



South Hampstead

High School

GDST

JOB APPLICATION INFORMATION

SENCO

SEPTEMBER 2024

FULL-TIME





South Hampstead High School, the 2022 Independent Girls' School of the Year, is a day school with upwards of 950 pupils, welcoming girls aged 4 to 18 from across London. It is a very popular school and entry is competitive at all ages. Established in 1876, South Hampstead is one of 25 schools and academies belonging to the Girls' Day School Trust. Located in leafy Hampstead, with the buzz of central London's cultural life close at hand, the school is very well served by public transport and there is a wealth of amenities on the doorstep.

Excellent academic results place us comfortably amongst the country's top schools, and our pupils leave us for some of the most prestigious universities in the country and worldwide – but there is so much more to an education here than the girls' headline achievements. Pupils go on to become prize-winning authors, ground-breaking scientists, passionate campaigners, successful entrepreneurs, distinguished lawyers and trailblazing creatives.

Working at South Hampstead is stimulating, challenging and fun. Pupils are intelligent and inquisitive, energetic and engaging. We offer competitive salaries, generous employee benefits and a warm, supportive environment, with a strong emphasis on Continuous Professional Development. For teaching staff, there is support to engage with leading educational research and opportunities for sabbaticals.

THE GIRLS' DAY SCHOOL TRUST

South Hampstead High School was the ninth school to be established by the Girls' Day School Trust (GDST) in 1876.

Today, the GDST is the leading network of independent girls' schools in the UK.

Since its foundation in 1872, the GDST has been at the forefront of education for girls and a strong voice in promoting opportunities for young women. Through the Alumnae Network, this continues after the girls leave school.

“When I first stepped through the doors here, I knew that it was a very special place to be – the wonderful atmosphere, dedicated staff and energetic girls, who are such a pleasure to teach.”

— South Hampstead Teacher

AIMS & ETHOS

At South Hampstead we believe that education should be a truly enriching experience. We believe in the power of knowledge as a tool for thought and creative endeavour, and a source of lifelong inspiration and curiosity.

In and out of the classroom, we want our pupils to explore the big questions; debate and discussion lie at the very heart of a South Hampstead education. We aim to create abundant opportunities for creative output and to encourage pupils to take risks. In our teaching, we do what we know works and put research and reflection at the heart of our professional development. Teaching is a noble profession and our staff are central to our success.

We aim to provide outstanding breadth of opportunity in our curricular and co-curricular programme and to open our pupils' minds to a myriad of possibilities. We believe that involvement in school life is a key factor in our pupils' happiness. But it's not just about taking part; we aim to instil in pupils a sense of purpose, pride and determination and the belief that they can compete on the biggest of stages.

We aim to create a warm, tolerant and kind community where girls can be themselves and make friends for life. We want them to play their part in our community and in the community beyond South Hampstead. The 21st century is a time of unique opportunities and challenges; we have a critical role to play in preparing our young women to live and thrive, work and lead in tomorrow's world.

TEACHING & LEARNING APPROACH

South Hampstead follows a curriculum that equips each girl with the means to develop her intellectual abilities as well as her personal and social values. Students are able to explore a deep and expansive body of knowledge, and to discover their strengths and interests via a broad, balanced range of academic, cultural and aesthetic subjects.

Pupils are intelligent, inquisitive, confident, energetic and talented. The programme of work helps to ensure that each girl is thoroughly prepared for the next stage in her life, whether it is transition into the Senior School, higher education or adulthood.

South Hampstead students love to learn. The store we set by the power of ideas is evident in the quality of the conversation, both inside and outside the classroom.

Our teaching is known for its rigour and its passion. In-depth subject knowledge and expertise are given for all our teachers, but equally important is an innate ability to inspire the very best from each student, both as scholars and as individuals. With a colourful mosaic of enrichment opportunities available – academic societies, national competitions, leadership roles, independent learning projects, incredible speakers and exciting trips – every girl has the freedom to direct her learning and to flourish. Our ambition each year is that our pupils leave us as assured, adaptable, inspired individuals, ready to make their mark on the world and lead happy, successful lives.

“Throughout the school, pupils are highly motivated, articulate and have strongly developed skills for learning... they are self-aware, reflective and show initiative.”

— ISI Report

PASTORAL CARE

Our school is lit up by the attributes that matter most here – aspiration, creativity, courage, kindness and commitment.

At South Hampstead we aim to encourage every girl to discover her own aspirations and to run her own race with regards to her progress and achievements. Under our unique co-tutor system, form tutors are responsible for only a dozen pupils throughout the Senior School. They make sure every girl is thriving: supported, making good progress and feeling fully involved in school life.

Mistakes are learned from and successes are shared: each girl is encouraged to consider how she engages with feedback and to communicate her own strengths. There's plenty of experience on hand from older pupils: buddies and peer mentors provide a friendly face and practical advice, and a fun programme of intra-house activities regularly mixes the year groups, creating a real sense of togetherness and community.

Our programme of PSHEE (Personal, Social, Health and Economic Education) prepares girls to go out into the world with confidence, inner strength and high self-esteem, ready to face challenges. There are also regular evening talks for parents, often reflecting the topics taught in class and as well as other issues on the minds of parents. We have a full-time nurse and counselling provision – it's completely normal for girls to sign up for sessions on any issue they like, completely free from any stigma. We understand how to educate girls, setting the feminist agenda and guiding well-rounded, well-grounded individuals to be the female leaders of the future.

BEYOND THE CURRICULUM

We are proud to be a busy, buzzy school with a lot going on. Each week there are well over 100 co-curricular activities for the girls to get involved in, before, during and after school. Regular guest speakers, a comprehensive enrichment programme, local and international trips, leadership opportunities and charitable endeavours combine to provide an exceptional range of experiences beyond the classroom.

South Hampstead has a well-established reputation in the creative arts. We welcome writers, poets and artists in residence and put on ambitious concerts and performances. Speaking up and speaking

out are encouraged from the earliest years: we have an in-house debating coach and a strong track record in a range of public speaking competitions.

We have a great tradition of high achievement in the creative arts. Whether in Music, Drama, Art or Design and Technology, our girls are successful both in school and outside. There are many opportunities for them to perform and to exhibit their creative work throughout the school.

Music is at the very heart of school life, with a variety of major events each year and a host of smaller-scale concerts involving our many choirs, bands, ensembles and orchestras. It is our aim that every girl who comes to South Hampstead High School, regardless of her experience, accomplishment and aspirations, will have the opportunity, and every encouragement, to flourish as a musician.

Drama is packed with opportunities for all students to be involved both on stage and behind the scenes. There are many productions each year in both the Junior and Senior School, in which girls are encouraged to take an active part. We also provide film making opportunities, master class workshops with external practitioners and our Sixth Form Drama Scholars perform at the Edinburgh Fringe.

In Art, girls are encouraged to experiment and take risks while working within a fine arts framework. Students work with a range of media including textiles and sculpture. They also acquire skills in areas such as photography, filmmaking and animation.

Design and Technology is varied and very hands-on. Our older girls are regular award-winners in a number of competitions such as the RSA Pupil Design Awards and Arkwright Engineering Scholarships.

Evidence of the talent we have here is displayed all around the school – paintings, sketches, photographs, sculptures and design projects that were created by our students are always on view.

In Sport, girls have the opportunity to participate in a wide range of activities, both as part of a team and as an individual, during regular lessons at our four-acre sports ground and in the gymnasium, or as part of our co-curricular programme. We currently offer a total of 20 different sports and in excess of 60 sporting clubs across the Junior and Senior Schools. There are regular overseas sport and music tours and overseas expeditions, as well as the more usual school visits at home and abroad. In the Senior School, girls typically spend three hours a week in Sport; in the Junior School, at least two hours. Specialist coaches work with the girls on occasion, and there is a Going for Gold programme and Sports Scholarships for our most talented sportswomen.

The 4 acres of playing fields, squash courts and dance studio are 10 minutes' walk away. Our aim is to cultivate a positive attitude towards recreational and competitive sport, developing the skills and team spirit needed for a lifetime enjoyment of sport.

COMMUNITY

Partnerships have grown in recent years and now form a core part of our academic and co-curricular life. The adoption of on-line teaching has meant we can collaborate with schools across the country. Student based projects include our Year 5 Saturday Sparks programme, modern foreign language teaching and Latin teaching to a wide range of students, university preparation sessions and careers talks that are open to all who want to attend. Our teachers have the opportunity to participate in a teacher exchange programme with a local school. Our Debate Hub offers training and CPD to students and teachers keen to learn the art of public speaking and debate.

Within the wider community, we have long standing partnerships with SPEAR, Pensioners' Link and volunteering via the Duke of Edinburgh Scheme. Each year group has a specific social action opportunity, with the emphasis being on the time you give, rather than the money you hand over; from writing Christmas cards to baking cakes for local coffee mornings.

At South Hampstead we are committed to improving social mobility and fostering a culture of kindness. Up to 5% of our school budget each year is spent on providing bursaries, with the vast majority involve funding 100% of the fees, as well as paying for uniform, travel and compulsory trips. The number of bursaries is growing each year, with 1 in 10 of new Year 7 students being awarded a bursary. Our aim for the future at South Hampstead is to become one of the leading girls' schools in the sector for bursaries.

The Role

This is an exciting opportunity for an experienced and inclusive teacher to join one of the UK's leading schools. As the SENCO you will work closely with the Leadership Team in managing the school's systems for Special Educational and Additional Learning Needs.

You will oversee the function of the Learning Support Department at South Hampstead High School, and liaise closely with our Heads of Year and Pastoral Lead as part of our systems for graduated response.

You will support our staff in their awareness and understanding of student needs and inclusive approaches to teaching and learning.

You will work with external services, specialists, oversee screening processes and referral and manage the school's SEN and ALN Register.

You will play an important role communicating with families, to share and support understanding, set meaningful targets for joint-working and review plans and provision for student support.

Salary: £50,439 – £63,597 (ML2)

Start date September 2024

Specific Responsibilities

IDENTIFICATION

- To lead all processes associated with the screening and monitoring of students to ensure that any potential special educational needs (SEN) or additional learning needs (ALN) are promptly identified, coordinating with external assessors or agencies where necessary
- To ensure that relevant barriers to learning applying to individual students or groups of students are identified, and relevant information shared with colleagues
- To liaise with relevant colleagues (e.g. admissions) in order to identify any students who may have special educational needs or ALN resulting from their having English as an Additional Language (EAL)

MONITORING & PROVISION

- To meet regularly with students who have identified or suspected SEN in order to support them in their learning through the development of individual action plans
- To lead on small group provision targeted at specific learning needs (e.g. spelling, handwriting, organisation) to complement the provision by teachers in normal classroom settings
- To work with the Heads of Year and the Deputy Head (Academic) on the tracking of student progress through the analysis of assessment data
- To work with relevant colleagues to ensure that any students who may have additional learning needs resulting from their having EAL are effectively supported
- To work with Heads of Department to ensure that classroom provision, lesson resources and schemes of work are designed to consider and support the learning of students with SEN and ALN

COMMUNICATION

- To liaise with the SENCo in the Junior School to ensure a “joined up” approach, particularly with respect to the sharing of relevant information on students and the effective implementation of
- pre-existing strategies to support the transition of students from the Junior School to the Senior School
- To devise and deliver professional development opportunities associated with SEN to other colleagues (e.g. INSET days, CPD carousels)
- To work in partnership with all parents, but in particular those who have children with identified learning needs, such that the parents can take an active role in their child’s education
- To liaise with external agencies who may have involvement with students at South Hampstead regarding any special educational need (e.g. educational psychologists) and to refer students to external agencies when required
- To line manage the Assistant SENCo with respect to his / her duties in this capacity external agencies when required

POLICY & RECORD-KEEPING

- Stay abreast of statutory and non-statutory guidance pertaining to SEN and liaising with relevant colleagues to ensure that guidance is implemented effectively
- To ensure that students with SEN have their specific needs correctly entered into the school’s management information system (currently SIMS)
- To be the recipient and custodian of assessments completed by external agencies or individuals (e.g. educational psychologists) and to ensure relevant staff members regularly informed about the strategies they need to implement to support their students
- To maintain and update all relevant records associated with students with SEN, including (but not limited to) the school’s SEN / ALN register and EAL register, and ensuring information is shared at transition points

ACCESS ARRANGEMENTS

- To carry out assessments as required, and work with the Examinations Officer to ensure appropriate access arrangements are in place and part of day-to-day practice, prior to external assessment,
- Manage all necessary paperwork required by JCQ and other examining bodies
- To liaise with inspectors during annual inspections of access arrangements and to ensure school compliance in these matters
- To work with colleagues to ensure that students with access arrangements are allocated them as part of any internal examinations

PERSON SPECIFICATION

Please see Page 10.

MANAGEMENT:

- Oversee the application of South Hampstead’s SEN and ALN Policy into practice, including:
 - Ensuring that current and relevant information on students’ needs, provision and classroom strategies is shared with all staff.
 - Setting and reviewing Pupil-specific planning to overcome specific barriers in learning.
 - To work with Heads of Department to ensure that classroom provision, lesson resources and schemes of work are designed to consider and support the learning of students with SEN and ALN
 - Oversight and evaluation of school’s provision-map and intervention offer for students’ with Special Educational Needs.
 - The management of the School’s SEN and ALN Register.
 - Line management of the SEND Teaching Assistant.

SENCO

COMMUNICATION AND COLLABORATION:

- Support high quality teaching through information-sharing, training and support, evaluating teaching and learning in close communication with the Leadership Team.
- To work closely with the Heads of Year, Tutors and Teachers to identify potential concerns, investigate potential need and providing assessment, oversight and support planning as needed.
- To work closely with parents, carers and families to promote active partnerships and shared roles in supporting the of student's with Special or Additional Learning Needs.
- To liaise closely with external professionals, to support their access to and understanding of South Hampstead High School, and promote partnership working going forward.
- To maintain and update all relevant records associated with students with SEN, and ensuring information is shared at transition points.
- To work with relevant colleagues to ensure that any students who may have additional learning needs resulting from their having EAL are effectively supported

ASSESSMENT AND IDENTIFICATION:

- To initiate and support referrals to external specialists , facilitate external involvement, assessment and review where necessary, in-line with the school's SEN and ALN Policy.
- To ensure that information and approaches are meaningfully shared with teaching staff and families, and reviewed so that they align with student's progress and presentation within the classroom.
- In connection to the assessment systems above, ensure that students' who may require access arrangements are identified in advance following whole school systems for identification and assessment.
- Work with the school, external agencies and parents on the creation and application of EHCP plans for students across the senior school.

SUPPORTING THE WORK OF THE GDST

Develop strong, positive relationships with GDST colleagues, contribute to collaborative work across GDST Schools and support other staff in participating in GDST work, in order to develop and share best practice.

All school staff are expected to:

- a. Work towards and support the school vision and the current school objectives outlined in the School Development Plan
- b. Contribute to the school's programme of extra-curricular activities
- c. Support and contribute to the school's responsibility for safeguarding students
- d. Work within the school's health and safety policy to ensure a safe

working environment for staff, students and visitors

- e. Work within the GDST's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective
- f. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- g. Engage actively in the performance review process
- h. Adhere to policies as set out in the GDST Council Regulations, the Hub and GDST circulars

APPLICATION PROCEDURE

Please apply online [here](#).

Closing date is Wednesday 8th May 2024 at 9am.

Interview date: Week commencing 13th May 2024.

The School may also conduct online searches (including publicly available social media searches) as part of our recruitment processes.

Applications will be reviewed as they are received, and suitable candidates may be invited to interview before the published interview date. We reserve the right to close this vacancy early if we receive sufficient applications for the position or if an offer is made and accepted. We recommend that applications are submitted early to avoid disappointment.

It is the post-holder's responsibility to promote and safeguard the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact. You will adhere to and always ensure compliance with the school's Child Protection Policy Statement. If while carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, s/he must report any concerns to the school's Designated Safeguarding Lead (Deputy Head) or to the Head.

The GDST is committed to diversity, inclusion and real change: a family where every individual is valued, respected and included.

The GDST is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

SKILLS REQUIRED

Leadership skills: the ability to lead and manage people to work towards a common goal	Essential
Decision making skills: the ability to solve problems and make decisions	Essential
Teamwork: the ability to work collaboratively with others	Essential
Communication skills: the ability to make points clearly and understand the views of others	Essential
Self-management skills: the ability to plan time effectively and organise oneself well.	Essential

KNOWLEDGE BASE

Understanding of statutory frameworks which apply to Special Educational Needs	Essential
Professional expertise on meeting the Special Educational Needs of students, particularly those with Specific Learning Difficulties, and Social, Emotional and Mental Health.	Essential
Excellent professional knowledge and understanding	Essential
Excellent subject knowledge	Essential
Understanding of national and examination curricular requirements of the subject	Essential
Up to date with professional developments in the subject and other aspects of education	Essential

QUALIFICATION/ATTAINMENT

Good honours degree: first or upper second	Essential
Qualified teacher status	Desirable
National Award in Special Educational Needs Coordination (NASENCO)	Desirable
Postgraduate Diploma / Master's level qualification associated with Special Educational Needs	Desirable
Specialist Assessor Qualification (e.g. SpLD Assessment Practising Certificate)	Desirable
Post graduate qualifications: Masters degree/post graduate diplomas	Desirable

EXPERIENCE

Teaching experience	Essential
Experience as a subject teacher covering KS3-5 (or relevant key stage)	Desirable
Ability to assess students for access arrangements in line with JCQ requirements	Desirable
Experience of the delivery of SEN provision in a school	Desirable
Leadership of SEN Coordination in a school	Desirable
Experience of teaching A level in the subject for at least two cycles	Desirable
Experience of organising or participating in extra-curricular activities	Desirable
Experience of participating in or leading a whole school initiative	Desirable
Experience with liaising with external providers (e.g. educational psychologists)	Desirable
Experience working with parents and carers, in responding to concerns, target-setting, and review.	Desirable

ATTITUDE/APPROACH

Ability to enthuse children and adults	Essential
Possess a positive attitude and approach to change and development	Essential
Flexible and firm with the ability to know when to be either	Desirable
Enjoy rising to the challenges inherent in a school environment	Essential
Lifelong learner	Essential