



Hanley Castle High School and Sixth Form Centre

Assistant Headteacher – SENDCo Application Pack



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About Hanley Castle High School



Hanley Castle is a small village just north of Upton-upon-Severn, in an area of outstanding natural beauty east of the Malverns. Within an hour's drive lie Worcester, Hereford, Gloucester and Cheltenham. The village is unspoilt and has an ancient church and public house beside an old Cypress tree. Black and white houses abound, and there is a wonderful sense of timelessness and peace which creates a special atmosphere.

Hanley Castle is a mixed 11-18 comprehensive school of approximately 1,114 students, including a flourishing sixth form. We gained academy status in 2011 and in April 2017 our articles of association as an academy were amended to form the Hanley and Upton Educational Trust, a multi-academy trust (MAT). This formalised existing close links with Hanley Swan, Kempsey and Welland primary schools.

We were visited by Ofsted in March 2023. The full report can be accessed via their [website](#), but findings included:

- Students at Hanley Castle High School benefit from an ambitious curriculum for all.
- Students, including students in the sixth form, work hard and achieve well.
- Students respect others, including those different from themselves. They are courteous to each other and to adults.
- There are warm relationships between staff and students.
- Leaders support students who are vulnerable with sensitivity and tenacity.
- Teachers explain new ideas and concepts accurately and precisely so that students build their knowledge in manageable steps. They are skilled at deepening students' understanding.
- Staff are ambitious for students with special educational needs and/or disabilities (SEND).
- Leaders know the school well and make sure that staff are well trained for the jobs that they do.

However, this does not tell the whole story. As a school we have never compromised our beliefs and values to suit Ofsted. Our curriculum, pastoral organisation and ethos are all designed to ensure that we do what is right for our students, whatever the external pressures may be.

About the Hanley and Upton Educational Trust

OUR MISSION

We aim to be the Trust of choice, working in partnership with the families in our area. As a community of distinctive schools, we are united by our common purpose:

To create a school culture in which every individual feels valued, respected, and encouraged to make a positive contribution to the world.

Our ambition is that our children and young people:

***Belong** to a happy, safe and caring community where equality, diversity, and service are celebrated.*

***Aspire** for excellence. Regardless of background and prior learning experiences, all are encouraged to fully develop their talents and abilities within and beyond our rich curriculum.*

***Achieve** their full potential and leave the care of the partnership with the skills and personal qualities required to understand the world, contribute to society, and change it for the better.*

HOW WE WORK

ANCHOR INSTITUTION

We are proud to serve our unique local communities. Working with families and local organisations, we nurture our children and young people to become responsible citizens. We are committed to our inclusive approach to education, and to working in an environmentally sustainable way.

ALIGNED AUTONOMY

We celebrate each school's unique context, and work together to build our collective professional knowledge and agree core principles, which underpin our Trustees' and leaders' decision making.

ALWAYS LEARNING

We are an outward-facing group of schools that take an evidence-informed approach to education. We know learning isn't just for children and young people; we are driven by our professional curiosity and desire to continuously improve.

PROFESSIONAL FAMILY

We value our strong relationships built on trust, care, respect and open communication. These enable our children, young people, and staff to truly thrive.

Key Information



KEY DATES AND APPLICATION PROCESS

Closing date:

Monday 13th January 2025

Interview Date:

Week commencing 20th January 2025

How to apply:

The application form is attached as a separate word document.

Completed application forms should be accompanied by a covering letter and sent to Sarah Moon, HR Officer by the closing date via moons@hanleycastlehs.org.uk

Curriculum vitae will not be accepted.

Address:

Hanley Castle High School
Church End
Hanley Castle
WR8 0BL

Tel: 01684 593241

Benefits of working for us:

- Secure and competitive pension
- Centralised behaviour system
- Traditional values
- Commitment to professional development for all, including 8 training days per annum
- Access to a cycle to work scheme
- Free on-site parking with EV charging points
- Free access to Westfield Health, Healthy Extras providing:
 - 24/7 telephone access to a practising UK GP
 - 24 Hour Advice & Information Line (including structured counselling sessions)
 - Eldercare Advice
 - Discounts and offers at hundreds of retailers, restaurants and destinations
 - Gym discounts

Safeguarding Statement:

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be required to undertake an Enhanced Disclosure via the Disclosure & Barring Service.

Online searches are now undertaken on all shortlisted candidates, for safeguarding suitability, as part of the due diligence.

References are obtained, before interview wherever possible, which include specific enquiries about the applicant's background in relation to safeguarding.

The SENDCo Role at Hanley Castle High School

Hanley Castle High School is a high-performing comprehensive academy serving a large rural catchment in south Worcestershire. We are an inclusive school and we have the highest aspirations for all of our students, including those with SEND. Our Aspire Department (Our Special Needs Team) are incredibly capable and work hard to ensure that our students with SEND are well supported during their time in our care.

We are looking to appoint an ambitious, dynamic, and inspirational leader to the role of Assistant Headteacher: SENDCo. If you have a passion for teaching, a proven track record of leadership, and a commitment to supporting students with SEND, we want to hear from you.

The ideal candidate will be an exceptional educator with hands-on experience working with SEND students in a secondary setting. You will possess a deep understanding of the EHCP process and the legal requirements schools must meet to ensure inclusion.

At Hanley Castle High School, our mission is clear: we believe that every student, including those with SEND, should thrive and achieve their full potential. Our classroom-first approach ensures students receive the best support where it matters most—through high-quality adaptive teaching. We employ research-driven strategies, which benefit all students, but particularly those who are disadvantaged or have SEND.

As SENDCo, you will work as part of our Senior Leadership Team to empower classroom teachers with the skills and knowledge needed to support all learners effectively. This includes leading professional development for staff, reviewing the quality of teaching, implementation of our SEND strategy, and providing targeted support to ensure students with SEND can access learning and succeed in their school life. You will also take on a wider leadership role across the school, including the line management of at least one curriculum area.

In this pivotal role, you will help to shape the strategic direction of our SEND approach at Hanley, and more widely across the HUET, whilst ensuring the smooth day-to-day management of our Aspire provision. Leading a talented team—including an experienced Deputy SENDCo, SEND Administrator, and a group of Learning Support Assistants (LSAs) — you will oversee staff allocations, plan impactful interventions, and work to close the attainment gap between SEND students and their peers.

We are seeking an exceptional leader and communicator who can work collaboratively with a range of stakeholders, including teachers, families, students, support staff and those responsible for governance.

If you are ready to make a significant difference in the lives of our students and lead a dedicated team, we encourage you to apply for this rewarding opportunity.

We know that whilst finding the right person for this role is hugely important to us, finding the right school is equally important for you. If you would like to have a tour of the school to see if we are a good fit for you please don't hesitate to get in touch with our HR Officer Sarah Moon moons@hanleycastlehs.org.uk. We can accommodate visits on 8 or 9 January.

Assistant Headteacher – SENDCo Job Description

Post	Assistant Headteacher (SENDCo) Hanley Castle High School
Leadership Range	L12-L18
Line Manager	Deputy Headteacher (Safeguarding and Student Support)
Staff line managed directly	Deputy SENDCo, SEND Administrator, curriculum leader(s) – exact subjects to be confirmed
Staff line managed indirectly	Learning Support Assistants (LSAs)
Date	December 2024

The role of senior leaders in HUET schools

Senior leaders, including headteachers, are the lead professionals and significant role models in the HUET and within each of the HUET schools. They also occupy an influential position in society and shape the teaching profession. The values and ambitions of senior leaders determine the achievements of both the HUET and its schools. They are accountable for the education of current and future generations of children and their leadership has a decisive impact on the quality of teaching and students' achievements in every classroom. Senior leaders lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of students. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Senior leaders, together with those responsible for governance, are guardians of the HUET's schools.

The five areas of accountability

- Qualities, knowledge, vision and direction
- Students
- Staff
- Systems and processes, including self-evaluation and finance
- The self-improving school system

Specific leadership focus

To provide strategic and operational leadership of SEND provision at Hanley and within the HUET, to ensure that the school meets all legal SEND requirements, and that students achieve well as a result of their high quality educational experience.

In the tables below, the specific responsibilities for the postholder are **in bold**. Others are shared between senior leaders in the school.

1. Qualities, knowledge, vision and direction

Headteachers should:

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.

The Assistant Headteacher will:

- Work with the governing body to develop and implement a clear vision and strategic direction for the school.
- Communicate effectively this vision and direction to secure the commitment of staff, students, parents and the wider community.
- Provide the vision and direction to ensure effective teaching and achievement by students, including their cultural, intellectual, moral and physical development.
- Ensure that school policy and procedures support the strategic vision and direction.
- Develop and utilise relevant data for monitoring and evaluating both school performance and development plans.
- Developing an environment in which all staff recognise that they are accountable for the success and improvement of the school.
- **Develop and implement a strategic approach to supporting students with SEND at the school and the HUET, so that they can achieve their full potential.**
 - **Work alongside the headteacher, HUET and ASC, to ensure that appropriate provision is made for students with disabilities in line with the Equality Act (2010).**
 - Be accountable to the Academy Standards Committee (ASC) and HUET Board for the efficiency and effectiveness of the school, including:
 - Providing regular information, advice and support to the ASC and HUET to enable them to meet their **responsibilities in monitoring and improving the quality of provision for students with SEND, including by producing an annual report to Trustees.**
 - Presenting accurate and clear information on the performance of the school to governors, parents, Ofsted, the DfE and other stakeholders.
 - Generating, reviewing, and implementing changes to the School Development Plan and its targets.
 - Being responsible for Health and Safety policy and practice, ensuring that necessary risk assessments are carried out effectively and that deficiencies are identified and rectified.
 - Ensuring that children are safeguarded through the effective implementation of policies and procedures.
- Ensure that all aspects of the school's work are supported through policy and practice of the highest quality, designed to make the vision and direction a reality.
- Promote the school tirelessly on all occasions, but specifically through the website, press, open days, school tours and other school events.

2. Students

<p>Headteachers should:</p> <ol style="list-style-type: none">1. Take all reasonable steps to secure the safeguarding of students, including those who may be particularly vulnerable.2. 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.3. 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.	<p>The Assistant Headteacher will:</p> <ul style="list-style-type: none">• Ensure that children are safeguarded through the effective implementation of policies and procedures.• Use every opportunity to promote the school vision and values through duties, assemblies, school events etc.• Collaborate closely with the pastoral team to ensure that students with SEND overcome barriers to success, including on attendance, engagement with learning at home, and on behaviour.• Ensure that SEND students are not disadvantaged in their access of learning by ensuring that reasonable adjustments and access arrangements are in put place.• Develop systematic approaches to assessing whether students are not making progress, or experiencing barriers to learning.• Establish and maintain a trusted and regular communication link with families, with responsibilities distributed across the Aspire team, managed day-to-day by the Deputy SENDCo.• Ensure that the SEND student voice is heard and informs all policy and practice.
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3. Staff

<p>Headteachers should:</p> <ol style="list-style-type: none">1. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.2. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.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.	<p>The Assistant Headteacher will:</p> <ul style="list-style-type: none">• Work with governors and senior colleagues to recruit staff of the highest quality.• Lead, motivate, support, challenge and develop staff's skills in teaching and learning, to achieve the school's targets, plans and objectives.• Work effectively with the Senior Leadership Team to maximise their contribution to the quality of education and overall standards of the school.• Develop research-informed training and development programmes for staff in the implementation of high quality adaptive teaching for students with SEND.• Ensure that all staff are supported with developing their understanding of neurodiversity and SEND, including the legal responsibilities on school staff.• Play an active role in monitoring the quality of teaching and learning, notably the implementation of specific strategies to support students with SEND.• Ensure that accurate and up to date information on students with SEND is readily accessible for staff.• Acknowledge and celebrate the achievements of individuals and teams.
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<p>4. Hold all staff to account for their professional conduct and practice.</p>	<ul style="list-style-type: none"> • Line manage key members of staff / faculties / departments as appropriate. • Develop an environment in which all staff recognise that they are accountable for the success and improvement of the school. • Implement rigorous, fair and transparent systems of performance management / appraisal, addressing any under-performance, supporting staff to improve and valuing excellent practice.
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4. Systems and processes, including self-evaluation and finance

<p>Headteachers should:</p> <ol style="list-style-type: none"> 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. 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. 	<p>The Assistant Headteacher will:</p> <ul style="list-style-type: none"> • Lead the Aspire Team, working closely with the Deputy SENDCo, who coordinates operational day-to-day management of provision including the deployment of LSAs. • Oversee the range of interventions coordinated by the Deputy SENDCo. • Ensure that SEND register is maintained, kept updated on the MIS, and reviewed regularly. • Prepare annual review paperwork for EHCPs and lead meetings as required, and quality assure the process when completed by others. • Oversee the design and production of Individual Provision Maps (IPMs), which highlight barriers and support strategies, and quality assure the documentation. • Be a key point of contact with external agencies, but most notably with the three local authorities from which we draw students. • Lead the access arrangements process, working closely with the Exams Officer and Curriculum Leaders, to ensure that approved steps are taken for both internal and external tests and examinations. • Contribute to a self-evaluation that is based on accurate and informed analysis of a wide range of external and internal performance data. • Contribute to this self-evaluation which used to set appropriate objectives, fully costed, in the school development plan. • Contribute to preparing the school and its ASC for Ofsted inspections and leading it through these in a manner designed to secure a rating of good or better. • Be responsible for securing value for money from the funding it is delegated by the HUET, and through the high needs allocation from the LA, to best support the achievement of students with SEND.
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5. The self-improving school system

<p>Headteachers should:</p> <ol style="list-style-type: none"> 1. Create outward-facing schools which work 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. 	<p>The Assistant Headteacher will:</p> <ul style="list-style-type: none"> • Collaborate with SENDCos across the HUET and play a key role in developing a Trust SEND strategy and evaluating its impact. • Use local and national networks to build knowledge and expertise, seeking to evaluate and continuously improve the SEND provision at the school and Trust. • Further develop external collaboration in order to enhance the performance of the school and improve its contribution to the wider community. • Build supportive links with other schools, secondary and primary.
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Directly responsible for:	
<p>Policies</p> <ul style="list-style-type: none"> • School SEND policy • HUET Accessibility Plan 	<p>Operational Responsibilities</p> <ul style="list-style-type: none"> • Line management of the Deputy SENDCo and SEND Administrator • Line Management of Curriculum Leader(s) subject(s) to be confirmed • Daily duties in line with other SLT members • Attendance at regular SLT meetings
<p>Senior leadership posts at this level require a significant commitment beyond the school day (e.g. attendance at ASC meetings and after school events). The details in this job description may be changed to reflect additional duties commensurate with the salary and job title, at the discretion of the Headteacher in consultation with the postholder.</p>	

Assistant Headteacher – SENDCo

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Good Honours degree (or equivalent). • NASENCo award or commitment to study for the new NPQ for SENDCos within 3 years. • Evidence of recent and relevant professional development. 	<ul style="list-style-type: none"> • Completed or working towards the NPQSL or other relevant qualification.
Professional knowledge and experience	<ul style="list-style-type: none"> • Track record of successful classroom practice. • Significant, substantial and successful middle leadership experience in the secondary sector. • Knowledge of the EHCP process and other legal requirements placed upon the school in terms of the inclusion of SEND students. • Experience of strategic planning, monitoring and evaluation. • Experience working with a range of outside agencies. • Knowledge of evidence-based approaches to teaching and learning and of cognitive science. • Track record of effective and successful project and/or change management. • Experience of managing the performance of staff including monitoring and giving feedback. • Up to date knowledge of research, national initiatives, and developments in secondary education. • Awareness of the issues facing students today and strategic plans to deal with them. 	<ul style="list-style-type: none"> • Proven track record of leading the implementation of strategies to secure whole school improvement. • Knowledge and understanding of equality and diversity issues and how they can be effectively addressed in schools. • Deep understanding of the range of interventions to support students beyond the classroom.
Personal Qualities	<ul style="list-style-type: none"> • Ability to inspire and motivate. • Possesses integrity, with a focus on championing the needs of individual learners. • Tenacious and resourceful, to maximise the available funding from the LA, and best deploy to support students. • Adaptability to changing circumstances and new ideas. • A solution-focused mindset and determined 'no excuses' approach to raising standards. 	<ul style="list-style-type: none"> • Approachable and credible with a calm presence around school. • Data smart – able to use and analyse data, and to then ask the right questions to promote thinking and improvement. • Demonstrates emotional intelligence.

	<ul style="list-style-type: none"> • Commitment to inclusion, meeting the needs of all students, especially the vulnerable, those with SEND, and potential high achievers. • Commitment to continuing professional development. • Values and promotes the highest standards of behaviour and respect between staff and students. • Ability to communicate effectively (both orally and in writing) to a variety of audiences. • Ability to work calmly under pressure. • Team builder and team player. • Demonstrates managerial courage and has the ability to deal professionally with challenging students, parents, and staff. • Resilient, highly organised, and able to prioritise workload. 	
Equal Opportunities	<ul style="list-style-type: none"> • Acceptance of, and a commitment to, the principles of the school's equal opportunities policies and practices as they relate to the delivery of services to students. • Commitment to equal opportunities policies relating to all protected characteristics in an educational context. 	
Safeguarding	<ul style="list-style-type: none"> • Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this. • Displays commitment to the protection and safeguarding of children and young people. 	<ul style="list-style-type: none"> • Up-to-date knowledge of safeguarding legislation and practices.

