



Assistant Headteacher SENCO

Candidate Pack



Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of our pupils to reach their full potential, have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We focus on impact, always making sure common sense is at the heart of our decision making, ensuring clarity and consistency from our leaders.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need to allow them to flourish and be the best that they can be.

Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.



Inclusion is at the heart of our trust

About this role

We are seeking to appoint a well-qualified, inspiring, and compassionate Assistant Headteacher SENCO at Ash Grove School.

You will be an outstanding classroom practitioner who is dedicated to raising high standards for our pupils. As an Assistant Headteacher SENCO at Ash Grove you will play an important role supporting the headteacher with overall management of staff and pupils at our school. You will determine the strategic development of SEND policy and provision at our school and co-ordinate specific provision that is made to support individual pupils with SEND.

We are laying strong foundations for growth and have a clear vision for the trust. This role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity whilst maintaining a good sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

We ask that you do not send CV's, please complete and send your application form to hr@oaklp.co.uk

For any inquiries about the role, please contact the trust central team on **0161 553 0030** or email HR directly using the email provided above.

Visits to the school, prior to application, are both welcomed and encouraged, please contact the trust central team on **0161 553 0030** or email hr@oaklp.co.uk to arrange a visit or for any general enquiries.

For further information about the trust please visit our website:
www.oaklp.co.uk

James F-Smith

James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk



A close-up photograph of a young boy with short brown hair, wearing a dark blue sweater, playing a violin. He is looking intently at the instrument. The background is a library with bookshelves filled with books. A teal circular graphic is overlaid on the right side of the image, containing text.

“Every day is different, with opportunities to learn new skills and work together to find solutions. It’s a great place to work with a fantastic team of dedicated staff.”

Member of our Pastoral Team at Oak Learning Partnership

Assistant Headteacher SENCO

Salary: Leadership Pay Scale 10 – 13, actual salary £62,202 - £66,919 per annum

Job Description

Normal place of work: Ash Grove School, although you may be asked to contribute towards trust wide projects.

Normal working hours: This role does not operate on a timebound contract and is not subject to the working time provisions of a full time teacher in line with Teacher's Pay and Conditions.

Responsible to: Deputy Headteacher and Headteacher

PURPOSE OF THE POST

- To determine the strategic development of SEND policy and provision at the school, and in the day-to-day coordination of specific provision that is made to support individual pupils with SEND.
- To be responsible for providing professional guidance to colleagues and will work closely with staff, parents, and a range of external agencies in providing a support role to families.
- To lead the curriculum, teaching and learning across school for Wellbeing.

DUTIES AND RESPONSIBILITIES

- To be the whole school SENCO and play a critical role in ensuring that our young people receive the support they need.
- To lead and oversee multi-agencies across the school and the co-ordination of student programmes.
- To be responsible for the overall EHCP process, ensuring that the meetings are attended well and that all documentation is authorised, present and returned to the local authority.
- To be accountable for both internal and external transition through mainstream, primary and college links for all pupils and co-ordinate bespoke programmes and transitions between pathways/provisions.
- To be responsible for parental engagement and lead meetings and parents groups.
- Manage the overall co-ordination across the school of key events e.g. Parents' Evenings, Open Days etc and encourage, monitor and record parental engagement.
- To ensure parents views are captured and acted upon.
- To ensure that all parents are fully engaged with pupils' learning and that they are supported with advice, guidance and training where necessary.
- To uphold the ethos aims and values of the school, its policies and codes of practice at all times and in all circumstances. To lead by example playing a full part in the life of the school and celebrating students' successes.
- To be responsible for staff development and line management of support staff.

- To contribute to the co-ordination of the whole school calendar in line with key events.
- To have strategic oversight for LAC.
- To ensure early identification of additional needs is effective in order for pupils on entry to school (or at any point in school) have the support they need in place.
- To manage the school in the absence of the Headteacher and Deputy Headteachers and support the Headteacher and Deputy Headteachers in leading and managing the school to the highest professional standards.
- To set up, monitor and support staff with engagement plans/one-page profiles for all pupils.
- Assisting the Headteacher and Deputy Headteachers in the day-to-day management, organisation and administration of the school and to assist in the cover for absent staff where necessary.
- Raise achievement and aspirations of the pupils by providing challenge, opportunity, recognising and celebrating success. Liaise effectively with parents, external agencies and Governors. Carry out the general and specific professional duties as set out in the current 'School Teachers Pay and Conditions' document.
- To track EHCP target setting process and rigorous tracking of pupil progress towards targets is embedded.
- To be a deputy designated safeguarding lead.
- Responsible for teacher development over the SEND, LAC, EHCP processes and SEND interventions and to strategically lead SEND interventions for students. Including setting up and recording these through the Ash Grove offer on the school provision map.

GENERAL LEADERSHIP RESPONSIBILITIES

- In conjunction with the other Assistant Headteachers to liaise with the multi-disciplinary teams to ensure a seamless service for all pupils (timetables, in class support, reports for EHCP's etc).
- To be responsible for sections of the Self Evaluation Form and QEB reports as directed by the Headteacher to ensure developments and achievements are reflected and issues, actions and the impact of actions are clearly identified.
- To contribute to a range of Quality Marks.
- Alongside the other Assistant Headteachers to attend key events in the school including activities for parents and families. It is recognised that some of these will be on a rota basis with the other SLT.
- To take responsibility for the line management of staff as delegated by the Headteacher
- To lead a team of teachers and teaching assistants for performance management ensuring that attention is paid to their development through targets set and that their training needs are met.
- To lead an area of whole school curriculum responsibility which will be discussed with the applicant on appointment.
- The job description will be reviewed on a regular basis to reflect the changing needs of the school. The job description is not intended to be a sole description of the tasks which may need to be undertaken by the Assistant Headteacher. However there should be enough detail to ensure that the postholder has a clear understanding of the remit of their role.

Assistant Headteacher SENCO Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE
<ul style="list-style-type: none"> • Graduate; Qualified Teacher Status. • Good Honours Degree • Willingness to learn and commitment to professional development. • Successful teaching of SEND pupils and be able to demonstrate impact. • Positive relationships with pupils' parents. • Ability to provide excellent opportunities to young people with learning disabilities and physical disabilities or have the dedication and disposition to train to do this. • Experience of leading whole school initiatives with evidence of how you have impacted upon the young people in your care. 		<ul style="list-style-type: none"> • Additional qualification / professional development in Special Educational Needs. • Previous middle leadership/senior leadership experience. • Team Teach Qualification
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		
<ul style="list-style-type: none"> • Effective classroom practitioner with the ability to teach outstanding lessons. • Knowledge and understanding of specialist strategies for working with SEND. • Ability to evaluate and develop practice from evidence of pupil learning. • Able to provide for pupils' different learning styles. • Possess the skills to build on the strength and expertise of individual staff and be able to motivate, lead and empower others, showing evidence of this in your present post. • To understand the role and benefits of work-based learning opportunities and be able to successfully deliver curriculum targets through this approach. • To have excellent written ability to write and present complex reports to inform and promote the school to a range of audiences. • Excellent team-building skills. 		
CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL		
<ul style="list-style-type: none"> • Demonstrable commitment to SEND work. • Ability to manage other team members in the classroom. • A team player. • Approachable and sensitive to the needs of others. • A willingness to work positively with challenging behaviour. • A demonstrable commitment to equal opportunities. • To be able to work under pressure and to meet tight deadlines and to lead others to do the same. • Ability to work closely with the senior leadership team on shared projects. 		

Leadership Posts:

Post holders are also responsible to the Headteacher for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

Section (A) Generic to all Leadership Team:

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and Staff


1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

System and processes

1. Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively - in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the School's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



"I really enjoy working with the Oak Learning Partnership. I feel supported in my role and I am valued and encouraged to reach my full potential by leaders who believe in me. I have a wealth of support that I can access from the central and executive leadership team and their values are evident in raising outcomes for children whilst empowering staff to make, and be, the difference."

Member of our admin team
at Oak Learning
Partnership

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