



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

Assistant SENCO — TLR 2c

ABOUT OUR SCHOOL

KEY FACTS AND STATISTICS

Type of School	Academy (Member of Stour Vale Academy Trust)
Location	Stourbridge, West Midlands
Age Range	11–16 years
Gender	Co-educational
Headteacher	Mr J Clayton
Number of students	1,218
Number of teaching staff	76.6 (FTE)
Date school established	1976
Budget	£8.2m
Pupil Premium	24%
% of students with SEN in the school	14%
% of students on free school meals	22%

ACADEMIC ACHIEVEMENTS

GCSE Results 2023	Attainment 8—Whole School 46.78 Basics Standard (English and Maths 9-4) - Whole School 71% Basics Good (English and Maths 9-5) - Whole School 46% E Bacc (4+) - Whole School 45% E Bacc (5+) - Whole School 30% Data used from SISRA Analytics Collaborative Data 2023
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Message from the Headteacher



Dear Candidate,

Thank you for showing an interest in joining our wonderful school. Redhill School is a fantastic place to work and develop your future career. We are a school which places care and support at the heart of what we do. If you are successful, you will play a significant role in enhancing the exceptional Quality of Education and Pastoral support our school offers the children of Stourbridge.

Over the past 5 years we have increased in size, taking in additional students to meet the demand of the local community. We now have over 1200 students across years 7 -11. We are ambitious and have high aspirations for our school. We aim to provide the best opportunities for all members of our school community. Our campus is well maintained and well resourced. We take great pride in all aspects of our school. Our children and staff deserve the best.

We are a school where children flourish in all aspects of their school life. We place a high importance on wellbeing. Our staff are supported with additional non contact time alongside time to attend family events and appointments. We also offer a wonderful CPDL programme with avenues for future career progression.

If this role is of interest to you and you would welcome further information then please contact us and we will answer any questions you have.

I look forward to hearing from you,

Best wishes

Jamie Clayton

Headteacher

About our School

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

Safeguarding

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

**To view Redhill School's Child Protection
Policy please follow this link:**

<https://www.redhill.dudley.sch.uk/policies>

About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently nine member schools, four primary, one junior and four secondary, with a further primary school and an infant school due to join in 2024.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will *create the difference together*.

Wider Inclusion Team

Inclusion at Redhill

Redhill School is incredibly proud of our inclusive ethos. We place children and their learning needs at the heart of our decision-making process. We are ambitious for all students, recognising the talent in each and every member of our school community.

This Assistant SENCO post is a really important position to enable us to build upon the very strong SEND support we offer our students. Working alongside our AHT for Inclusion and SENCO the successful candidate will be part of a visionary team, committed to ensuring the learning of all students is the best it can be.

The successful candidate may have some experience of working in SEND, if this is not the case, then we will offer an extensive CPDL package for the right person. The candidate must be fully committed to building on our inclusive ethos.

We are open to applications from any curriculum area and any phase of education.

The Inclusion Team consists of:

- Deputy Headteacher
- Assistant Headteacher for Inclusion and SENCO
- HLTA
- Team of Teaching Assistants supporting individuals or groups of children—some following an Alternative Curriculum
- Pastoral Team
- Administrative support

Accommodation:

There are two main centres in school—the Enrichment Area and the Thrive Centre. Both areas support individuals and groups of students. All pupils accessing either centres follow a planned provision.

Provision:

All statemented students, EHCP and School support, access a degree of in-class support. Redhill promotes a collaborative approach to intervention and support with departments. Intervention programmes are a feature across the school. The Enrichment Team run intervention sessions throughout the day and support students at break, lunchtime and at Homework Club.

Thrive and Hub

The Thrive centre provides students with a nurture base to support students with any SEMH needs. It is well staffed and meets the needs of our students offering curriculum support, SMEH interventions, EBSA support alongside a host of other interventions.

JOB DESCRIPTION

Job Title: Assistant SENCO

Contract: Permanent

Salary scale: MPR/UPR + TLR 2c

Responsible to: SENCO

As an Assistant SENCO (Special Educational Needs Coordinator), your role is to support the SENCO in the effective coordination and provision of special educational needs support within the school.

Responsibilities

- Support the SENCO in the day to day operation of the school's SEN Policy
- Assist in coordinating provision for children with special educational needs (SEN)
- Work closely with the SENCO to liaise with parents, staff and external agencies to ensure appropriate support and high quality teaching for pupils with SEN
- Collaborate with the SENCO in advising on the graduated approach to providing SEN support, including the identification, assessment and monitoring of pupil's needs
- Assist in advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Contribute to the development and maintenance of accurate records of all pupil's with SEN, ensuring data protection and confidentiality
- Support the SENCO in liaising with feeder schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Collaborate with the SENCO in ensuring a smooth transition for pupils with SEN to potential next providers of education
- Assist in working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equalities Act (2010) with regard to reasonable adjustment and access arrangements
- Provide administrative support to the SENCO as needed, including maintaining accurate records, organising meetings and managing communication with parents and external agencies
- Keep up to date with relevant policies, legislation and best practices in the field of special educational needs
- Undertake training and professional development activities to enhance knowledge and skills related to SEN support

Qualifications and Skills

- Qualifies Teacher Status (QTS) or equivalent
- Experience working with children with special educational needs
- Knowledge of the SEND Code of Practice and other relevant legislation and guidance
- Excellent communication and interpersonal skills, with the ability to work collaboratively with a range of stakeholders
- Strong organisational skills and administrative skills
- Ability to work independently and take initiative
- Understanding of data protection and confidentiality requirements
- Commitment to promoting inclusive education and supporting the needs of all learners

This job description is a general outline of the role and responsibilities of an Assistant SENCO. The specific duties may vary depending on the school and its individual need.

JOB DESCRIPTION

Job Title: Teacher (Curriculum area based on experience of candidate)

Contract: Permanent

Salary scale: MPR/UPR

Responsible to: Head of Department

Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues;
- Build team commitment with colleagues and in the classroom engage and motivate pupils;
- Demonstrate analytical thinking;
- Improve the quality of pupils' learning;
- Contribute to the school improvement / development planning and promote the learning priorities of the school SDP;
- Contribute to the development and / or implementation of school policies;
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities;
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Promote the wider aspirations and values of the school.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

- Teach allocated pupils by planning their teaching in order to achieve progression in learning;
 - Understand and apply effective classroom management;
 - Understand and apply a range of teaching strategies;
 - Positively target and support individual learning needs;
 - Maintain high levels of behaviour and discipline;
 - Effectively use homework and other extra-curricular learning opportunities;
 - Demonstrating appropriate consistent progress for pupils:
 - across all teaching areas
 - across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings;
- Effectively manage other adults in the classroom.

Monitoring, Assessment, Recording, Reporting

- Use performance data to evaluate pupils' progress and set appropriate targets for improvement;
- Use assessment to inform planning and teaching; report on progress to all stakeholders.

Pastoral Duties

- Be a form tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to the PSHE curriculum according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Maintain an up to date knowledge of good practice in teaching techniques;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Incorporate national strategies in all teaching;
- Communicate learning objectives;
- Contribute positively and effectively to the Every Child Matters agenda
- Undertake professional development to enhance teaching and pupils' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
- Take responsibility for professional learning.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the head teacher and member of staff, to be reviewed annually.

PERSON SPECIFICATION

Training and Qualifications

- Qualified Teacher Status (QTS) - essential
- Honours degree—desirable
- Additional qualifications or training in special educational needs would be advantageous—desirable

Knowledge and Skills

- Demonstrate a clear understanding of teaching strategies and curriculum within the context of a secondary school and SEN
- Excellent communication and interpersonal skills to work effectively with students, parents and staff
- Strong organisational skills and administrative skills to assist with coordinating provision and maintaining records
- ability to work collaboratively with a range of stakeholders, including external agencies
- Understanding of data protection and confidentiality requirements
- Familiarity with relevant technology and software used for SEN support
- Confident and competent user of ICT

Experience

- Successful experience of teaching in both KS3 and KS4
- Experience working with children with special educational needs
- Understanding of different special educational needs and strategies to support students
- Knowledge of the SEND Code of Practice and relevant legislation

Personal Qualities

- Empathy and patience when working with students with SEN
- Ability to remain calm and composed in challenging circumstances
- Flexibility and adaptability to meet the diverse needs of students
- A knowledge of equality and diversity issues
- Proactive and self motivated with the ability to work independently
- Commitment to promoting inclusive education and supporting the needs of all learners
- Emotional self-awareness
- Accurate self-assessment
- Self-confidence
- Organisational awareness
- Service orientation

Teamwork

- Capacity to work collaboratively with the SENCO, teachers and support staff to provide effective support for students with SEN

Time Management

- Ability to prioritise tasks and manage time effectively

Safeguarding

- Understanding of Safeguarding procedures and commitment to ensuring the safety and well being of students

Please note the personal specification is a general outline and may vary depending on the specific requirements of the school and the Assistant SENCO role.



REDHILL SCHOOL
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**For an informal discussion please contact:
Mrs Amy Lesniewski, SENCO, (up to Friday 22 March)
alesniewski@redhill.dudley.sch.uk**

**Or during the Easter holiday
Mr James Clayton, Headteacher
jclayton@redhill.dudley.sch.uk**

Mr Clayton is happy to respond during the Easter holiday.

**Please apply via the online application on WM Jobs
<https://dudley.wm-jobs.co.uk/members/?j=370>
If you are unable to complete online, then please contact us on
01384 816355
or
Email: info@redhill.dudley.sch.uk**

**CLOSING DATE: Monday 8th April 2024 (9am)
INTERVIEWS: To be advised**

Only successful candidates will be contacted.

Please contact the Headteacher's PA, Mrs Joanne Endicott, to arrange a visit to the school.

**Either call 01384 816355 or email info@redhill.dudley.sch.uk
(please include a contact number).**

Please note only successful candidates will be contacted.