



THE
HOLMESDALE
SCHOOL

Swale
ACADEMIES
TRUST

The Holmesdale School

Recruitment Pack

Assistant Headteacher

SENDCo



The Holmesdale School

Malling Road

Snodland

Kent

ME6 5HS

Contents

- Welcome from Glenn Prebble, Head of School
- Safeguarding
- Job Description
- Person Specification
- The Application Process



Letter from Glenn Prebble – Head of School

Dear Applicant

Assistant Headteacher – SENDCo

Thank you for expressing an interest in the advertised ***Assistant Headteacher – SENDCo*** post. We hope you will take a look at the information enclosed with this letter and, should you wish, visit our school prior to applying.

The Holmesdale School is a purposeful community where pupils and staff work together well. Pupils appreciate the ambition that staff show for them and the determination with which they have improved the school and continue to improve the education they receive.

The Holmesdale School is a small school with excellent facilities and a new dynamic leadership team that is already driving up standards. Pupils are keen to learn, come to school regularly and are rarely late. The school has a staff body that are committed to improvement and are keen to welcome new teachers into their team. This school provides an exciting opportunity for teaching professionals to make a significant difference to pupils lives and also to develop their own career.

At The Holmesdale School, we recognise how important it is to offer a consistently good quality educational experience. We are now working with the Swale Academies Trust to continue to improve the progress of pupils. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south-east with a highly effective record in school improvement. Swale Academies Trust consists of a group of fifteen primary and secondary schools based in Kent and East Sussex. We have a very strong track record in leading school improvement and are looking for dynamic people who want to transform children's lives in some of the more challenging educational contexts in the region.

The successful applicants will therefore join a large dynamic organisation that puts learning at the centre of all that we do. At the heart of our desire to improve is a relentless drive to ensure that students make exceptional levels of progress. We therefore seek well-qualified, highly skilled, and enthusiastic leaders, who have the highest of expectations of both themselves, the staff and the students in their classes. We want leaders who enjoy working with a diverse staff and young people of all abilities and differing needs. If you became part of our team, we believe we could offer you a number of benefits. You would become part of something unique and successful and we can offer an exceptional package of professional development, ranging from a Master's Degree, an improving leadership programme, and support for aspiring heads to obtain the NPQH qualification.

We want to appoint teachers of the highest calibre and realise that we also have to offer a substantial remuneration package, including enhancements for working in a challenging context. Finally, should you join us, you will be working alongside Swale Academies Trust. Swale Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check and references.

As a Trust dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

We very much look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'G. Prebble', written in a cursive style.

Mr Glenn Prebble
Head of School

Extract from Safeguarding Policy

Introduction and Ethos

The Holmesdale School is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. The Holmesdale School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

The Holmesdale School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected. As a staff, we are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- We are an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.

There are four main elements to our safeguarding policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

Job Description

School: The Holmesdale School

Job Title: Assistant Headteacher SENDCo

Grade: L10 - L14

Vision: To be an outstanding community school, whose focus is on learning, as well as on personal and social development, and to be ambitious for all regardless of circumstance

Leadership Expectations:

1. To **deputise** for the Head of School if required to do so
2. To work **strategically** as a member of the Leadership Team;
 - to take a corporate view of policy implementation, pursuing and delivering school strategies and agreed actions in a positive and consistent manner to raise standards.
 - to think creatively about the school, to be prepared to take risks and to innovate.
3. Through line management of **curriculum area(s)** to be accountable for and report to the rest of the Leadership Team on the progress of students and the quality of teaching and learning in those subjects;
 - to be an excellent team leader, capable of building a successful team and getting the best out of colleagues.
 - to have responsibility for the performance and line management of staff.
 - to engage in the process of appointing new staff including the interview process.
4. To assist in the **day-to-day running** of the school and take an appropriate share of the many tasks required of school leaders;
 - to have a high profile around the school.
 - through the implementation of the school's behaviour policy to ensure systematic and consistent management of behaviour.
 - to ensure the school website and other communications provide accurate and up-to-date information to parents and carers on their various areas of responsibility.
 - to undertake an appropriate amount of teaching and cover.
 - to participate in duties before and after school, lunchtime and breaktime.
 - to deliver assemblies.
5. to model the **high personal and professional standards** expected of staff;
 - to be an excellent communicator with a high degree of emotional intelligence, and create open and effective lines of communication with a clear system for consultation and decision making
 - to be courteous to all colleagues and promote collegiality and good working relations
 - to report to the Head of School (and Governors where appropriate) information about their various areas of responsibility.

General expectations of all staff:

- to demonstrate high professional practice in all areas of work
- to help progress the school towards our vision, through a focus on raising the aspirations of students.
- to be an excellent role model for students, commanding respect and being a positive presence around the school.
- to be efficient and effective, highly organised in all areas of work.
- to promote actively the school's ethos through actions and words.
- to adhere to the staff dress code.

Assistant Headteacher SENDCo Key Accountabilities

Strategic direction and development

- Ensuring that all students with special or additional needs receive their full educational entitlement and have access to the whole curriculum.
- Arranging and coordinating training for all staff in specific areas of SEND.
- Collating information and use data to inform necessary interventions for SEND students including the tracking of their progress.
- Having full oversight of the running our SRP to provide a well-managed provision and integration opportunities into mainstream school for our students with a EHCP ASC diagnosis.
- Using attainment data to evaluate the effectiveness of intervention strategies.
- Having a strategic overview of SEND throughout the school including planning, policy writing, advising, and supporting other staff. This will include writing of provision maps for individual /groups of students.
- Collating Teaching Assistants timetables by liaising with leaders within the school.
- Preparing and managing statutory assessment paperwork.
- Organising, attending, chairing and the administration of annual reviews (including writing the school's advice and the recommendation report).
- Meeting with parents and carers.
- Preparing referrals and attending meetings with other outside agencies.
- Managing the transition process for SEND students.
- Initiating and carrying out assessments of need.
- Managing budget and resources.
- Managing special arrangements for end of key stage tests and external examinations.
- Acting as a role model for quality first teaching for all students.
- Supporting staff in the adaptive teaching of curriculum to ensure full access for all students.
- Monitoring class teachers, advising on and supporting their teaching and curriculum delivery for those students with special educational needs.
- Supporting a positive school ethos and celebrating achievement for all.
- Reinforcing the National Curriculum Statutory Inclusion Statement to ensure that all colleagues recognise that every teacher is a teacher of students with special educational needs.
- Analysing data to ensure that teaching and learning is effective for students with special or additional needs.
- Planning and delivering training for teaching staff on aspects of quality first teaching relating to the SENDCo role.

Line Management Responsibilities

- Annual Performance Review of all staff that the post holder line manages according to school policy.
- Celebrate and share the successes of the department whilst challenging underperformance.
- Provide information to the designated Line Manager on areas relating to SEND as required.
- Plan and evaluate the allocation of material resources.

Professional Standards

- Support the aims of the school to promote a “learning community”.
- Treat all members of the community, colleagues and students, with respect and consideration.
- Set a good example to students and the department in terms of appropriate dress, standards of punctuality and attendance.
- Promote the aims of the school by attendance at and participation in events such as open evenings, options evenings and the like (as appropriate to responsibilities).
- Support the ethos of the school by upholding the Behaviour for Life Policy code, uniform regulations etc.
- Take responsibility for own professional development as identified with the line manager. Participate in staff training when provided.
- Reflect on own practice as well as the practices of the school with aim of improving all that we do.
- Read and adhere to the various policies of the school as expressed in the Staff Handbook and Policy Book.
- Participate in the management of school by attending various team and staff meetings.
- Undertake duties as prescribed within the Staff Handbook.
- Ensure that all deadlines are met as published in the school calendar.
- Undertake professional duties that may be reasonably assigned to them by the Head of School.
- Be proactive and take responsibility for matters relating to health and safety.

Health & Safety

- To promote and comply with the school’s policies on Equal Opportunities and Health and Safety both in the delivery of services and the treatment of others

•
The Holmesdale School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by The Holmesdale School. Any

safeguarding or child protection issues must be acted upon immediately by informing the Designated Child Protection Officer.

This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions document and reflects the policies agreed by the Governors. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time. This job description will be reviewed regularly and is an integral part of the appraisal and line management process.

Person Specification

School: The Holmesdale School

Job Title: Assistant Headteacher - SENDCo

Grade: L10 - L14

KNOWLEDGE AND EXPERIENCE – ESSENTIAL

- ✓ Graduate (with a good degree)
- ✓ Qualified teacher
- ✓ Experience as a SENDCo or significant involvement as part of a SEND team
- ✓ Minimum of five years teaching experience, two at middle leadership level
- ✓ Proven success in raising achievement as a leader
- ✓ Experience in strategic and operational accountability of SEND provision
- ✓ Experience of delivering high quality INSET to teaching staff
- ✓ Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance
- ✓ Successful experience of processes of monitoring, evaluation and review that provide performance data that can be used to improve the quality of provision
- ✓ Recent experience of involvement in curriculum development
- ✓ Experience of presenting to a wide audience including teachers, managers, governors and parents.
- ✓ Proven experience of successfully raising achievement and improving behaviour in a secondary school – within individual departments is essential and across the school as a whole is desirable
- ✓ Experience of using coaching as a model for ensuring on going professional development

PERSONAL SKILLS AND QUALITIES – ESSENTIAL

- ✓ Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels
- ✓ Willingness to work hard
- ✓ Ability to present information clearly and concisely to prescribed formats; excellent written and oral communication skills
- ✓ Ability to work on own initiative and prioritise work to given deadlines; ability to work accurately and methodically under pressure
- ✓ Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations
- ✓ Flexible, adaptable, and results orientated
- ✓ Awareness of and commitment to equal opportunities and valuing diversity
- ✓ Commitment to the safeguarding and promotion of the welfare of young people
- ✓ Enthusiasm to promote a positive school image to the local and national community
- ✓ The aspirations, talent and enthusiasm to become a highly successful senior leader

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed and provided with full details of the interview programme. If you have not heard from us within four weeks of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Satisfactory completion of a Health Assessment
- Satisfactory completion of six-month probation period (where relevant)
- Satisfactory checks, as may be required in accordance with statutory guidance, if you have worked or been resident overseas in the previous five years.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.