



Peacehaven
Community
School

Head of Access
INFORMATION



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Dear Applicant,

I am delighted that you are interested in leading our exceptional team at Peacehaven Community School into the next phase of its journey. I hope you will take a look at our [PCS Website](#) and [PCS Prospectus](#) as well as taking the time to consider the information enclosed with this letter.

Peacehaven Community School is a proudly comprehensive and fully inclusive school. This means diverse teaching opportunities, providing for students with a very broad spectrum of need. It includes a Special Facility with a Speech, Language and Communication specialism.

Standards of teaching and learning at Peacehaven Community School are high. There is a consistent approach to lesson planning, teaching and marking at the school and an explicit focus on differentiation and quality of work in books. At the heart of our vision for the school is a relentless drive to ensure that all pupils make good progress in every subject. Our curriculum is broad and balanced, offering courses to suit pupils of all abilities.

Peacehaven Community School was judged as "Good" by Ofsted in October 2018. The school has gone from strength to strength in recent years and is proudly oversubscribed at Key Stage 3. We are committed to securing excellence in learning and progress for all students through exciting and stimulating teaching, and a rich curriculum which encourages a love of learning. We want all students to have high expectations of themselves and to develop as enthusiastic, creative and positive young people who display good personal, social, emotional and spiritual development.

At Peacehaven Community School, we know all of our pupils and take the time to support and guide them towards targets and goals that are realistic and personalised. Our motto is 'Aspire, Achieve, Believe' where achievement is a focus for all. We encourage students to aspire and be their best. We promote self-confidence and belief, supporting students to face the challenges future life brings, alongside an awareness and understanding of the values of our society and other cultures. We seek to celebrate our pupils' talents and skills at every opportunity and are proud of what we achieve together as a school community. To achieve our vision, we place the recruitment, retention and professional development of excellent teachers as a top priority.

Peacehaven Community School is located in the town of Peacehaven, seven miles from the vibrant town of Brighton, situated on the south coast above the chalk cliffs of the South Downs. Our modern, well equipped building has exceptional facilities offering an inspiring modern learning environment, with well resourced classroom spaces.

Peacehaven Community School has a traditional family culture combined with an ambitious ethos for excellence. It is part of a very exciting multi-academy trust focused on school improvement, collaboration and continuous learning. Swale Academies Trust is currently made up of sixteen other schools, both primary and secondary, located in East Sussex and Kent. The Trust provides unparalleled opportunities for professional development and will grow further in the future.



Peacehaven Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

Yours sincerely,

A handwritten signature in black ink that reads "R Henocq".

Ms Rachel Henocq
Headteacher

A handwritten signature in black ink that reads "L Leung".

Ms Liza Leung
Executive Headteacher

WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe
Chief Executive Officer

JOB DESCRIPTION



Job Title: Head of Access
Salary: MPS or UPS with a TLR
Responsible to: Headteacher

Purpose of the job

The current School Teachers' Pay and Conditions Document describes the general professional duties which teachers are expected to undertake in the course of their employment.

Teachers are also expected to perform particular duties as may reasonably be assigned to them by the Headteacher.

For the purpose of this general job description these particular duties are:

Curriculum

- To plan and prepare courses.
- To continuously review teaching methods, schemes of work and resources as necessary.
- To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
- To participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Professional Development etc.

- To participate in any arrangement within an agreed national framework for the performance management of performance and that of other teachers.
- To participate in arrangements for further training and professional development as a teacher.
- To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and newly qualified teachers.
- To co-ordinate or manage the work of other teachers as appropriate.
- To manage or supervise support staff as necessary

Pupils:

- To plan and prepare lessons.
- To teach pupils assigned, including setting and prompt marking of work carried out by pupils in school or elsewhere.

JOB DESCRIPTION



- To set relevant and sufficient homework, according to the homework timetable, and to ensure prompt marking of the homework or coursework.
- To assess, record and report on the development, progress and attainment of pupils, according to departmental and whole-school policies.
- To participate in the arrangements for preparing pupils for public examinations. To assess pupils for the examinations and record and report these assessments.
- To promote the general progress and wellbeing of individual pupils and of any class or group assigned.
- To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.
- To make records of, and reports on, the personal and social needs of pupils.
- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and/or groups of pupils.
- To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- To attend assemblies and to supervise tutor groups while in assembly, unless the teacher wishes to opt out of any religious aspect of assembly where this is against their beliefs.
- To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- To provide, as a Tutor, the individual contact, knowledge and support for pupils within the allocated tutor group and to liaise with parents and other staff accordingly, as appropriate.
- To contribute to the personal and social education of pupils generally and specifically through the teaching of the PSE programme to the tutor group.
- To support all colleagues in ensuring that high standards of uniform and behaviour are maintained within the school.
- To work with other colleagues to ensure that there is a consistent approach in ensuring pupils abide by the school's code of conduct and the same consistency in dealing with pupils who do not conform to school rules.
- To make relevant records and reports as necessary.

Parents and the wider community:

- To communicate and consult with the parents of pupils when required.
- To communicate and co-operate with other persons and outside agencies as required.
- To participate in meetings arranged for any of the purposes described above.
- To foster good relationships with parents.

JOB DESCRIPTION



Resources and Accommodation

- To take responsibility for the care of resources, accommodation and fabric of the school, particularly when pupils are present.
- To allocate, as appropriate, equipment and materials in connection with his/her teaching.

Policies and Staff Handbook

- To ensure that all departmental and school policies are understood and complied with.
- To ensure that they have read and understands the contents of the Staff handbook and complies with all the requirements detailed in the handbook.

Administration

- To participate in administrative and organisational tasks related to the above duties.

Health and Safety

- To accept responsibility for own safety – as well as that of the pupils and colleagues with whom you work.
- To undertake Health and Safety training offered.
- To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including the cumulative effect of repeated manual handling operations.
- To follow any control measures and care plans required by the generic or individual risk assessments.
- To be familiar with and use available equipment safely.
- To be aware of your own limitations and inform your employer of any circumstances that may alter ability to perform manual handling tasks.
- To report accidents and hazards.
- To report deficiencies in the employer's Health and Safety protection arrangements.

Head of Access TLR responsibilities

In addition to the requirements of a class teacher and any other agreed responsibilities:

- Lead, manage and develop the team teachers.
- Role model outstanding classroom practice.
- To be accountable for the results of the subject department and to support, hold accountable, develop and lead the team.
- To work with subject teachers to develop their classroom organisation and teaching methods, including providing regular feedback for their team in a way which recognises good practice and supports their progress against performance management objectives.

JOB DESCRIPTION



- Provide and facilitate professional development of colleagues.
- To ensure high quality teaching resources are developed and consistently used across the subject area.
- To identify areas for improvement within the department.
- To support, facilitate and monitor the progress of the subject department including maintaining development plans to ensure they make a significant contribution to the School Improvement Plan.
- Use data and other information to inform strategic planning, to identify improvement targets, and to inform the School's leadership.
- Develop and implement policies and practices for the subject that reflects the School's commitment to high achievement.
- Evaluate the effects of the department's work on standards of learning and teaching.
- Identify areas of development for the provision of innovative literacy for all activities
- To review and report, as required, on the standard of leadership, teaching and learning in the designated subject consistent with the procedures in the school self-evaluation policy.
- Promote links and co-operation with other faculties.
- Actively participate and encourage subject involvement in School wide initiatives and in the development of the whole School policy.
- To support and assist subject teachers with the behaviour management of their students.
- To intervene with the behaviour for learning strategies as required.
- To follow agreed School protocol regarding the tracking and monitoring of rewards and sanctions.
- Provide professional leadership and management of the Access team to ensure that all young people at Peacehaven Community School have high quality learning experiences, enabling them to achieve their very best.
- Assist the SENCO in leading the provision for SEND.

Key Accountabilities

- To work together with members of the Faculty to develop policy and practice within a culture of shared problem solving.
- To support the Faculty in ensuring the implementation of an inclusive curriculum in all subject areas.
- Teach English, Mathematics and Humanities to the KS3 students in the Access Course. Develop a wide range of teaching strategies to encourage high levels of motivation.
- Advise and contribute to development of the curriculum for students with low ability and additional support needs, including development of Schemes of Work.
- Support the individual needs of students as identified in statements of SEN and other provision plans.

JOB DESCRIPTION



- Review and oversee the welfare and progress of the students participating in the Access Faculty.
- To manage appropriate resources for the Faculty and ensure that they are used efficiently and effectively to develop materials appropriate for low ability students to support learning.
- Establish and manage systems to provide continuity and consistency of information about the provision for the students in the Access Course.
- To assist the SENCO in leading the provision for SEND within school.
- Review and support the development of individual plans.
- To work within the Faculty to develop and implement intervention groups and support.
- To manage and maintain SEND records in line with the Code of Practice.
- To work with students and their families to ensure positive academic and pastoral outcomes.

The Welfare and Progress of the students

- Maintain regular contact with parents.
- To co-ordinate Additional Support Plans for students at SEN support and for students where there are concerns with special educational needs and other provision plans.
- To ensure that staff are kept informed of a students' needs and SEND plans and to advise on support strategies.
- To contribute to the differentiation of school policy to ensure that it meets the needs of students with SEND.
- To lead Annual Review meetings.
- To maintain frequent contact with SEN support staff to ensure the smooth running of the Faculty.
- Administer reading age, spelling age and other such tests for the students in the Access Course.
- Support the provision of extra-curricular activities.

Achievements of students targeted for the Access Course

- To use quantitative and qualitative data to monitor and evaluate the progress of SEND students and identify those who are underachieving. To use this data to plan and review intervention.
- Set challenging targets for individual students in the Access Course
- Plan and organise internal and external assessment of student's work.
- Report on academic progress as given in PCS assessment policy.
- Celebrate the achievements of SEND and Access students.

JOB DESCRIPTION



Develop the Literacy and Numeracy skills of students

- Support the school in the implementation of the Whole School Literacy Policy and Numeracy Policy.
- Cover the statutory requirements for reading, writing and numeracy in the National Curriculum.
- Work with the Faculty teams to support the development of Literacy and Numeracy within the Faculty and across the curriculum.
- To manage the provision, including assessment, delivery and review of specialist ICT programmes which support the development key skills eg Lexia, Read, Write, Write on line, Rapid Plus, Spelling and language programmes.

Development of staff who teach or provide support to the students in the Access Course

- To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- To work with the Faculty to promote an inclusive curriculum offering advice and support to teaching staff in providing quality first teaching for students with SEND.
- Plan for the full and effective involvement of LSAs in classes.
- Support the identification of staff development and training needs.
- Develop procedures for supporting LSA's working with students in Access Course.
- Draw up formal reports for internal and external bodies on the performance of support staff.

The Ethos of the Access Course

- Identify and communicate a coherent vision for the future.
- Develop a commitment to continuous improvement.
- To promote equal opportunities within the school and to seek to ensure the implementation of the school's and Children's Services equal opportunities policies.
- To promote within the school a culture in which all pupils, staff and parents feel confident in raising concerns relating to the welfare or safety of children and that those concerns will be heard and dealt with consistently, and to do this in accordance with the school's Child Protection Policy.

Communication between SLT, Management Team, Faculty Team, Year Team and Governors

- To contribute to the preparation and collation of information for internal and external referrals and reviews, including Annual Review Meeting for students with EHCPs and reports for SLT and Governors.
- Provide information to the SENCO success and areas for development.
- Agree and monitor the dissemination of information from other parties.

JOB DESCRIPTION



Deployment of human, financial, material and physical resources

- Work with the SENCO and Assistant Head Teacher to review, arrange and monitor the deployment of staff and resources.

Community Liaison

- To liaise with relevant outside agencies to ensure that students' individual needs are met.
- To work with families to ensure outcomes and identified needs are met.
- Establish effective working relationships with partner primary schools and other external agencies where appropriate.
- Observe and develop practice which is successful in partner primary schools.
- Share development of teaching resources with partner primary schools.
-

Working Time

The following is extracted from the School Teachers' Pay and Conditions Document.

- A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days which they may be required to teach pupils in addition to carrying out other duties; and those 195 days will be specified by the head teacher
- Such a teacher shall be available to perform duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which they are required to be available for work.
- Such a teacher shall work such additional hours as may be needed to enable them to discharge effectively their professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes. The amount of time required for this purpose beyond the 1265 hours and the time outside the 1265 specified hours at which duties shall be performed shall not be defined by the governors but shall depend upon the work needed to discharge the teacher's duties.

A summary of the directed time for teachers as allocated by the Headteacher is detailed in the staff handbook.

The Working Time Regulations 1998

All teachers are subject to the EU Working Time Regulations which are described in paragraph 114 of DfEE Circular No. 12/99.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

PERSON SPECIFICATION



CRITERIA		ESSENTIAL/ DESIRABLE
Qualifications & Training	<ul style="list-style-type: none"> Qualified Teacher Status or willingness to work towards this. A Degree. 	E E
Experience	<ul style="list-style-type: none"> Teaching of specialist subject across key stages 3 and 4. 	E
	<ul style="list-style-type: none"> To have experience of interpreting the results of specialised SEN assessments or outside agency reports and communicating these to relevant staff, advising of changes required. 	D
Skills and Abilities	<ul style="list-style-type: none"> Ability to communicate positively with children. 	E
	<ul style="list-style-type: none"> Ability to work supportively and collaboratively within a team. 	E
	<ul style="list-style-type: none"> Ability to reflect upon and improve your teaching practice. 	E
	<ul style="list-style-type: none"> To have a high degree of emotional intelligence and apply this in day to day practice with young people and their families. 	E
Knowledge	<ul style="list-style-type: none"> To practice empathy, diplomacy and understanding in work with partners including staff and parents. 	E
	<ul style="list-style-type: none"> Ability to practice effective multi-agency working. 	D
	<ul style="list-style-type: none"> Knowledge of the National Curriculum. Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety. A good understanding of the importance of literacy and numeracy across the curriculum. A good understanding of how to assess pupil progress. To have a thorough and up to date understanding of the SEN Code of practice. To have an understanding of SEND as a cross departmental issue and how this will affect day to day practice in a range of areas. To keep up to date with research and developments in pedagogy in SEND and draw any necessary adaptations and developments to the SENCO's notice if appropriate. 	E
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E		
E		
<ul style="list-style-type: none"> A good understanding of how to plan and assess work for vulnerable groups, such as SE pupils, pupil premium pupils and gifted and talented pupils. 	D	
Personal qualities	<ul style="list-style-type: none"> Enthusiasm for your specialist subject. 	E
	<ul style="list-style-type: none"> Ability to manage own workload. 	E
	<ul style="list-style-type: none"> A commitment to own continuing professional development. 	E
	<ul style="list-style-type: none"> Ability to communicate positively with children. 	E
	<ul style="list-style-type: none"> Ability to work supportively and collaboratively within a team. 	E
	<ul style="list-style-type: none"> Ability to reflect upon and improve your teaching practice. 	E
	<ul style="list-style-type: none"> To be committed to building supportive resilient relationships with vulnerable children, some of whom will display challenging behaviour. 	E

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the TES website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

Miss Becky Platt,
Peacehaven Community School,
Greenwich Way,
Peacehaven
East Sussex
BN10 8RB

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence.
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



SWALE ACADEMIES TRUST
ASHDOWN HOUSE
JOHNSON ROAD
SITTINGBOURNE, KENT
ME10 1JS

COMPANY NUMBER: 7344732