

Candidate pack

Special Educational Needs Coordinator

Stowe



Our Vision and Ethos

Stowe stands in the most sublime setting of any school in the world. Historic buildings, landscaped gardens and the very spirit of the Enlightenment sit at the heart of its founding. But, as this remarkable landmark enters its second century as a leading public school, we believe that beauty and tradition are not enough: our future vision for the School embraces change, uncertainty and the challenges that will face our pupils not just during their academic careers, but throughout the rest of their lives in a world which is increasingly complex and ambiguous. Within that volatile environment we see our pupils and colleagues as Change Makers. They will make a lasting impact not only while they are here at Stowe, but, perhaps more importantly, in the wider world. The history of this place, both as a stately home and as a pioneering school remains important to our mission of education, and at the heart of a Stowe education remains intellectual enquiry, academic curiosity and a love of learning. We strive for a balance of rights and responsibilities, equality and inclusion and to treat each pupil and member of colleagues as an individual. Our vision is inspired

by a history of progressive thinking, and has been developed through collaboration with our pupils, parents, teachers, support colleagues, governors and alumni. Yes, we teach pupils how to excel in exams, but we also teach them how to collaborate, how to solve problems and how to think critically. Stowe is educating a generation of Change Makers ready to transform the world.

The Group's talented and committed workforce is one of our greatest strengths. We are committed to fostering team engagement, attracting, mentoring, developing and retaining our best teachers and support colleagues. We focus on employee wellbeing, provide opportunities for professional growth and we create a culture of community and partnership.



Anthony Wallersteiner

Dr Anthony Wallersteiner
Head of The Stowe Group

**“Stowe is educating
a generation of
Change Makers
ready to transform
the world.”**

THE *Stowe* GROUP

The Stowe Group of schools (Stowe, Ashfold, Swanbourne House and Winchester House) was created in is situated on four separate sites in Buckinghamshire and Northamptonshire. Across the four schools, The Stowe Group can offer education for boys and girls from 3-18 years. Within The Stowe Group there are more than 1,800 pupils and 800 members of staff. The Schools occupy sites of historical significance in Swanbourne, Dorton, Brackley and the world-famous landscape gardens at Stowe, where we work with The National Trust to manage 880 acres and open the grounds to over 200,000 visitors a year. Stowe House is open to the public during the School holidays and for guided tours during term time. The Stowe Group is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. In 2021, The Stowe Group launched its transformational and substantive Change Makers vision and Change 100 programme.



Stowe



SWANBOURNE HOUSE
BUCKINGHAMSHIRE




ASHFOLD
SCHOOL



WINCHESTER
HOUSE 



**We are
Change
Makers**
who are:

PROFESSIONAL

CREATIVE PROBLEM
SOLVERS

KIND

FLEXIBLE

COLLABORATIVE

COMMUNICATORS

Our values

PROFESSIONAL

01

We are ambassadors for The Stowe Group to the outside world. We are proud and passionate about working for The Stowe Group at all times. Colleagues are courteous, address everyone respectfully, and are always punctual and presentable. We present a professional image by effectively prioritising, being knowledgeable in our area of expertise and following through on our work commitments and initiatives. We work efficiently to enhance the pupil and parent experience. We do not wait to be asked, we are trusted to use our initiative to see what needs to be done. We act with reliability, diligence and consistency to deliver work outcomes to high quality standards and timescales. We maintain a positive attitude and demeanour and are flexible and cooperative, possessing an open mind and are self-reflective.

CREATIVE PROBLEM SOLVERS

02

We are adept at identifying a problem, looking for possible solutions and moving these forward to deliver the best course of action. We are committed to solving problems and completing all assigned work. Creative problem solvers are dynamic and therefore find new opportunities and solutions for problems by looking beyond current practices and using innovative thinking we are not afraid to think outside the 'box'. We are positively progressive in bringing new ideas and reinvent our processes to benefit our customers (pupils and parents) and the wider Stowe Group. As creative problem solvers we identify new opportunities to achieve goals and are willing to positively/appropriately challenge ideas or perceptions based on new information or contrary evidence which is presented. We find solutions through experimentation, imagination, questioning, collaboration and analytical methods and we look for ways to embrace technology and practical automation. We will look to acquire new knowledge, are inquisitive, and believe there is always more to learn.

KIND

03

We act with honesty, respect and integrity in our actions and decisions. Our interaction with others enriches the working experience as we look to genuinely build and maintain the trust of others. We show respect and patience for others and their working environment at all times, even when under pressure or when having a bad day. Kindness doesn't have to be mellow or soft – in many cases, it takes courage, vulnerability, compassion, empathy, and transparency. The ability to actively listen to others, be dependable, considerate and curious all create a culture of contagious kindness. The ability to thank and celebrate the success of others encourages growth, along with offering actionable constructive feedback. We are also kind to ourselves recognising when we need to manage our own energy levels or reach out for support.

Our values

FLEXIBLE

04

We are able to adapt successfully and swiftly to changing situations, keeping calm and being resilient in the face of difficulties. We plan ahead and have alternative options so are ready for all challenges. We are able to think quickly to respond to sudden changes in circumstances and take on new challenges at short notice. We are open to change and will look to explore external trends to build our own knowledge and skillset. The ability to balance and juggle a busy day job is countered by being empowered to use our initiative. We are adept at dealing with changing priorities and workload and succeed through the strong support network within The Stowe Group.

COLLABORATIVE

05

We make an invaluable and positive contribution to our immediate team and the wider Stowe Group team. We demonstrate calmness, leadership, collaboration and are great at coordinating with others to reach a common goal or outcome. We are honest, polite, and fair when working with others. We will look for ways to help others and provide assistance and encourage collaboration with other departments. We seek to find ways to empower others not to blame. We have a positive impact in the workplace and improve the positive energy level of the team. We work well and develop effective respectful relationships with a diversity of colleagues by listening and showing interest in others and their concerns.

COMMUNICATORS

06

We are clear, concise, confident and consistent in our communication to others. We actively listen to others and know when to adapt our communication to colleagues around us, encouraging open discussions. In a team or group setting, we show respect, knowing when to take part in a discussion, remaining open-minded and allowing others to speak without interruption. We share relevant information with others to ensure they are updated and also allowed an opportunity to share their ideas and thoughts for consideration. Opportunities to simplify communication are identified and we will not shy away from offering positive challenge or questioning to others. We act with positive body language and look for the body language clues that others offer to adapt to their communication style.

Job details

Appointment of: Special Educational Needs Coordinator (SENCo)

Department: Academic Administration

Accountable to: Deputy Head Academic

Number of direct reports: 6

Location: Stowe School

Salary: An extremely attractive and competitive package

"The Group's talented and committed workforce is one of our greatest strengths. We are committed to fostering team engagement, attracting, mentoring, developing and retaining our best teachers and support colleagues"

Purpose of the role

We are seeking a qualified and experienced person to take responsibility for the leadership of the Academic Support Department within the school. The successful candidate will be an excellent communicator with strong inter-personal and administrative skills. They will possess the drive and energy to operate as the lead teacher with whole School responsibility for those pupils with Additional Needs, such as EAL, and with Special Education Needs.

The candidate must be well qualified in supporting those with Special Educational Needs and have extensive experience in a school, college or similar environment. He or she will have the ability to work closely with other teaching staff, as well as winning the confidence of pupils and communicating clearly with parents. We are looking for someone to lead and inspire pupils of all abilities and to lead an able and committed team. The Academic Support Department at Stowe benefits from a strong sense of teamwork, thus leading to a happy and rewarding environment in which to work.

Key Tasks

The Head of Department is expected to:

- encourage high standards in all aspects of School life
- contribute to the effective and efficient management of the School
- support and motivate students, teachers and other School employees
- encourage consultation and discussion in the Department
- communicate effectively with parents and guardians
- be prepared to take part in extra-curricular activities

Heads of Department (HoDs) are responsible for the academic progress of students who study their subject. They are responsible for supporting the work of subject teachers and making sure that all members of the Department participate effectively. They should encourage, manage and support the professional development of staff within their Department and promote a working atmosphere which encourages co-operation and values the contribution which individuals make to the work of the Department.

Key Tasks

The Head of the Academic Support Department is accountable to the Head through the Faculty Chair and Deputy Head (Academic). As Head of Department, he or she will be responsible for the personal and professional welfare of department staff, for the efficient organisation of the Department and the quality of educational experience offered to the pupils.

The Head of Academic Support will be expected to contribute to teaching in the Department (or other areas of the curriculum where appropriate qualifications are held).

Responsibilities as Head of Department:

- To remain up-to-date and aware of all relevant legislation for SEN: for example the Disability Discrimination Act, SEN Code of Practice, Safeguarding Children in Education, Children's Act, JCQ EAA.
- To consult, communicate and liaise with colleagues to ensure full access to the curriculum for all pupils.
- To keep an annual up-to-date Pupils With Additional Needs Register (on ISAMs), with files for all pupils on the register to provide instant information for teaching staff.
- To ensure that all teachers of pupils on the Additional Needs Register are equipped with information and guidelines to support these pupils: monitoring and advising on the type and range of teaching and learning resources being utilised to meet the needs of pupils with SEN and EAL.
- To arrange for assessments to be conducted as necessary.
- To promote a variety of different teaching styles and study skills to support the learning styles of different pupils.
- To be available to all colleagues for Learning Support issues and take responsibility for arranging INSET where appropriate.
- To attend training and INSET to keep up-to-date with developments relating to Additional Needs.
- To advise the Deputy Head (Academic) in updating Stowe's Additional Needs Policy, ensuring that staff are aware of their responsibilities, both as subject teachers and as tutors.
- To organize, attend, chair and administer Annual Reviews (including writing the Schools Advice and Recommendation Report).
- To carry out or commission the requirements for an application for an EHCP.
- To participate in tutoring, boarding house duties and activities as required.
- To make sure that teachers are clear about teaching objectives in lessons and to encourage visits by others both inside and outside the department.
- To embrace the Change Maker skills and make sure they are regularly incorporated in lessons, and to promote the School's aims and ethos at all times with colleagues, parents, pupils and the public.
- To keep up-to-date with changes within the subject curriculum and, within that context, make recommendations to Deputy Head (Academic) about: new courses, staffing needs, new materials and INSET needs; and to review and update schemes of work and the Departmental Handbook on a regular basis.
- To hold and minute weekly department meetings.
- To negotiate departmental staffing requirements and teaching loads.
- To co-ordinate the annual budget and maintain an inventory of departmental stock.
- To ensure appropriate cover work is set in the case of a Department member's absence and the Cover Administrator is informed of the absence.
- To liaise with the Examinations Officer regarding external exams; entering pupils for appropriate exams; checking entries and checking the exam papers.

Key Tasks continued

- To liaise with the Examinations Officer for setting of internal exams, supplying correct papers and exam marking and results are completed by published deadlines.
- To attend allocated Open Mornings.
- To set and mark Lower 6th (Year 12) entry papers as required.
- To store, sort & update EAL resources & materials.
- To update the departmental virtual learning environment portal site.
- To support and mentor new staff in the department.
- To complete all relevant exam entries.
- To provide a detailed exam results analysis after each academic year.

Matters relating specifically to Pupils with SEN:

- To devise screening procedures, assessing results and formulating follow-up policies.
- To work with the Registrar to interview and assess prospective pupils who may have SEN requirements.
- To liaise with prep schools to ensure continuity of support and learning when SEN pupils transfer to Stowe.
- To receive referrals for pupils whose progress is causing concern, carrying out assessments and implementing a plan.
- To send information to teachers, interviewing pupils, consulting parents, tutors and house parents.
- To manage interventions and the development of alternative teaching strategies and individual programmes where necessary.
- To refer pupils to an outside agency if appropriate. To complete administration requirements in advance of assessments, liaising with educational psychologists, external assessors, speech therapists, occupational therapist and physiotherapists. To summarise findings and recommendations for staff.

- To monitor and review subsequent progress of pupils on the Learning Support register and liaising with pupils, parents, teachers, tutors and the exam officer.
- To advise on set placements, subject choices and behavioural interventions.
- To assist with the completion of UCAS forms and other references for SEN pupils.
- To identify pupils entitled to exam access arrangements and putting in place the appropriate arrangements for both external and internal exams and to liaise with the Exams Office around managing these arrangements.
- To manage applications for exam access arrangements for international exams.
- To provide continuous pastoral care and learning support of pupils with learning difficulties – social/emotional/behavioural problems.
- To manage the procedures and paperwork of pupils who have an EHCP.
- To contribute to the management of LAC (Looking After Children).
- To manage the activities for prep club and 'super-tutoring' sessions.

Matters relating specifically to Pupils with English as an Additional Language:

- To assess English levels when pupils first arrive and to work with the Registrar to interview and assess prospective pupils who may have EAL requirements.
- To arrange for appropriate lessons with the team of teachers qualified to teach EAL.
- To ensure all pupils required to take IELTS or other EAL qualifications have lessons and are entered for the qualification.
- To ensure complete curriculum coverage, continuity and progression in the subject for all students, including those with high ability and those with special needs.

Person specification

The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form

| Attributes | Essential | Desirable |
|----------------------------------|--|---|
| Qualifications | <ul style="list-style-type: none"> • An Honours degree (or equivalent) in the relevant subject (s) • PGCE | <ul style="list-style-type: none"> • SENCo Qualification • Level 7 Assessor |
| Specialist Skills and Experience | <ul style="list-style-type: none"> • Experienced and successful teacher • Experience of meeting the needs of pupils with SEN in a school or college • Experience of leading a team • Knowledge and administration of the JCQ exam access arrangement | <ul style="list-style-type: none"> • Has good knowledge of the GCSE curriculum and UK exam boards • Has delivered inset to staff on SEN • Excellent record keeping • Experience of applying for access arrangements for international exams • Experience of working with pupils with English as an Additional language |
| Personal Qualities | <ul style="list-style-type: none"> • A willingness to participate fully in the pastoral care, School duties and extra-curricular activities • Excellent communication skills • Excellent organisational skills • Excellent time management skills | <ul style="list-style-type: none"> • A candidate willing to take on responsibility for a year group or curriculum area |

This job description and person specification reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder

Date Agreed: March 2025



**WINCHESTER
HOUSE
SCHOOL**

Stowe



**ASHFOLD
SCHOOL**

**SWANBOURNE
HOUSE**

BANBURY

DEDDINGTON

BICESTER

KIDLINGTON

OXFORD

TOWCESTER

DEANSHANGER

BUCKINGHAM

WADDESDON

AYLESBURY

MILTON KEYNES

BLETCHLEY

STOKE
HAMMOND

LEIGHTON
BUZZARD

TRING

BEDFORD

CRANFIELD

FILTWICK

TODDINGTON

LUTON

HARPEN



Enhanced holiday entitlement

Your contract will provide details of the exact holiday entitlement you will receive



Free School Meals

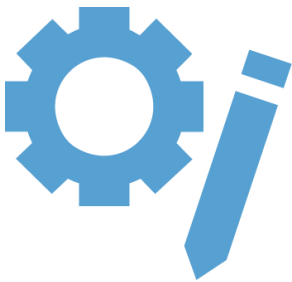
For colleagues working six hours or more during term time



Cycle2work scheme

(National Minimum Wage rules may impact eligibility)

Colleague benefits



Learning and development opportunities



Discounted School Fees

At Stowe Group schools

Access to the Stowe Library

Plus a range of online digital magazines and publications



Free annual flu vaccine



£80 Annual Golf Membership

For you and immediate family (applies to permanent colleagues only)



Volunteer leave

Up to 2 days paid leave for volunteering



Employee wellbeing programme

Including free access to counselling services, physiotherapy and more



Shopping discounts

Through the 'Discounts for Teachers' website



Free refreshments



Wraparound childcare

Free wraparound childcare available for all colleagues at Prep Schools



Free gym and swimming pool use

For you and your family (Stowe colleagues only, specific times apply.) Free Yoga classes at Stowe.



We are change makers

THE *Stowe*
GROUP

Stowe School, Stowe, Buckingham MK18 5EH
01280 818100 www.stowe.co.uk

Stowe School 01280 818

SECURITY

BARBARIAN