



**Regis Manor  
Primary School**

**Assistant Headteacher  
(With SENDCo)**  
INFORMATION





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**Regis Manor  
Primary School**

Dear Applicant

On behalf of all the children, staff and governors, I'd like to thank you for your interest in the role at Regis Manor Primary School.

We are a school that likes to celebrate success at every level. Our children are hardworking, enjoy a challenge and love to learn. We provide a huge array of activities for children to broaden their experiences which you will be able to see through our news and updates on our website and social media feeds. Working in partnership with parents, carers and other key members of the community we work together on the school's journey to provide an outstanding provision for all.

Regis Manor is part of Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. The Trust consists of a group of primary and secondary schools based in Kent, East Sussex and South London.

Regis Manor was judged "good" at its last Ofsted inspection in March 2018 and the school continues to improve and develop. The welfare and development of its pupils is at the heart of everything the school does.

We seek to appoint an excellent practitioner who thrives on challenge, is passionate about improving the life chances of pupils, enjoys working as part of a team and feels confident in trying new ways of doing things. The successful applicant will be well supported and we can offer you a school committed to your professional learning.

We look forward to receiving your application.

Yours sincerely

Mr M Perry  
Head of School

Mrs K Mirams  
Executive Headteacher



# JOB DESCRIPTION



**Job title: Assistant Headteacher (with SENDCo)**

**Salary: L3 - L7**

**Contract type: Full Time & Permanent**

**Reporting to: Head of School**

**Responsible for: Teachers & Support Staff**

## **Main Purpose**

- The Assistant Headteacher, under the direction of the Head of School, will take a role in:
- Formulating and embedding the aims and objectives of the school
- Establishing policies and protocols for achieving these aims and objectives
- The full responsibility for leading and managing accelerated progress of SEN learners
- SLT meetings and duties
- Managing staff and resources effectively
- Monitoring progress towards the achievement of the school's aims and objectives

The Assistant Headteacher will also have a timetabled teaching commitment complying with the teachers' standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Head of School.

## **Duties and responsibilities**

### **Leadership**

#### **Under the direction of the Head of School:**

- Support the Head of School in the day-to-day management of the school
- Communicate the school's vision, ethos and motto compellingly and support the Trustwide strategic leadership direction
- Lead by example, focusing on providing excellent education for all pupils showing high levels of emotional intelligence at all times
- Lead on particular whole-school strategies and policy areas
- Build positive relationships with all members of the school community
- Keep up to date with developments in education through research
- Seek training and continuing professional development to meet own needs
- Strategically lead teams for Core subjects and provide support for Foundation subjects



# JOB DESCRIPTION



## Managing Staff

### Under the direction of the Head of School:

- Performance manage middle level leaders, teachers and support staff when required, including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance
- Assist with the selection and recruitment of new staff
- Create an ethos within which staff are motivated and supported to develop their skills and knowledge
- Commit to their own professional development, proactively identifying development opportunities

## Modelling best practice Quality First Teaching

- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others
- Deliver high quality assemblies/daily worship in line with the School and British Values.

## Systems and Processes

### Under the direction of the Head of School:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the local governing body as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

## Special Educational Needs Co-ordinator

- To determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies



# JOB DESCRIPTION



## Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils 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 pupils 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
- Operation of the SEN policy and co-ordination of provision
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement, co-ordinate and lead intervention groups for pupils with SEN, and evaluate their effectiveness

## Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil'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 pupil has SEN or a disability



# JOB DESCRIPTION



## Leadership and management

- Work with the Head of School and governors 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 governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- 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 pupils with SEN or a disability
- Lead and manage any staff in a deputy/assistant SENCo role
- Lead and manage teaching assistants working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

## Other areas of responsibility

### Continuing Professional Development of Staff

- To plan and provide training and support on aspects of the School Development Plan to contribute to enhancing pupil progress and personal development
- To monitor and evaluate impact of CPD
- To work collaboratively as part of the Trust in Hub wide partnership

### Pastoral

- To support whole-school systems for pupil wellbeing and liaise with AHT Pastoral
- Promote and support the effectiveness of the school's behaviour policy and strategies
- Support improved pupil attendance

The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.



# PERSON SPECIFICATION



	CRITERIA
<b>Qualifications</b>	Qualified teacher status
	Degree
	Professional development in preparation for a leadership role
	National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
<b>Experience</b>	Leadership and management experience in a school
	Teaching experience in multiple key stages
	Involvement in school self-evaluation and development planning
	Line management experience, including mentoring role
	Experience of contributing to staff development
<b>Skills and Knowledge</b>	Understanding of high-quality teaching, and the ability to model this for others and support others to improve
	Understanding of school finances
	Effective communication and interpersonal skills
	Ability to communicate a vision and inspire others
	Ability to build effective working relationships
	Sound knowledge of the SEN Code of Practice
	Ability to plan, deliver and monitor interventions
<b>Personal Qualities</b>	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of LPA
	Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
	Ability to work under pressure and prioritise effectively
	Commitment to maintaining confidentiality at all times
	Commitment to safeguarding and equality



# OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

## Swale Academies Trust – Schools

### Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



### Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



### Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team



## 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.

Application forms can be found on the Kent-Teach website and all electronic applications should be made via this route. Alternatively, completed forms can be sent by post to the following address:

Mrs Taney Cook  
Regis Manor Primary School,  
North Street,  
Milton Regis,  
Sittingbourne  
Kent  
ME10 2HW

## 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 10 working days 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
- Visual identification which includes a photograph, usually a passport or driving licence
- 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 a number of formalities, including, but not restricted to 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, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying or a teaching role or if you have previously held a teaching role in past employment.



## Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

## 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.

## Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>

