



St Augustine's

PRIORY

'Our Girls Will Change the World'

CATHOLIC INDEPENDENT SCHOOL FOR GIRLS AGED 3-18



Applicant Information

SENCO

'The quality of pupils' academic and other achievements is excellent'
ISI Inspection Report - November 2021



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Letter from Headteacher

Dear Applicant,

Thank you for the interest you have shown in the post of SENCO at St Augustine’s Priory and welcome to our inspirational school! Our priorities are to deliver excellence in all aspects of school life and for each of our pupils to live out our mission of “our girls will change the world.”

The position of SENCO is an exciting opportunity to work in an established department bringing new ideas for all the students in our school.

St Augustine’s Priory is a leading Catholic, independent day school for girls aged 3-18 (with boys in the Nursery). The four parts of the school (Pre-Preps, Preps, Seniors and Sixth Form) are located on the same site. We are an all-through school and it is an enormous benefit to girls and parents that pupils who join us in the Prep School are able to move seamlessly up with us through to the Sixth Form years. As a Catholic school we hold the care of the whole person as central to what we do.

In November 2021, we were inspected by the Independent Schools Inspectorate (ISI) which rated us “excellent” (the highest grade) in both Educational Quality and Personal Development, and we are committed to the highest standards in student safety, welfare and wellbeing. Inspectors noted that not only do pupils have “outstanding attitudes towards their learning” but also “excellent levels of self-esteem and self-confidence which enable them to take the school’s core values into the wider world.” The Good Schools Guide describes us as “quietly brilliant” and the school’s most recent Diocesan Inspection Report graded St Augustine’s Priory as “Outstanding” the highest possible grade in all categories across both Classroom Religious Education and the Catholic Life of the school.

We have been in Ealing for over one hundred years and represent a continuity of expertise in educating women of the future. Our founders were exceptional, visionary women who strove to offer girls the best education possible, often in the most extraordinary of circumstances. We continue in this tradition and take great pride in the generations of staff and of families who continue to work and study here. Our examination results are outstanding, with exceptionally high value-added scores, and we pride ourselves on instilling in girls a love of learning and an alternative way of thinking. We offer a broad and varied curriculum with rich opportunities for personal development throughout the whole school, incorporating active community



participation. Our pupils know that they are not defined by their grades and are valued and loved for who they are in the round. They also know we are preparing them to be people of courage and determination, agents of positive change through their words and actions.

Pupils are blessed with 13 acres of green space, unique in the heart of London and we have ambitious plans for continued development of the facilities. Our Farm, Forest School, Meadow, Astro-turf, Indoor Hall and Open-Air Theatre, all utilise the natural setting and pupils love the physical freedom offered by our beautiful grounds.

Girls are assessed on initial entry and move automatically through to the Senior School. External candidates who join us at 9+, 10+, 11+, 13+ and 16+ sit entrance examinations. Scholarships and Exhibitions are highly sought-after and are available in a wide range of disciplines, showcasing the breadth of opportunity at the school.

We pride ourselves on professional development for staff and provide support for post-graduate programmes including Masters degrees and NPQSL (National Professional Qualification for Senior Leadership). Staff enjoy numerous opportunities for progression and developing different areas of their expertise, modelling life-long learning. Members of the Senior Leadership Team have moved onto Headships and Bursar roles at prestigious schools.

We warmly welcome candidates from a range of backgrounds and the school and governors are committed to a diverse and inclusive community. Please contact Mrs Lauren Bhambra (HR Manager) at hr@sapriory.com if you have any questions.

Yours faithfully

Mrs Christine Macallister BA ACA
Headteacher

Our Learning Support Department

Team

- SENCO
- Dyslexia Specialist
- Mathematics & Dyscalculia Specialist
- Mathematics Specialist
- EAL Teacher
- Learning Support Assistants

As a small school, at St Augustine's Priory lessons are planned to take into account the needs of every child, and pupils with SEND make extremely good progress in this school.

Senior school subject teachers offer a wealth of extra provision from 1:1 support for a particular problem, to regular drop-in sessions. In the Prep School, highly qualified Learning Support Assistants (LSAs) support pupils in class and work with small groups or individual pupils in breakout areas. Our strong, well-qualified Learning Support Department works closely with all teachers to ensure that all pupils are being supported appropriately.

Where pupils have a specific learning difficulty such as dyslexia, their progress is closely monitored and they will usually have additional lessons on a 1:1 basis with one of our specialist learning support teachers. Pupils in the senior school with SEND are offered assessments to determine whether they are entitled to extra provision (such as additional time and word processors) in public examinations to ensure they are not disadvantaged.

Pupils for whom English is not their first language are offered additional support lessons on a 1:1 basis with one of our specialist English as an Additional Language (EAL) teachers. SEND and EAL specialist support is at an additional charge.

'At the heart of the learning support for pupils with special educational needs and disabilities (SEND) is the outstanding teaching they receive from each and every teacher, as well as the assistance provided by the Learning Support team.'

Job Description: SENCO

Line of Responsibility:

Reports to the Deputy Head (Academic) and Headteacher

Job Content:

Main purpose

- Determine the strategic development of special educational needs and disability (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination 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
- While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

Duties and responsibilities

Strategic development of SEN 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 SEND policy is put into practice and its objectives are reflected in the school development plan (SDP)
- 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 SEND policy and co-ordination 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 SEND 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

Support for pupils with SEN or a disability

- Work with teachers to identify pupils with SEN
- Co-ordinate 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 any education, health and care plans (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, 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
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability
- Maintain accurate records and support for students with access arrangements for public examinations.
- Work with the Exams Officer and relevant staff to ensure that access arrangements are implemented in all public examinations, and internal exams where relevant
- Work closely with the Admissions Team to ensure suitable and inclusive arrangements are made for prospective pupils with SEN or disabilities during the admissions process

Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to whole-school evaluation plans and policies
- Working together with senior and middle management, evaluate provision for SEN pupils through regular lesson observations, book scrutiny and learning walks.
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage Learning Support Assistants (LSAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN or disabilities
- Remain alert to the fact that pupils with SEN or disabilities may be more vulnerable to safeguarding challenges

Performance Management and Professional Development:

The teacher will be part of the School's Performance Management Scheme. S/he will have an appraiser who will set agreed targets and monitor professional development.

Wider Professional Responsibilities

As a member of St Augustine's Priory community, you will be expected to:

- Support our school vision and values.
- Have regard to the teachings of the catholic church in line with our mission statement.
- Operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through your presentation and personal and professional conduct.
- Participate professionally in the school's performance management systems.
- Take responsibility for personal professional development.
- Take part in professional development activities and inset organised by the school.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- Contribute to the school through effective participation in meetings.
- Prepare high quality documents, presentations and relevant materials for meetings to support items discussed and decisions both in relation to areas of personal responsibilities and the work of others.
- Evidence a commitment to professional research and reading to support personal professional development.
- Take part in marketing and liaison activities and other appropriate school events.
- Recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the school's health and safety policy.
- Promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning.
- Undertake any other duty as specified by terms and conditions of employment.

Conditions of employment:

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post-holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.
- The post-holder must uphold the School's Policy in respect of all matters related to safeguarding and Child Protection.
- The post-holder may be required to perform any other reasonable tasks, after consultation.
- This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This Job Description is not necessarily a comprehensive definition of the post. The job description will be reviewed and may be amended annually, within the terms of your Conditions of Employment.

Person Specification: SENCO

Applicants should:	Essential	Desirable
Have a good Honours Degree	x	
QTS*	x	
National Award/NPQ for SEN Co-ordination, or a willingness to complete it within 3 years of appointment*	x	
Teaching experience	x	
Experience of working at a whole-school level	x	
Involvement in self-evaluation and development planning	x	
Experience of conducting training/leading INSET	x	
Sound knowledge of the SEND code of practice	x	
Have good understanding of assessment and public examinations		x
Understanding of effective teaching and intervention strategies	x	
Ability to plan and evaluate interventions	x	
Data analysis skills and the ability to use data to inform provision planning	x	
Effective communication and interpersonal skills	x	
Ability to build effective working relationships	x	
Ability to influence and negotiate	x	
Good record-keeping skills	x	
Understand special educational needs	x	
Deal effectively with parents	x	
Act upon advice	x	
Be able to use data to help children learn	x	
Show knowledge of how to plan for effective learning	x	
Be willing to participate in wider extracurricular life of the school		x
Understand the roles of colleagues and managers in school	x	
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	x	
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	x	

Ability to work under pressure and prioritise effectively	x	
Commitment to maintaining confidentiality at all times	x	
Commitment to safeguarding and equality	x	
Have high expectations of pupils	x	

*(Note: this is a requirement under the SEND Code of Practice)



Employee Benefits

 PLACE OF WORK Close to Central Line, Piccadilly Line, Elizabeth and other main lines and local buses	 MEALS Lunches are provided free by the school during term time	 PENSION Contributory employer's pension scheme is available
 STAFF DISCOUNT 50% Fee discount for pupils of staff		 PARKING Free car parking is available on site & Plug in car charger points for electric cars
 BIRTHDAY LEAVE Half day paid birthday leave	 CYCLE SCHEME Tax-free Cycle to Work Scheme is offered by salary sacrifice	 PROFESSIONAL DEVELOPMENT Strong commitment to support professional development with a dedicated people development budget

Hours and Remuneration

The post holder will be paid on the appropriate point of the St Augustine's Priory Pay Scale. We have our own pay scale, which is above the maintained sector. The salary will be commensurate with experience and will recognise the level of responsibility that this post entails.

An inclusive and diverse workplace

We are fully committed to sustaining a positive and mutually supportive working environment free from harassment, discrimination, bullying and victimisation where staff can work collaboratively and productively together, and where all staff are equally valued and respected.

Through working collaboratively with Staff, Students, Parents, Volunteers and Governors we aim to remove barriers that you may face and promote equality of opportunity so that you can achieve your full potential at our School.

The Application and Selection Process

Candidates should complete the St Augustine's Priory Application Form, available from www.sapriory.com/about-us/vacancies/

Write a letter of application detailing: -

How your skills, knowledge and .experience match the school's requirements for the post of SENCO.

Please send both via email to hr@sapriory.com by Tuesday 7th May 2024 at 10am.

Candidates invited to interview will be offered a tour of the school and grounds, be asked to teach a lesson, and there will be a formal interview.

The successful candidate will be asked to accept the post by telephone, but only once a contract has been signed will unsuccessful applicants be informed. All applicants should be aware that this is a normal part of our selection procedure and should make no assumptions based on a short delay.

For an informal confidential discussion about the role please contact HR at St Augustine's Priory by email or telephone 020 8997 2022 or hr@sapriory.com

