



HAILSHAM COMMUNITY COLLEGE  
ACADEMY TRUST

*'Be the very best you can be'*

**Assistant Head of School - *SEND***

**APPLICANT  
INFORMATION  
PACK**



**Bulrush Lane, Hellingly, Hailsham, East Sussex, BN27 4FB**

**Tel: 01323 841468**

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## **Assistant Head of School - *SEND***

**Please find enclosed:**

- **Letter from the Head of School**
- **Job Description**
- **Person Specification**





# HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

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Dear Applicant

Thank you very much for your enquiry for the post of Assistant Head of School – *SEND* at our new build 2 form entry primary phase school. I hope that you will decide to apply for the opportunity to play a key role in the development of education in Hailsham and I trust that the enclosed information will be helpful to you in coming to a decision.

If you do not know Hailsham, you will find it a pleasant market town. The social structure of the town is a wide one and representative of South East England. A great deal of new housing development has taken place in recent years so a lot of new people have come into the town. The large and vibrant towns of Eastbourne and Brighton are only a few miles away and some of the most spectacular scenery in England is on the doorstep.



Hailsham Community College has been on an incredible journey over the past few years. We made an application in early 2012 to the Department for Education to become a converter Academy. As a result of our successful application, we became Hailsham Community College (Academy Trust) with effect from 1 August 2012. We are now entering a new phase of development, with the college predicted to grow substantially over the coming years.

In the early part of 2018, we were very fortunate to have been approached by the Local Authority to provide a new primary and pre-school provision within the town to commence from September 2019, opening a brand-new school approximately a mile from the current Secondary site, thus extending the designation of the Trust to a 2-19 all-through school. This is a unique opportunity for the right candidate to have a positive impact on the life chances of the

children of Hailsham from their first years of schooling. The successful candidate will be involved from almost the very start of the school and teach the first pupils who entered the school. This is a fantastic opportunity for the successful candidate to be part of something completely new and exciting.

Our improving examination results and extremely positive Ofsted inspections demonstrate our aspirations to be an outstanding college. The college motto, 'Be the very best you can be!' is very simple but encapsulates everything we believe in for the entire college community, students and staff alike.

You will find our values and principles put into practice in a busy, cheerful community based on friendly relationships; the atmosphere is positive and full of purpose and endeavour. Our focus is on learning; we take pride in nurturing and supporting the personal, social and academic development of each individual. In teaching in year 2 and being responsible for the SEND provision in the primary phase, you will be able to instill these values in the pupils early in life and ensure all children are given the opportunity to achieve.

The college underwent inspection by Ofsted on 1 March 2017 and was judged to be 'good' throughout. Since then, our mission has been to progress from 'good' to 'outstanding'. I believe that the addition of the Primary Phase is key to making this happen. In the Primary Phase, as well as the Secondary Phase, we will endeavor to be 'Outstanding' for the children we educate.

I strongly believe that the first years of a child's education are key to children succeeding in life. If we can get it right when children are in the primary and pre-school years then we can set them on the path to living a happy and fulfilling life.

I hope very much that you will decide to apply. We have always actively encouraged candidates to visit the school prior to completing an application form. If you would like to visit the school please call the school office on 01323 841468 and select the primary phase option.

If you do apply and wish to know if your application has been unsuccessful, I regret it will be necessary to enclose a stamped addressed envelope.

I hope to have the pleasure of meeting you soon.

Yours Faithfully

A handwritten signature in blue ink, appearing to read 'Tom Redman', with a stylized flourish at the end.

Tom Redman  
Head of School



# HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

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## Job Description

**Job Title:** Assistant Head of School - *SEND*

**Job Holder:**

**Line Managed by:** Head of School

**Date:** April 2021

### Job Purpose

To lead the primary phase strategy in providing effective support for the various groups of vulnerable learners, both recognising their individual circumstances and ensuring they make good progress.

To carry out the professional duties of a teacher and in accordance with the school's policies under the direction of the Head of School.

### Principal Accountabilities

- To be able to effectively interpret data to produce a detailed analysis of progress in relation to the various group of vulnerable learners within the primary phase.
- To liaise with the Head of School and College SENDCo in producing an overview of the progress and achievement of learners in the various vulnerable groups.
- To provide relevant information to enable the senior team to review performance of vulnerable learners and to support an update of the College Improvement Plan on an annual basis.
- To support the Head of School and College SENDCo in target setting for vulnerable groups at EYFS, Key Stage 1 and Key Stage 2.
- To produce and review relevant policies linked with vulnerable learners in the primary phase.
- To lead on the tracking of vulnerable students in the primary phase to ensure that tracking is accurate and timely, in order for underachievement to be identified and intervention applied at the earliest opportunity.
- To lead on intervention for vulnerable students across all subject areas.
- To quality assure relevant Raising Achievement Plans (RAPs), in liaison the Head of School and College SENDCo.
- To ensure that the support for vulnerable learners is high profile across the primary phase and that an effective strategy is implemented which leads to improved outcomes for vulnerable students.
- In conjunction with the Head of School and College SENDCo, to lead on the delivery of professional development for outstanding teaching and learning of vulnerable students.
- As part of the Senior Leadership team, to support the day to day running of the college e.g. walkabout, breaktime/lunch duties, etc.



## **Knowledge**

- A clear understanding of and ability to manipulate and translate data, such that all staff can become data literate around students with additional needs.
- A strategic awareness of the importance of the reducing the 'gap' for students with additional needs.
- A working knowledge of the improvement planning process and how this is evaluated effectively.
- An up-to-date knowledge and understanding of the professional duties of teachers and the statutory duties to which they must adhere.
- An up to date understanding of the relevant EYFS and Key stage 1 and 2 assessments and how they are most successfully applied.
- A secure understanding of how schools improve effective intervention strategies.
- To continue to research and explore best practice in additional needs and establish appropriate practice in the primary phase.

## **Skills**

- Create a positive ethos allowing staff to feel informed, motivated and valued.
- Provide rigorous line-management of colleagues to support/challenge them in having high expectations and set themselves high standards.
- Identify the potential of colleagues and support their career progression.
- Hold colleagues to account, intervene if appropriate, and provide honest and constructive feedback when necessary.
- Adapt to new situations, circumstances and challenges
- Lead and manage TAS and INAs such that their work impacts successfully on learner outcomes
- Demonstrate high quality leadership with regard to whole college initiatives.
- Develop good effective working relationships with all staff.
- Provide leadership that is creative, inspirational and strategic.
- Where appropriate, demonstrate outstanding teaching.
- Contribute to wider strategic priorities of the College Improvement Plan.

## **Attitudes, Motivation, and Behaviour**

- Demonstrate a passion for making Hailsham Community College an outstanding college.
- Be a strong, positive and supportive role model for colleagues and learners.
- Demonstrate the ability to inspire, motivate, lead by example and set high and robust standards
- Empower and enable colleagues by encouraging, praising where appropriate and instilling a sense of purpose.
- Demonstrate the ability to be a creative and innovative leader.
- Show perseverance and resilience, whilst being solution focused when presented with challenges.
- Learn from other schools, research and inform the SLT on best practice and new ways of working.

- Hold staff to account when their practice falls below the expected high standard.

### **Planning, Teaching and Class Management**

Teach allocated students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment
- identifying SEN or very able students;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures.
- encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary, use effective questioning, listen carefully to students, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of students' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for early English and Mathematics;
- encouraging students to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

### **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor students' work and set targets for progress;
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents.

Teachers are expected to undertake any other duty as the Principal may determine within the remit of the National Pay and Conditions document or within any other national or local agreement it may supersede.

This job description sets out the duties of the post at the time it was prepared. Such duties may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a regarding of the post.





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## Person Specification

<b>Job Title:</b>	Assistant Head of School - <i>SEND</i>
<b>Line Managed by:</b>	Head of School
<b>Date:</b>	April 2021

<b><i>Qualifications/Development</i></b>	<b><i>Essential</i></b>	<b><i>Desirable</i></b>
QTS	✓	
Graduate	✓	
Further Professional Qualifications		✓
Evidence of appropriate Professional Development	✓	
National award SEND Co-ordination		✓

<b><i>Knowledge/Skills</i></b>	<b><i>Essential</i></b>	<b><i>Desirable</i></b>
Evidence of the skills of an outstanding/good classroom practitioner	✓	
The ability to teach across the full age/ability range	✓	
The ability to implement strategies to raise achievement within a team	✓	
The ability to contribute to the positive management of student behaviour within a team and across a whole school	✓	
A commitment to CPD of self and others	✓	
The ability to coach colleagues	✓	
The ability to inspire children from a wide variety of backgrounds	✓	
An excellent communicator	✓	
A confident user of ICT		✓
Experienced in contributing to whole school training		✓
A good understanding of assessment and curriculum approaches to KS1	✓	

<b><i>Experience</i></b>	<b><i>Essential</i></b>	<b><i>Desirable</i></b>
Effective leadership of a team of colleagues.	✓	
A track record of improving progress for vulnerable students.		✓
Experienced in challenging conversations with a range of adults and children.		✓
Experience of monitoring targets to evaluate and ensure progress		✓
Experienced in the implementation and development of curriculum initiatives		✓

Experience of effective intervention strategies for those at risk of under achievement.	✓	
A proven effective practitioner at KS1	✓	
A proven effective practitioner at KS2		✓
Experience in supporting the practice development of other teaching or support staff	✓	

<b><i>SEND Specific Areas</i></b>	<b><i>Essential</i></b>	<b><i>Desirable</i></b>
To have a thorough and up to date understanding of the SEND code of practice and SEND in the wider context.	✓	
To be committed to undertaking relevant professional qualifications	✓	
To have a high degree of emotional intelligence and the ability to apply this in day to day practice with children and their families	✓	
To be committed to building supportive resilient developmental relationships with vulnerable children, some of whom will display challenging behaviour	✓	
To be practiced in effective multi-agency working		✓
To have an understanding of SEND assessment processes		✓
To have an understanding of statutory assessment access arrangements		✓
To have experience of successful specialist SEND interventions.		✓

<b><i>Personal Qualities</i></b>	<b><i>Essential</i></b>	<b><i>Desirable</i></b>
To have an enthusiasm for teaching	✓	
To be able to lead by example	✓	
To be able to meet deadlines	✓	
To be honest and have integrity	✓	
To hold outstanding interpersonal skills and the ability to relate well to a wide range of people	✓	
To have a willingness to innovate	✓	
To be a strategic thinker	✓	
To have the ability to support and challenge others	✓	
To hold high personal standards	✓	
To retain a high degree of confidentiality and have the ability to effectively share sensitive information to a wide range of audiences	✓	
A determination for self and others to be the best you can be	✓	

<b><i>Equalities and Safer Recruitment</i></b>	<b><i>Essential</i></b>	<b><i>Desirable</i></b>
The ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Equalities Policy.	✓	
The ability to demonstrate emotional resilience in working with challenging behaviours	✓	
To demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people	✓	

