



Recruitment Pack

SENDCo



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Compassion □ **Achievement** □ **Respect** □ **Endeavour**

The cornerstones of our learning community

Headteacher Letter



We are seeking to appoint a passionate, dynamic and evidence-informed leader to take on the role of SENCo. Applicants should be experienced leaders, who are resilient and have high standards for themselves and others, to strategically and operationally lead SEND policy, provision and planning, whilst inspiring and developing staff across the school and students with SEND

Imberhorne is a truly comprehensive school, providing an extensive academic and curriculum from Years 7 to 13, alongside an enviable range of extra-curricular activities designed to appeal to the widest interests. Students in Years 7 to 9 are educated on the site of the former East Grinstead Grammar School on Windmill Lane, which provides a nurturing environment for their first three years with us. Years 10 and 11 and our large Sixth Form are based at our site on Imberhorne Lane, which has all the specialist facilities and teaching spaces needed for the wide range of examination courses we offer. The majority of staff teach across both sites. We currently have 1630 students on roll, including 270 in our Sixth Form.

We are keen for our students to develop into well-rounded young people, with the academic knowledge, character and interpersonal skills they need to take their place as active citizens in society. We value all learning and subjects, meaning our curriculum is extremely wide-ranging, sequenced and designed to be knowledge-rich, and to inspire and motivate in equal measure. As a school, we are inclusive and believe in justice, taking an anti-discrimination approach.

The school has a strong academic record in Key Stage 3, Key Stage 4 and the Sixth Form. We are proud of our achievements and aspire to challenge all learners with high standards to further build on this success. We seek to appoint a teacher with a passion for teaching, a commitment to all young people and the personal drive to continually develop their own practice, skills and knowledge. Students at the school are well behaved, extremely cooperative and very friendly. Both parents/carers and students are overwhelmingly positive about the school. We work hard to develop these relationships and value the way parents engage with us.

We are a founding member of the Mid Sussex Federation of Schools, a strong, collaborative group of four local secondary schools. Membership of the federation brings many more opportunities for personal and professional development than would normally be available in a stand-alone school. You can read more about this on our website. We believe in nurturing our staff and opening opportunities to them in the same way we do our students. Professional learning and development is at the heart of our offer for staff, and we will support you to develop your own knowledge and skills within our extensive and varied training programme. We provide a full induction programme for all staff new to the school.

I hope that we have provided the information you need as you consider your application. Please do not hesitate to contact myself if you want to discuss the post further. Completed application forms should be returned to Mrs Angela Nicholls either by post or by email to anicholls@imberhorne.co.uk

The deadline for all applications is Friday 28th March however we reserve the right to hold interviews before this time if we receive enough applications from suitably qualified candidates.

Matthew Whatford
Headteacher



Information about Imberhorne School



Imberhorne is a warm, successful and happy school where staff are committed to fully developing the potential of all students so that they leave us empowered to make their own decisions about their lives. We are proud of the achievements of students across the school and are equally proud of what hard-working, respectful and compassionate individuals they are as well.

Our excellent academic record along with the great emphasis we place on personal development creates a thriving and vibrant school community.

We are continually looking to the future as we endeavour to prepare our students for life in the 21st century. We are committed to high standards and academic excellence whilst equally valuing interpersonal skills that prepare them for workplace and to positively engage with wider society. We want our students to leave us feeling proud of their achievements in all aspects of school life. This comes from a love of learning, where we aim to build their knowledge, nurture their skills and grow their confidence. This must be coupled with enriching experiences as a necessary part of their educational journey.

Academic Achievement

In 2024 results in the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- 33% of A level grades at A/A*
- 52% of A level grades at A*-B
- 81% of A level grades at A*-C

We are extremely proud of our students and believe that these results reflect very well on the culture and ethos in the Sixth Form.

Progress in the Sixth Form is strong. We use ALPs as our measure of progress and have seen year on year increases, placing us in the top 25% of Sixth Forms for progress in 2024.

We have a large Sixth Form which is predominantly focused on A-level programmes of study. Our academic curriculum is supported by a range of applied and vocational qualifications. We run 38 different courses in the Sixth Form along with two 'level 2' courses for those that have not met our A level (or equivalent) entry requirement.

In Key Stage 4 strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum.

We are proud of our academic traditions but also keenly aware that we must be inclusive and adaptive to meet the needs of all our learners.



Information about Imberhorne School



Performance in summer 2024 was as follows:

- 71% of all grades were grade 4 or higher (4+)
- 51% of all grades were 5+
- 18% of grades were 7+

We offer a broad curriculum for our students which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study and we encourage the majority of students to study a modern foreign language. We also have significant numbers choosing to study individual sciences. We have high standards for our whole community and are always striving to ensure that students are challenged to meet their potential.

Professional Development

We believe that a commitment to professional development and growing capacity from within is central to our identity as a school. Our expectation is that all staff continually strive to improve their practice and do this through a sustained focus on evidence-informed pedagogy and high quality CPD for all. This is best supported through collaboration with others. Engaging in coaching, co-planning and peer-to-peer support encourages productive critical reflection.

Most of our professional development takes place after school on Mondays. We provide cross-curricular forums, voluntary additional CPD, targeted pedagogy-driver and behaviour input, as well as work with the Mid-Sussex Federation schools and more bespoke programmes to meet individual needs.

Culture and ethos

We believe the school is a compassionate and caring community, placing the strong relationships that exist between students and staff at the heart of the school. The school has a well-developed and resourced pastoral system and we pride ourselves on the level of care we provide for all our students.

Heads of Year and Pastoral Support Assistants exist in all Key Stages (from Year 7 to Year 13). They work closely with Assistant Heads of Year for Key Stages 3 and 4, who have a focus on both the academic and the pastoral. Pastoral teams are supported by form staff who provide a daily point of contact for students and are the first line of communication between home and school.



Information about Imberhorne School



A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site which also houses students in Year 8 and Year 9. This site has a particularly friendly and intimate feel to it and serves our younger students well, combining the high challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9 students then transfer to our Imberhorne Lane site marking the transition into Key Stage 4 and the study of examined courses. We operate on a one-school model and believe that challenge should be in place across the Key Stages so that the strong curriculum foundation established at Windmill Lane naturally progresses at Imberhorne Lane.

The arts have a very high profile in the school, numerous events and activities occur throughout the year providing students with a multitude of exciting opportunities to express themselves through singing, dancing, performing, acting and exhibiting. Sports have an equally high profile; we are proud of our very many achievements reflected in the numerous tournaments and competitions our students participate in at local and national level.

The Duke of Edinburgh Award is thriving in the school with significant numbers of students participating in the scheme, starting in Key Stage 4 and leading on into the Sixth Form. We are committed to these wider opportunities outside of the classroom and the way in which they enrich the school community. We know that these are critical experiences that will become core memories, helping our students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

Collaboration and Partnerships

We believe in the value of partnerships and collaborative practice. Being outward looking and engaging in shared activities with other teachers and other schools is important to us. Our work with the Mid-Sussex Federation of schools provides opportunities for our staff to build connections with colleagues outside of our school walls. This opens up our collaborative capital and potential, supporting the exchange of knowledge, skill and resource that we would not have as a standalone school.

We also have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhorne. Well established joint literacy and numeracy projects run prior to transition facilitated by staff and students at Imberhorne. We encourage staff to join local subject networks and professional bodies, and as a part of a teaching school alliance we participate in many of their network meetings



Job Description



SENDCo – TLR 1B

Job Purpose

The purpose of the SENDCo is to strategically and operationally lead SEND policy, provision and planning, whilst inspiring and developing staff across the school and students with SEND. The postholder will ensure the provision of an appropriately broad, balanced and reasonably adjusted curriculum, as necessary, is on offer for all students. They will be an excellent and assertive communicator, working closely with professional partners and services, following the SEND Code of Practice to ensure that Assess/Plan/Do/Review cycle is robustly implemented through the graduated approach. Their reflective and coordinated work will ensure that all priorities will be delivered across both school sites on a 'one school' model to maximise student progress, attainment and readiness for the next steps. It will also ensure that all staff know and prioritise SEND and inclusion through appropriate planning, training and information sharing.

A position within the senior leadership team will be considered for the right person with experience and skills to strategically lead and operate at this level.

Strategic direction and development:

- To be a figurehead for SEND, developing and leading a strategic vision in line with school priorities, sharing and communicating the vision with enthusiasm for continuous improvement.
- To lead the efficient implementation and review of individual student plans and EHCNA applications.
- To maintain the SEND/Inclusion register and lead the implementation of SEND provisions, reviewing their impact on defined SEND platforms, such as Provision Map.
- To engage with research and development around SEND, continuously developing professional knowledge, keeping up to date with national developments and requirements, and in pedagogy.
- To work with the SLT and SEND colleagues to develop and review policies, set objectives and write strategic plans which have coherence and relevance to the needs of students, and the school vision and values.
- To lead and monitor the progress of the SEND Department Improvement Plan, evaluating funding and applying this with maximum impact and efficiency.
- To know the local offer and lead the development of effective links with partner schools, feeder primaries, higher education establishments and other relevant external bodies in terms of provision for SEND students.
- To remain whole-school training and development around SEND.
- To ensure the effective timetabling and allocation of staff to support specific student needs in the classroom.
- To lead SEND transition planning and implementation to ensure this is incisive across Key Stage transitions.

Leading and managing staff:

- To work with the SEND Team and SLT in leading the recruitment of new staff and their induction.
- To lead, develop and sustain the SEND team ethos through effective communication channels, regular team meetings and the promotion of a collaborative culture which puts children first.
- To inspire and motivate other leaders in the SEND team through line management and coaching to ensure their efficacy in the provision of high quality education for all students with SEND.
- To offer support, information and advice to the SEND team and all staff across the school, as appropriate, promoting knowledge and understanding of SEND and individual plans for students with SEND needs.
- To review and develop the structure of the team and distribution of responsibilities, ensuring effective deployment of staff, the definition of appropriate professional development opportunities across the team and strategic allocation of resources.
- To lead the implementation of the appraisal process within the SEND team, setting appropriate and developmental targets and distributing responsibility across the team.



Job Description



Teaching and Learning:

- To inspire students through an appropriately adjusted, adaptive and varied curriculum across all subjects, working with departments, individual staff and leaders to do so.
- To ensure students build and develop knowledge, skills and vocabulary through medium-long-term planning of an appropriate curriculum across all subjects.
- To ensure that students have appropriate access arrangements for examinations.
- To evaluate the impact and effectiveness of teaching on the attainment and progress of SEND students through a rigorous quality assurance process of all sources of data and information.
- To lead the development of extra-curricular enhancement activities and further opportunities for inclusion and individualised personal development within the SEND department.
- To implement targeted intervention around literacy, numeracy and other specific support interventions as per the defined needs of individuals and cohorts of students.
- To support SEND staff to implement the school's Behaviour Policy with consistency, with reasonable adjustments made in the response as necessary to ensure disruption-free learning.
- To provide a parallel curriculum for students accessing SEND provisions so that they are able to segue into and out of provisions without disruption to their learning.

Other duties:

The SENDCo is a senior member of staff who is expected to contribute to the life of the school, including through undertaking the following:

- Working with the Headteacher and other senior leaders to contribute to the production of the School Improvement Plan, the Self Evaluation Form, Governor reports and other relevant documents.
- To support the Headteacher in delivering the vision for the school in line with our values.
- To further build and develop the school's very strong working relationships with the Mid-Sussex Federation of schools, Local Authority and other relevant external agencies.
- Communicating assertively, effectively and in a timely fashion with parents and other key stakeholders.
- Performing break time, lunch and after school duties and supervision.
- Contributing to our quality assurance processes, including carrying out Learning Walks, drop-ins, lesson observations etc.
- To arrange and deliver relevant training and induction for staff as and when needs are identified.
- Attending Leadership Team meetings as necessary and required.
- To teach a small allocation of lessons and undertake the duties required from any member of staff who has a teaching responsibility (in line with the latest STPCD and Teacher Standards).
- To support school events as required.

Professional Development

- Take responsibility for personal professional development and training, keeping up to date with research and developments to support continuous whole-school improvement.
- Participate in the school's appraisal, professional development and quality assurance processes.
- Have up to date knowledge of legislation and initiatives relating to SEN provision.

NOTE – The list of duties and responsibilities outlined above is not exhaustive, and the Headteacher may introduce further duties commensurate with the level of the role or amend these duties in consultation with the postholder.



Person Specification



SENDCo

	Essential	Desirable	Application/ Interview
Qualifications and Professional Development			
Qualified teacher status	x		A
Educated to degree level or equivalent	x		A
Has completed or is currently undertaking NASENCo or NPQSENCo qualification	x		A
Demonstrable evidence of recent and ongoing professional and leadership development	x		A
Completed Safeguarding training at a level consistent with a senior role		x	A
Experience and knowledge			
Recent successful leadership experience, either as Head of Department/Head of Year or similar position.	x		A/I
Track record of successful delivery of school improvement with measurable impact		x	A/I
Track record of developing, implementing and evaluating effective SEND strategies and policies to establish and maintain high standards		x	A/I
Evidence of promoting equity and inclusivity in school and fostering an understanding and respect for diversity across school life and the curriculum		x	A/I
Experience of developing and implementing SEND policy and procedure in school to ensure the best possible outcomes for SEND students.		x	A/I
Experience of leading curriculum development in a specific subject.		x	A/I
Experience of leading strategies and initiatives designed to improve student outcomes in a school.		x	A/I
Experience of leading and line managing staff at secondary level, with evidence of improvement in standards.	x		I
Track record of inspiring, challenging, motivating and empowering teams and individuals to be ambitious and strive for success.	x		A/I
Evidence of cultivating and sustaining a positive and supportive school culture.	x		A/I
Experience of mentoring and coaching staff and teams and facilitating staff training to develop talent and promote continuous professional development.		x	A/I
Understanding of relevant data, its evaluation and applications for improvement.	x		I
Experience of tracking and evaluating evidence-informed approaches to SEND practice and provision, and school improvement.		x	A/I
Experience of working collaboratively with families and services in the best interests of children.	x		A/I
Experience of managing and applying funds with efficiency.		x	A/I
Personal qualities			
A skilled and assertive communicator, able to engage and enthuse others.	x		I
Meticulous attention to detail.	x		A/I
Able to work autonomously and in collaboration with others to achieve success.	x		A/I
A strategic thinker.	x		I
Awareness and acceptance of the accountability and responsibility commensurate with a senior role.	x		A/I
Understands and appreciates the vision, values and ethos of Imberhorne School.	x		A/I
Inspires trust and fosters the respect of the school community.	x		I
Has empathy, warmth and good humour.	x		A/I
Has dynamism, resilience, enthusiasm and ability to work under pressure.	x		A/I
Committed to identifying and challenging under-performance across the workforce.	x		I
Has high standards and expectations of themselves and others.	x		A/I
Committed to promoting equity of opportunity and social justice.	x		I