



Subject Leader of DICE (SENCo)

MPR/UPR + Fringe and TLR 1M

Required for September 2023

The deadline for receipt of completed applications is: Friday 19 May 2023 at 10:00am

This vacancy will close should a suitable candidate be appointed.

For further information, please contact Karen Ehren, HR Officer on 01737 764356 x208 or hr@carringtonschool.org

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will carry out a Disclosure Check by the Criminal Records Bureau before making an appointment.

Carrington School

I am the Headteacher, Kerry Oakley, and I joined the school in September 2018. During the Easter break 2021, we moved into our new building which includes: 8 science labs, 2 ICT suites, Library, Dining area, Hall, performance space, 3 DT rooms, 9 teaching rooms and a range of small learning spaces, workrooms and offices. This is a very exciting time to join the school, as it is in the process of building on the strong foundations of many successful years as a prominent and reputable school in the Redhill and Reigate area of Surrey. In September 2021, on the back of the move to our new facility we changed our name and look, becoming 'Carrington School'. This was based on the famous astrologer Richard Carrington who in 1853 lived in Redhill.

The school is part of SESSET (South East Surrey Schools Education Trust) which is made up of ourselves, Therfield School, Leatherhead and The Ashcombe School, Dorking. Mr David Blow is the Executive Headteacher of the Multi Academy Trust. It is a partnership, built on a mutual respect for each other. Within the Trust each school remains autonomous in many decisions made and in their own vision.

Carrington School staff are a team of professionals who dedicate their lives to providing students with a high-quality education. Our core values are Aspire, Innovate and Respect and our aim across the coming year is to ensure that we all live and breathe these so they become embedded into our everyday lives and will support success for everyone. Our students want to learn, however under the new progress measures we were found to be in a position where not every child made expected progress and where in July 2019, were moved into RI by Ofsted. We have been addressing their suggested improvements to ensure that we would be in a strong position to move back to 'good' at their next visit.

The working environment is stimulating and very busy; however, we do try to place importance on coming together regularly. We know how important provision of career opportunities is and will be expecting staff to be ambitious in their own development.

I am looking for people to work in the team with great drive and determination, someone who is not afraid of challenge, who is personable and flexible but overall who has a passion for making improvement for students which will enable them to make better lives for themselves in the future. I am keen to speak with you further should you be interested in a position within our school. Please do feel free to come and visit us if you want to really get an understanding of the work we do.

Job Profile

Post Title	Subject Leader of DICE (SENCo)
Line Manager	Assistant Head DICE
Line Management of:	Learning Support Coordinator, Teaching Assistants
Job Purpose:	To provide strategic leadership of the provision for students with special educational needs (SEN) and our most vulnerable across the school in order to ensure that these students make excellent progress.

Key Accountabilities

These accountabilities are based on the professional responsibilities of teachers outlined in the School Teachers' Pay and Conditions Document (STPCD). They are supplemented as relevant by reference to the DfE Teachers' Standards (2012).

Strategic Direction and Development

- Create a safe compassionate, caring and non-confrontational culture where students experience a positive and enriching school life and are supported to regulate their emotions and to be successful across the school
- Build strong positive relationships to ensure our SEN and vulnerable students maintain the capacity to learn in order that they are prepared for their next phase of education and life
- Ensure a culture of staff professionalism and engender an ethos of calm and kindness
- Understand the drivers of challenging learning needs and how to decrease confrontation, knowing how to manage and modify very challenging behaviour in line with the school's behaviour policy
- Ensure commitment to the school's development around trauma and mental health. Support their approach and understand the learning needs of students impacted by attachment and trauma
- Have a strategic overview of provision for students 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 students with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Lead and manage the transition of SENd and our vulnerable students from Year 6 – 7, 9-10 and 11-12.

Leading & Managing

- Establishing and maintaining policies and practices which promote high achievement through effective teaching and learning
- Using data effectively to monitor and evaluate student progress; planning and implementing effective intervention to support all students to achieve highly

- Establishing and building links within the community, particularly with our feeder primary schools
- Responsible for the attainment and achievement of all SEN, Vulnerable students
- Strategically implement quality assurance measures to ensure attainment and outcomes for our students
- With, all leaders in the school devise strategies for raising attainment and ensuring the School Development Plan is implemented successfully
- The post holder will ensure the classroom environment fosters independent and collaborative learning
- The post holder will ensure all classroom displays are meaningfully and purposefully aiding student outcomes
- Appraise and performance manage colleagues you line manage
- Share good practice through SID (Staff Information and Development); internally and externally
- Model high professional standards at all times
- Build professional capacity in all staff working as a mentor and a coach
- Work with the headteacher and Senior Leadership Team 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 school is required to publish
- Contribute to new staff induction, with the Learning Support Team and wider school
- Contribute to the School Development Plan (SDP) and School Evaluation Form (SEF)
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Contribute to Full Governors through the provision of a termly SENd Report
- Liaise with the Governor with responsibility for SEND to ensure the effectiveness of the SEND Policy and provision.
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students with SEN or a disability
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students
- Liaise regularly with relevant external professionals, for example, Eps, SALT, OT, STIPs, REMA, etc (this list is not exhaustive)

Teaching

- To plan and teach high class lessons and sequences of lessons to the classes you are assigned to teach, within the context of the school's plans, curriculum and schemes of work (teaching load of 32/68 per 2 weeks)
- To assess, monitor, record and report on the learning needs, progress and achievements of assigned students
- Contribute to the development of the Teaching & Learning Strategy to promote aspects of inclusive teaching
- Establish and sustain high-quality teaching across their allocated subjects, based on evidence
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum

Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- Be accountable for those students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how these impact on our teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity

Student Achievement and Attainment

- Ensure a rigorous assessment policy is in place so that the progress of SEN / vulnerable students can be accurately tracked and monitored in order to ensure all students make outstanding progress
- Set challenging opportunities that build on prior attainment of every student and ensure our KPIs are met
- Regularly evaluate student progress through assessed pieces of work that are marked and information fed back, with clear targets to develop. Ensure the quality of feedback throughout the school is in line with the 'Assessment for Learning' policy
- Set, track, evaluate and report on both individual student progress and groups of students towards their targets
- Keep systematic records to show students' understanding and completion of work and the identified strengths, areas for development and grades awarded
- Support and help colleagues to improve their effectiveness by developing their understanding and use of student data and strategies to address underachievement
- Ensure a consistent and continuous focus on student achievement using data to track and monitor the progress in every student's learning
- Evaluate student progress across specified areas of responsibility through the use of appropriate assessments and records and regular analysis of the data
- Use national and local data effectively to analyse and evaluate student progress; planning and implementing effective interventions to support students. Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating students' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning

Support for students with SEN needs and our most vulnerable

- Identify a student's SEN
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Contribute to the completion and update of 60 Seconds Student Passports Ensure that the SEN Register is maintained so that it is accurate and up to date

- Ensure that accurate information regarding students with SENd is shared with school staff and published in a timely way so that staff are kept informed of changes in situation or support for students with special educational needs. Records should be kept using out school systems – Arbor, CPOMS, Microsoft Teams, etc
- Ensure the implementation of the Code of Practice taking specific responsibility for the annual review of students with an EHCP; facilitate Annual Reviews and ensure that the requirements of the statutory expectations are met within the resources of the school
- Ensure that students on the SENd Register have the required levels of support, and adapt accordingly as needed
- Advise on the Graduated Approach to providing SENd support
- Communicate regularly with parents or carers
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student'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, where a looked-after student has SEN or a disability
- Provide support for student's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour policy and demonstrating high expectations of work and behaviour
- Identify and procure appropriate resources that could be used to improve outcomes for students with SEND and ensure that they are used efficiently, effectively and safely
- Produce a Learning Support Improvement Plan as part of the School Improvement Plan, to include staff development and training implications
- Organise and chair meetings of Learning Support staff, communicate information to staff and co-ordinate resulting actions
- Manage interventions already in place, and be innovative in ensuring the best practice is in place for students at Carrington School
- Conduct screening and assessments as required
- Keep an up-to-date list of the resources, including screening tests, that are available to support children with SEND, replacing or renewing them as required.

Whole School Organisation, Strategy and Development

- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school

Health, Safety and Discipline

- To promote the safety and well-being of students
- To maintain good order and discipline among students

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Safeguarding

- Be keenly aware of the responsibility for safeguarding children and to help lead the application of the Safeguarding and Safe Practices policy within the school.
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.
- Support safeguarding issues relating to SEND students and ensure that Senior Designated Person (and Safeguarding team) are informed of concerns.
- Monitor the progress, safety and support for SEND students on the safeguarding register.

Management of Staff and Resources

- To direct and supervise support staff assigned to you and, where appropriate, other teachers, in an effective way
- To contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- To deploy resources delegated to you

Fulfil wider professional responsibilities

- Deploy support staff effectively

Professional Development

- To participate in arrangements for the appraisal and review of your performance and, where appropriate, that of other members of staff
- To participate in arrangements for your further training and professional development and, where appropriate, that of other teachers and support staff, including induction.

Fulfil wider professional responsibilities

- take responsibility for improving your knowledge and skills through appropriate professional development, responding to advice and feedback from colleagues

Working with colleagues and other relevant professionals

- Liaison with parents and staff
- Working with TAs to improve learning opportunities for all students
- To liaise with relevant outside agencies as appropriate
- Support the organisation of whole school events and House Events, such as Open Evenings, Sports Day, Celebration Evening and Anti-Bullying week
- To communicate effectively with parents with regard to student achievements and well-being, as appropriate to your role
- Sustain effective, positive relationships with all staff, students, parents/carers, Governors and the local community. Liaise effectively with all stakeholders including parents/carers, feeder primary schools, local secondary schools, business and community partners, in line with strategic objectives

- Plan, chair and organise meetings as appropriate
- Contribute to support programmes for students and staff that may, on occasion, include weekends and holiday periods with prior agreement

Fulfil wider professional responsibilities

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Safeguarding

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). Carrington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

The above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post.

Person Specification	Essential	Desirable	How this is assessed?
Qualifications & Training			
Qualified teacher status	✓		Application
Relevant specialist qualifications in your subject: NASENCO Qualification	✓		Application
Commitment to CPD and improving practice through reflection	✓		Application / Interview
Thorough knowledge and understanding of Learning Needs, Trauma based approaches	✓		Application / Interview
Successful outcomes at GCSE, of students taught by you in your subject	✓		Application
Successful teaching experience across a range of student abilities within secondary school(s)	✓		Application
Experience as a leader	✓		Application
Experience as a form tutor and / or pastoral work	✓		Application / Interview
Skills and Abilities			
To be able to teach lessons which consistently meet the Teacher Standards	✓		Application / Interview
Good knowledge of what makes effective teaching and learning	✓		Application / Interview
To use a variety of strategies to engage students and promote a stimulating environment	✓		Application / Interview
To work well in a team, contributing ideas and supporting faculty procedures	✓		Application / Interview
To know what a great lesson looks like for SEN / Vulnerable students and be able to support and guide staff to achieve this consistently	✓		Application / Interview
The ability to motivate staff, students and parents / carers		✓	Application / Interview
To be a confident user of IT as a teaching tool	✓		Application / Interview
To have a financial understanding of SEN funding		✓	Application / Interview
To contribute to the wider life of the faculty and whole-school, supporting extra-curricular and intervention initiatives	✓		Application / Interview
Educational Philosophy			
A commitment to providing good pastoral care of students	✓		Interview
A commitment to an inclusive education	✓		Application / Interview
A commitment to the concept of lifelong quality first teaching and learning	✓		Application / Interview
A commitment to a school culture sensitive to ethical values, spirituality in its broadest sense and celebration of the achievements of all.	✓		Application / Interview
Personal Attributes			
Excellent communication skills with the ability to relate well to students and adults	✓		Application / Interview
Integrity, honesty, consistency of approach and a respect for others	✓		Application / Interview

Energy, enthusiasm, determination, aspiration and an insistence on high standards	✓		Application / Interview
Leadership by example	✓		Application / Interview
Be able to work under pressure, prioritise and manage time effectively	✓		Application / Interview
Good health and attendance record	✓		Application / Interview
Stamina to cope with the demands of the job	✓		Application / Interview

How to Apply

We hope that you would like to apply; please complete our application form for Teaching and Leadership posts on the vacancy page and send it to us with a supporting statement explaining what attracts you to the post and details the skills and experience you would bring to it.

Your completed application can be submitted online or emailed to Karen Ehren, HR Officer:
hr@carringtonschool.org

Alternatively, you may deliver or post it to:

Karen Ehren
 HR Department
 Carrington School
 Noke Drive
 Redhill
 Surrey
 RH1 4AD

If you would like any further information, please contact:
 Karen Ehren, HR Officer on 01737 764356 x208 hr@carringtonschool.org

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