# small crest 2009

# Head of Individual Needs

**Responsible to**: Vice Principal **Salary:** MPS/UPS + TA3

You will be responsible for providing whole-school leadership to ensure the best possible outcomes for students with individual needs and barriers to learning, including:

* Special Educational Needs
* Medical Needs
* Looked After Children
* Gifted & Talented
* Newcomers/EAL
* Students in receipt of Free School Meals

# Areas of Responsibility and Key Tasks

1. **Ethos and Culture**

* Promote an ethos of child-centred, inclusive practice
* Provide leadership in promoting an ethos and culture that is in line with the aims and ethos of the College
* Facilitate behaviours that support and contribute towards developing the values of the school

1. **Strategic Direction and Development of Provision**

* Act as College Learning Support Co-ordinator (LSC)
* Exercise a key role in assisting the Principal and Governors with the strategic development and evaluation of provision for vulnerable students
* Ensure effective systems of communication, including feedback about students’ learning to inform future planning
* Lead all staff in understanding the needs of students and strategies for use in the classroom
* Ensure the objectives to develop and evaluate provision are reflected in the School Development Plan
* Monitor progress of objectives and targets for students with individual needs from a range of data sources to evaluate appropriate intervention strategies
* Ensure up-to-date knowledge of initiatives which may impact upon policy and practice
* Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
* Work as part of a team with Learning Support Co-ordinators across the South Belfast Area Learning Community

1. **Student Progress**

* Influence the College Teaching and Learning Policy to promote aspects of inclusive teaching
* Lead training as required for teachers and support staff
* Identify students with individual needs using a range of data
* Work with students, staff and parents/carers to ensure realistic expectations of behaviour and achievement are set for students with individual needs
* Work with Heads of Department to ensure accessibility of lessons for all students
* Work with the Student Progress Team to monitor students’ progress, and implement/evaluate interventions as required
* Ensure the College meets its statutory responsibilities for students with statements of SEN, including the organising and chairing of Annual Reviews
* Ensure that whole cohort baseline testing is carried out annually, that follow-up testing is carried out and liaison with the Educational Psychology Service takes place
* Submit applications for Special Consideration for students sitting external examinations as required in consultation with the Student Progress team and the Examinations Officers
* Liaise with the Examinations Officers to ensure appropriate examination provision is in place for students with individual needs, including staffing of the Exam Access Room where required
* Administer testing for access arrangements for students sitting external examinations
* Ensure that the individual needs of all students are known to staff
* Ensure that all students on the SEN register have relevant IEP/PLPs or support plans which are reviewed twice a year in consultation with students, staff and parents/carers
* Ensure that all students who are Looked After Children have an up-to-date PEP which is reviewed at least annually
* Ensure that Care Plans are in place for all students with medical needs
* Maintain a register of students with individual needs and ensure that this is kept up-to-date, is shared with staff and is in line with data held on SIMs
* Keep the Senior Leadership Team informed of all changes/developments at EA/DE level relating to students with individual needs
* Evaluate and deploy a range of teaching strategies/equipment to enhance the learning of students with individual needs
* Liaise with external agencies to meet the academic and emotional needs of all College students
* Submit applications for statutory assessment as required
* Implement and review risk assessments and Safe Plans for individual students as required
* Ensure that appropriate EAL provision is in place
* Contribute to the Board of Governors Transfer Panel in managing Special Circumstances applications as required

1. **Leading and managing**

* Provide whole-school leadership to ensure that the needs of vulnerable students are met and that they achieve their potential
* Line manage the team of Classroom Assistants in liaison with the Bursar
* Produce and review an annual Action Plan
* Run the Student Support Hub, in liaison with the Student Progress Team
* Participate in the recruitment and appointment process for Classroom Assistants as required
* Participate in the formal consultation process for the admission of students with statements of SEN as required
* Promote an atmosphere of continuing professional development and sharing of good practice among colleagues
* Ensure that all information regarding students with individual needs is easily available to staff
* Contribute to the School Development Plan as required
* Support the professional development of all staff as required
* Work closely with the CEIAG team and colleagues from other schools to ensure a smooth transition of KS2/3, KS3/4 and KS4/5 students with individual needs
* Contribute to the performance review process for Classroom Assistants
* Provide regular information to the Principal and Governors on the evaluation of provision within the College
* Be part of the College’s Safeguarding Team
* Attend multi-agency meetings, Child Protection Conferences and Looked After Children meetings as required
* Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in raising student outcomes
* Contribute to the Policy Review Process as required, and develop/implement policies related to students with individual needs

**Information about the College and Post**

Hunterhouse College is a cross-community grammar school for girls. We have approximately 720 students, drawn from a wide geographical area and from increasingly diverse backgrounds.

There are currently 91 students on the SEN register (approx. 13% of the student population), of whom nine have statements of SEN: four in KS3; two in KS4 and three in Sixth Form. We currently have a team of 9 Classroom and General Assistants. As the College is academically selective, there are no students with MLD/SLD needs – our students’ needs primarily arise from SpLD including dyslexia, ASD, ADHD/ADD and SBEW. Our biggest growing area of need is within mental health, with increasing numbers of students presenting with anxiety and mental health related issues.

We have a number of students with medical needs, including some of our statemented students. These are mainly Type 1 diabetes, students with allergies and those with asthma.

There are a small number of students who are newcomers or have EAL needs, almost of all of which have been admitted under the Syrian refugee programme. These students have been extremely successful and the College is in the process of developing an EAL programme, in liaison with the Inclusion and Diversity Service.

We have seen a change in our Year 8 cohort in recent years, with approximately 22% of students joining Y8 receiving Free School Meals. Our whole-school FSM figure is currently 19%.

In addition, we have a number of students who are identified as Gifted and Talented.

The College’s ethos is one of inclusive, child-centered practice. As a result, we seek to appoint an experienced Learning Support Co-ordinator (LSC) to lead provision for vulnerable students across the College. This newly-created, whole-school leadership role will focus on enabling all students to achieve their potential and the post-holder will be an integral part of the Student Progress Team.

The successful candidate will be passionate about ensuring that vulnerable students achieve their potential and will work closely with students, parents/carers, staff and external agencies. This will involve the identification of needs and the implementation and evaluation of interventions to remove barriers to learning and maximise student outcomes across the College. In addition, you will work closely with subject teachers, empowering them through the development of skills and strategies to ensure that individual needs within the classroom are met. The teaching load will be commensurate with the level of responsibility.

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications** | Degree in relevant subject at 2:2 or above  Qualified Teacher Status  At least 5 years’ teaching experience in a post-primary school  Access testing qualification, e.g. CCET, or willingness to complete as soon as possible | Degree in relevant subject at 2:1 or above  Teacher of English/Humanities  NASENCO Award or other SEN qualification |
| **Experience** | Current/previous SENCO/LSC with at least 3 years’ experience in post  Experience of working with vulnerable students and their families  Experience of working with a range of external agencies  Experience of using a range of interventions to improve outcomes for vulnerable students | Experience of leading INSET  Experience of working as a Designated/Deputy Designated Teacher for Child Protection  Experience of working with SEN students across key stages  Experience of working in more than one post-primary school |
| **Skills & Competencies** | Proven ability to form positive relationships with students, parent/carers, staff and external agencies  Excellent understanding of the range of individual needs and the strategies which can be used to support students  Excellent knowledge of how to use data to inform and evaluate practice for vulnerable students  Advocate for vulnerable students |  |