

CENTRAL QUADRANT ASSISTANT PRINCIPAL: SENCO

Harris Federation

Leadership Scale

How To Apply

Please visit www.harriscareers.org.uk to apply online and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our **Policy Statement on the Recruitment of Ex-Offenders.**

About the Harris Federation

The founder and sponsor of the Harris Federation, Lord Harris of Peckham, opened our first school in 1990. We have, over the past thirty years, implemented ideas and initiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies are widely recognised as a force for social mobility. We are immensely proud of the role that our alumni are now beginning to play in the world and of what we believe our current generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment in achieving success through rapid school improvement and has built an unrivalled reputation for running outstanding academies. We now have over 50 schools educating more than 40,000 young people across London and Essex, and employ over 5,000 staff across our academies and head office. With the majority of our academies located in areas of high socioeconomic disadvantage, a high-quality education is key to the futures of the pupils we serve.

Our Vision

We are a pioneering education charity, and one of the leading multi-academy trusts in the country. We have built a reputation for transformative change, taking on some of the most challenging schools in London and turning them into places where every young person can access a high-quality education and have opportunities to succeed.

Our vision, from the start, has been to provide the structure and services needed for our schools to amount to more than the sum of their parts, and to free-up our teachers and leaders to focus on one thing and one thing only: the outstanding education of all their pupils. Our young people and communities are at the heart of everything we do. Our core mission has always been to close the educational gap between young people from disadvantaged backgrounds and their peers. Our ambition is one where every child in London, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed.

Our Values

We have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We know there are many challenges facing our young people and the communities we serve, and that's why we need determined people like you to help us tackle those inequalities.

Whilst each of our academies has their own unique cultures and values; as a whole Federation, we have four core values which are central to successfully achieving our vision: **Excellence, Collaboration, Support, and Innovation**. We are proud of our values because they guide us in how we work allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guide to empower you to do your best work.

What Sets Harris Apart

We are a Federation rather than a chain, and the autonomy of our Principals, and their individual academies is a key element of our success. In addition, the support structure from our central team provides a range of efficient and time-saving services to our academies, but Principals have ownership of running their schools to determine the best curriculum and other local policies to suit the context of their school, staff, and students.

Our head office based in East Croydon, provides expertise and guidance across Commercial, Governance, IT and Data, Finance, Estates, Procurement, HR and Recruitment, Sixth Form and Marketing. Harris academies are funded on the same basis as other state schools in England, but by negotiating shared contracts and services, and delivering other economies of scale, our academies save over £5m per year, all of which goes back into the education of our students.

As part of the central team we have more than 70 consultants, each a subject specialist and highly-skilled teachers who are available to our academies as a resource to use as they need. Their job is to create curriculum excellence in every subject. Our schools are able to access their full support to ensure the most effective curriculum intent, implementation, and impact.

From Our CEO

We see Harris as a system disrupter – whose purpose is to make life fairer for children in and around London. Our focus is to take on the most challenging schools and turn them into exceptional places of learning where everyone – staff and students – thrives.

We strive to deliver an excellent education to our young people so they can progress into top careers and the very best universities and apprenticeships, giving them the chance to fulfil their potential, no matter their background.

The secret of our success is that every Harris academy is different; every school has its own culture and ethos nurtured by its leadership team to suit the local community and context. However, all Harris academies are united by a determination to constantly improve and to quickly identify and share what works to ensure that every pupil is successful regardless of background.

As we grow, we are delighted to welcome new and experienced teachers, leaders, and support staff into the Federation, all of whom are crucial to our ongoing success. We encourage staff in their learning and development, our CPD is regularly described as 'outstanding', and all of us are committed to growing our expertise and sharing it with each other.

Sir Dan Moynihan
Chief Executive

Our Benefits

We know our success is a direct result of the hard work and dedication of our teams. No matter what your role, by joining the Harris Federation, you will be making a difference to young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of working at Harris.

Harris has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives including:

- Excellent opportunities for continuous professional development and support to progress your career
- A Harris Allowance for teaching staff in addition to your salary
- Annual performance and loyalty bonus
- Pension scheme (Teachers Pension Scheme or Local Government Pension Scheme) with generous employer contribution
- 25 days annual leave plus bank holidays (for non-term time only staff), rising to 26 days after 2 years' service, as well as Christmas Eve off for staff who work across the full year
- Affordable electric car salary sacrifice scheme (up to 40% discount on car lease costs)
- Lifestyle friendly working arrangements and policies
- Harris Wellbeing Cash Plan including cover for routine and specialist healthcare
- Employee Assistance Programme for free and confidential advice
- Cycle to work salary sacrifice scheme
- Wide-range of shopping, leisure, and travel discounts, and exclusive to Harris employees, a generous 20% off at Tapi Carpets
- Interest-free ICT and season ticket loans

Diversity and Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices at Harris.

Job Purpose

Role overview:

We are looking for an experienced, dynamic and engaging SENCO to join our leadership team. You will be actively engaged from the start in supporting our staff and SEND students through their journey to their GCSE and A-Level qualifications.

This role is suitable for experienced practitioners with leadership aspirations, for example you may be an existing SENCO looking for a leadership position. We are committed to equality and diversity and welcome applications from practitioners regardless of background' it may be that you have just the qualities we are looking for to add to our thriving team!

Job Purpose:

- To provide SEN leadership across designated secondary academies within the Central Quadrant
- To provide on-the-job training, guidance and coaching to develop the practice of the Deputy SENCO/Aspiring SENCO
- To ensure that the designated Academy practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements.
- To work with the designated Academy Leadership team ensuring an ethos of Inclusion within the Academy and a culture of high aspirations for students with SEND.
- To work with the designated Academy Leadership team ensuring the implementation of the Academy SEND Policy.
- To ensure that the provision of SEND support is in accordance with the aims of the designated Academy and the curricular policies determined by the Governing Body and Principal of the Academy.
- To be responsible for maintaining the designated Academy's SEND Profile, ensuring that it is always up-to-date and is an accurate picture of student SEND need across the Academy.
- To be responsible for the accurate identification of SEND need across the designated Academy, ensuring a rigorous and thorough assessment process.
- To be a role model with regard to Quality First Teaching and curriculum adaptations within your own teaching practice.
- To be responsible for the embedding of Quality First Teaching across the designated Academy.
- To be responsible for the designated Academy SEND Offer, ensuring high quality targeted interventions enabling students with SEND to make better progress.
- In consultation with the designated Academy Leadership Team, to provide a programme of professional development with regard to SEND, that ensures all staff have the knowledge, skills and understanding to plan teaching and learning effectively and enable students with SEND to make expected progress.
- To be responsible for tracking the progress of students with SEND, using a wide range of Academy data relating to progress, attainment, referrals, exclusions, detentions and attendance to identify barriers to learning.
- To deploy staff and resources according to the needs of SEND students.
- To write a termly report to the Governing body on progress and developments.

Main Areas of Responsibility

Operational/Strategic Planning (within designated academy)

- To work with Heads of Department, Coordinators and Faculty Directors to ensure that Quality First Teaching Strategies are embedded in teaching and learning across the Academy.
- To work with Heads of Department, Coordinators and Faculty Directors to ensure that strategies on Student SEN Profiles are being used as part of the lesson planning process and are integral to teaching and learning across the Academy.
- To work with Heads of Department, Coordinators and Faculty Directors to monitor, evaluate and review the quality of teaching and learning across the Academy, with regard to SEND students
- To work with teachers, Heads of Department, Coordinators and Faculty Directors to ensure that Quality First Teaching is embedded in teaching and learning.
- To work with Faculty Directors to monitor the academic progress of students with SEND within the Academy, ensuring expected progress and the provision of targeted interventions as appropriate.
- To work with Heads of Department, Coordinators and Faculty Directors to ensure efficient and effective use of Teaching Assistant support.
- To ensure that the SEND Development plan has clear aims and objectives, enabling progression within all areas of SEND Policy and provision.
- To be responsible for ensuring that the Assess, Plan, Do, Review Model is integral to monitoring evaluation and review of SEND provision and that it forms an essential part of whole Academy monitoring, evaluation and review (MER). This includes half-termly progress reviews, observations.
- To be responsible for the development of effective provision mapping, tracking the impact of specific interventions to ensure that students with SEND make better progress.
- To be responsible for the day-to-day management, control and operation of SEND provision within the Academy, including effective deployment of staff and physical resources.
- To be responsible for the identification, assessment and completion of Access Arrangements for internal and external examinations. This includes organizing training for readers and scribes, monitoring their practice.
- To be responsible for ensuring that the Annual Review process for students with Statements/EHCPs is in place and that reports accurately reflect progress within the Academy
- To be responsible for ensuring that LEA consultations for students with EHCPs are responded to in line with the SEND Code of Practice and within given time constraints
- To implement Academy policies and procedures e.g. Equal Opportunities, Health and Safety etc.
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the area are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

Staff Development (within designated academy):

- To work with Faculty Directors to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of Teaching Assistants and Mentors.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the area.

- To make appropriate support arrangements for classes when staff are absent, ensuring appropriate arrangements for students when staff are absent.
- To participate in the interview process for SEND posts when required and to ensure effective induction of new staff in line with Academy procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the Academy's NQT and ITE programmes.
- To be responsible for the day-to-day management of staff within the area and act as a positive role model.

Quality Assurance (within designated academy):

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required. Management Information
- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students and use information to inform teaching and learning. Communications
- To communicate effectively with the parents of students as appropriate following agreed policies.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To attend all appropriate meetings. Marketing and Liaison
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies. Management of Resources
- To contribute to the process of the ordering and allocation of equipment and materials.
- To liaise with the Head of Subject to identify needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students. Pastoral System
- To apply the Behaviour Management systems consistently so that effective learning can take place.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To liaise with the Faculty Coordinators and Faculty Directors to ensure the implementation of the Academy's Pastoral System. Teaching
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To teach students according to their educational needs.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To ensure a high-quality learning experience for students which meets internal and external quality standards in line with teaching and learning policy.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

- To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Reporting to: Executive Principal for the Central Quadrant
Liaising with: Principal, Vice Principals, Assistant Principals, Lead Practitioners,
Faculty Coordinators, external agencies and parents

Central Quadrant Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend academy events such as Open Evening.
- To promote actively the academy's corporate policies.
- To adhere to the academy's Dress Code.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS (or equivalent) • Degree or equivalent • SENCO qualification 	<ul style="list-style-type: none"> • CCET qualification • Further degree • Evidence of ongoing professional development in the area of SEN
Experience	<ul style="list-style-type: none"> • Extensive experience as a SENCO • Extensive teaching experience • Outstanding teaching practice • Successful management experience as Head of Department or member of the SLT • Experience of writing department SEF • Experience of lesson observations and giving feedback • Experience of improvement planning • Experience of implementing a range of strategies to raise student achievement, with evidence of success • Contribution to impact on the quality of learning and teaching and curriculum • Experience of developing and sustaining positive relationships with students, parents, staff and the Governing Body to build consensus support and capacity • Proven track record of managing and implementing change in relation to teaching practices and standards • A track record of success in leadership and management 	<ul style="list-style-type: none"> • Experience as an Assistant Principal SENCO • Experience of developing the practice of a Deputy SENCO/SENCO • Experience of innovative and developmental practice within an SEN leadership role • Experience of whole-school SEN initiatives to improve the provision for SEN students within the curriculum • Experience of planning and delivering SEN interventions • Working knowledge of SEN law • Experience of working with governors • Experience of working in more than one school
Knowledge & Understanding	<ul style="list-style-type: none"> • Ability to use data to analyse performance and manage interventions • Understands current position with the 14-19 curriculum. • Understands how to plan lessons with challenging learning objectives and outcomes • Understanding of Assessment for Learning • Effective use of ICT to promote learning • Understands the factors effecting learning • Understanding of e-learning • Strategies to maintain good behaviour and pace • Strategies for monitoring and evaluation of standards of attainment • Effective development of staff and resources 	
Skills & Disposition	<ul style="list-style-type: none"> • Personal organisation and time management skills • Effective oral and written communication skills • Ability to analyse and interpret data effectively and act upon the information • Ability to think strategically • Ability to work within a team and manage a team • Ability to motivate and lead students and staff • Ability to analyse issues and identify solutions • Vision and ability to manage change successfully 	

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

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