

# Assistant Headteacher / SENCO

## Recruitment Information for Candidates



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Dear Applicant

Thank you for expressing an interest in joining The Basildon Academies.

Student welfare, academic progress and achievement is at the heart of everything we do at our Academy.

Our Academy vision is to drive:

- Social Mobility - equality of opportunity for our young people to succeed
- Moral Purpose - resilient positive decision makers
- Cultural Capital - equity of opportunity and life experiences
- Spiritual Awareness - reflective citizens and active curious learners

The Academy offers students the unique opportunity to begin their learning journey at our Key Stage 3 Lower Academy, and complete it at our Key Stage 4 & 5 Upper Academy.

Our Key Stage specialist sites enable us to offer our students age appropriate curriculum choices, support, challenge and enrichment.

We recognise the power and impact that quality enrichment can have on young lives and minds. Our enrichment programme is an essential and valuable part of our school day. All students engage in an enrichment of their choice each day as part of their curriculum.

The age appropriate enrichment curriculum supports a 'Passion for Learning' in Key Stage 3, a 'Passion for Purpose' in Key Stage 4 and a 'Passion for Life' in Key Stage 5. Our enrichment curriculum builds student resilience, self-esteem, sense of belonging and love of learning. It provides equity of opportunity, stretch & challenge, employability skills and broad experiences supporting our student cultural capital and social mobility.

Our two academy model offers our Year 7 intake a guaranteed future place in our growing and thriving Sixth Form.

The Basildon Academies Sixth Form offers personalised curriculum pathways, tailored to individual needs and aspirations. Strong support networks alongside quality teaching ensure academic success and preparation for university or the workplace.

Yours sincerely



Mr G. Smith  
Chief Executive Officer



Leading Parent  
Partnership Award

The Basildon Academies are two state of the art Academies based in Essex, just 35 minutes from London and approximately 1 mile apart. We are unique in the way the academies are set up with The Lower Academy specialising in the teaching of our students aged 11-14 whilst the Upper Academy specialises in our 14-19 year old students.

**The Lower Academy** is focussed upon developing the whole child; our curriculum has been developed to enable our students to develop their knowledge, understanding and skills so that they will become lifelong learners. This includes opportunities for linguistic, mathematical, scientific, technical, human, social, physical and artistic learning so that students make progress in a wide range of subjects. The Lower Academy offers a supportive and nurturing environment to allow our students to find their adult feet as they become fully prepared for their transition to the Upper Academy.



**The Upper Academy** is focussed upon creating the best environment and conditions for all students to fully achieve their true potential, make at least expected progress and attain the very best grades they can in their final exams. The range of courses on offer allows students to become specialised in their favourite target areas and at the same time retain the very strong focus upon gaining good qualifications in maths, English and science at GCSE level.



Our strong Sixth Form is a major part of the Upper Academy with the structure modelling itself on developing independent learning skills like those seen in universities which allows students to continue their studies in their specialist subject areas. Students are very much encouraged to become mature adults being engaged in many aspects of the life of the academy which further develops those much needed skills to go on into university or the world of work.

**Position: Assistant Headteacher (SENCO)**

**Academy Leadership Scale AL7-11 (£57,809 - £63,642)**

**Generic details:**

The Assistant Head is responsible for supporting the Deputy Head and Headteacher in the leadership of the Academy on a day to day basis, and in formulating and putting into effect the key policies and practices which ensure that the Academy's strategic aims are achieved. All members of the SLT play a key role in the strategic development of the academy, supporting the Headteacher in creating a long-term vision and in implementing policies and procedures on a day to day basis.

**The role involves:**

- accountability for the progress and attainment of students on intervention pathways
- Developing, implementing and leading on strategies which enable the academies to achieve their targets and strategic aims.
- Role modelling professional standards, team ethos and higher level communications, leadership and management skills.
- Reporting, auditing and analysing responsibilities and outcomes in order to make recommendations, draw conclusions and devise strategies to lead to improvements.
- Leading, coordinating, managing and performance managing staff and resources.
- Promoting and ensuring the promotion of Equal Opportunities and Child Protection as a fundamental aspect of all roles and practices in the academies.
- Any other appropriate and reasonable responsibilities in keeping with the level of the post and the requirements of the organisation.
- Assessing and managing risk to ensure that problems are identified in good time and that a range of appropriate solutions are developed and deployed.

Leadership Roles require the member of staff to play a full role in duty schedules: before, after and during the standard school day. Leadership roles require that the person should meet the standards and skills required for the following posts, role modelling them to more junior staff.

**Specific details:**

The post holder will lead on strategies to drive student progress and improve learning, working within the policy and procedural structures established by the Headteacher. The post involves setting the standards for middle leaders, monitoring and evaluating planning and practice across departments to achieve academy targets. An important strand of this post is directly leading strategies for interventions.

## AHT Responsibilities:

Ethos	<ul style="list-style-type: none"> <li>To promote a clear vision and ethos for the Academy</li> </ul>
Quality of Education	<ul style="list-style-type: none"> <li>Analyse data to monitor progress of each student by reviewing each Interim Assessment point and set targets.</li> <li>Carry out lesson observations regularly as part of the school's monitoring and evaluation system.</li> <li>Manage, monitor and maintain academy standards.</li> <li>Ensure suitable study programmes and pathways for all students.</li> <li>Establish a learning culture which fosters a passion for learning</li> </ul>
Student progress and attainment	<ul style="list-style-type: none"> <li>Ensuring all students at the Academy make sustained and substantial progress and attainment, meeting their targets at appropriate points.</li> <li>Use data effectively to analyse outcomes</li> <li>Develop/embed curriculum models to measure and evaluate progress and ensuring staff CPD needs are met.</li> <li>To ensure attendance records are used efficiently to secure prompt identification of students experiencing difficulties coupled with swift intervention</li> </ul>
Target setting – progress & attainment	<ul style="list-style-type: none"> <li>To ensure that Departments, leaders, and teaching staff have clear and accurate progress &amp; attainment targets, and that robust strategies in place for achieving these.</li> <li>Ensuring all students have accurate progress and attainment targets and that target review points give appropriate opportunity for all students and parents to engage.</li> </ul>
Interventions resourcing	<ul style="list-style-type: none"> <li>To ensure that all students have access to appropriate resources to enhance their learning. Staff leading interventions have required resourcing.</li> </ul>
Transition	<ul style="list-style-type: none"> <li>To assist with and in some cases lead on recruitment and admissions procedures for transition from KS4-5 and KS5-pathways beyond, ensuing smooth transition and induction of students at each point</li> <li>To maintain and develop strong links with high quality destinations</li> <li>Work collaboratively and effectively with Higher Education institutions.</li> </ul>
Communication to parent/carers	<ul style="list-style-type: none"> <li>To organise regular information/review events for parents so that they are properly equipped to support their children.</li> <li>Ensure accurate and timely progress reports are made available to parent/carers</li> </ul>
Line Management	<ul style="list-style-type: none"> <li>Directly leading, coordinating, managing and performance managing select Middle Leaders and support teams.</li> </ul>
Evaluation and reporting	<ul style="list-style-type: none"> <li>To monitor the impact of strategies and actions in the ADP, ensuring that departments make appropriate progress against their targets.</li> <li>Reporting progress to varied audiences (SLT, GB etc), evaluating outcomes and producing improvement plans.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>To keep up to date with curriculum developments and ensure that these are reflected within your remit.</li> <li>Work with the other member of the leadership team to ensure that the curriculum is designed to meet the needs of all students.</li> </ul>
Modelling effective teaching and learning practice and leadership	<ul style="list-style-type: none"> <li>Role modelling effective strategic teaching and learning practice which has direct impact on the classroom experience of students</li> <li>Through regular monitoring (e.g. drop ins, informal conversations, class data etc) knows the development and training needs of all staff in their remit</li> </ul>
Timetable	<ul style="list-style-type: none"> <li>To work with the Deputy Head on curriculum mapping and timetabling</li> </ul>
Recruitment & Staffing	<ul style="list-style-type: none"> <li>To support the academy as a whole with regards to recruitment, appointments and the induction of staff as appropriate. Tracks staff absence, hold return to work meetings</li> </ul>

## Appendix: SENCO Responsibilities

### Generic details:

The Special Educational Needs Coordinator (SENCo) is responsible for providing school children with disabilities and special educational needs with the support required to help them complete their education.

### The role involves:

- Ensuring staff have the information required to meet the needs of the students with SEND (Special Educational Needs and Disabilities) to help them overcome barriers to learning as outlined in Ordinarily Available.
- Ensure one planning is effective.
- Providing CPD to staff relating to SEND.
- Statutory requirements as outlined in The SEND Code of Practice and The Equality Act 2010.
- designing and implementing SEND policy and procedures in line with the latest government SEND policy and regulations.
- accountability for the progress and attainment of all SEND students.
- directly leading, coordinating, managing and performance managing staff and resources within the Learning Support Department, including Well-Being.
- auditing and responding to student needs throughout the Academies, including providing referrals to external agencies and equipping the school for the needs of the students under SEND care
- liaising with outside agencies and providers, as well as senior leaders, to contribute to the development of Academy strategies, practices, reporting systems and monitoring processes.
- Promoting and ensuring the promotion of Equal Opportunities and Child Protection as a fundamental aspect of all roles and practices in the academies.
- any other appropriate and reasonable responsibilities in keeping with the level of the post and the requirements of the organisation.
- Being the Designated Teacher for PLAC and LAC students.

### Specific details:

This post will line manage the Deputy SENCo, SEND and Well-Being staffing and resourcing. All specific responsibilities of the post will be negotiated on appointment in line with the candidate's strengths and the priorities of the Academies.

### Responsibilities

SEND Leadership	<ul style="list-style-type: none"><li>• Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision</li><li>• Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability</li><li>• Make sure the SEN policy is put into practice and its objectives are reflected in department and whole school planning</li><li>• Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice</li></ul>
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	<ul style="list-style-type: none"> <li>• Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective</li> <li>• Work with the Head Teacher to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements</li> <li>• Prepare and review information the governing board is required to publish</li> <li>• Contribute to the school improvement plan and whole-school policy</li> <li>• Identify training needs for staff and how to meet these needs</li> <li>• Share procedural information, such as the school's SEN policy</li> <li>• Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students with SEN or a disability</li> </ul>
SEND policy, procedure and provision	<ul style="list-style-type: none"> <li>• Maintain an accurate SEND register and provision map</li> <li>• Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support</li> <li>• Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment</li> <li>• Be aware of the provision in the local offer</li> <li>• Work with other schools, educational psychologists, health and social care professionals, and other external agencies</li> <li>• Be a key point of contact for external agencies, especially the local authority (LA)</li> <li>• Analyse assessment data for students with SEN or a disability</li> <li>• Implement and lead intervention groups for students with SEN, and evaluate their effectiveness</li> </ul>
Support for SEND learners	<ul style="list-style-type: none"> <li>• Identify a student's SEN, where assessment is required, or implement actions to support this identification</li> <li>• Co-ordinate provision that meets the student's needs, and monitor its effectiveness including for well-being needs.</li> <li>• Ensure records are maintained and kept up to date</li> <li>• Review the education, health and care plan (EHCP) with parents or carers and the student</li> <li>• Communicate regularly with parents or carers in line with SEND policy and procedures</li> <li>• Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student</li> <li>• Promote the student's inclusion in the school community and access to the curriculum, facilities, and extra-curricular activities</li> <li>• To be the designated teacher for looked-after children.</li> </ul>
Attainment and Progress	<ul style="list-style-type: none"> <li>• Ensuring all SEND students make appropriate attainment and progress, and that all staff are clear as to how their use of assessment data and teaching practice impacts on student outcomes</li> <li>• Run interventions programmes to ensure that gaps identified are closed in a timely fashion</li> </ul>

## Application Procedure

- i. Read carefully all the information about this post
- ii. If you have any questions, please telephone or email our Recruitment Coordinator, Dani Silk on 01268498683 or email [recruitment@basildonacademies.org.uk](mailto:recruitment@basildonacademies.org.uk)
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel, therefore clarity is essential. It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained please.
- iv. Send your completed application form by email (if downloaded from our website) or through the post to:

[recruitment@basildonacademies.org.uk](mailto:recruitment@basildonacademies.org.uk)

Mrs Dani Silk  
Recruitment Coordinator  
The Basildon Academies  
Wickford Avenue  
Pitsea, Basildon  
Essex, SS13 3HL

## Appointment Process

- i. Suitable applications will be shortlisted for interview (as quickly as possible)
- ii. If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. It is therefore important that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

The Basildon Academies are committed to supporting colleagues with disabilities. If you have a disability, please give details of adjustments you require for the selection process or to do the job itself.

## Pre-employment Checks

The Basildon Academies is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Headteacher. It is our usual policy to take up references BEFORE interviews where possible. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

### **Equal Opportunities**

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

### **Recruitment monitoring information**

The Basildon Academies are committed to ensuring that applicants are selected for appointment on the basis of their ability relevant to the job. Completion of the Recruitment monitoring information form is not compulsory but will help us to ensure that our policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. The information you provide will be used for monitoring and statistical data purposes only and will not be seen by the short listing panel.

The Basildon Academies are committed to safeguarding and promoting the welfare of children and expect their staff to share this commitment.



