learning and development
- Be proactive in own professional development and maintain professional links with relevant groups
- Be alert to wider developments in the field of pastoral care as a basis for in school projects and practice development

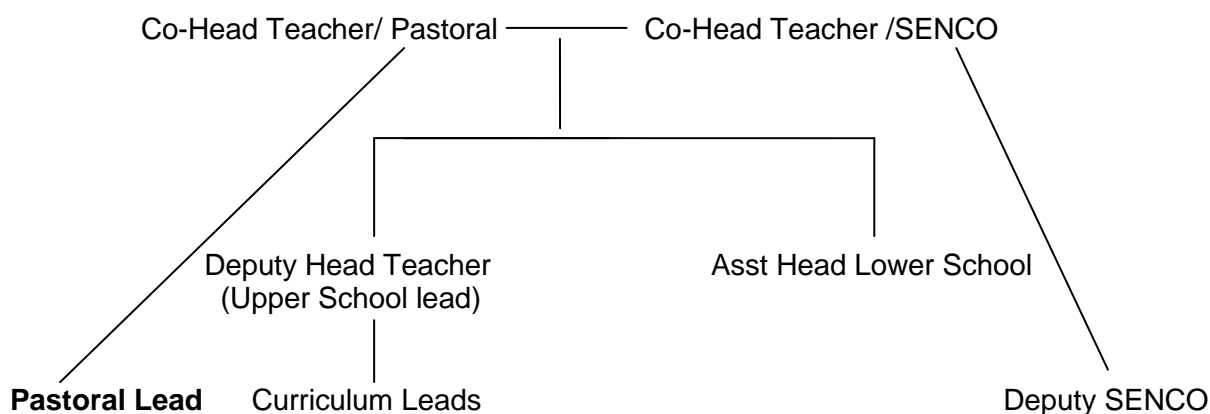
2.2 Pastoral Care:

- Lead and implement review of policies related to pastoral care and pupil wellbeing
- Advocate for vulnerable pupils
- Act as Designated Teacher for children looked after
- Implement systems to reward and motivate learners and manage whole school house points
- Monitor progress and achievement of pupils in receipt of pupil premium and make recommendation about use of pupil premium to support achievement, attendance and participation of all pupils.
- Liaise closely with school staff, parents/carers and external agencies to support pupils' well-being, learning and development
- Work closely with senior staff in developing anti bullying practice
- Investigate opportunities to work with other schools and agencies to constructively address pastoral care issues
- Initiate projects to support the development of students' skills e.g. independence, social, leadership, risk management
- Monitor the attendance registers and take action as necessary to improve attendance
- Provide information as requested by Head Teacher relevant to the role

2.3 Teaching and Learning:

- To teach, according to their educational needs, those pupils allocated by the Head Teacher.
- To act as team leader for the performance management colleagues

3. Organisational Structure



4. Supervision

The Pastoral Lead Teacher will be line managed by the Head Teacher/ Pastoral. Performance Management/Appraisal will be undertaken in line with statutory and school procedures.

5. Contacts

The Pastoral Lead Teacher will have contacts with:

- Teachers and classroom support staff
- Other members of the school's leadership team
- Other school staff including Admin and Residential Care Team
- Professionals from External Agencies in social care/ pupil welfare
- Parents and Carers
- Colleague in other schools

6. Knowledge, Experience and Training

- Qualified and experienced TOD
- An understanding of the impact emotional trauma /social disadvantage on pupils' learning
- BSL 2 with a commitment to achieve level 3
- Skills and qualities of a good manager
- The ability to lead and motivate a team
- The ability to identify development issues and to draft and implement action plans
- Creativity and flexibility
- Awareness of health and safety issues and attention to detail
- Excellent communication skills