



# Application Pack Assistant Headteacher - SENCO and Inclusion

**REQUIRED FOR EASTER OR SEPTEMBER 2025**



Dear Candidate

Thank you for your interest in the post of Assistant Headteacher - SENCO and Inclusion at Hilbre High School. Hilbre is a wonderful place to work and I am proud to have been Headteacher here since 2015. Hilbre is a co-educational, 11-18, academy with just over one thousand students on roll. It is a hard-working, lively school where we believe that learning is an enjoyable and rewarding experience for all our students. We believe in success, progress, challenge and the enjoyment of learning and constantly strive to ensure that all students achieve their very best. We pride ourselves in recognising the varied and individual needs of our students and the broad, balanced education we provide, both in and outside the classroom.

We are seeking a dynamic and dedicated colleague to join our current leadership team adding capacity and thinking to drive our strategic development. A colleague who will work with staff at all levels to champion inclusion and inclusive approaches. They will ensure our student support systems are as effective as possible, allowing students the opportunities they deserve to make great progress and achieve highly. You will be joining a hard-working leadership team; the team has a range of skills and experiences, a strong team ethos and a total commitment to driving the school even further forwards. We are ambitious for our school and students and seek a colleague who can help to further shape and take a leading role in delivering our vision.

Hilbre has a significant reputation for Special Educational Needs provision. Currently, there are over 250 students on the SEN Register and the school has a Resourced Provision. Our Resourced Provision is a facility which operates as a specialist provision, commissioned by the Local Authority, where all students are placed via their Education Health Care Plans. It has the capacity for 30 students with complex needs (Moderate Learning Difficulties and Autistic Spectrum Condition). All students from the Resourced Provision are involved in programmes designed to facilitate integration into mainstream lessons, whilst students are taught within the Provision's base for specialist lessons. All students attend mainstream lessons to varying degrees. Resourced Provision is managed by its own manager and is staffed by a designated team of Teaching Assistants.

In May 2024, Hilbre joined Oak Trees Multi Academy Trust (<https://www.oaktreesmat.co.uk/>). Oak Trees is comprised of Hilbre High School and eleven Wirral based primary schools. Oak Trees provides specialist SEND support and has a SEND lead working centrally. The SEND Lead consults and advises all schools on quality first adaptations for students with SEND, acts as a Local Authority liaison and advises on SEND funding agreements.

If this role interests you, we would welcome further conversations to help you make an informed decision in applying for to work with us.

**Mr Mark Bellamy**  
**Headteacher**



## Job Description

<b>Post:</b>	Assistant Headteacher - SENCO & Inclusion
<b>Leadership Scale:</b>	L11-L15
<b>Core Purpose:</b>	To ensure SEND students are fully supported to flourish at Hilbre
<b>Specific Responsibilities:</b>	Student Outcomes All aspects of the SEND and Inclusion agenda Deployment of Teaching Assistants SEND Funding SEND Future Developments
<b>Reporting to:</b>	Deputy Headteacher - Pastoral Leadership & Intervention
<b>Chairs:</b>	SEND Leadership Team
<b>Line Manages:</b>	RP Manager Deputy SENCO HLTA's

### Purpose:

- To provide strategic leadership and vision for the SEN Department.
- To lead and manage SEND in accordance with the published SEND Policy and updated 2015 SEN Code of Practice.
- To be responsible for specialist teaching staff and designated learning support assistants.
- To liaise with staff across the school, in order to develop and enhance the teaching practice of others.
- To monitor and support student progress, developing strategies to raise standards of student attainment and achievement for specific cohorts of SEND students.
- To liaise with external agencies, parents and legal guardians.
- To be accountable for overall standards and improving results measured against national benchmarks.
- To work with the Deputy Headteacher (Curriculum and Standards) to ensure the provision of an appropriately broad, balance and relevant and differentiated curriculum for students accessing alternative provisions within the school.
- To be accountable for leading, managing and developing the subject/curriculum areas of the SEN Department.
- To be pro-active in developing and supporting primary links.

### Main Duties:

- To advise the senior leadership team on the strategic development of SEND policy and provision in school.
- To work with colleagues to formulate aims, objectives and strategic plans for the SEN Department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- To lead and co-ordinate all elements of the teaching of SEND students, both in the department and across the school to ensure high quality curriculum provision and effective teaching and learning.
- To develop partnerships with other educational establishments, external agencies and the wider community in order to enhance the curriculum offer for SEND students.
- To monitor and maintain the SEND register, ensuring that the names and needs of students are communicated to staff.
- To ensure that the progress of SEND students is monitored (through the use of data) and sustained through a planned programme of interventions.
- To ensure that Access Arrangements for students (including a clear procedure for identifying and testing students) is in place.

- To be responsible for the day-to-day management, control and operation of the SEN Department, including effective deployment of staff and physical resources.
- To compile and communicate the annual SEND report to the Board of Governors and other reports, as statutorily required.
- To ensure that the SEND report on the school website is regularly updated reflecting current practice in the school.
- To ensure that all statutory legal work is completed.
- To deliver INSET at a departmental and whole-school level.
- To lead the Annual Review Process.
- To lead the strategic improvement planning and quality assurance activities within the SEN Department.
- To ensure that Health and Safety policies and practices, including Risk Assessments throughout the department are in-line with national requirements and are updated, where necessary.

### **Teaching and Learning:**

- To ensure effective teaching and interventions take place in the department through structured monitoring and evaluation and review processes.
- To ensure that Quality First Teaching is taking place in lessons across the school and support teaching staff in meeting the needs of SEND students.
- To provide a range of opportunities for SEND students to work in teams and groups and to further develop confidence and independence in preparation for employment in adult life.
- To promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

### **Curriculum Provision:**

- To liaise with the Deputy Headteacher (Curriculum) to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme for SEND students.
- To support SEND students and their parents/legal guardians in selecting appropriate option choices for study at Key Stage 4.
- To be accountable for the development and delivery of the teaching and interventions taking place in the department.

### **Curriculum Development:**

- To lead curriculum development for the SEN Department.
- To keep up-to-date with national developments in SEND Policy, teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To keep up-to-date with developments in the use of comparative data.

### **Recruitment/Deployment of staff:**

- To work with the Assistant Headteacher (T&L) to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the department.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Administrator/relevant staff to secure appropriate cover within the department.
- To participate in the interview process for Teaching Assistant posts, when required, and to ensure effective induction of new staff, in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme.

- To be responsible for the day-to-day management of staff within the SEN Department and act as a positive role model.

#### **Quality Assurance:**

- To ensure the effective operation of quality control systems.
- To establish the process of the setting of targets within the SEN Department and to work towards their achievement.
- To establish common standards of practice within the SEN Department and to develop the effectiveness of teaching and learning styles in all subject areas within the departments.
- To contribute to the school procedures for lesson observation.
- To monitor and evaluate the curriculum areas in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement, where required.
- To ensure that all the SEN Department's quality procedures meet the requirements of self-evaluation and the Strategic Plan.

#### **Management Information:**

- To ensure the maintenance of accurate and up-to-date information concerning the curriculum areas on the management information system.
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data systems and reports, setting deadlines, where necessary, and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the curriculum areas.
- To produce reports on examination performance, including the use of value-added data.
- In conjunction with the Vice Principal Assessment and Curriculum, manage the department's collection of data.
- To provide the Headteacher and Board of Governors with relevant information relating to the departmental performance and development.

#### **Communications:**

- To ensure that all members of the SEN Department are familiar with its aims and objectives.
- To ensure effective communication/consultation, as appropriate, with the parents/legal guardians of students.
- To attend relevant middle-leader, pastoral and multi-agency agency meetings.
- To facilitate SEN Department meetings.

#### **Marketing and Liaison:**

- To contribute to the school's liaison and marketing activities, eg. the collection of material for press releases.
- To effectively promote SEN provision at events.

#### **Management of Resources:**

- To manage the available resources of space, staff, finance and equipment effectively within the limits, guidelines and procedures laid down, including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To work with the Deputy Headteacher (Curriculum) in order to ensure that the departments teaching and commitments are effectively and efficiently time-tabled and roomed.

### **Pastoral System:**

- To liaise closely with the Deputy Headteacher (Pastoral and Intervention), Heads of Key Stage and Heads of Year in order to support the pastoral needs of SEND students.
- To work with the Deputy Headteacher (Pastoral and Intervention) to ensure appropriate intervention strategies are provided.
- To ensure the Behaviour Management system is implemented in the SEN Department in order that effective learning and interventions can take place.
- To support the development of positive student attitudes, motivation and engagement.

### **SAFEGUARDING REQUIREMENTS:**

- All staff are required to undertake training with regard to the safeguarding and welfare of children and young people and the school commits to providing this training, eg. via induction, on-line, briefings at staff meetings, Inset Days, etc., as appropriate.
- All staff should familiarise themselves with 'Keeping Children Safe in Education', Part 1 and local policies and procedures, as directed by the school.
- All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with school policies and procedures at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children, they must report any concerns to the Designated Safeguarding Lead.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description.*

*Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.*

*The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This Job Description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.*

## Person Specification

Factors	Personal Attributes	Stage Identified
<b>Qualifications</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Degree in a relevant subject.</li> <li>• SENCO qualification (or a willingness to complete it).</li> <li>• Recent participation in a range of relevant in-service training/ professional development relevant to the role.</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>• Evidence of further study.</li> </ul>	Application
<b>Experience</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Experience of working in an SEN Department.</li> <li>• Leadership in a secondary school setting.</li> <li>• Successfully leading the implementation of change and reviewing its impact.</li> <li>• Implementing strategies to promote supporting children with SEND.</li> <li>• Involvement in self-evaluation and development planning.</li> <li>• Conducting training/leading INSET.</li> <li>• Sharing good practice within and outside of own school.</li> <li>• Evidence of successful partnership and/or multi-agency working.</li> <li>• Experience of management and the ability to lead, inspire and develop a team of teachers and Teaching Assistants.</li> <li>• Proven track record of outstanding/good classroom practice.</li> <li>• Proven track record of strong examination results.</li> <li>• Proven track record in raising standards of student achievement.</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>• Experience of teaching within an 11-18 school.</li> <li>• Experience of teaching in more than one school.</li> </ul>	Application/ Interview/ References

<p><b>Knowledge, Abilities and Skills</b></p>	<p><b>Essential:</b></p> <p><i>Applicants should be able to demonstrate high level knowledge and understanding of:</i></p> <ul style="list-style-type: none"> <li>– SEND Code of Practice.</li> <li>– Local and national policies, priorities and statutory frameworks for SEND.</li> <li>– Strategies for raising standards of attainment for SEND students.</li> <li>– Inclusion and a vision for the development of inclusion and learning support.</li> <li>– Outside agency support for SEND learners and how to access this.</li> <li>– Quality assurance.</li> <li>– Procedures for exam access arrangements.</li> <li>– School improvement strategies.</li> <li>– Furthering the role of parents and legal guardians in the education of students and wider life of the school.</li> <li>– 11-16 curriculum and curriculum developments relevant to the post.</li> <li>– Changes in legislation pertinent to SEND.</li> </ul> <ul style="list-style-type: none"> <li>• Ability to deliver bespoke CPD to colleagues.</li> <li>• Excellent ICT skills.</li> <li>• Review and evaluation skills through monitoring and evaluating student progress and the impact of intervention strategies.</li> <li>• Data analysis skills, and the ability to use data to inform provision planning.</li> <li>• Ability to deal effectively with complex situations and make informed decisions.</li> <li>• Ability to establish priorities in the face of competing demands.</li> </ul>	<p>Application/ Interview/ Teaching References</p>
<p><b>Personal Qualities, Attitude and Behaviours</b></p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• A willingness to play an active part in the Senior Leadership Team of the school.</li> <li>• A commitment to inclusive, comprehensive education.</li> <li>• A commitment to securing excellent outcomes for children with SEND.</li> <li>• A commitment to collaborative working.</li> <li>• Excellent planning and organisational skills.</li> <li>• Ability to work effectively and stay calm under pressure.</li> <li>• The ability to manage, inspire and motivate staff.</li> <li>• A willingness to be involved in the school’s wider enrichment programme, including extra-curricular activities.</li> <li>• High expectations of both staff and students.</li> <li>• Excellent communication skills both written and oral, with staff and students.</li> </ul>	<p>Application/ Interview/ Teaching References</p>



## Application Process

After reading the information in this pack, we hope you are considering applying for this new post in our school.

We welcome phone calls, visits or video meetings to enable you to find out more about us and help your decision making process.

You can find our application form on our website: <https://www.hilbre.wirral.sch.uk/>

Applications must be made using our application form and submitted with a supporting letter of application, no more than two sides of A4. We do not accept CV's as a method of application.

**Closing date for applications: Friday 17<sup>th</sup> January 2025, 9am**

Applications can be emailed to: [schooloffice@hilbre.wirral.sch.uk](mailto:schooloffice@hilbre.wirral.sch.uk) or posted to Mr Mark Bellamy, Hilbre High School, Frankby Road, West Kirby, Wirral, CH48 6EQ.

*Hilbre High School are committed to safeguarding and promoting the welfare of children and young people. This role has been assessed as working in regulated activity and is subject to an Enhanced DBS plus Children's Barred List Check.*

*Any offer of employment will be subject to the receipt of a satisfactory Enhanced DBS disclosure with a child barred list check, receipt of references and successful completion of vetting procedures. It is an offence to apply for this role if candidates are barred from engaging in Regulated Activity relevant to children.*