



Clifton High School

CANDIDATE INFORMATION
SENCO - HEAD OF ENHANCED
LEARNING



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BEYOND A SCHOOL, a place to belong



AN INTRODUCTION TO OUR SCHOOL

Clifton High School is future-focused with traditional values. Located in the heart of the beautiful and picturesque Clifton Village in Bristol, we are a mid-sized, all-through, independent school, educating boys and girls aged 3-18 years.

‘Realising Individual Brilliance’ is more than a tagline at Clifton High School; it is an aspect of education we truly believe in and see exemplified every day. Each child's unique talents and qualities are nurtured and celebrated in ways bespoke to them as an individual.

Clifton High School is renowned for its strong pastoral and family ethos. The safety and well-being of each pupil is our priority, ensuring emotional and personal development is given the same level of importance as academic achievement.

Our community rapport, teacher encouragement and continuous support create an atmosphere where children and young people develop happily and progress successfully. Parents often comment on the excellent relationships between staff and pupils as “relaxed yet always respectful”.



JOB DESCRIPTION

Job Title: SENCO - Head of Enhanced Learning

Department: Enhanced Learning

Reports to: Deputy Head (Academic)

PRIMARY PURPOSE OF THE ROLE

The Head of Enhanced Learning (SENCO) provides strategic leadership for provision supporting pupils with Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health needs (SEMH), and English as an Additional Language (EAL). The post holder ensures that the School's inclusive ethos is embedded in daily practice, and that teams work collaboratively to identify, assess and support diverse learners.

A key objective is to strengthen the integration of our SEND and SEMH provision, ensuring early intervention, consistent communication, and coordinated support for pupils and families.

SAFEGUARDING

Clifton High School staff are committed to safeguarding and promoting the welfare of children and young people across this 3-18 School, both in and out of School when in their charge and care. The postholder will also ensure that any volunteers they have engaged to work with the children and young people are also committed to safeguarding and are fully aware of the School's policies and procedures beforehand.



MAIN RESPONSIBILITIES

Strategic Leadership

- Lead and develop the School's SEND, SEMH and EAL strategy in alignment with whole School priorities and statutory guidance.
- Oversee a unified Enhanced Learning team, promoting shared systems, joint planning, and cohesive practice across SEND, SEMH and EAL.
- Provide high-level data analysis on progress, provision mapping, and emerging needs across the School.
- Report regularly to the Senior Leadership Team (SLT) and governors on impact, trends and resource needs.
- Lead the development of policies relating to SEND, SEMH, EAL, accessibility and inclusion.

Coordination of SEND Provision

- Oversee identification, assessment and review of SEND pupils' progress. Ensuring the high-quality ETISS (IEPs), provision maps, and pupil profiles.
- Manage referrals to external agencies (for example, EHCPs, Speech and Language Therapists, CAMHS, ASD specialists, etc).
- Monitor quality of teaching and intervention for SEND pupils through lesson visits, observations, work scrutiny and data tracking.
- Ensure statutory compliance for pupils with EHCPs, including Annual Reviews, transitions, and provision delivery.

SEMH Leadership

- Line-manage and work closely with the SEMH Lead to coordinate early intervention, counselling, behaviour support and pastoral programmes linking closely with the Head of Infant and Junior School, Deputy Head: Pastoral and Mental Health and Wellbeing Lead.
- Oversee shared systems for recording SEMH concerns and coordinating multi-agency involvement.
- Ensure that SEMH considerations are embedded within SEND assessments and whole school pastoral approaches.
- Facilitate professional learning around trauma-informed practice, emotional regulation, and behaviour as communication for all staff and the team.

MAIN RESPONSIBILITIES CONT.

EAL Leadership

- Line-manage the EAL Lead, ensuring high-quality assessment, targeted support and language-focused interventions.
- Oversee EAL provision across curriculum areas, ensuring staff have appropriate strategies for language-rich teaching.
- Ensure EAL needs are integrated into SEND and SEMH triage processes where relevant.

Team Leadership and Management

- Line-manage the staff across SEND Teachers, LSAs, SEMH Lead, and EAL Lead, including appraisal, CPD planning and performance management.
- Establish a culture of teamwork, shared planning, and reflective practice.
- Oversee timetabling, deployment and workload of support staff to maximise impact across the School.
- Identify training priorities and deliver/coordinate whole School CPD on inclusive teaching and learning.

Collaboration Across the School

- Work closely with the Head of Infant and Junior School, Deputy Head: Pastoral, Designated Safeguarding Lead, Heads of Year, Heads of Department, Mental Health and Wellbeing Lead and Pastoral Team to ensure cohesive support for pupils.
- Provide guidance to teachers on differentiation, scaffolding, and assessing pupils with additional needs.
- Liaise regularly with parents, offering guidance, reassurance, and strategic updates on progress and provision.
- Lead review and transition processes for pupils moving between infant/juniors senior Schools or joining/leaving the School.
- Liaise and support the Examinations Office in the delivery of internal and external assessments and exams, providing guidance for those pupils with examination access arrangements and applications.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post

PERSON SPECIFICATION

<h3>Skills and Abilities</h3>	<p>Essential</p> <ul style="list-style-type: none"> • Strong understanding of SEND, SEMH needs, trauma-informed practice, and behaviour support. • Knowledge of effective EAL provision and assessment methods. • Demonstrated ability to lead and motivate a multidisciplinary team. • Excellent communication skills with staff, pupils, and families. • High level of organisational skill, strategic thinking, and data fluency. <p>Desirable</p> <ul style="list-style-type: none"> • Training in specific intervention programmes (e.g., ELSA, Thrive, Read Write Inc., dyslexia programmes, speech/oracy programmes).
<h3>Experience</h3>	<p>Essential</p> <ul style="list-style-type: none"> • Substantial experience working in SEND leadership within a school setting. • Experience of leading others • Experience of supporting parents and pupils with emotive information and advice. <p>Desirable</p> <ul style="list-style-type: none"> • Experience in an independent school context. • Previous experience with diverse language learners (EAL) would be beneficial. • Previous experience of supporting pupils through transitions between key stages.
<h3>Qualifications and Professional Development</h3>	<p>Essential</p> <ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • NASENCo qualification (or commitment to complete) <p>Desirable</p> <ul style="list-style-type: none"> • Certificated qualification linked to leadership and management of a SEND department
<h3>Personal Qualities and Competencies</h3>	<p>Essential</p> <ul style="list-style-type: none"> • Leadership and team development. • Empathy, listening skills, and emotional intelligence. • Ability to work collaboratively across departments. • Analytical thinking and confident use of data. • Clear judgement and confidentiality. • Solution focused approach. • Commitment to inclusive education and pupil wellbeing. <p>Desirable</p> <ul style="list-style-type: none"> • Ability to improve and implement new systems and processes. • The ability to assess and defuse difficult conversations and communications.



CLIFTON HIGH SCHOOL AS A BUSINESS

Just like other independent schools, Clifton High School is a business.

Our product is a high-quality, desirable education. To ensure we continue to provide the education and experience we are so passionate about, our business must be successful. This is largely down to fees; securing future pupils, retaining families, as well as maintaining and building upon the reputation we uphold.

Our parents are our customers, each making large financial and emotional investments in our School. As such, all employees are representatives of the School and play a part in its success.

With a flourishing and affluent Bristol population, the demand for an independent education is strong and highly competitive. To illustrate this, there are more independent schools within the city and its outskirts than anywhere else in the country, other than North London.

Clifton High School has learnt never to be complacent but to strive to keep competitive and ahead of the game. Our unique offering, together with co-curricular activities and personal and social development, is emphasised alongside academic excellence. Parents very much value this. Indeed, it is an important reason why they choose us.

Competition to attract pupils is high, and as such, we seek to appoint and retain staff of the highest calibre who act as ambassadors for the School, embracing and reinforcing our ethos and values.



BEING A CLIFTON HIGH SCHOOL EMPLOYEE

Working at Clifton High School involves a commitment to the vision, culture and heart of the School. All staff members work with colleagues to ensure that the School fulfils its aims.

Our pupils are fun, inquisitive, enthusiastic and rewarding. Staff are expected to share and champion this passion for bringing out the best in each one of them. Classes are small, allowing staff to not only strive to achieve the highest standards but also to make a significant contribution beyond them. All staff enrich and strengthen the wider life of the School by undertaking duties, offering and supporting activities or clubs. As role models for our young people, they are encouraged to show planned and focused career development.

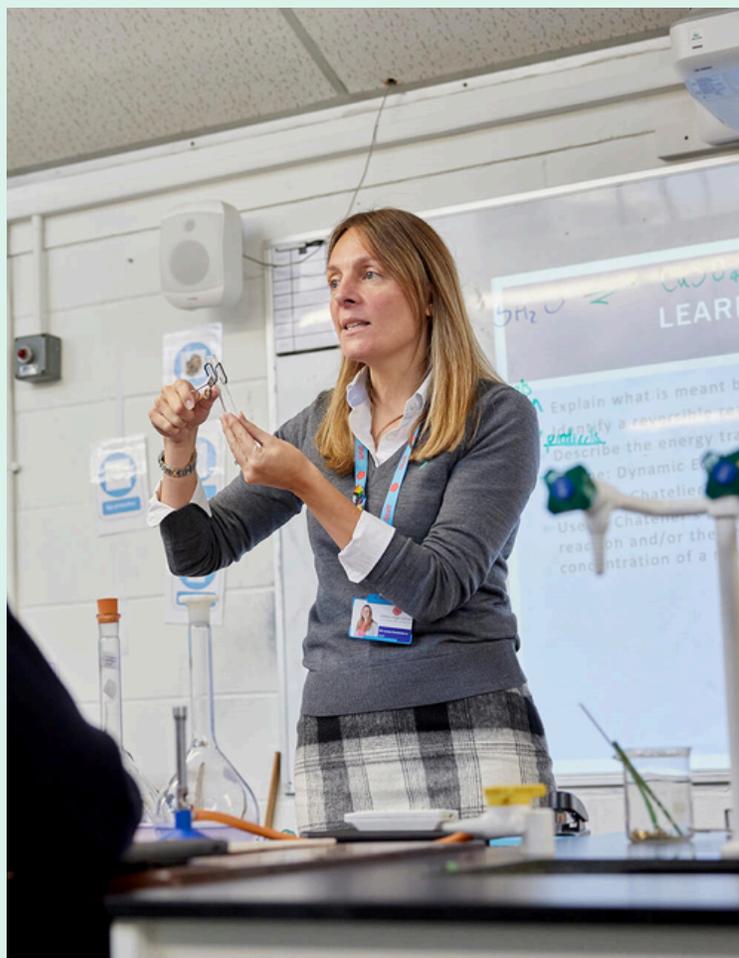
Focusing priority on excellence in the teaching and learning of our young people, as well as their personal development, staff are also encouraged to learn new skills and advance their own professional growth. Whilst Clifton High School encourages its young people to acquire skills, its staff must also lead by being open to new skills and knowledge.

We very much hope every individual, whether part of teaching, support, business administration or otherwise, to feel they belong to our Clifton High School community, sharing our common goal of the health, safety, well-being and education of our young people at its core.

'Realising Individual Brilliance' is not just for the pupils, but for everyone at Clifton High School.

What do we have to offer you?

- A committed and supportive staff community
- Motivated children with a desire to learn
- A drive to change and be better
- A culture of high ambition and excellent pastoral care throughout the school
- A history of embedded excellent best practice
- A creative and inspiring ethos with School values that our children and staff members carry with them for life
- Strategic, committed and supportive leaders
- Regular support and training to update skills
- Healthy and nutritious two-course lunch during term times
- 'School Fee Discount Scheme' for permanent staff members
- Regular staff socials



OUR VALUES



CURIOSITY

We educate our young people to be informed, inquisitive individuals with the ability and knowledge to use the art of questioning to explore the development of new, independent ideas. This, in turn, instils in them confidence and a lifelong love of learning.



EMPATHY

Relationships are enhanced when the value of love, for oneself and others, is achieved. This is something we encourage in all pupils, alongside a love of the planet we live on, the natural world around us and a passion for preserving it.



EMPATHY

The consideration of alternative perspectives is something we encourage in our pupils. It enables them to go out in the world with a desire to make positive change, through kindness, respect and understanding.



DIRECTION

We constantly support pupils to strive for ambition through a commitment and dedication to achieve personal goals that provide individual and personal direction, give purpose and drive motivation.



OUR STRATEGIC AIMS

At Clifton High School our strategy identifies six key areas that form the basis of our future:

- Pastoral Heart
- One School, One Team
- Beyond Academic Excellence
- Strong Community
- Secure and Successful
- An Environment to Thrive



Clifton High School

**THANK YOU FOR YOUR INTEREST IN
WORKING AT CLIFTON HIGH SCHOOL**