



Swale
ACADEMIES
TRUST

**Secondary Assistant
Head for SEND**
INFORMATION

CONTENTS

Welcome from Trust CEO Jon Whitcombe	Pg 3
Job Description	Pg 4
Person Specification	Pg 7
Application process	Pg 9
Overview of Swale Academies Trust	Pg 10
Safeguarding	Pg 11

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 seventeen 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.

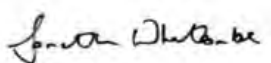
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary 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: Secondary AHT for SEND

Salary: SAT L14 - L18

Responsible to: Head / Principal.

Purpose of the job

The Assistant Headteacher for SEND will work in partnership with the Head / Principal and other Senior Leadership Team (SLT) members in defining, articulating and implementing the missions and values of the school through effective communication and engagement of all stakeholders.

You will also be expected to fulfil the responsibilities as set out in the School Teachers' Pay and Conditions Document (STPCD) and meet all Teacher Standards.

The Assistant Headteacher for SEND is expected to support the leadership of the school by:

- Realising the vision, values and aims of the school.
- Demonstrating leadership by example; setting high standards and acting as a role model for colleagues.
- Showing a commitment to enabling all pupils to maximise their achievements.
- Supporting the Head/Principal in the school's self-review procedures, including the analysis of performance data and producing the School Development Plan.
- Establishing policies and ensuring consistent implementation.
- Managing staff and resources effectively.
- Monitoring progress towards the leadership team's achievement.
- Implementing child protection policy and procedures and ensuring all children are safeguarded.
- Undertake any of the duties delegated from the Head / Principal.

The Main Areas of Responsibility:

- To have strategic oversight of SEND and ensure outstanding provision for identified young people with SEND.
- To line manage, appraise and hold the SENCo and other key inclusion leads within the school to account.
- To provide regular progress updates to SLT in relation to Inclusion, SEND and Pastoral Care to ensure leaders are fully aware of all associated successes, issues and concerns.
- To assist with the formulation, communication and monitoring of the School Improvement Plan; particularly in relation to SEND ensuring concerns and ideas are considered, and that all staff understand SEND priorities and the part they play in achieving these.
- To play a significant role in the training and coaching of colleagues in SEND reforms.
- To secure high expectations, effective deployment of resources and improved learning outcomes for all SEND pupils.

JOB DESCRIPTION

- To work closely with curriculum leaders to make sure that the curriculum is relevant, accessible and engaging for all SEND pupils.
- To work alongside colleagues to support, train and ensure quality first teaching meets the needs of SEND pupils.

Key Accountabilities:

Strategic Development:

- As AHT for SEND and a member of the School Leadership Team to contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement of SEND pupils at the school.
- Contribute to Trust audits and ensure progress against SEND action plans;
- Ensure statutory SEND compliance and Ofsted readiness.
- Give guidance and support to the SENCo and key inclusion leads.
- To have strategic oversight of CPD in SEND and associated Performance Appraisal Systems.
- Carry out Performance Management of the SENCo and other key inclusion leads.
- Monitor, evaluate and advise the SENCo on the provision, practice and deployment of resources for children and young people with SEND.
- Ensure the graduated approach to SEND support is embedded, including evaluation of interventions established by the SENCo.
- Provide reports to senior leadership, governors and directors about the effectiveness of SEND, including funding.
- Analyse data, alongside the SENCo, to track progress of individuals and groups of SEND and vulnerable children and young people.
- Attend and contribute to Trust based SEND network groups in order to share good practice and ensure good knowledge / understanding of SEND.
- Implement the school's behaviour policy, including reasonable adjustments for SEND pupils, to maintain good order in the school.
- Undertake other reasonable duties at the request of the Headteacher, Secondary Director, Trust SEND Leadership Group or governing body;
- Promote the values and achievements in SEND to the community;
- Develop the SENCo and middle leaders to secure SEND improvements across the school and be a role model across the school for other professional colleagues.
- Lead in the further development of the teaching to ensure universal provision is of the highest quality for SEND pupils and curriculum adaptations are made to meet the needs of SEND pupils.
- Support the SENCo in delivery of an effective transition from KS2 - KS3 and KS4 to higher education.
- Alongside the SENCo, liaise with the SEND Link Governor and work with the local governing body as appropriate.
- Assist with the selection and recruitment of new staff.

JOB DESCRIPTION

Managing Own Performance and Development:

- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Maintain an up-to-date knowledge in changes in relevant laws and statutory directives.
- To take responsibility for own professional development and attend and participate in relevant training, sharing the knowledge and ideas gained with colleagues.
- To lead research into SEND and undertake CPD to develop specialist expertise.
- To positively engage with the work of the Trust SEND Leadership Group.
- To actively participate in the arrangements for any training and professional development as a teacher and senior leader.

Use of Resources

- To work with the SENCo to identify appropriate resources to promote and support the achievements of all children and ensure they are used efficiently, effectively and safely.
- Oversee and monitor appropriate budget allocations in liaison with the Headteacher and Finance Officer.

Health and Safety

- To accept responsibility for your own safety – as well as that of the pupils and colleagues with whom you work.
- To undertake Health and Safety training offered.
- Ensure compliance to national and local Health and Safety regulations or directives.
- To follow any control measures and care plans required by the generic or individual risk assessments.
- To report accidents and hazards.

Additional Responsibilities and General Requirements

- Take responsibility for promoting and safeguarding the welfare of pupils and staff in accordance with the current statutory guidance and legislation.
- Undertake any professional duties commensurate with the grade of the post, reasonably delegated by the Headteacher, including deputising for other members of the school leadership team in their absence.
- Work in cooperation with colleagues and establish and maintain good relationships with staff and children.
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
- Participate in the school's appraisal and professional development process, ensuring that objectives are set and met within the agreed time-scale.

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. 	E
	<ul style="list-style-type: none"> • A Degree • Holds a National Award for SENCo (NASENCo). 	E
	<ul style="list-style-type: none"> • Professional development in preparation for a leadership role. 	D
Experience	<ul style="list-style-type: none"> • Qualified teacher with at least four years' experience in the secondary sector. 	E
	<ul style="list-style-type: none"> • Leadership and management experience in a secondary school. 	E
	<ul style="list-style-type: none"> • Line management experience. 	E
	<ul style="list-style-type: none"> • Evidence of delivering high quality inclusive teaching and learning. 	E
	<ul style="list-style-type: none"> • Have experience of working with a range of SEND pupils. 	E
	<ul style="list-style-type: none"> • Experience of contributing to staff development. 	E
	<ul style="list-style-type: none"> • Strong commitment to raising educational attainment for pupils with SEND. 	E
	<ul style="list-style-type: none"> • Recent participation in a range of relevant and significant continuing professional development including SEND. 	E
	<ul style="list-style-type: none"> • Been a SENCo in a secondary school. 	E
	<ul style="list-style-type: none"> • Experience of working alongside other teachers in the development of SEND provision. 	D
	<ul style="list-style-type: none"> • Experience of formulating, implementing and reviewing EHCPs and conducting EHCP annual reviews. 	D
	<ul style="list-style-type: none"> • Experience of mapping intervention provision and monitoring its impact. 	D
	<ul style="list-style-type: none"> • Experience of conducting training / leading INSET specific to SEND. 	D
Knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice. 	E
	<ul style="list-style-type: none"> • How to identify and support pupils with SEND. 	E
	<ul style="list-style-type: none"> • The process for applying for Educational and Health Care Plans and delivery of statutory targets. 	E
	<ul style="list-style-type: none"> • KS3 and KS4 National Curriculum Requirements. 	E
	<ul style="list-style-type: none"> • Curriculum adaptations for pupils with different types of SEND. 	E
	<ul style="list-style-type: none"> • Evidence based, best practice strategies and interventions to improve access to all lessons for pupils with SEND. 	E
	<ul style="list-style-type: none"> • The roles and responsibilities of wider outside agencies. 	D
	<ul style="list-style-type: none"> • Budgets including budget monitoring, costed provision mapping and deployment of SEND notional budgets. 	D

PERSON SPECIFICATION

CRITERIA		ESSENTIAL/ DESIRABLE
Skills	• Ability to communicate a vision and inspire others.	E
	• Good coaching, influencing and negotiation skills that demonstrate empathy and emotional intelligence.	E
	• Ability to quality assure provision including carrying out effective lesson observations.	E
	• Excellent and effective communication skills, both written and oral.	E
	• Good presentation skills with the ability to enthuse and motivate others.	E
	• Good organisation, time management and record keeping skills.	E
	• Understand the importance of working with parents.	E
	• Understand the importance of liaising with other agencies.	E
	• Ability to assess, analyse and problem solve and actively contribute to raising performance of pupils with SEND.	E
	• Confident in the use of information and communication technology.	E
	• Able to evaluate interventions.	E
	• Ability to advise and motivate teaching staff with SEND initiatives.	E
	• Present clearly a wide range of specialised information to both educationalists and non-educationalists.	D
	• Ability to quality assure SEND provision including carrying out effective lesson / intervention observations.	D
Personal Qualities	• A willingness and ability to develop specialist SEND knowledge and keep up to date with local and national policy / developments.	E
	• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.	E
	• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.	E
	• Ability to work under pressure and prioritise effectively.	E
	• Commitment to maintaining confidentiality at all times.	E
	• Commitment to safeguarding and equality.	E

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 Kent-Teach website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

Human Resources Team
Swale Academies Trust
Ashdown House
Johnson Road
Sittingbourne
Kent
ME10 1JS

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 with them 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.

OVERVIEW

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

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 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

SWALE ACADEMIES TRUST SAFEGUARDING POSITION

Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in our policy apply to all staff and governors and are consistent with those of each school's local safeguarding boards.

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>