



FRIERN BARNET SCHOOL

Hemington Avenue, London, N11 3LS

Head Teacher: Mr S Horne

SENDCo (Maternity cover) full or part time

Start: For spring term 2025
Salary: MPR/UPR + TLR1
Closes: 9.00am Wednesday 11 December 2024

We are looking for a dedicated, motivated professional who is looking forward to working in this wonderfully diverse, multicultural school. Working within the SEND Faculty, the successful candidate will have a passion for teaching and excellent classroom skills.

Friern Barnet School is committed to the creative arts because they enrich the quality of our experiences, providing rewarding activities that inspire, inform, stimulate, challenge and entertain. We are hugely ambitious academically for our students but we also want them to live lives which are personally and socially fulfilling. In addition, we want them to develop a love for art, music, dance, theatre and culture, which will enrich the whole of their lives.

The school has a comprehensive induction programme and excellent professional development opportunities. We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to enhanced clearance through the Disclosure and Barring Service.

Application forms and further information are available to download at www.friern.barnet.sch.uk.



Enjoy and Excel

SENDCo (Maternity cover)

Thank you for your interest in this position, which will be a key appointment in the further development of Friern Barnet School.

Enclosed are the following for your information:

- Department overview
- Current job description
- Current person specification

On our website you will find an application form and the school prospectus. All of this material will give you a clear impression of Friern Barnet School and its strong learning culture.

As the Head Teacher, I feel very privileged to be leading this fabulous school – a school community that is continuing its exciting journey of working together successfully to ensure that all students, whatever their ability, make excellent progress and enjoy and excel in everything they do.

The Governors and I look forward to receiving your application. Please note the closing date is 9.00 am on Wednesday 11 December 2024 although we reserve the right to interview suitably qualified and talented candidates in advance of the deadline.

Yours sincerely

Simon Horne
Head Teacher



The Sen Department at Friern Barnet School

Organisation

The Learning Support Department

Friern Barnet has an excellent reputation for Special Educational Needs provision which we strive to uphold. We are passionate about, and committed to, our work with a broad range of Special Educational Needs students including: Downs Syndrome; ASC; ADHD and SEMH. Teaching Assistants are highly valued professionals at Friern Barnet School and the school works hard to train, develop and support them in their roles. The quality and professionalism of staff in the department is reflected in the high regard that their teaching colleagues hold them in. Over the past few years, a number of support staff have successfully moved on to train to become qualified teachers. Teaching Assistants at Friern Barnet School work across subject areas and key stages, supporting a range of students with varying needs, both in mainstream classes and in our ARP (Additionally Resourced Provision) for students with cognition and learning needs. Teaching assistants have the opportunity to develop areas of expertise in specific Special Educational Needs fields such as Speech, Language and Communication Needs, Dyslexia, Downs Syndrome and Autistic Spectrum Conditions, amongst others. The team is large (currently there are 15 members of staff) and is led by the SENDCo, supported by the Assistant SENDCo and a SEND admin office. The Director of the ARP is also a qualified SENDCo who leads on this provision and is line managed by the whole school SENDCo.

Accommodation

The Learning Support suite is based in a separate building, 'The Bungalow' comprising of three separate teaching areas, a quiet room and the SENDCo's office. Teaching assistants support in lessons in different subject areas and classrooms across the school.



Friern Barnet School Job Description

This is a draft job description and the areas of responsibility will be developed throughout the year to reflect the strengths of the post holder, their areas for development and their aspirations.

- To provide strategic leadership of the provision for students with special educational needs (SEND) across the school, in order to ensure that these students make excellent progress.
- To lead, manage and effectively deploy staff and resources within the SEND provision.
- To lead, monitor and evaluate the development of learning and teaching strategies for students with SEND.
- To ensure that staff are provided with relevant information and training relating to the support of these students with SEND.
- To lead on raising standards of student attainment and achievement with SEND students in all year groups and across all ability profiles.
- To ensure that paperwork relating to students with SEND meets statutory requirements.
- To maintain appropriate relationships with parents of students with SEND and with relevant external organisations.
- To take a full role within the school community as a SENDCo.
- To ensure that the statutory requirements and outcomes are observed in accordance with the SEND Code of Practice for all SEND students across the college.
- To advise the Head Teacher and Governors on the statutory responsibilities laid out in the SEND Code of Practice.

MAIN ACCOUNTABILITIES

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

- To ensure that there is a strategic overview of provision for students with SEND across the school which maximises their potential.
- To implement the School's SEND policy.
- To monitor and evaluate the quality of teaching of students with SEND.
- To monitor the effectiveness of interventions for students with SEND by outcomes.
- Lead and manage the SEND staff team, including the Director of the ARP, ensuring effective deployment and accountability.

- To provide challenge and ensure that the Senior Leadership Team and Governing Body are informed about current good practice and legislation relating to SEND and inclusion and that policies and practices relating to SEND are up to date.
- Liaise effectively with staff across the school, including pastoral, attendance and behaviour support teams, to ensure high quality provision for students with SEND.
- Lead on the development and implementation of inclusive practice throughout the school, delivering appropriate training as required.
- Maintain an accurate SEND register and provision map to ensure that provision meets the needs of students and statutory provision at all times, including overseeing the identification and review of students with SEND.
- Ensure that Education and Health Care Plans (EHCPs) and other relevant documentation relating to students with SEND are regularly reviewed with students, parents and other agencies and recommendations made are implemented.
- To ensure that exam concessions for students with SEND are carried out and implemented.
- Monitor, analyse and report on assessment information and examination results for students with SEND to ensure that they make excellent progress.
- Prepare for statutory assessments and ensure that all students with an EHCP have an annual review.
- Lead and manage the transition of SEND students from Years 6 to 7 and 11 to 12, including the induction of Year 7 students with SEND.
- Liaise effectively with primary providers and Post 16 providers to ensure informed and smooth transition for learners with SEND and their parents/carers.

Liaison

- Senior Leadership Team
- Governing Body
- Special Educational Needs Team
- Subject Leaders
- Pastoral team
- Students
- Parents
- Other Teaching and Support Staff
- Local Authority



Person Specification

	Essential or Desirable	How measured? Application/ Interview / Reference
Qualifications		
Qualified teacher with proven ability in teaching special educational needs	E	A/I
NASENCO qualification or equivalent	E	
A willingness to undertake further, relevant training and to pass those skills on to other members of staff, as appropriate	E	I
Skills and Experience		
Possesses a secure and up-to-date knowledge of the National Curriculum and GCSE requirements, including assessment	E	A / I
Enthusiasm and passion for teaching	E	A / I / R
Committed to the safeguarding of students	E	A/ I / R
Good IT skills	E	I
Excellent classroom management and organisational skills to establish a purposeful learning environment with a clear framework for classroom discipline	E	I / R
Knowledge and understanding of a range of teaching and learning strategies and how to use and adapt them to meet the varied needs of learners	E	A/I
Experience in writing schemes of learning	E	A/I
A commitment to the extra-curricular life of the school	E	A / I / R
A commitment to obtaining the highest standards of pupil achievement	E	I / R
Understanding of and commitment to the principles of equality, inclusion and diversity	E	A/I
The ability to teach another subject, if required, at KS3	D	A/I/R
Understanding of the SEN Code of Practice agenda and knowledge of the needs of students and their families	D	A/I/R
Personal attributes		
Excellent communication skills	E	A / I
A willingness to work with others in team	E	I / R
An ability to set high standards and to provide a positive role model for students and staff	E	A / I / R
A desire to pursue own professional development and to support that of colleagues	E	A / I / R
The ability to inspire, challenge and support other adults and students	E	A/I/R
To offer supportive and constructive challenge in a sensitive, empathic manner to colleagues, parents and students to champion the needs of vulnerable children	E	A/I/R