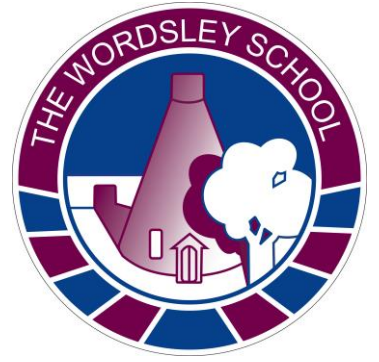


ASSISTANT HEADTEACHER (SENCo)



APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

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Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision; this is especially true in senior leadership and I believe that The Wordsley School provides a fantastic location for the right person to continue their leadership development. The aim of this application pack is to provide you with sufficient information to support your consideration of this.

The Wordsley School is a truly remarkable place. What makes our school so very special is its culture and ethos. Pupils enjoy coming to school and are successful in their learning because of the exceptionally high level of care and support that it provides to them on an individual basis and unashamedly, the very high standards that we expect and demand of our pupils in terms of their uniform, behaviour and their commitment to learning. Having taught and led in a variety of other schools across the country, when I drive to school each day, I know that I am very privileged to be coming to a very special place, and in the short section that follows, I hope to elaborate on why.



The unique sense of 'community' sets our school aside from any other school that I have worked. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play in our school and the sense of purpose that underpins everyone's individual contribution is what makes our working environment so collaborative and supportive. If you decide to apply to support me in leading our school, you will be joining a committed team of staff who make it their business to excite and inspire our pupils, providing them with the very best opportunities to be successful. Moreover, you will be joining a cohesive and ambitious Senior Leadership Team (SLT), who are incredibly driven to further develop and enhance our school over the coming years, supporting the pupils whom we serve every day.

Our SLT is comprised as follows:

- Gareth Burton (Headteacher)
- Helen Griffiths (Deputy Headteacher: Quality of Education – Curriculum Intent)
- Linda Parry (Deputy Headteacher: Quality of Education – Curriculum Implementation)
- Andrew Fisher (Assistant Headteacher: Personal Development)
- James Griffiths (Assistant Headteacher: Pupil Behaviour and Attitudes)
- **VACANCY (Assistant Headteacher: SENCo)**
- VACANCY (Assistant Headteacher: Intent and Impact)
- Cathy Stewardson (School Business Manager)

Further information about our fantastic team can be found on our website, by clicking [here](#).



If you would like to apply for the post, please do so by applying at <https://www.wmjobs.co.uk> Your supporting statement should be a maximum of two sides of A4 (min. font 11) and should outline how your leadership portfolio to date is suited to the requirements of the person specification. The deadline for applications is **10:00am on Tuesday 18th April**.

Successful applicants who are shortlisted for interview will be contacted by Friday 21st April, with interviews taking place during w/c 1st May or w/c 8th May, with the successful candidate starting their new role on 1st September.

I look forward to hearing from you.

A handwritten signature in black ink, appearing to read 'G. Burton'.

Gareth Burton
Headteacher

Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

OUR MISSION

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

OUR VISION

We promote high levels of aspiration and achievement, and support each other to be the best we can be

OUR VALUES



CURIOSITY: we have enquiring minds and are keen to learn



INTEGRITY: we are honest and have strong moral principles



KINDNESS: we are friendly and considerate of each other



RESILIENCE: we respond well to challenge and are keen to improve



RESPECT: we have an appreciation and awareness of others

OUR MOTTO

BELIEVE · ACHIEVE · INSPIRE

Staff Benefits

Every school is unique and ours is no exception. One of our unique selling points is the relatively high average length of service of our staff, and relatively low rate of staff turnover. Neither of these are by chance and are the product of staff feeling trusted, empowered and recognised for leading the roles they do. Below is a list of just some of the 'pull factors' that contribute to making our school a great place to work:



- An ipad to use in school and at home, to enable seamless remote working, using cloud-based technology.
- Complimentary staff breakfast every Friday at 8:00am – a great way to catch up and connect with colleagues at the end of a week.
- Complimentary use of the school sports facilities, including gymnasium, swimming pool and fitness equipment.
- Comprehensive range of staff social events throughout the year.
- Contribution to and from our Staff Wellbeing Group, who meet six times per year.
- Engagement in our optional 'Leadership Development Programme'.
- Focused weekly SLT meetings, which run to time and have a cut-off of 5:00pm – without fail!

- Generous allocation of directed time (For the 2022/23 year, only 93% of the permitted 1265 annual hours are directed to staff, with all teaching staff having at least 14% of the timetabled week allocated as non-contact periods; more for TLR postholders. Deputy Headteachers are allocated a teaching timetable of around 27%: 8 periods out of 30 and as far as possible, this is within their specified subject area.
- Individual weekly strategic development time, which can be completed remotely.
- Outstanding, tailored CPD as part of our instructional coaching programme.
- Third lowest pupil to teacher ratio (average of 15.6 pupils per teacher) in all Dudley secondary schools.
- Support in completing relevant external leadership development programmes.

Job Description

Post title: Assistant Headteacher (SENCo)
Responsible to: Headteacher
Salary: Leadership pay spine (L6 – L10)

Section A: Purpose

- Determine the strategic development of special educational needs (SEND) policy and provision at The Wordsley School
- Achieve the best possible outcomes for SEND children
- Be responsible for the standards and curriculum of SEND pupils including monitoring progress towards achievement
- Be responsible for the day to day implementation of the SEND policy and co-ordinate the specific provision required to support individual students with SEND
- Line management responsibility (See Wordsley School line management structure)
- Fulfil the responsibilities of a teacher as set out in the STPCD

Section B: Key responsibilities

Communications

- Ensure that all staff within the department communicate appropriately and in-line with the communications guidance to staff, written in the Staff Quick-Reference Handbook.
- Disseminate relevant information from Leadership Group meetings in a timely and effective manner.

Finance/resources

- Submit an annual department budget, which details how the allocated amount will be spent and ensures a 5% contingency is allocated to the overall department capitation.
- Assume responsibility for spending the department budget in-line with relevant school policies and the principles of 'best-value', ensuring that the budget remains within the agreed allocation.

Monitoring the quality of teaching and learning

- Conduct lesson observations, drop-ins and other observations of classroom practice as directed by the Headteacher and/or according to the school's published monitoring processes.
- Take appropriate action to support each member of staff to further develop their practice, addressing any areas of concern.

Operational leadership

- Provide guidance to colleagues on teaching students with SEND and advise on a graduated approach to SEND support.
- Work with educational psychologists, health and social care professionals, other schools and other agencies.
- Be responsible for developing the work of the learning support department, raising the level of attainment of students with SEND in accordance with targets and expectations.
- Advise on the use of the school's budget and other resources to meet student needs effectively.
- Implement and lead intervention groups for students with SEND and evaluate their effectiveness.
- Analyse assessment data for students with SEND.

Pupil behaviour and attitudes

- Ensure that staff within the department work within the framework provided by the School Behaviour Policy.
- Recognise and reward positive student achievements, in-line with the agreed school protocols.
- Contribute to/lead opportunities to obtain pupil voice, as appropriate and relevant to departmental or whole-school priorities.

Self-evaluation and development planning

- Write the Department Improvement Plan (DIP), to be approved by the SLT line manager, liaising with other departmental responsibility holders as appropriate.
- Share the DIP with all members of the department in a timely and effective manner.
- Implement the DIP, monitoring its success at agreed points throughout the year.

Staffing/staff development

- To monitor the effectiveness of responsibility holders within the department, using appraisal objectives to stretch and challenge performance.
- To work with the SLT line manager with responsibility for staffing and timetabling to ensure an effective timetable for the department.
- Utilise CPD opportunities to support the growth and development of members of the department; reflecting upon the quality of T&L and future aspirations of teachers.

Strategic development of SEND

- Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.
- Plan high quality CPD for teaching and non-teaching staff around SEND

Tracking, monitoring and intervention to support pupils' academic progress

- Track the academic progress of all pupils within the department using agreed, robust summative assessments, measuring progress against individual and collective targets.
- Intervene as appropriate with pupils whose academic performance suggests that underperformance is likely.

Additional

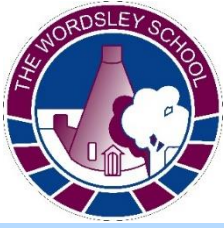
- The job description above also includes fulfilment of the job description for that of a Classroom Teacher.
- The duties in this job description may be modified by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Person Specification

Qualifications, professional development and knowledge	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Qualified teacher status.	E	A
Educated to degree level.	E	A
NASEN (or prepared to begin completing this within the first term of the new post)	E	A
Ability to teach at a consistently high level, evidenced by pupils' academic outcomes over time.	E	A/R
In-depth knowledge and understanding of the section of the Ofsted School Inspection Handbook related to SEND.	E	I
A willingness to keep abreast of relevant educational research and pedagogical development.	E	I
Degree classification of 2:1 or higher.	D	A
Other professional development qualification(s) relevant to the post.	D	A
NPQH/NPQSL/MEd or other recognised leadership qualification.	D	A

Professional experience	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Evidence of positive impact over time, in SEND leadership work, within the past three years.	E	A/I/R
Understanding of the role of SENCo and the SEND Code of Practice.	D	A/I/R
Experience of working with governors.	D	A/I/R
Plan, implement and evaluate the effectiveness of a medium/long term plan designed to raise standards.	E	A/I/R
Rapidly analyse pupil performance data (pastoral and academic), with a high degree of accuracy, drawing logical conclusions and recommendations for further action.	E	I
Competently use management information systems.	E	A/R
Assimilate financial information and demonstrate astute financial awareness.	E	A/R
Analyse legislation and other complex documents, summarising required actions for multiple audiences.	E	A/I/R

Traits and competencies	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Outstanding oral communicator.	E	I
Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy.	E	A/I/R
Confidently communicate with audiences of varying sizes, articulating content with passion and clarity.	E	I/R
Ability to delegate effectively and hold staff to account.	E	I/R
Demonstrate dynamism and creativity in solving problems.	E	A/I/R
Motivate and inspire individual colleagues and teams.	E	I
A 'self-starter' with the ability to prioritise effectively and meet deadlines	E	I/R
Outstanding levels of EQ and self-awareness.	E	I
<p>Someone who:</p> <ul style="list-style-type: none"> • is reflective, with high levels of personal resilience and able to accept constructive feedback from others in order to further improve performance. • prioritises 'the team' above 'self', and contributes wholeheartedly to the life, culture, spirit and ethos of our school. • thrives on challenge, with the necessary drive and determination to get a job done. 	E	I



The Wordsley School



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