



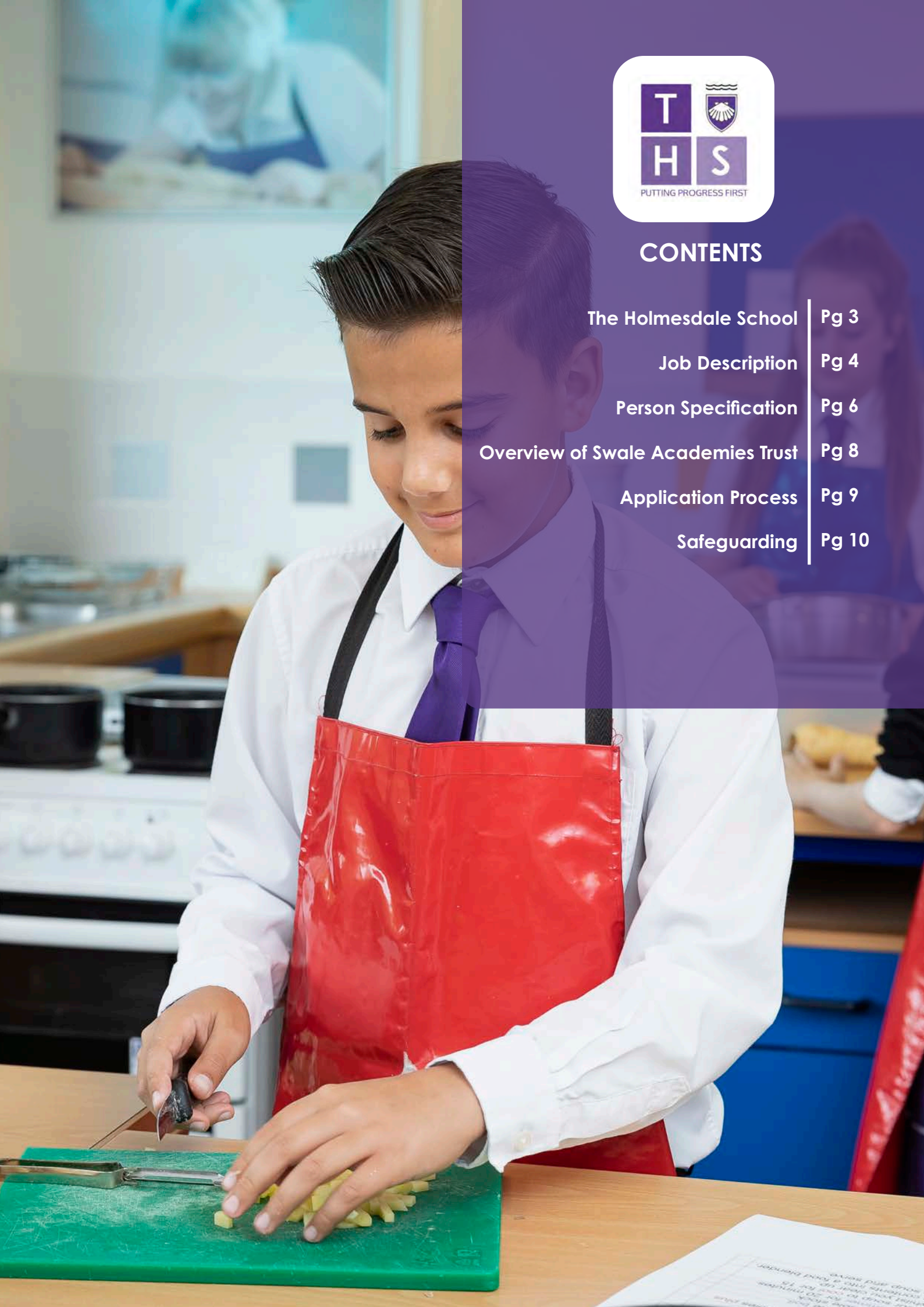
THE
HOLMESDALE
SCHOOL

Deputy SENCo
INFORMATION



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Dear Applicant

Thank you for expressing an interest in the advertised Deputy SENCo 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.

I have recently joined the school as Head of School and look forward to taking the school from being in a category to good. I am an experienced school leader who has supported a range of schools within Swale Academies Trust to improve Ofsted grading. To achieve this we ensured that expectations were high and we prioritised support and development for teachers and are proud of the fact that teachers there have become recognised experts in their fields and have gone on to support other schools and departments.

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 that there is much work to be done and we are now working with the Swale Academies Trust to rapidly 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 school improvement and are looking for dynamic people who want to transform children's lives in some of the most 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

Yours faithfully



Mr Lee Downey
Acting Head of School

JOB DESCRIPTION



Job Title: Deputy SENCo
Salary: SAT E
Responsible to: Headteacher

Purpose of the Job:

To contribute to a wide range of teaching and learning activities, and to assist and support the work of qualified teachers. To work within the statutory frameworks relevant to the role.

Main duties and responsibilities (Accountabilities):

- To ensure you have sound knowledge of the SEND Code of Practice and subsequent school policies, keeping abreast of any changes to legislation and statutory guidance.
- To support pupils' learning and to contribute effectively and with confidence to the classes in which you are involved.
- To be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing / examination frameworks in the subjects and age ranges in which you are involved.
- To understand the aims, content, teaching strategies and outcomes for lessons in which you are involved and the place of these in the related teaching programme.
- To use ICT to advance pupils' learning, and use common ICT tools for personal and pupils' benefit, e.g. SEND SIMs Coordinator for provision and behaviour management.
- To have sound knowledge of up to date key data systems in the school, e.g. O Track.
- To adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour.
- To demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with.
- To have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
- To use clearly structured teaching and learning activities, to interest and motivate pupils and advance their learning.
- To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
- To work collaboratively with colleagues, knowing when to seek help and advice.
- To contribute effectively to teachers' planning and preparation of lessons. To ensure that key staff have accurate and up to date information about the SEND children in their class by coordinating the three layers of provision management and learning support folders.
- Working within a framework set by the teacher, to plan your role in lessons including how to provide feedback to pupils and colleagues on pupils' learning and behaviour.
- To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.
- To support the SENCo and teachers in evaluating pupils' progress through a range of assessment activities and contribute to maintaining and analysing records of pupils' progress.
- To monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn, e.g. Language Link and Speech Link Assessor for the school, carry out DST accredited assessment and subsequent work.
- To provide administrative support for the SENCo to complete all outside agency referrals and follow up work in school.

JOB DESCRIPTION



Main duties and responsibilities (Accountabilities) Continued:

- To monitor pupils' responses to learning tasks and modify your approach accordingly.
- To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- To support the SENCo to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- To support the SENCo and Inclusion Manager to be responsible for line managing support staff, including their annual & interim reviews, staff development and identifying relevant training to support this specialist area.
- To guide the work of other adults supporting teaching and learning in the classroom and provide specialist training when necessary, e.g. Jump Ahead, Lego Therapy, Articulation.
- To ensure that support staff have smart targets for identified groups and progress against those targets is recorded using the agreed provision management proforma.
- To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- To organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned.
- To liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning. To attend internal and external meetings with parents and external agencies.
- To improve own practice, including through observation, evaluation and discussion with colleagues.
- To monitor school attendance and work with parents/carers to identify why children are not achieving good attendance and assist in the implementation of measures to address this.
- 31. To carry out the above duties in accordance with the Trust's Equalities Objectives Policy.
- 32. All school based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

PERSON SPECIFICATION



CRITERIA		ESSENTIAL/ DESIRABLE
Key Skills & Abilities	Ability to contribute effectively to teachers' planning and preparation of lessons.	E
	Ability to plan own role in lessons including how feedback will be provided to pupils and colleagues on pupils' learning and behaviour.	E
	Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.	E
	Ability to support teachers in evaluating pupils' progress through a range of assessment activities.	E
	Ability to monitor pupils' responses to learning and modify approach accordingly.	E
	Ability to contribute to the maintenance and analysis of records of pupils' progress.	E
	Ability to communicate effectively and sensitively with pupils to support their learning.	E
	Able to provide accurate advice to customers.	E
	Ability to work collaboratively with colleagues as part of the school team.	E
	Ability to guide the work of other adults in the learning environment.	E
	Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.	E
	Ability to recognise and respond effectively to equal opportunities issues as they arise.	E
Education & Qualifications	A qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework.	E
	Achievement of the Professional Standards for Higher Level Teaching Assistants or able to demonstrate equivalent experience as approved by the Head teacher.	D

PERSON SPECIFICATION



CRITERIA		ESSENTIAL/ DESIRABLE
Knowledge	Specialist knowledge and experience e.g. in behaviour management, pastoral care, early years, special educational needs or individual subject areas.	E
	Knowledge of the legal definition of Special Educational Needs (SEN), and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.	E
	Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.	E
	Knowledge of the key factors that affect the way pupils learn.	E
	Knowledge of the statutory framework relevant to the HLTA role.	D
Experience	Experience of working as a Teaching Assistant or equivalent experience of working with children or young people.	E
	Experience of using ICT to advance pupils' learning, and experience of using common ICT tools for own and pupils' benefit.	E
	Experience of working in a range of settings or with more than one year group.	D
Personal Attributes	A commitment to the learning of all pupils.	E
	A commitment to improving own practice through observation, evaluation and discussion with colleagues.	E
	A commitment to the Trust's Equalities Objectives Policy.	E

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. 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.

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.

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, Peacehaven
- 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
- Building / Estate Management

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:

Louise Bates
The Holmesdale School
Malling Road
Snodland
ME6 5HS

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 for 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>



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