



**Assistant Headteacher (SENDCo)**

**Application Pack**

Contents

[Letter from Catherine Paine, Chief Executive Officer 3](#_Toc160185287)

[Our Cornerstones and Touchstones 4](#_Toc160185288)

[The role 5](#_Toc160185289)

[The application 7](#_Toc160185290)

[The application process and timetable 7](#_Toc160185291)

[Safeguarding, Safer Recruitment and Data Protection 8](#_Toc160185292)

[Job Description 9](#_Toc160185293)

[Person Specification 12](#_Toc160185294)

**Letter from Catherine Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**CEO**

# Our Cornerstones and Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago Touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role

**Assistant Headteacher (SENDCo) at Tymberwood Academy**

Are you looking for a new challenge? Do you want to join a school that is passionate about providing every child with the opportunity to succeed? This is a chance to join a school with a really positive atmosphere. It is a great place to work, with a fun, vibrant group of staff who genuinely care about each other and the children they work with.

Tymberwood Academy is looking for an enthusiastic, inspirational Assistant Headteacher (SENDCo) to join our happy and thriving team on a full-time basis to manage the provision for pupils identified as having Special Educational Needs and Disability (SEND), including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils. As a school with a Specialist Resource Provision (SRP) for children with Physical Disabilities you will also be leading a large team of support staff and supporting children on their individual journeys. You will be an integral part of our Pastoral Team, ensuring effective provision for all pupils with additional needs and will work with senior leaders as part of the Senior Leadership team. The successful candidate will be a Deputy Designated Safeguarding Leader as well as the Designated Teacher for Children in Care.

The successful candidate will be a highly motivated, dedicated and creative teacher who has a passion for teaching and learning within special needs. Applicants will have to demonstrate that they have excellent classroom practice, the energy and commitment to make a difference and a desire to ensure that all children reach their full potential. Candidates do not need to hold the SENDCo accreditation but need to be committed to work towards this.

**We are looking for an individual who is:**

* Able to make learning engaging, inclusive and fun;
* Willing to contribute to the wider life of the school;
* Confident in using a range of resources to make the classroom more engaging;
* Dedicated to on-going professional development.

**For successful candidates we can offer:**

* Amazing children who want to be the best versions of themselves
* A dedicated, motivated staff
* A leadership team who works with the staff and listens to feedback
* An active school community with supportive families
* A commitment to bespoke professional development based on EEF research
* Feedback to ensure growth
* A vibrant and welcoming learning environment
* Excellent training at all levels through the school and REAch2 Academy Trust
* A recently judged ‘good’ rated ofsted school

**Background to Tymberwood Academy**

Tymberwood Academy is a thriving two form entry school (with a Nursery) which serves approximately 450 pupils. The school is often called, “The hidden gem of Gravesend!” as not many parents and carers know that it exists – but when they send their child to Tymberwood they can see that the school gives them the best possible chances to succeed through nurturing their potential; aiming to inspire this generation of children to be the best that they can be by providing them with excellence in all areas. The school is lucky to be able to do this in the expansive grounds that we have.

Tymberwood has a broad, balanced and community relevant curriculum. The three main pillars in which we build around are: Skills and Knowledge, Enriching Opportunities and Behaviours for Life. We want our children to acquire targeted and transferable skills whilst learning critical and broad banks of knowledge which allow pupils to fully prepare for the next stages of their learning journey. Distinctive enrichment opportunities are woven throughout the school; they explicitly link to learning where cultural awareness and capital is built upon and solidified. This also includes our 11 promises of experiences that the children will have before they leave our school, 11 before 11. Preparing pupils for the next stage of their learning, and for a place in modern Britain, is about developing the whole child. We must prepare them with the character, virtues and values to withstand the winds of change and positively impact on society.

We whole heartedly believe that enticing children to read and building a real passion towards reading for pleasure is essential in laying the strong foundations needed for all areas and aspects of learning. We equip them with the ability to decode whilst growing them as individual readers.

Tymberwood has a SRP (Specialist Resource Provision) for Physical Disabilities and we serve a higher than average number of pupils with SEND, the staff are unrelenting in their drive to give the children the highest quality provision. Staff thinking and daily action is fully child and need centred and staff see no barrier in what children can achieve, no matter what their starting point. Moreover, the everyday ethos and climate at Tymberwood is something that we are immensely proud of.

At Tymberwood, we are absolutely committed to continuous improvement where we are always striving to sharpen the quality of the children’s learning.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Tymberwood Academy](https://www.tymberwoodacademy.co.uk/)

As a member of the REAch2 Trust, a national family of primary academies, Tymberwood Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Tymberwood Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

# The application

You are invited to submit an application form to the **Mrs Kelley-Day, Headteacher** using[**recruitment@reach2.org**](mailto:recruitment@reach2.org)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact **Mrs Kelley-Day, Headteacher** using **01474 361193.** If you believe that you have the attributes necessary to help establish and shape our school please contact the Head Teacher, Sarah Kelley-Day, (via the main office on 01474 361193), for an informal visit where a warm welcome awaits you.  Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | Sunday 21st April 2024 |
| **School visits:** | Welcome. Please contact the school office on 01474 361193 |
| **Interviews:** | W/c 29th April 2024 |
| **Contract details:** | Permanent, full-time |
| **Salary:** | L1 – L5 |
| **Start date:** | September 2024 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

**Post:** **Assistant Headteacher (SENDCo)**

**Salary:** **L1 – L5**

**Responsible to: Deputy Headteacher**

**Duties and responsibilities**

• To provide strong leadership that results in the provision of first-class teaching and learning opportunities for pupils with Special Educational Needs/ and Disabilities, pupils with English as an additional language and those who are subject to child protection procedures.

• To instigate and develop an innovative approach to the teaching of those pupils with Special Educational Needs / and Disabilities, pupils with English as an additional language and those who are subject to child protection procedures, so that all pupils to achieve their potential.

• To work with subject leaders to provide an integrated coherent approach to teaching and learning which ensures that all pupils make sound progress from their starting points.

• To provide specialist inclusion and safeguarding expertise for the Senior Leadership Team and wider staff body which leads to outstanding teaching and learning, outstanding outcomes, and ensures the well-being of all pupils.

• To support Community cohesion within the school.

**Key Responsibilities:**

• To deputise in the absence of the Headteacher and Deputy Headteacher.

• To manage and lead on the alternative provision(s), including the SRP, ensuring the children are learning in a safe and welcoming environment whilst receiving the best education possible.

**Strategic Management:**

• Develop and implement the school’s strategy for inclusion, so that it integrates with the major objectives of the school development plan and takes the provision forward to meet the targets set.

• In conjunction with the Senior Leadership Team, set strategic targets for teaching and learning and outcomes for pupils with SEN&D, EAL or those who are subject to child protection procedures.

• In conjunction with the Senior Leadership Team, set strategic targets for attendance for all pupils and specifically those who are deemed vulnerable.

• Develop and implement partnerships to support the inclusion offer, so that all pupils make sound progress from their starting points in terms of their learning, behaviour, attendance and personal well-being.

• Ensure all safeguarding procedures meet statutory requirements.

• Relentlessly champion the well-being and personal development of all pupils.

• Develop and implement partnerships to ensure that the above is achieved and that pupils receive the best possible care and support available.

**Subject Management to include:**

• Play a major role in school improvement and the school self-evaluation planning process.

• Ensure robust evaluation of school performance, progress data and actions to secure improvement comparable to national standards.

• Contribute to the development, implementation and monitoring of action plans and other policy developments and priorities.

• Work as part of the senior leadership team to monitor and evaluate the quality of teaching and learning taking place throughout the school, via a range of monitoring activities.

• Ensure that operational systems for SEND provision, admissions, attendance, behaviour, family liaison and safeguarding are developed, implemented and working effectively.

• Work with the senior leadership team to raise standards through staff performance management.

• Work with the Lead Practitioner in delivering Pupil Progress Meetings, with particular focus on targets for pupil with SEN&D, EAL, LAC, and those subject to child protection procedures.

• Work with the Lead Practitioner in overseeing provision maps for SEND, EAL and LAC children, interventions are effective.

• Monitor and evaluate progress towards targets and intervene swiftly if pupils are at risk of failing to meet targets set.

• Ensuring that there is an effective assessment, recording and reporting system of pupil progress, prepare reports for the SLT and the Governing Body on a half termly basis, and on request when necessary.

• Be an expert practitioner in catering for children with SEN&D or for those for whom English is an additional language, across the primary age range, including EYFS. Through the delivery of a range of continual professional development via Inset, staff training, joint planning, modelling of outstanding lessons and team teaching, influence the practice of colleagues to ensure outstanding provision and outcomes for these children.

• Lead on the Education, Health and Care plans and subsequent application of EHCPs.

• Have an in-depth understanding of access arrangement for children across all year groups and be accountable for correct access arrangements being in place at statutory assessment points.

• Hold an in-depth knowledge of safeguarding procedures and be able to translate policy into practice.

• When necessary, design personalised curriculums that meet the aims of the school and the needs of all pupils, ensuring that the resources required to teach are available for staff to utilise.

• Ensure that innovative and appropriate approaches to learning are made available to all pupils, paying particular attention to those who are deemed vulnerable, i.e., disadvantaged, SEN&D, EAL etc.

• Evaluate National and International initiatives to promote learning and incorporate appropriate elements into the school’s SEN&D offer and provision for EAL pupils.

• Work with subject leaders to agree schemes of work, so that the curriculum for subjects are complementary and provide pupils with a broad understanding.

• Ensure that the statutory requirements of the National Curriculum are met.

• Evaluate the design and delivery of the curriculum for pupils with SEN&D and pupils with EAL; continuously striving to improve all aspects.

• Monitoring and evaluate the SEN&D, EAL and CP offer in ‘value for money’ terms.

• Lead engagement with external agencies and the local authority regarding funding and provision for pupils with Statements of SEN or Education, Health and Care plans.

• Regularly monitor the external and internal learning environment and ensure appropriate ICT initiatives influence and improve learning for pupils and staff.

• Ensure that pupils have equality of opportunity and can work to their optimum.

• Lead by example when implementing and managing change initiatives.

**Financial Management**

• Set long term and short-term budgets for resourcing SEN&D, EAL and LAC appropriately and effectively.

• Monitor actual spend against forecast.

• Ensure that ‘Best Value’ principles are applied to all appropriate purchasing decisions.

• Evaluate use of financial resources to ensure that desired outcomes are met.

• Advise the School Business Manager of potential additional funding

• Ensure that the SRP and other alternative provision remains financially viable to operate.

• Be accountable for the effective use of the SEN delegated and top-up budgets.

**People Management**

• Adopt a strong, caring and flexible leadership style so as to influence and motivate staff and pupils to achieve their objectives and those of the school.

• Create an environment of open-mindedness, fairness and harmony between groups and individuals.

• Working proactively with the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.

• Advise the Senior Leadership Team about the recruitment and retention of high-calibre staff.

• Implement ‘Best Practice’ performance management processes so as to provide a positive framework for staff development and achievement.

• Evaluate the staff development programme and liaise with the Senior Leadership Team to modify as appropriate.

• In conjunction with all staff, organise activities/processes that encourage team development (including parents and other stakeholders).

• Ensure all staff, including short and long term temporary staff, receive an induction with your area of responsibility and fully understand all relevant policies and their implementation.

• Ensure that effective, caring policies concerning a broad range of pupil and staff welfare matters are implemented.

• Provide overt support to staff to enable them to effectively implement the school policies and specifically inclusion related policies.

• Create an environment where there is visible acknowledgement that everyone’s contribution is valued.

**Developing and maintaining strong community links**

• Develop initiatives to outreach to the community.

• Create and implement ways of actively involving parents in the learning process.

• Instigate, develop and maintain links with local businesses and outside agencies to enhance the learning experience for pupils.

• Network with other schools to share best practice.

• Facilitate a broad range of activities in conjunction with staff, pupils and the wider community to deepen and broaden learners’ experiences.

**General Duties:**

• Provide appropriate, accurate and timely performance and assessment information to enable continuous evaluation of performance.

• Check that information required in-house and via external bodies is produced within the given time scale and is of excellent quality.

• To assist in the recording and monitoring of pupil progress, problems and development needs.

• To be responsible for health and safety of self and others and adhere to the school health and safety policy and procedures.

• Attending training sessions.

• To undertake any other reasonable duties deemed necessary for the smooth running of the school.

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

# Person Specification

|  |  |  |  |
| --- | --- | --- | --- |
| **FACTORS** | **ESSENTIAL** | **DESIRABLE** | **MEASURED BY** |
| **QUALIFICATIONS AND SKILLS**   * Qualified Teacher Status * Relevant degree * SENCO experience * SENCO qualification * Willingness to complete SENCO qualification * Evidence of further effective professional development. | Essential  Essential  Essential  Essential  Essential | Desirable | A  A  A  A  A I  A I |
| **SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE**   * At least four years’ experience of teaching in the primary setting. * Outstanding teacher * Proven track record of raising educational standards * Using data to set targets and raise standards * Experience of managing / leading a team * The monitoring and evaluation process * Applying for statutory assessment * Statutory testing and access arrangements * Right services, right time procedures. * Working with Children’s Services * Working with the Education Legal Intervention Team, or other local authority equivalent * Managing in-house admissions * Engaging difficult to reach families * Contributing to the SEF and SDP * Conducting performance management / appraisal * Inspection and Ofsted guidance | Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential | Desirable  Desirable  Desirable | A I  R O I  R    R I  A R  A R I  A R I  A O I R  A I  A I  A I  I  I  A R I  A R  A R I |
| **PERSONAL QUALITIES**   * Flexibility of approach * Well organised * Supportive – able to work as part of a team * Able to respond to and seek advice | Essential  Essential  Essential  Essential |  | R  O R I  R  R |
| **INTEREST AND MOTIVATION IN THE JOB**   * Enthusiasm for children’s learning | Essential |  | O I R A |
| **\*Key: A=Application, R=Reference, O=Observation, I=Interview** | | | |