



Join us

SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR (SENCO)

Closing Date: Thursday 29 February 2024
Interview Date: W/C Monday 4 March 2024



ASPIRING TO EXCELLENCE TOGETHER





Headteacher's welcome

Thank you for your interest in Forest Hill School. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further information is available on our website and I would also encourage you to explore the school's social media channels.

It is my privilege to be the Headteacher of Forest Hill School, a unique and ambitious school – rated 'Good' by Ofsted – with a well established comprehensive and inclusive ethos. Our student intake is a genuine reflection of the community in our district of London and we are clear that they should expect the highest of standards in all aspects of their education. Our broad and creative curriculum gives them a firm basis on which to move forward to make choices for examination subjects as they progress through the school. A culture of aspiration and high expectations underpins this progression, with our students playing a key part in shaping the learning process.

Forest Hill's ethos is aptly summarised in our motto *Aspiring to Excellence Together*. We are a community in which mutual support and a spirit of relentless ambition drive a desire to ensure that we constantly strive to surpass previous achievements. All community members are encouraged and expected to contribute to this culture thus ensuring that the creativity and evolution of our student offer is maintained. We want our students to emerge from Forest Hill School as engaged citizens and leaders of the future, fully equipped to confidently enter a competitive world.

We communicate and reinforce the vision and ethos of the school community through our Core Values which were developed in consultation with all stakeholders:

- Hard Work
- Ambition
- Respect
- Kindness

All aspects of life at Forest Hill are underpinned by these values, and we promote them as the prerequisites of academic excellence and success. The values also encapsulate a sense of pride in belonging to Forest Hill, something which is shared by all students and staff.

Forest Hill School places a heavy emphasis on the holistic development of our young people. Our pastoral system is a real strength and we are recognised for this.

Forest Hill School is committed to equality of opportunity, supports and encourages under-represented groups and values diversity. We are also holders of the Stonewall School Champion Gold Award.

Staff wellbeing and professional development is very important to us. We have an early closure one day per week to provide dedicated planning time as well as identified slots in the meeting cycle for assessment of pupils' work. The school also provides all staff with high-quality personalised training linked to priorities identified in the performance management cycle.

I hope our values and standards strike a chord with you and that you will pursue your interest in joining our school.

Michael Sullivan, Headteacher

...This combination of **academic achievement**, **strong pastoral care** and **wider personal development** means that pupils are well prepared for the next steps in their education or training.

Ofsted Report, January 2024

About the school

The Learning Curriculum

At Forest Hill School we combine the traditional values of hard work with academic learning and creativity and innovation. We believe that students achieve their full potential if they enjoy their work and find it stimulating and challenging.

*The school has put in place a carefully considered and **ambitious** curriculum. It goes **beyond** the scope of the national curriculum.*

Ofsted Report, January 2024

From Years 7 to 9, all students will enjoy lessons in:

- English
- Modern Foreign Languages
- Mathematics
- Design Technology
- Science
- Cooking and Nutrition
- Computer Science
- PE
- Geography and History
- The Creative Arts (Art, Music, Dance and Drama)
- RE and Citizenship

We deliver PSHE during an extended tutor time each week. This includes the statutory content on relationships and sex education (RSE) and health education, alongside wider aspects of PSHE such as financial and careers education.

Homework and independent study are seen as valuable to nurturing successful learners. Parents are kept fully informed about homework tasks via Satchel:One software.

Learning Support

Children with Special Educational Needs and Disabilities (SEND) are highly valued in our school and are supported by a team of experienced staff and a Special Educational Needs and Disabilities Coordinator (SENCO). We work hard



to make sure that a child's individual challenges are being addressed and monitored so that every child makes progress, both academically and emotionally.

*Pupils with **SEND** follow the same **rich** curriculum as their peers.*

Ofsted Report, January 2024

Student Progress

One of the central objectives of Forest Hill School is to ensure that students make progress in all of their subjects. We strongly believe that it is our role to do all that we can to support every student in improving their skills, understanding and aptitude in all areas, no matter what their starting position or ability is – from the extremely able student who needs to be pushed to reach even higher standards, to the students with the most challenging learning difficulties who struggle to access the curriculum.

As a school, we are committed to providing detailed and robust information about the students' progress in the form of reports, certificates of progress and parents' evenings.

Our GCSE results in August 2023 built on our success of the previous year, with our highest ever Progress 8 score of +0.23. In addition, 25% of all grades awarded were the highest (7-9) grades, which is above the national average.

We are particularly proud of how well the school meets the needs of all its students from the most able students to those with significant need. We demonstrate clearly the success of comprehensive education.



About the school

Pastoral Support

Forest Hill School prides itself on the quality of pastoral support and guidance on offer. We work very hard to make sure that all available lines of communication are open so that it is easy for parents and carers to get in touch with us whenever they need to. Our fundamental belief is that the school and parents should work in partnership to ensure that every child has the best possible educational experience.

Students' attendance, wellbeing and academic progress is overseen by a Head of Year. Heads of Year lead a team of Form Tutors who have the day to day responsibility for delivering pastoral support for the students.

*The school has very **high** expectations of pupils' behaviour.*

Ofsted Report, January 2024

Forest Hill also has a strong House ethos of which we are very proud. Houses play a pivotal role in establishing the strong community identity and caring ethos that have been the hallmarks of our success here over the years. On entry, every student will join one of our four Houses: Ofosu-Asare, Parks, Tull or Turing. Houses play a central role in developing the school community, running fun and engaging events and competitions throughout the year.

Outside the Classroom

It is a strong feature of the school's philosophy to provide a full range of opportunities beyond the classroom.

We offer students a wide range of extracurricular activities that take place at lunchtime and after school. The activities vary from term to term but may include art, chess, dance, and reading, as well as a variety of sport and music clubs.



We also offer students in Years 9 and 10 the chance to take part in the Duke of Edinburgh's Award scheme.

Each year, we arrange a variety of day visits and experiences to support the aims of the school, including trips to museums, galleries and theatres. We also regularly host visits from authors, theatres and other professionals.

Residential trips enable teachers to enhance classroom learning and are also a great bonding experience, which is why we usually take Year 7 students away for a few days during their first term at Forest Hill. They stay at Grosvenor Hall in Ashford, Kent, and participate in a range of challenging, high adrenaline and skill based indoor and outdoor activity sessions. Other residential trips have included Geography trips to Sicily and Iceland, Modern Foreign Language trips to Paris, Lille and Berlin, and Science trips to Geneva.

SFH6

SFH6 is our joint Sixth Form provision with Sydenham Girls' School. It is a dynamic and forward looking Sixth Form with very high standards. All Year 11 students attending the Forest Hill and Sydenham Schools are able to apply for places at SFH6.



Our Sixth Form offers A Levels and vocational courses to suit a wide range of interests, talents and aspirations and we use rigorous systems and good practice in education to ensure that all our students are stretched and challenged, and that academic and teaching standards are high.

Each person is known, valued and supported as an individual within a comprehensive system of pastoral care. Sixth Form Tutors have a central role in supporting students' academic progress and personal development.

The hard work and dedication of our students paid off with some fantastic A Level results in 2023. As always there were some impressive individual performances with many students progressing to the elite Russell Group universities and other prestigious institutions, including Oxford and Cambridge.

Department and role

**POST TITLE:**

Special Educational Needs and Disability Coordinator (SENCO)

RESPONSIBLE to:

Assistant Headteacher

SALARY GRADE:

MPS/UPS + TLR 2C (current rate £7,656)

At Forest Hill School, the **Inclusion** team is led by the Assistant Headteacher for SEND, Ms Vilas. The team consists of teaching assistants, higher level teaching assistants and learning mentors who work closely with teachers to support students who may need additional help or support to access the curriculum, make good progress and reach their full potential.

The key task of the SENCO is to ensure that Special Educational Needs and Disability (SEND) provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined on the following pages.

It is expected that all legal and statutory requirements are met for students with SEND via the SENCO.

The core purpose of the post:

The SENCO, with the support of the Headteacher and Governing Body, takes responsibility for the day-to-day operation of provision made by the school for students with SEND and provides professional guidance in the area

of SEND in order to secure high quality teaching and the effective use of resources to bring about significantly improved standards of achievement of all students.

We will offer...

- The opportunity to work in an established and experienced school which challenges the stereotypes of underachieving boys in inner city London
- A personalised CPD programme that offers a range of opportunities to broaden your pedagogical experience and which seeks to support you in developing yourself for future leadership roles
- Modern, state of the art facilities, including staff laptops and the use of excellent ICT facilities with the students

*The school makes sure that staff have access to **high quality** training and development. This includes teachers new to the profession who are very well **supported**. Ofsted Report, January 2024*



Job Purpose

- Strategic direction and development of SEND
- To secure high quality learning and teaching in relation to students with SEND
- To work closely with the EAL Co-ordinator to ensure the SEND/EAL students make rapid progress.
- Leading and managing staff and engaging parents
- Efficient and effective deployment of staff and resources to bring about improved provision
- Ensuring SEND students make accelerated rates of progress in line with their peers
- Safeguarding in line with school policies and procedures

Relationships

The postholder is responsible to their line manager, who is a member of SLT, for fulfilling the duties set out in this job description. There is a requirement for effective professional relationships with all teaching and support staff colleagues, SFH6 staff, Local Authority staff, outside agencies, parents and other members of the school community.

Statutory requirements

This job description is to be performed in accordance with the requirements of the School Teachers' Pay and Conditions Document and within the range of professional duties set out in that document that apply to a classroom teacher (or other grade, e.g. Deputy Head, as appropriate).

Responsibilities

Working with the Assistant Headteacher, the SENCO has the following responsibilities:

Strategic direction of SEND provision

- Improve the provision for students with SEND, accelerating progress and closing the gap
- Ensure effective systems of communication, including feedback about student's learning to inform future planning
- Monitoring the quality of SEND support by establishing effective systems to identify any areas of improvement
- Meet the needs of students, whilst ensuring that all systems are coordinated, evaluated and regularly reviewed
- Ensure that the objectives of the SEND policies are reflected in the school improvement plan
- Liaise with and lead the contribution of external agencies and expert specialist staff
- Up-to-date knowledge of national and local initiatives to impact upon policy and practice to benefit students' learning
- Be accountable for students with SEND and their outcomes through a range of mechanisms

Progress and achievement of students

- To monitor the achievements and welfare of students, and to follow up the progress reviews, liaising with the pastoral team and parents on a regular basis
- To liaise with subject departments, feeder schools particularly regarding transition, and external agencies such as Exam Boards, the EWO, EP, Alternative Education providers etc.
- To co-ordinate the application for and of special arrangements in external examinations in conjunction with the Examinations Officer
- To promote the ambition and self-esteem of students with SEND through the development of resilience and SMSC awareness

Assessment and evaluation

- To collect and interpret specialist assessment data on students and use to best effect
- To devise, implement, monitor and evaluation systems for identifying, assessing and reviewing progress of students with SEND in line with the school policy

Teaching and learning

- Influencing the Learning and Teaching Steering Group policy to promote aspects of inclusive teaching to meet student need
- Leading CPD regularly and where appropriate; this may include chairing and being a part of working parties for the Learning and Teaching Steering Group

- Providing opportunities for observation of colleagues/visits to other schools in order to share best practice and gain a full understanding of new legislation
- Collect and interpret specialist assessment data gathered on students and use this to inform practice, planning and assessment.
- Work with students, Curriculum and Subject Leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND students
- Support developments and initiatives to improve standards in literacy, numeracy and ICT as well as access to the wider curriculum
- Overseeing and monitoring the quality of support plans such as Pastoral Support Plans and maintaining detailed information for subsequent meetings with parents
- Develop systems for colleagues to monitor and record progress made by students with SEND towards the achievement of targets set in support plans
- Review support plans monthly with parents, students, and teachers and agree and communicate new targets
- Support the Headteacher and Governors in meeting statutory responsibilities for SEND statements and their Annual Review
- Lead the Annual Review meetings for students with EHCPs
- Liaise with the Examinations Officer to ensure Educational Psychology reports are up to date and provision for special needs for all examinations is identified and met in a timely fashion
- Oversight of the provision for EAL
- To hold accountable staff who are responsible for students with SEND

Leadership and management

- To lead the team and be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department
- To promote an atmosphere of Continuing Professional Development and to share good practice with colleagues
- To contribute to the School's improvement Plan
- To support the professional development of all staff, including newly qualified teachers and initial teacher training students
- To review annually a coherent set of Job Descriptions and oversee their implementation
- Contribute to the selection, and promotion, of staff including the writing of references. To be involved in short-listing and interview procedures
- To manage effectively all staff connected with the Inclusion Faculty
- Advise the Headteacher and Assistant Headteacher on all staffing matters within the department
- To appraise all departmental colleagues on an annual basis in line with school policy
- Ensure all staff recognise and fulfil their statutory responsibilities with regards to SEND provision
- Develop and maintain an administrative infrastructure as part of an effective communications system within the faculty
- Identifying the training needs of staff and organising/coordinating CPD to be delivered by other professionals
- Disseminate procedural information such as recommendations of the code of practice or the school's own SEND policy
- Provide regular information to the Headteacher, Governing Body on the evaluation of the effectiveness of provision for students with SEND, to inform decision-making and policy review
- To be responsible for access arrangement for external exams and to liaise with teaching colleagues, Exams Officer and exam boards as appropriate
- To provide regular information to the Headteacher and Governing Body on the effectiveness of provision for students with SEND to inform self-evaluation, decision making and review

Efficient and effective deployment of staff and resources

- Draw up the annual Department Budget and annual Departmental Improvement Plan
- Provide advice to the Headteacher and SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school

Curriculum

- To ensure the systematic support of Schemes of Work is developed and they are reviewed regularly in co-operation with all members of the department

- To contribute to the work of the school's Curriculum Leaders Team
- To construct the timetable of the SEND team to best effect for students and high outcomes
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines

Ethos and culture

- To provide leadership in promoting an ethos and culture within the school that is in line with achieving the aims of the school and ensuring equality for students with SEND
- To facilitate across the whole school, behaviours that support and contribute towards developing the values of the school

Other

- Undertake such other duties that may be required from time to time at the request of the Headteacher.

Resources & support

This post will carry an entitlement to appropriate PPA time as per national and school agreement.

Review

The job description sets out the principal responsibilities of the post but does not describe each of the tasks that it may be necessary to carry out. The job description may be reviewed from time to time in consultation with the postholder in order to address changing circumstances or priorities within the School.

Special notes and conditions

- This post is subject to satisfactory references, enhanced DBS clearance and medical clearance. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.
- The post holder has a responsibility to promote and safeguard the safety and welfare of children in accordance with the school's child protection policies and behaviour management policy.
- Forest Hill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture of safeguarding amongst our workforce.

Person specification

EDUCATION AND TRAINING	ESSENTIAL	APPLICATION	PRESENTATION	TASK	INTERVIEW
SENCO qualification (or be working towards the completion of)	✓	✓			
Qualified teacher status.	✓	✓			
Degree in teaching subject/ education/ Special Education Needs	✓	✓			✓
Evidence of Continuing Professional Development	✓	✓			
Specialist qualification relevant to external exam concessions with specialist qualification relevant to external exam Access Arrangements	✓	✓			
EXPERIENCE	ESSENTIAL	APPLICATION	PRESENTATION	TASK	INTERVIEW
Demonstrate that you are a leader, in significant and varied ways, in and out of school	✓	✓			✓
Identify improved learning and achievement of students as a result of your successful leadership of whole school / organisational developments	✓	✓			✓
Demonstrate how a pastoral role has impacted on student success					✓
Demonstrate that you have had experience of curriculum for SEN development that has had a positive impact on student with SEN success	✓				✓
Show how you have used data, managed change and implemented school/SEN initiatives that worked	✓				✓
Provide evidence of successfully raised student achievement as a result of strategies you implemented and self-evaluation you undertook	✓				✓
Provide evidence of raised SEN achievement as a result of your use of strategic improvement and development planning	✓				✓
Provide evidence of your ability to manage the SEN organisational, data and operational duties, communication and interactions with staff, re: SEN students, parents and other stakeholders as required	✓				✓
SHOW THE FOLLOWING SKILLS AND VALUES THROUGH EVIDENCE OF PERFORMANCE	ESSENTIAL	APPLICATION	PRESENTATION	TASK	INTERVIEW
An educational vision focused on students with SEN and their experiences of learning	✓	✓	✓		✓
The ability to lead and motivate others to lead	✓	✓	✓		✓
The ability to work as part of a team			✓	✓	
High quality, strong interpersonal and reflective skills	✓	✓	✓	✓	✓

Person specification (continued...)

SHOW THE FOLLOWING SKILLS AND VALUES THROUGH EVIDENCE OF PERFORMANCE	ESSENTIAL	APPLICATION	PRESENTATION	TASK	INTERVIEW
Confident and proactive decision making style	✓		✓	✓	
An analytical mind that is ambitious, personally and for SEND Students at Forest Hill School	✓	✓	✓	✓	✓
Tenacity, energy, an ability to be flexible and a sense of humour	✓	✓	✓	✓	✓
Positive enjoyment of and respect for equality and diversity	✓	✓			✓
An excellent range of communication skills; listening as well as speaking, presenting, writing	✓		✓	✓	✓

Staff, governors, parents, and pupils are *proud* of their school.

Ofsted Report, January 2024



How to apply

If, after reading the enclosed information, you would like to apply for the post of **SENCO**, please complete the application form which can be found at:

<https://foresthill.lewisham.sch.uk/vacancies/>

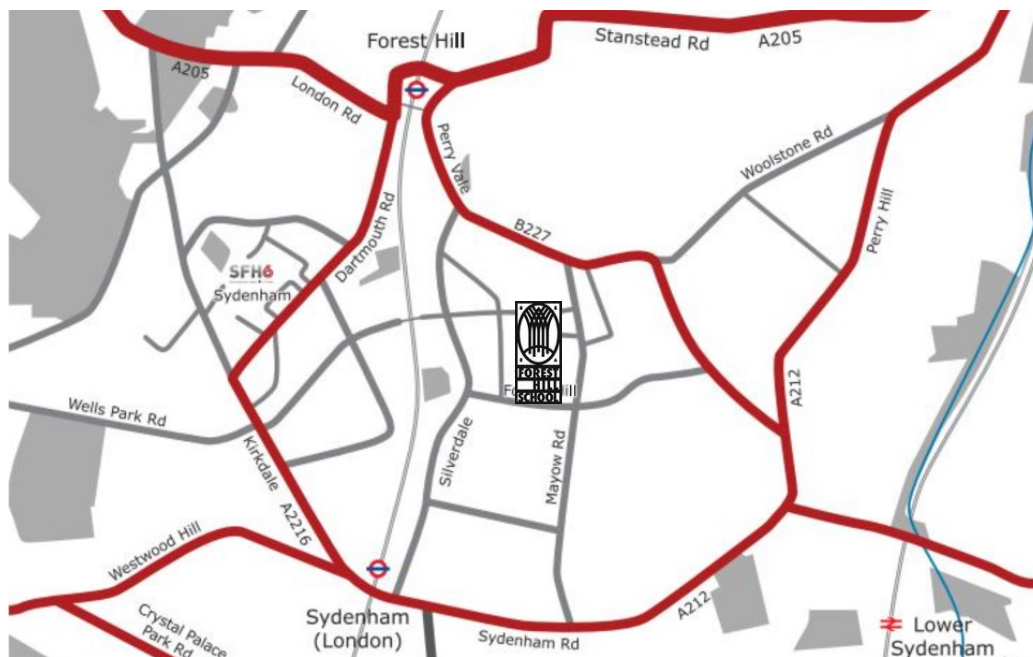
Please make sure you use the correct version – **the Teaching Staff form**. Please note we do not accept CVs.

In an effort to reduce our use of paper and resources generally, we are fully committed to the electronic management of the application process. Your application form must therefore include appropriate

contact details including a valid email address.

Please ensure your completed application form is emailed to vacancies@foresthillschool.co.uk by no later than 12 noon on the advertised closing date for the post.

When a post is being advertised, we welcome pre-arranged informal visits to the school to meet with the relevant personnel – please contact us directly by phone (020 8699 9343) or use the vacancies email box for enquiries, which will be forwarded to the appropriate Faculty Leader.



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