



Royal Greenwich
Trust School
Learning Today, Leading Tomorrow
PART OF UNIVERSITY SCHOOLS TRUST



Candidate Information Pack

Assistant Headteacher - SENDCO

Learning Today, Leading Tomorrow
Responsibility | Grit | Teamwork | Success





“ Providing transformational educational opportunities for all children...”



Assistant Headteacher - SENDCO

Royal Greenwich Trust School

University Schools Trust

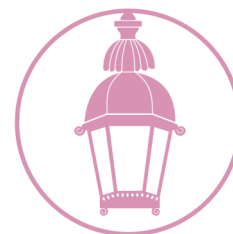
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Welcome



Thank you for your interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools

with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.rgtrustschool.net

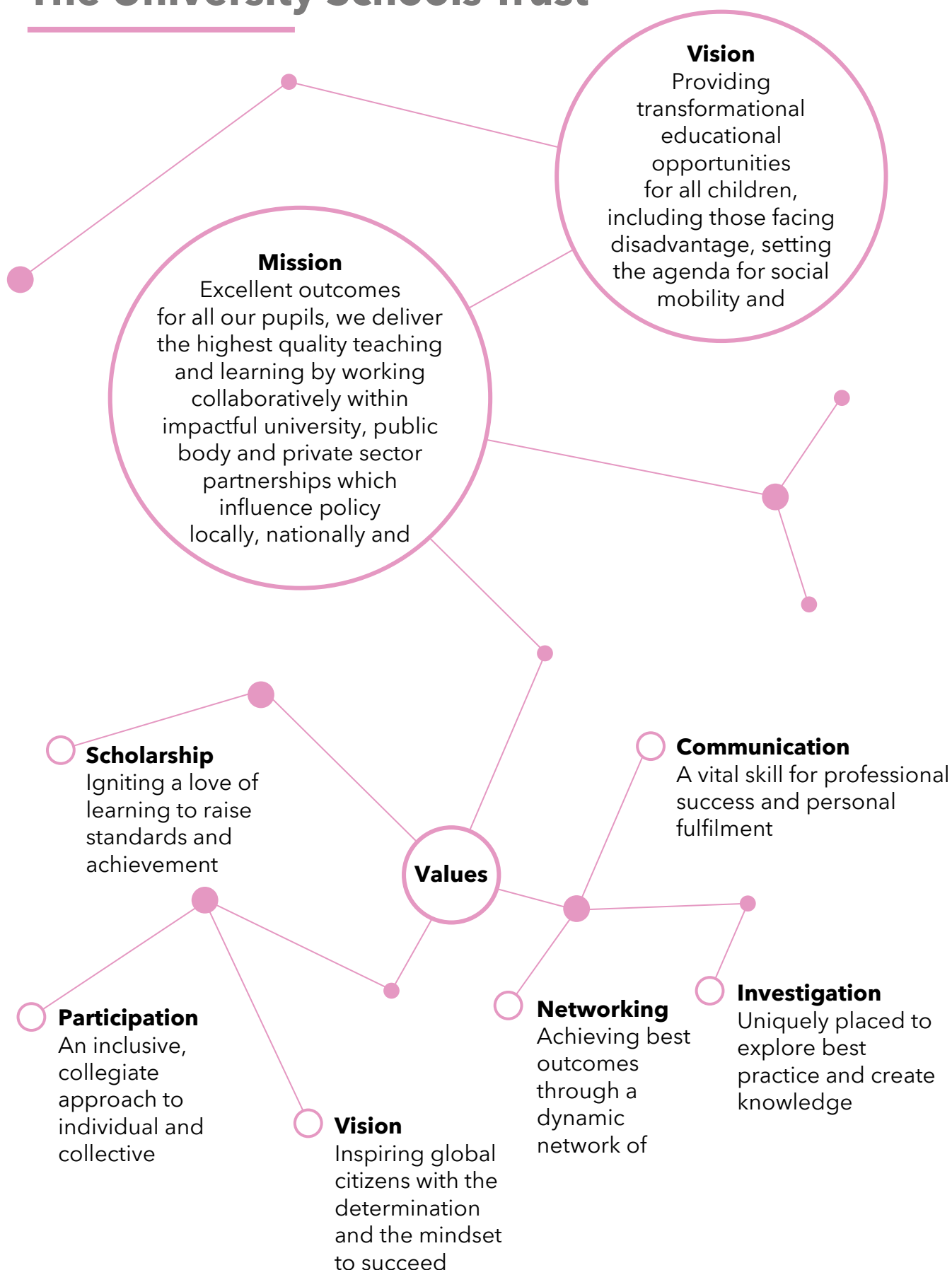
If you are interested in applying for the post and would like to arrange an informal discussion, please contact the HR Team on 020 8312 5480 ext. 2515 or email Recruitment@rgtrustschool.net.

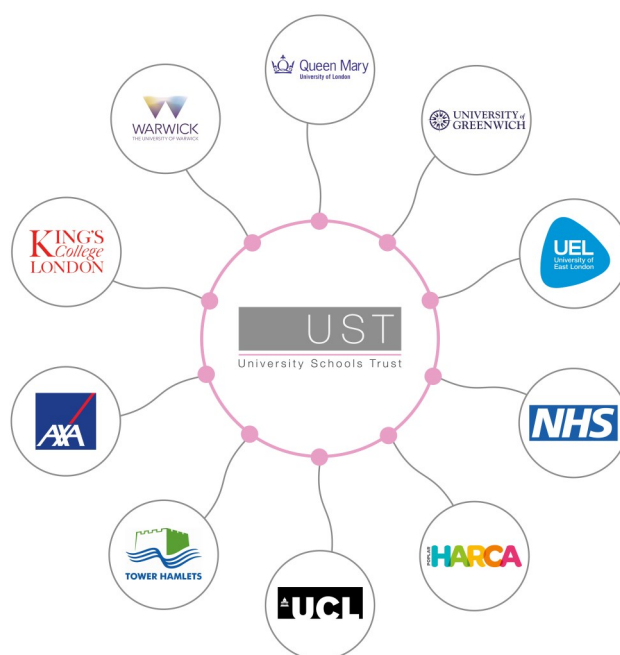
Caroline Toye

Headteacher

Learning Today, Leading Tomorrow

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate,

share and continually raise our standards. The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

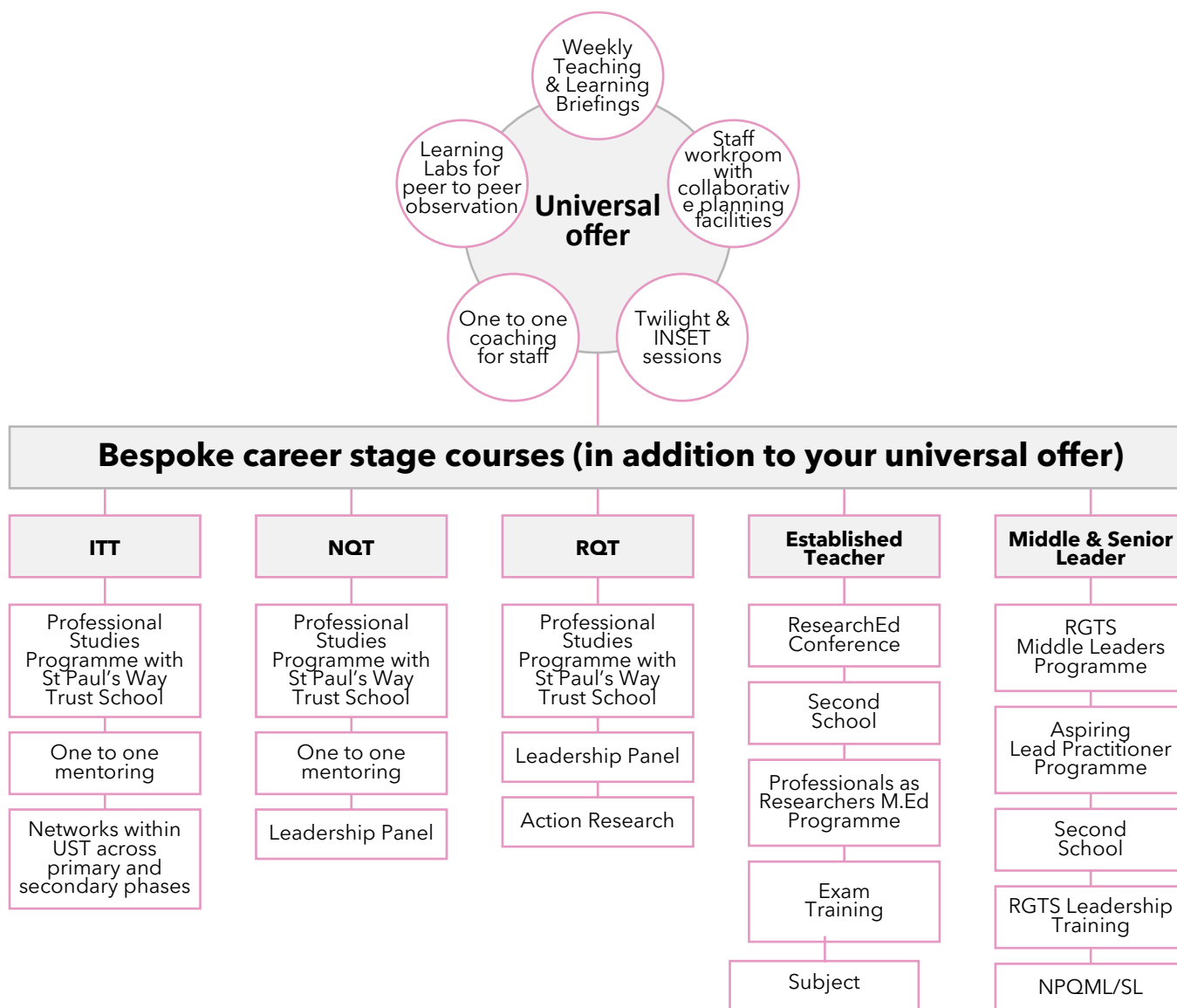
www.ust.london/444/school-of-education

Continual Professional Learning

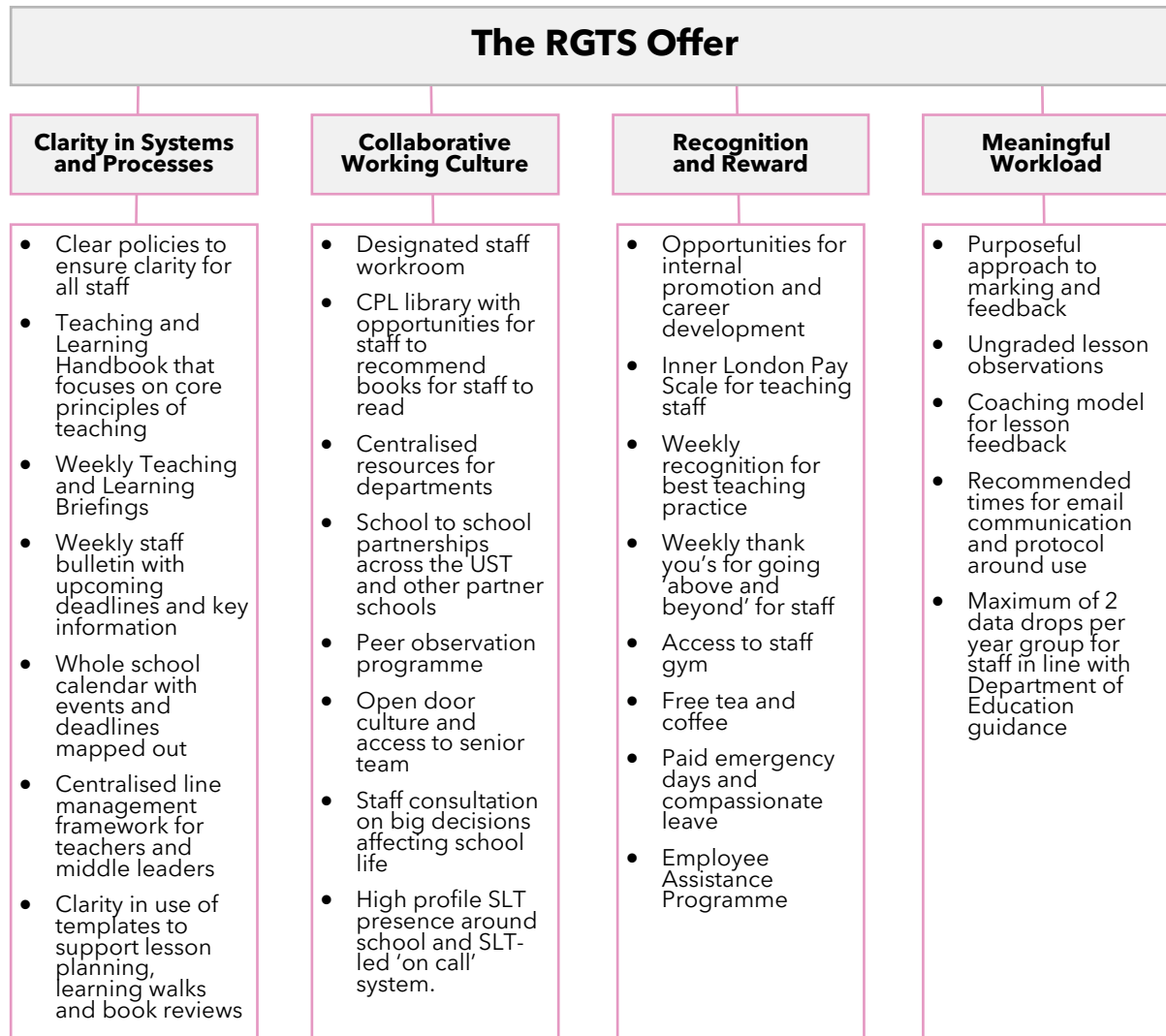
At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. This is achieved through a programme of internal and external training with an extensive network of training providers across London, our staff have access to the highest quality of training available.

All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations



Staff Benefits and Well-being



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.

Job Title:	Assistant Headteacher—SENDCO
Location:	The Royal Greenwich Trust School
Responsible to:	Deputy Headteacher
Responsible for:	Strategic leadership of SEND [including SL&C/SEMH/EAL/Literacy & Numeracy/Medical Needs]
Full/Part time:	Full time, permanent
Grade:	Leadership 13 - 17

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

The Assistant Headteacher, under the direction of the Headteacher/Associate Headteacher and in conjunction with the Deputy Headteachers and other Assistant Headteachers, will take a key role in:

- Formulating the aims and objectives of the school
- Establishing policies, procedures and processes to enable these priorities, aims and objectives to be achieved
- Leading and managing staff and resources effectively
- Monitoring progress towards the achievement of the school's aims and objectives
- Providing strategic and direct leadership of specific areas within their portfolio in terms of quality of education, behaviour and attitudes, personal development and wellbeing

- Monitoring and evaluating the quality of provision within their respective area and provide expertise to assist teaching and support staff, as appropriate.

The Assistant Headteacher [SENDSCO] will also have a timetabled teaching commitment of approximately 30% [10 periods] complying with the teachers' standards and modelling best practice for others.

In addition, the Assistant Headteacher will have a whole school responsibility within their portfolio agreed on an annual basis with the Headteacher. This is to assist with their Continued Professional Learning. They may also be required to undertake any of the duties delegated by the headteacher.

To promote opportunities for CPL within the Senior Leadership Team, roles and responsibilities will be reviewed and agreed on an annual basis in response to the needs of the school.

SPECIFIC RESPONSIBILITIES

Under the direction of the Headteacher, Associate Headteacher and/or Deputy Headteacher:

- Support in the day-to-day management and smooth running of the school, maintaining high visibility and a proactive presence within the school community.
- Communicate the school's vision in a compelling manner and support the Headteacher's strategic leadership.
- Contribute to the crafting, implementation and review of the SEF, SIP and other whole school documentation.
- Lead by example, focusing on providing transformational educational opportunities and excellent outcomes for all pupils.
- Lead on particular whole-school strategies and policy areas as agreed with the Headteacher.
- Build positive relationships with members of the school community and our external partners.
- Act as line manager for colleagues as agreed with the Headteacher.
- Work closely with the Senior DSL to ensure all matters relating to safeguarding are compliant with the school's statutory duty in KCSIE.
- Seek training and continuing professional development to meet own needs and enhance personal effectiveness.
- Carry out the professional duties of an Assistant Headteacher as set out in the School Teachers' Pay and Conditions Document.

Inclusion Faculty - Strategic Leadership of SEND provision:

- Develop a comprehensive offer for RGTS which ensures high standards of teaching and learning, student achievement and progression through effective provision which is ambitious for all students and for all students with additional needs including literacy/numeracy/medical/SEMH/SLAC/EAL.
- Ensure that the statutory requirements for SEND, including those within the Ofsted Framework, are met in full.
- Ensure as SENDSCO that the SEND Code of Practice is effectively implemented.
- Maintain an accurate SEND register and provision map linked to this.
- Maintain an up-to-date knowledge of key legislation linked to Special Educational Needs and Disabilities and ensure that this is disseminated appropriately across the staff body.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.

- Be familiar with the Joint Council for Qualifications (JCQ) regulations regarding the processing of access arrangements for public examinations and implement these accordingly.
- Take a lead role in the development of the Inclusion Faculty to enhance the provision in place and identify additional needs through the VSI (Vulnerable Students Index), employ intervention and support appropriately and evaluate impact to secure improvements in circumstances/engagement and removal/addressing of barriers for students.
- Prepare reports and documents as required by the Headteacher.
- Lead on the monitoring, evaluation and development of the delivery of the SEND policy and provision, in line with the school's teaching principles, and ensuring that it meets the aims of the school and the needs of all students and that all concerns are addressed in a timely and appropriate way.
- Conduct an annual audit for SEND which leads to improvement in practice and the realisation of a shared understanding of roles and responsibilities across all stakeholders.
- Advise on the use of the school's budget and other resources to meet students' needs effectively (including staff deployment), evaluating whether funding is being used effectively and propose changes to make the use of funding more effective.
- Play a key role in quality assurance activities relating to the respective areas within your portfolio.
- Develop 'the data story' for areas within your portfolio, respond to findings and evaluate impact of actions taken.
- Be responsible for the development and implementation of other key policies including Medical and First Aid and ensuring these are reviewed annually or in accordance with the Trust Compliance Tracker.
- Contribute to the development of a work plan for the Inclusion Faculty which supports the outstanding execution of day-to-day business alongside calendared events and strategic priorities cited within the School Improvement Plan.
- Attending Inclusion Team and Curriculum meetings, providing advice on how to support students with possible unidentified SEND, and following up relevant actions in line with a graduated approach, implementing interventions and liaising with the appropriate school staff and/ or external agencies.
- Work in collaboration with the other Assistant Headteachers to share best practice and ensure a consistent approach across all areas.
- Develop the leadership capacity of the faculty through effective line management, development and appraisal of the Assistant SENDCO.

Student Progress (academic and social)

- Responsible for agreeing the approach and monitoring & evaluating the student progress & outcomes for those with SEND or who have literacy/numeracy/medical/SEMH/EAL needs.
- Take a leading role in the student progress review model (AMARAI) to ensure strategic plans and appropriate interventions are in place to address underperformance or concerns over individual students or sub-groups.
- Liaise with Heads of Faculty in matters relating to the quality of provision within their areas and to ensure that effective personalisation of learning occurs and that the curriculum meets the needs of students.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the personalised approach to SEND support
- Work with relevant teaching and support staff to ensure high quality delivery of provision and effective administrative practices.

- Keep up to date with welfare, safeguarding and wellbeing issues relevant to students on the SEND Register, and work with the SEN and Inclusion teams to develop effective strategies for information, advice and guidance.
- Promoting and safeguarding students' welfare and personal development, liaising with the Designated Safeguarding Lead and other key staff, as required.
- Overseeing the monitoring of students' attendance and punctuality, for students on the SEND Register, and implementing effective support strategies.

Intervention and Support

- Line manage the Assistant SENCO, LSAs, school counsellors and other key staff leading them in being a cohesive team and enabling them to be efficient and effective in their roles.
- Secure relevant services for students with special educational needs and disabilities.
- Where appropriate, making applications and providing evidence for an assessment for an education, health and care plan in partnership with families and pupils.
- Review education, health and care plans with families and the student, ensuring all relevant staff are aware of and individual student targets.
- Complete Annual Reviews in line with statutory guidance developing and implementing systems to enable regular communication with families, which includes SEN staff, tutors and subject specialist teachers, in line with statutory guidance.

Partnership Working

- Work in partnership with external agencies including to ensure that the needs of students are identified, and appropriate actions are put in place in a timely fashion.
- Liaise with and coordinate commissioned services and appropriate interventions, e.g. creative arts therapy; independent speech and language therapy.
- Be a key point of contact for external agencies, including the local authority.
- Work in partnership with families, and where appropriate external agencies, to identify a student's SEND.
- Ensure that if a pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Lead on primary - secondary transition collaboratively with the wider inclusion team in school, liaising with primary schools to gather relevant information and sharing information with key members of staff in a timely fashion.
- Where a child is at risk of exclusion, working in partnership with the senior leadership team, student welfare team, parents and external agencies to put appropriate pastoral support programmes in place and ensure reasonable adjustments are implemented effectively.
- Act as the designated teacher for looked-after children and post looked-after children to support them to maximise their potential through access to appropriate provision.
- Provide accurate and timely information for parents and develop effective partnerships with them.

Teaching responsibilities

- Undertake a designated programme of teaching across all key stages.
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.

- Teach consistently high quality lessons informed by the school's teaching principles.
- Set expectations for students in relation to standards of achievement and the quality of learning and teaching.
- Teach to ensure knowledge is retained in long term memory of students.
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes.
- Follow the school's policies on feedback, providing formative feedback in every lesson and whole class feedback for set pieces of work.
- Maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Work in collaboration with Learning Support Assistants, Special Educational Needs team and wider inclusion team.
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.
- Be a role model for students, inspiring them to be actively interested in the subject.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject.
- Promote learning through out of hours activities such as enrichment.
- Promote aspects of Personal Development, cultural capital, CEIAG and enrichment related to the subject
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- Follow the school policies and procedures.

Finance and resources

- Ensuring that budgets are used in line with school procedure and that resources are recorded and monitored.
- Seek to ensure the effectiveness of the department's equipment, proper maintenance of the materials and observance of relevant health and safety regulations.
- Be responsible for the registration, maintenance and recording of all assets and resources within the department.

Staff development

- Continue professional learning in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the Performance Management process.
- Participate and lead whole school CPL programmes.
- Develop the teaching body to ensure all teachers are 'teachers of SEND'

General administration

- Check that information required by various external bodies is produced within the given time scale and is of excellent quality.
- Assist to maintain the interior and exterior of the classrooms and displays to a high standard that reflects the ethos of the school.

Wider professional responsibilities

- Make an active contribution to the policies and aspirations of the school.
- Seek to share your expertise with colleagues.
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promoting the general progress and well-being of individual students.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers.
- Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer.
- Communicating and consulting with the parents / carers of students in line with school procedures.
- Participating in meetings arranged for any of the purposes described above.
- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.
- Undertake any professional duties reasonably delegated to you by the Headteacher.

Qualification criteria

- A fully qualified teacher with evidence of QTS for secondary teaching.
- Qualified to at least degree level in subject area and/or good A Levels or equivalent.
- Qualified to teach and work in the UK
- SENCO qualification or working towards the National Qualification for SENCOs

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
- To drive educational standards, promote life-long learning and continually improve outcomes for all
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB AGREEMENT

The postholder will be line managed and appraisal managed by: Deputy Headteacher

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____ Signed by (Postholder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION

	Essential
Qualifications	<ul style="list-style-type: none"> • Graduate with qualified teacher status. • Minimum of five years teaching experience at secondary phase. • Experience of leading/directly supporting the leadership of whole school initiative[s]. • Proven track record as a Middle Leader. • Recent appropriate Continuous Professional Development. • SENCO qualification or working towards the National Qualification for SENCos.
Experience, skills and knowledge	<ul style="list-style-type: none"> • Leadership and management experience in a school including recent experience of leading whole school initiatives and/or working directly with or on a senior leadership team. • Understanding of high-quality teaching, and the ability to model this for others and support others to improve. • Involvement in school self-evaluation and development planning. • Line management experience and ability to hold others to account, ideally in curriculum and pastoral areas. • Ability to build effective working relationships. • Experience of contributing to staff training and development. • Effective oral and written communication and interpersonal skills. • Ability to communicate a clear vision and inspire others in buying into this. • Confident in presenting to a range of audiences and stakeholder groups. • Broad understanding of school finances and resourcing matters.
Characteristics/ Attributes	<ul style="list-style-type: none"> • Commitment to securing the best outcomes for all students and promoting the ethos and values of the school. • Seeks to ensure that at the heart of their work the best interests of the students in their care remains paramount. • Outstanding classroom practitioner across all secondary key stages. • Works to establish and maintain positive relationships with students and adults. • Willingness to initiate and participate in both cross curricular and extra-curricular activities. • Ability to work in productive partnerships with parents, external agencies and the wider community. • Determination to promote a culture that celebrates success. • Commitment to safeguarding and equality. • Leads by example, setting high standards of punctuality, dress and conduct. • Clarity of thought and vision with proven ability to finish a task. • Ability to reflect critically on own performance and to engage in continual self-improvement. • Resilient, works well under pressure and applies effective prioritisation skills. • Adopts a creative approach to solving problems. • Commitment to maintaining confidentiality at all times. • Retains a positive disposition and possesses a good sense of humour.

Application and Selection Process

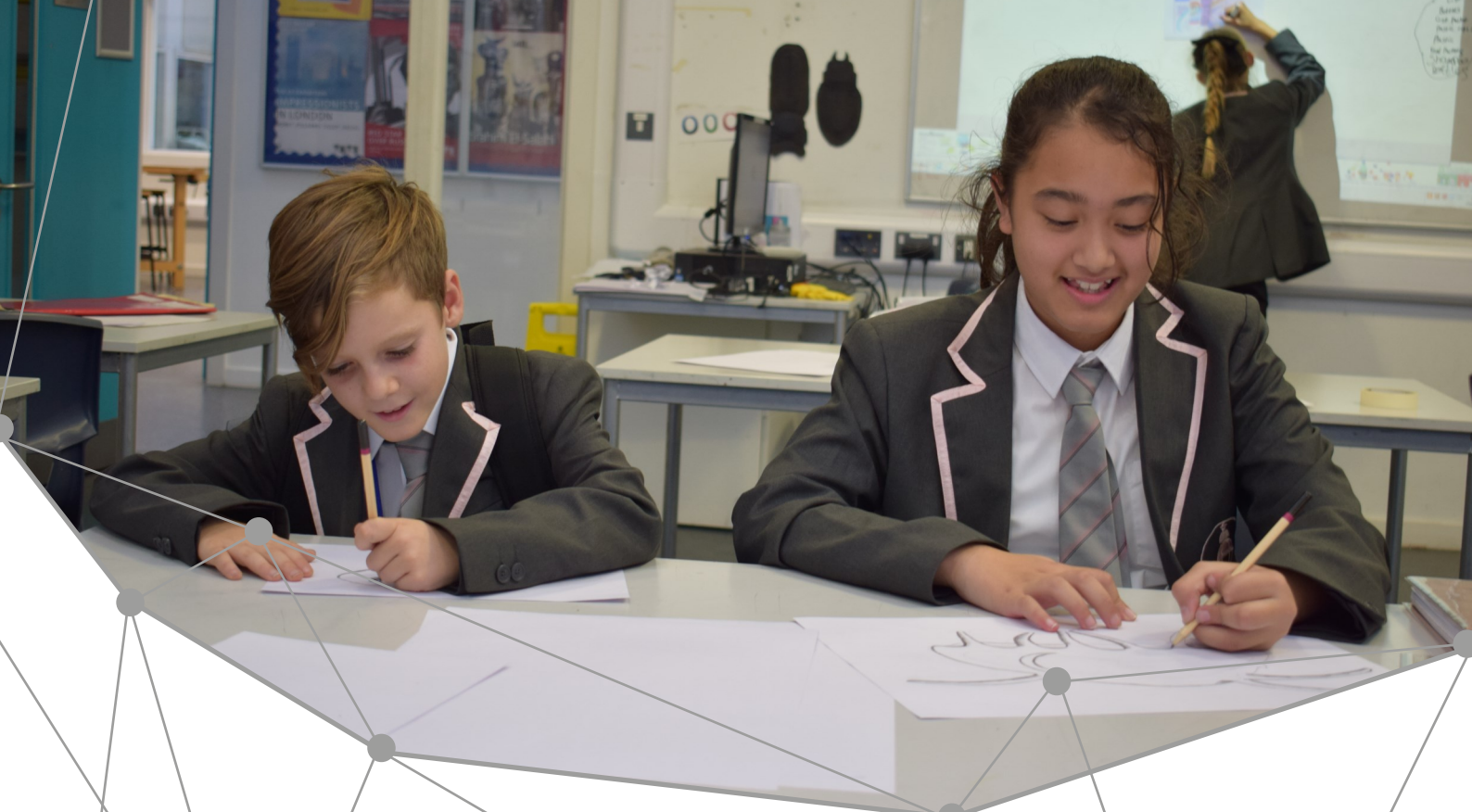
All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit <https://www.rgtrustschool.net/vacancies> and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date and how you meet the criteria set out within the job description and person specification.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is **Monday 6th February 2023, at 9.00am.**





**Royal Greenwich
Trust School**

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ROYAL GREENWICH TRUST SCHOOL IS A CHARITABLE TRUST

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