



Hazel Wood
High School



Assistant SENCO Candidate Pack



Part of the

Oak



Learning Partnership

Please visit our school website for further information.
<https://www.hazelwoodhigh.co.uk/>

Welcome from the Headteacher

Dear Candidate,

I am the Headteacher of Hazel Wood High School and, during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

I am immensely proud of our recent Ofsted inspection, which graded Hazel Wood High School as "Good" in all areas. This outstanding achievement is a testament to the dedication, hard work, and commitment of our exceptional staff, students, and parents/carers who collectively contribute to our school's success. The Ofsted report commends our school for its calm and purposeful learning environment, carefully thought-out programme that promotes personal development, good student progress, and positive school ethos. Our talented and passionate teaching staff consistently go above and beyond to provide stimulating and engaging lessons, having high expectations and fostering a love for learning within our students. The report highlights the outstanding support and guidance our staff provide to every student, ensuring they receive the tailored attention they deserve.

The cumulative impact of all our school improvement work has resulted in us being the most improved school in our area. Attainment and progress indicators at Key Stage 4 have dramatically improved and our Progress 8 score is now above average; student numbers are healthy across all year groups, attendance levels have dramatically improved, and exclusions are falling. Our school has a good reputation for being caring and inclusive and is highly regarded by its local community. We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students. At Hazel Wood, we place emphasis on effective behaviour management and high-quality teaching and we support staff to actively apply these within the classroom every day. This, in turn, facilitates the students' ability to understand and meet our expectations.

We believe that all our students deserve the very best education that we can provide, and our teaching staff aspire to raise the standards and quality of teaching and learning. This is encouraged through inspiring, and supporting, colleagues with bespoke CPD; and by ensuring that best practice is shared and embedded. Having the right team in place is essential to this. Therefore, we thank you for reading through our application pack and considering us as the next step in your career.

As a part of the Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This appointment will form a key element in the next phase on our journey to outstanding. If you would like to join our excellent team, then we would like to hear more about you.

Visits to the school, prior to application, are both welcomed and encouraged. Please contact the school on **0161 797 6543** or by e-mailing the HR Department at recruitment@oaklp.co.uk to arrange an appointment.

I hope that, when you have read the information enclosed, you will be encouraged to apply for this very important post. We look forward to receiving your application.
Please visit our school website for further information.

<http://www.hazelwoodhigh.co.uk>

Paul Greenhalgh
Headteacher at Hazel Wood High School





"Pupils are happy to attend this school. They wear their uniform with pride. Leaders have high expectations of pupils' behaviour. In the main, this ensures a calm and purposeful learning environment for pupils. Pupils benefit from being part of a diverse and respectful school community".

Ofsted Report 2023

Assistant SENCO

Salary: Grade 10, SCP 24 – 27, £28,988 - £31,377 per annum

Hours: 37 hours, term time only plus 5 additional days

Closing Date: 9.00am, Friday 5th July 2024

Interview Date: Friday 12th 2024

Required for September 2024

The trust, on behalf of Hazel Wood High School, are seeking to appoint a highly motivated, enthusiastic, and well qualified Assistant SENCO to join our Inclusion and SEND provision providing support for our pupils with SEND and their families. You will be part of an excellent team and provided with extensive support that will enable you to develop to your full potential both in this role and beyond.

We believe that Hazel Wood High is a great place to work. This post offers you the opportunity to work in/with:

- A School with a strong will and determination to continue to improve.
- A School that has high expectations of all who work here.
- A School that places teaching and learning at the heart of school improvement.
- A School that is driven by strong values, invests in its staff and students and has a high regard for their welfare.
- A supportive and cooperative teaching staff who are committed to their roles.
- A School that works effectively with all stakeholders.
- A caring School where you can make a real difference to the lives of young people.

Our trust can offer you:

- An incredible opportunity to be part of an exceptional school and work with experienced and successful leaders.
- The chance to be part of a growing and forwarding thinking trust that will provide wider opportunities in the future.
- Extensive support to progress your potential at an exciting time in our development.
- An opportunity to work within an inclusive and values driven organisation and the chance to be part of a highly skilled, dedicated, and hardworking team.
- Support with health and wellbeing via 'Medicash', a Health Cash Plan that is paid for by the trust and gives access to a range of helpful benefits. The trust also provides access to 'Welbee', a dedicated staff wellbeing improvement service.

How to Apply

Closing Date: 9:00am, Friday 5th July 2024

Interview Date: Friday 12th July 2024

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.

We are committed to **equality of opportunity** for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Please note, we reserve the right to close this vacancy early if we receive sufficient applications for the role.

We ask that you do not send CV's, and applications are to be completed via our vacancy portal:

[Vacancies at Oak Learning Partnership \(oaklp.co.uk\)](http://oaklp.co.uk)





“Leaders have identified the important knowledge that they want pupils to know and remember. They have ordered learning carefully to allow pupils to build their knowledge logically over time. Teachers are experts in their subjects, and they use their subject knowledge well to devise appropriate learning activities for pupils. Teachers’ consistent application of leaders’ behaviour policy means that learning is rarely disrupted by poor behaviour”.

Ofsted Report 2023

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Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards Trust wide projects.

Normal working hours: Monday – Thursday, 8.00 am – 4.00 pm; Friday 8.00 am – 3.30 pm.

The post is 37 hours per week term time plus 5 additional days to be worked during periods of school closure.

PURPOSE OF THE POST

- To assist in managing the provision for pupils identified as having Special Educational Needs (SEN), including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils.

DUTIES AND RESPONSIBILITIES

- Assist the SENCO in leading the provision for SEN within school.
- Manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely.
- Work alongside faculties and the SENCO to develop relevant curriculum resources in order to ensure that pupils identified as having SEN have the required levels of support.
- Support the SENCO in managing, promoting and implementing an inclusive curriculum.
- Plan and deliver structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs.
- Plan and deliver programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievements and progress and feeding back to the teacher.
- Develop a social time support program across unstructured times throughout the day
- Within the context of the school's aims and policies, work with the SENCO to develop and implement intervention groups and support.
- Provide all those with involvement in Special Needs and Learning Support the support, challenge, information, and development necessary to sustain motivation and secure improvement in learning.
- Support learning of students as allocate by the SENCO and in collaboration with teaching staff.
- Manage and maintain additional provision tracking processes.

- Support the provision of SEN, including the allocation of support time and the development of pupil profiles.
- Liaise with relevant outside agencies to ensure that individual pupil SEN are met effectively.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Work with the SENCO, ensuring that staff are kept informed of pupil's SEN and advise on areas to develop and support.
- Use data, including attendance data, effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- Maintain contact with parents and carers to update on progress and provision of their child under the direction of the SENCO.
- Monitor the progress of students with SEN and advise the SENCO.
- Support meetings of SEN staff, communicate information to staff and coordinate resulting action.
- Offer advice and support to teaching staff in providing a quality first teach approach, under the direction of the SENCO.
- Support the process of access arrangements in liaison with the Data, Assessment & Exams Officer.
- Attend relevant Annual Reviews
- Provide clerical/administration support.
- Provide detailed and regular feedback to teachers/whole school staff on identified pupil achievement, progress, areas of concern etc.
- Have the responsibility of maintaining records in an agreed format with the teacher/SENDCo, contributing to the reviews of systems/records as necessary.
- Administer routine primary tests and invigilate exams and undertake routine marking of pupils work and accurately recording achievement/progress.
- To deliver whole class teaching cover when required.
- Assessing the needs of individual pupils and providing specialist support for pupils with learning, behavioural or communication difficulties, and/or support within a particular curriculum area.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Effectively co-ordinate an intervention timetable for a wide range of identified areas, academic and social, aiming for minimum disruption (in liaison with the SENDCo).
- Provide administrative support to the SENDCo in the collation of information and presentation of key documentation as directed.
- Provide support and organisational structure to a team of support staff including direction of duties (in liaison with SENDCo).
- Supervise pupils on visits, trips and out of school activities as required.
- Accompany individual or groups of pupils offsite to join in with activities taking place at other institutions e.g. school, colleges.
- Deputise for the SENCO when required.

Assistant SENCO Person Specification

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|---|---|--|
| CRITERIA | Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience: | |
| ESSENTIAL | DESIRABLE | |
| <ul style="list-style-type: none"> • GCSE Maths and English at Grades C / 4 or above (or equivalent). • Experience of working in a school environment. • Training in a range of SEND areas of need. • Participation in external professional development. • Knowledge of the SEND Code of Practice (2015) and the Equality Act (2010). • Relevant experience of special needs and supporting pupils. • Managing and dealing with confidential data / issues appropriately. • Experience of working with a range of pupils with Special Educational Needs across year groups. • Experience of making reasonable adjustments within a mainstream setting in order to meet pupil needs. | <ul style="list-style-type: none"> • Further relevant qualifications including degree or equivalent • Experience of conducting relevant assessments to determine SEND/SEMH needs. • Experience/evidence of working with external agencies (including referrals). • Experience of applying for Education Health Care Plans (EHCP). | |
| CRITERIA | Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge: | |
| ESSENTIAL | | |
| <ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, governors, parents. • Excellent literacy, numeracy and IT skills. • Excellent personal organisational skills and the ability to prioritise workload and work to specific deadlines. • Ability to work to professional standards, to develop effective working relationships, think independently and make judgement. • Strong interpersonal skills. • Ability to set realistic targets and priorities. • Ability to problem solve, particularly under pressure. • A commitment to the protection and safeguarding of children and young people. • A commitment to equality of opportunity and inclusion. • Up to date knowledge of relevant legislation and guidance in relation to working with young people. | | |

Inclusion is at the heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Hazel Wood High School, which is a member of Oak Learning Partnership Trust.

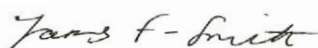
Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people, want to join a trust at an exciting part of its journey, we would love to hear from you.



James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk



Our Vision

To transform lives through a highly inclusive educational approach.



Inclusion is at the heart of our trust

- We are **compassionately rigorous**; we care deeply about our community which is why we push everyone to reach their full potential even if this is difficult.
- We have **unconditional positive regard**; we treat everyone with respect, dignity, and warmth regardless of the circumstance or challenge.
- **We leave no one behind**; we count in ones and focus on individual needs whilst ensuring everyone can thrive.
- **Everyone is welcome**; we actively embrace diversity and are relentless in how we teach our stakeholders the importance of this.

Our Shared Principles

We expect all staff at Oak Learning Partnership to embrace our Shared Principles:



Values-Driven

We are a deep-rooted values-driven organisation and we are passionate about working with integrity and honesty, showing respect and kindness for everyone while ensuring we deliver the best education for our pupils. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



An Exceptional Education for All

Central to our vision as a partnership of schools is our aim to run exceptional schools which deliver excellent outcomes for all learners. We are an organisation which is a beacon for strong inclusive practice. We share a common language around the curriculum and pedagogy. Our schools tailor their approach according to their context. We provide a framework of educational support centrally which helps our schools in their improvement journey. The staffing structure allows us to be flexible in the models of support which we can offer, and we can create new models of support that work for individual schools.



Identity and Individuality

We are passionate about working in partnership as a group of schools, working together to increase capacity and creativity for all. We recognise the collective benefits that this collaborative approach brings. We are also committed to each of our schools having autonomy in many aspects of their work and we are resolute that each school will retain its own identity and protect its history. Leaders in our schools are well-supported and we understand that their autonomy and accountability are vital factors in securing the strong performance of their schools.



Our People Matter

We ensure that our people are highly valued. We are committed to developing people at all levels. Whilst experience and qualifications can be important, our priority is recruiting people who want to make a difference, who share our values and vision, and who have the right attitude. We invest in the professional development of our people, offering opportunities across our schools. We value all of our people; our passion for inclusion is reflected not only across learners but across staff and we ensure that we support their well-being.



Collaborate with Purpose

Our strength comes from our alliance of primary, secondary and special schools and we look to learn from one another. Our schools are committed to collaboration both within our group of schools and outside, and where approaches are having an impact these are shared and applied to other contexts within the partnership. Our schools actively support one another and so all benefit from the partnership. Strong central systems provide high quality support for all schools.

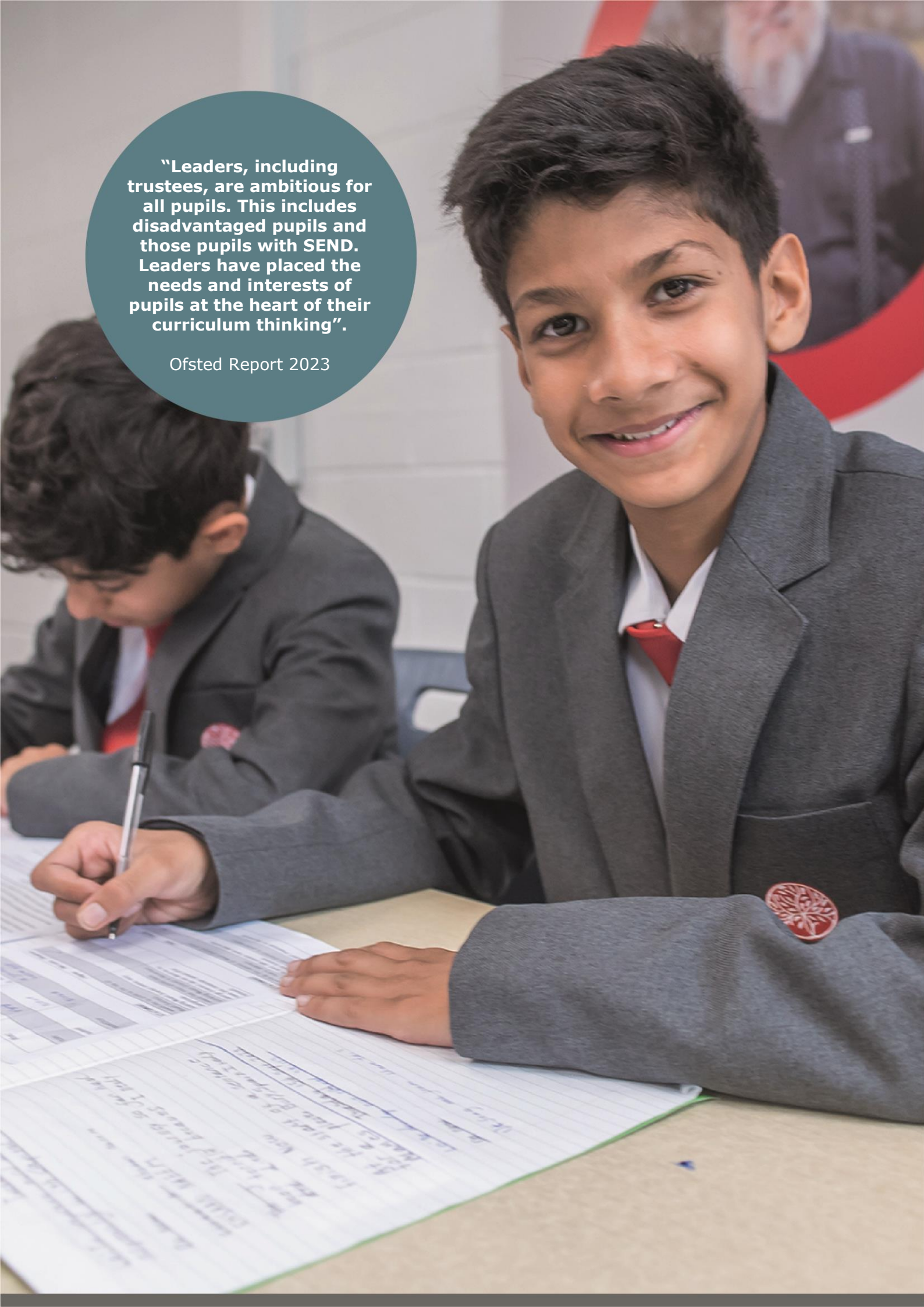


Focus on Impact

We concentrate on the things that work rather than merely ticking boxes. We recognise that more often than not, keeping things simple and doing them consistently well makes the biggest difference. Our centralised support around business functions allows school leaders to focus on their core purpose - delivering an exceptional education.

“Leaders, including trustees, are ambitious for all pupils. This includes disadvantaged pupils and those pupils with SEND. Leaders have placed the needs and interests of pupils at the heart of their curriculum thinking”.

Ofsted Report 2023



Workload Charter



Email Embargos

No expectation that emails should be responded to out of working hours.



Working Practices

Workload managed in line with role.



Investment in Staff

Clear career progression and funding available for Continuing Professional Development.



Induction

Agreed programme of induction for all staff.



Open Door Policy

Open door policy allowing easy access to senior leaders.



Staff Rooms

Are comfortable, dedicated, physical space within school where staff can take time out.



School Calendar

Planned and managed by Senior Leadership Team and issued at the beginning of the academic year.



Systems

Adopt systems to make the process effective and free up more time.



Communication Strategies

Agreed protocols in each school for communication.



Wellbeing

Access to specialist external support.



Staff Voice

Annual Staff wellbeing Survey and regular feedback drop-in sessions.



Residential Payback

Staff received time back following their involvement in residential trips.



Instructional Coaching

Is adopted by all trust schools allowing staff to practise and develop their skills.



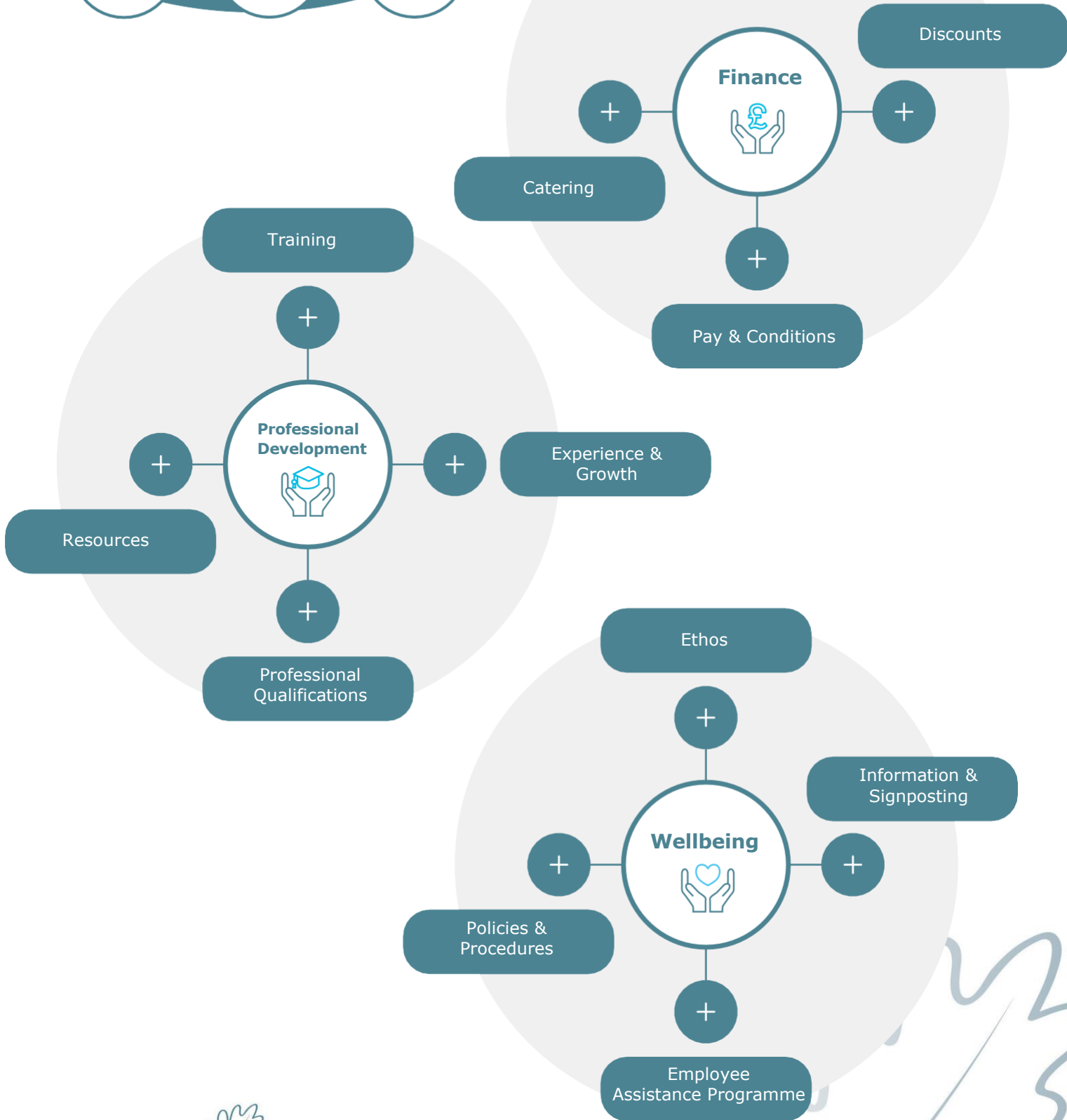
Being Flexible

Flexible Working policy and practises available.



Staff Benefits

In order to attract the strongest talent, we offer a competitive reward and benefits package





Hazel Wood
High School

Hazel Wood High School

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Bury
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BL9 7QT

0161 797 6543

recruitment@oaklp.co.uk

www.hazelwoodhigh.co.uk



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