
The Helena Romanes School



Job Role: Assistant Headteacher - SENCO

Applicant Recruitment Pack



Start Date: April or September 2025

Salary: L12 - 16

Contract Type: Full Time - Permanent (Flexible working options considered)

ASSISTANT HEADTEACHER – SENCO

HELENA ROMANES SCHOOL

Teaching Periods: To be agreed with the successful candidate.

Closing Date: Wednesday 8th January 2025 at 12 noon

Interview Date: Wednesday 15th January 2025

We are seeking to appoint a talented individual to join us as an Assistant Headteacher with responsibility for SEND at Helena Romanes School. We are an inclusive school where every student is valued and has the opportunity to shine.

Helena Romanes School is a mixed state, all through school, catering for students from ages 4 through to 18. Set in leafy Great Dunmow, the school prides itself on being a school for the community whilst providing students with a broad range of enriching experiences to prepare them for their future lives. We are a friendly and inclusive community where individuality is valued.

Students can join us at any stage of the journey. The primary phase opened in 2021 and currently consists of years R-5, with plans to expand to a two-form entry in 2025. Staff with a child in the primary school benefit from a 50% discount in wraparound care fees and the knowledge that their child is learning happily nearby.

This role involves overseeing SEND provision across all phases of the school, ensuring students with SEND have a seamless transition from primary to secondary to Sixth Form. This role is a unique opportunity for a leader who is passionate about, and committed to, cultivating an excellent educational provision for every child.

This is an exciting time to join the school:

- The Department for Education is currently building us a state-of-the-art, carbon neutral school building, close to our current location in Great Dunmow. There will be a separate primary building and a Secondary/Sixth Form building. The SEND facilities will be impressive, including a suite of SEND rooms and a sensory room.
- In September 2021, the school began its journey as an all-through school, providing education for children aged 4-18. As well as having an established secondary and Sixth Form phase, the primary phase now comprises a reception, Year 1, Year 2 and mixed aged Year 3-5 class. From September 2025, reception will expand to include two reception classes.
- Ofsted visited the school in October 2023 and recognised us to be 'Good' in all areas.
- We are a member of the successful Saffron Academy Trust and work closely with a team of talented SENCOs across the trust to share best practice and learning.

Benefits from working at Helena Romanes School include:

- The school is a popular and successful all through comprehensive situated in the beautiful North Essex countryside with good communication links to London and the South East and is approximately 7 miles from Stansted Airport.
- We are proud to offer our staff a 50% discount on wraparound care for their children in the primary school, helping to support work-life balance. This benefit provides significant savings on before and after school care for children, ensuring that our team can feel confident and supported both at work and at home.
- The school is currently located adjacent to the town's leisure centre and we have ample on-site parking.

This position would be most suitable for a candidate who is already a SENCO, looking to expand the reach of their influence and take on a new leadership challenge. We welcome applications from candidates who have either primary or secondary experience.

The precise teaching load associated with this role will be agreed with the successful candidate. However, it is envisaged that they will deliver interventions to support pupils in the primary and secondary phase such as reading, numeracy, literacy or Functional Skills.

In order to apply for the position please complete an application form which can be found on our website

<https://www.helena-romanes.essex.sch.uk/vacancies/teaching-staff-vacancies> along with an accompanying letter (no more than two sides of A4) outlining how your skills and experience have prepared you for the role. Please also share your ideas about potential aspects of the post that you would be particularly keen to lead on and develop.

Visits to the school to meet with our staff and pupils are warmly welcomed and encouraged. Please contact Elle Ball, HR Officer, eball@hrs.education, to arrange an appointment and to submit your application form.

Job Description

Post Title: Assistant Head - SENCO and Inclusion

Reporting to: Deputy Headteacher

Salary Band: L12-16

Teaching periods: to be agreed with the successful candidate.

Responsible for: LSAs

Job Purpose:

The Assistant Headteacher - SENCO and Inclusion, under the direction of the Deputy Headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision, and Inclusion provision across the all through school, ensuring positive outcomes for pupils
- Be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability, helping to remove barriers to learning where they exist
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Oversee the delivery of inclusion at the school, working alongside the Deputy Headteacher, Primary Headteacher, members of the pastoral and safeguarding team, to ensure the needs of pupils are met

The Assistant Headteacher will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

Key Accountabilities:

- Ensuring assessment and provision for all children with Special Educational Needs or Disabilities.
- Providing a strategic vision for the SEND Department
- Liaising with SLT, Learning Support staff, Heads of Year and Heads of Department, Safeguarding team, primary schools and class teachers about students with SEN and, where necessary, refer students to the appropriate external agencies for further support.
- Engaging in liaison meetings with early years providers and appropriate outside agencies, e.g. Ed Psych, Speech and Language service, ASC service etc. and to facilitate opportunities for external agencies to work with students and staff when appropriate.
- Advising Learning Support Assistants of the needs of students with learning needs and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review.

- Managing and deploying available resources including day-to-day line-management of staff working within the SEND department.
- Leading CPD to ensure Learning Support Assistants and teachers are aware of how best to work together to support the needs of pupils in the classroom, drawing on research into best practice
- Delivering interventions (such as reading, numeracy, literacy, functional skills etc) to support pupils to make good progress and to secure qualifications that will help them be successful

Key Tasks

- To ensure the smooth day-to-day running of the SEND Department
- Planning and delivering suitable programmes of work and in-class support strategies for students with SEND.
- To assist with staff development and INSET training with regard to SEND
- Oversee intervention impact with relevant staff
- Keep detailed records of the progress of key students receiving Learning Support, including writing and reviewing PCP's, Annual Reviews, one plans, provision map, consultations and funding.
- To work with Heads of Department and class teachers regarding timetable and provisions for SEND students.
- Taking every opportunity to positively engage with parents and carers, forming strong links to communicate regarding all SEND issues related to their children.
- To write or assist with applications for statutory assessment if required.
- Commitment to ongoing CPD
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Analyse pupil data to monitor and track progress and support with appropriate interventions
- To attend Senior Leadership Team meetings and to support the Senior Leadership Team in both the primary and secondary phase with the strategic direction and operations of the school
- Oversee the transition of students with SEND from the primary to secondary, secondary to Sixth Form phase of the school
- To identify SEND pupils who will benefit from interventions and alternative curriculums and to help deliver some of these in the school
- To coordinate referrals to Education Access to support pupils.

The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher - SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher.

Person Specification

Assistant Headteacher - SENCO and Inclusion

Essential	Desirable
NASENCO qualification or NPQ SENCO qualification	Level 2 or 3 Safeguarding training
Experience of working in either a primary and/or secondary setting	Level 7 qualification in Psychometric Assessment or willingness to complete in first 3 years
Hold QTS	Experience of working with outside agencies and coordinating support
Comprehensive understanding of the SEND CoP 2015	Training or qualification linked to SEND
Understanding of the Equality Act and Children and Families Act	Training or qualifications linked to Pedagogy and Curriculum
Understanding of Exam Access Arrangements guidelines	Pastoral experience which would include working closely with families and professionals
Ability to think creatively and be solution focussed	Be familiar with the TAF process and how to access support
Resilience and positivity	Experience of leading interventions such as reading, literacy, numeracy.
Understanding of common SEND, different presentations of needs and support networks to access (Local Authority, Psychological, Speech and Language, Medical, Social Care, Police etc.)	Experience of delivering alternative qualifications such as Functional Skills
Comprehensive pedagogical knowledge	
Strong communication skills with various stakeholders, for example Governors, SLT,	

Teachers, Support Staff, Parents, Professionals and students	
Awareness of curriculum demands in all subjects to aid in supporting colleagues in maximising the learning for students	

SEND Information

At Helena Romanes School we passionately believe that all learners have the right to a broad and balanced curriculum and a positive experience of school life, including social events and extra-curricular activities. We strive to ensure that all students are able to engage in all aspects of school life and are well prepared for life beyond school.

We provide a range of support in order to facilitate this and regularly review what we do. This ensures that we provide the most accurate support in line with the needs of the young person and pay careful consideration to the young person's opinion and preference.

Assisting students to become independent and courageous learners is a key aim. Ensuring that they leave school with the necessary skills to be independent is key to the success of our students. We value academic, social and emotional progress in equal measure and work tirelessly to support our students achieve their personal best.

Our Aim

- To ensure all students have the opportunity and guidance to access a balanced curriculum, differentiated and personalised in nature and - where appropriate - to provide additional support or resources to remove barriers to learning.
- To ensure that all students with SEND are supported in transition and are well informed for the next stage of their learning and training.
- To ensure that the safety and wellbeing of all students with Special Educational Needs and Disabilities (SEND) is kept to the fore.
- To recognise that SEND students are often more vulnerable than their non-SEND peers to ensure that all SEND students have their needs identified in order to support academic progression and continued wellbeing.

We want our students to:

- Have **ambition** for themselves and strive for excellence in all they do
- Be **kind** to one another, show empathy and understand the value of altruism

- Have **respect** for all members of the school, the wider community and for the environment
- Show **resilience**, tackling challenges with determination whilst seeing setbacks as opportunities
- Be **broadminded** and consider different points of view with empathy and understanding
- Be **independent** and know how to organise themselves and manage their learning effectively.

The Team

The team is fabulous and very experienced. They work incredibly hard to support the students and they also do a wonderful job of liaising with parents, supporting teachers, one another and the SENDCo. They really are the definition of the word team!

Primary Phase:

The Primary phase currently has 4 full time LSAs. The LSAs take part in classroom support, 1:1 support, different small groups and 1:1 interventions.

Secondary and Sixth Form Phase:

The Secondary LSAs are made up of 5 Lead LSAs, (lead of KS3, Lead for KS4 and career, Lead for literacy, Lead for Wellbeing) 4 LSAs and a part time admin assistant. All the LSA team are linked to faculties to support specialism in areas to support the students and communication links to faculty areas.

Facilities

The Extended Learning department currently has a main supporting area, a break out/calming room and two intervention spaces.

The Department for Education is building us a new, state-of-the-art school building which will include 3 large teaching spaces and sensory/calming area and 2 smaller intervention classrooms. The larger rooms are designed with interactive boards and height adjustable tables to support an inclusive classroom.

The Students

At HRS we work with students with a full range of needs; Speech Language and Communication; physical and neurological impairments; visual and hearing impairments; Social, Emotional and Mental Health, and Cognition and learning.

For further information please visit our Website and SEN Report.

How to Apply:

To apply for the position, please submit a letter of application, no longer than two sides of A4, outlining why you are a suitable candidate for the role, and an application form, which can be found on our website, to our HR Officer Eleanor Ball via email eball@hrs.education

The Governing Body is committed to promoting equality of opportunity, celebrating diversity, safeguarding and promoting the welfare of children and young people. It expects all staff and volunteers to share in this commitment. This post is subject to an enhanced DBS check and satisfactory references.

The school reserves the right to interview candidates before the published closing date.

Visits to the school to meet with our students and staff are welcomed. Please contact Elle Ball, HR Officer to arrange a convenient appointment or to answer any questions that you may have. eball@hrseducation.co.uk

All applications must be made using our application form. Please visit www.helena-romanes.essex.sch.uk for more information and an application form.

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