



ESHER CHURCH OF ENGLAND HIGH SCHOOL

RECRUITMENT
INFORMATION PACK
2022



POSITION:
SENCO







Dear Candidate,

Thank you for expressing an interest in joining the staff team at Esher Church of England High School. This is an exciting time to be joining the School and the Trust. This post offers an outstanding opportunity to be part of a highly cohesive and forward-thinking community. We value our staff and the important role they play in making our school great; day in and day out. In this pack you will find more information of what it is like to work at our school.

Our core values of Wisdom, Hope, Community and Dignity are brought to life at Esher High School in a unique way. This is achieved by a new motto this year of 'Belong, Be More, Be Esher' which gives both our students and staff the guidance as to how to live our values. We work purposefully to educate our students to be open minded and inclusive of all, this is worked through 'Belong'. We value the extra efforts of all students and staff, we celebrate this with 'Be More'. This applies in the formal curriculum, the wider curriculum and in personal development. We have three 'Be More Days' each year to give students an opportunity to explore this further. 'Be Esher' is the fruit of all this work. It is about creating excellent young people who not only make the school a better place to be, but also the community beyond our school gates.

If you share the School and Trust's vision based on the unshakeable belief that children learn through all aspects of their daily lives and that their values and knowledge, experiences and habits are as important as their academic qualifications, we would be delighted to hear from you.

Yours faithfully,



Andy King
Head of School



SCHOOL ETHOS

The school is committed to providing a happy and secure learning environment, in which all students have the right to learn and achieve, uninterrupted by others.

We place emphasis on all members of our community co-operating with others politely, considerately and honestly, promoting an understanding that right and responsibility go hand in hand.

Andy King

Head of School





10 REFLECTIONS ON OUR APPROACH TO TEACHING AND LEARNING AT ESHER HIGH SCHOOL

1. We value every child as unique and believe in social equity. This means that some will need more support than others in order to help them thrive such that each has the best chance to flourish.
2. We believe that every moment of a school day will be a learning opportunity and see it through the lens of our formal, wider and personal curricula. Formal is in lessons, wider is the clubs and activities we provide and personal is all the values and behaviours we model to our community. We pay attention to all three.
3. Our students do best when learning is engaging and making them think and work hard. We know that our staff can balance rigorous, challenging learning with an enjoyable, varied and positive atmosphere.
4. In our lessons we have clarity of key routines and habits and seek fidelity in these, whilst allowing each teacher to have their own personal approach. The children need to know where they stand each time they arrive at a classroom.
5. We are evidence informed and use the research from outside organisations to help frame our developments, while always contextualising them to our school, staff and students.
6. We encourage our teachers to take risks with their teaching, evaluate the effects of new approaches and share their findings with colleagues.
7. We focus closely on the relationships between our staff and students, and between the students themselves. We view this as more important than rules and expectations and it has lifted students' behaviour and engagement. Our corridors, classrooms and communal areas are vibrant and uplifting.
8. Our staff constantly model to students how to interact with others knowing that for many we may be the only stable adult role model in their life. It is founded in our values and includes our work ethic, visible enjoyment, expectations of each other and workload.
9. We seek alignment on key school approaches without them becoming burdensome or constraining.
10. We delegate significant agency to our middle leaders over curriculum content and design, behaviour management and support for their team. We have high expectations of them around how they work together to plan cohesive learning that complements other subjects and meets our students' diverse needs.



ABOUT OUR SCHOOL



Esher Church of England High School is an excellent, high performing school and is proud to be part of Enlighten Learning Trust (ELT). As a trust, we have a strong record of working collaboratively with schools across all phases and we have seen the benefits of this approach for all involved. Our aim is to develop a strong sense of school-to-school support and through collaborative working we have built on growing outstanding teachers and leaders.

Our mission at Esher High School is that every student will grow in character, spirit, knowledge and skills, mindful of their part in God's creation. Our school offers a vibrant curriculum, both in the classroom and beyond. We strive for excellence in all that we do, in academic performance as well as personal development, in order that students and staff will flourish and be ready for future opportunities. Our commitment to academic excellence in a supportive environment is absolute and we provide an environment that enables everyone to work together in an atmosphere of mutual respect, openness and trust.

Our values are rooted in those of the Church of England but interpreted for our own unique setting and students. We apply these through an ethos of high expectations with a supportive and cooperative approach. We have a set of values that underpin our approach:

- Wisdom, knowledge and skills
- Hope and aspiration
- Community and living well together
- Dignity and respect

The school enjoys a fantastic campus set within a 16-acre site with wonderful, modern facilities including a large sports centre, lecture theatre/auditorium, science block and performing arts centre. We invest significantly in technology, with full migration to Microsoft Office 365, knowing that this is a key element in delivering a high-quality learning experience. The environment and resources support great learning and allow students to make the most of what we have on offer. We have high expectations of our students at all times, and work alongside parents to help the students to meet these expectations. Through this support they will become confident, ambitious and responsible citizens, ready to enhance the world around them now, and into the future.



WHY WORK FOR ESHER HIGH SCHOOL?

In addition to a competitive salary, we can offer the successful candidate continual professional development and the opportunity to further develop your skills and talents with us. You will have the opportunity to be part of a growing and dynamic trust led by a strong and dedicated senior team that provides support, effective challenge and strategic direction.

If appointed, you will be working with talented teachers and support staff, who are fully committed to delivering the best outcomes for students. We have low staff turnover and many of our leaders have grown up through our own staff team thanks to our excellent CPD activities, coaching and support.

Our vision, values and ethos provide an environment that enables everyone to work together in order that students flourish in every aspect of their learning. We also have strong links with parents and the wider local community and a highly supportive and dedicated governing body.

Staff benefits include:

- Bespoke professional development opportunities
- Full training programme for ECTs
- 2-week October half term holiday
- Staff Laptop
- Full Office 365 licence for home use
- 2 additional hours of non-contact time on top of PPA per fortnight
- Teachers have their own classroom
- Teachers' pension scheme
- Staff wellbeing group
- Overseas wider curriculum opportunities
- Staff association dedicated to social activities, gifts, staff morale
- Free gym use
- On-site parking
- Cycle to work scheme
- Opportunities may arise to work within other ELT schools and phases



JOB DESCRIPTION

SENCO

Full-time/Permanent Position

Start date: September 2022

Salary: MPR/UPR (Fringe) + TLR 2b + SEN 5 (Totalling £9,580)

Core Purpose:

- To strategically lead on the provision of all students with SEN or a disability (SEND)
- To lead and manage staff and resources to deliver the school's SEND strategy and policy
- To monitor and evaluate teaching provision for and progress of students with SEND
- To provide professional guidance to colleagues, working closely with staff, parents and other agencies
- To carry out the duties of a teacher and school leader, as set out in the Teachers Pay and Conditions document.

Responsible for:

Key Areas of Responsibilities:

Leadership

- Evaluate the quality of SEND provision and outcomes through robust self assessment and use the findings to develop capacity for sustainable improvement
- Communicate the ambition of pupils with SEND to support and promote the school's values and vision
- Lead on SEND strategy and policy areas to ensure teaching staff are training in delivering high quality outcomes for all SEND students
- Lead and manage the team of support staff who work delivering SEND provision across the student cohort
- Manage funding and resources effectively, support the school in achieving best value
- Appraise and manage staff performance, ensuring CPD is appropriate and effective
- Contribute to whole school improvement plans and effectively lead strategic planning feeding into self-evaluation as needed
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Fulfil the school's leadership standards as set out in the appraisal document
- Work strategically with your line manager, keeping them and the wider Senior Leadership Team informed of progress and any areas of concern for SEND.

Student Outcomes – working with the LSA team, Teachers and Middle Leaders:

- Assess, monitor record and report on the learning needs, progress and achievement of SEND students

- Set effective SEND targets for students and be accountable for the meeting of them
- Use data effectively to track progress and co-ordinate intervention; record & evaluate the impact of interventions
- Identify evidence based interventions that are matched to students needs or groups of students and ensure that these are measureable, time limited and that all staff delivering them are trained thoroughly
- Facilitate and coordinate multi-agency input and specialist support for SEND students
- Build relationships with students in previous and future settings to create effective transition plans that facilitate continuity of support and learning
- Communicate regularly with parents, ensuring they are aware of the support provided for each student and they are involved in the setting targets for improvement
- Assess students' approach to learning within the department and support where necessary to maintain high standards of engagement
- To ensure there are high expectations for all students; school and department policies designed to improve standards of achievement are implemented; staff have an awareness of their responsibility for the Health, Safety and Welfare of students.

Systems and Processes– under the direction of the Head of School or Deputy Head

- Maintain a clear and up to date SEND register and provision map
- Ensure that the school's SEND admin systems, organization and processes are well considered, efficient and fit for purpose
- Provide for all students with an EHCP, a statement of special needs or requiring school based support and a review termly with a view to apply for an EHCP if needed
- Ensure there is an early identification of students with additional needs
- Communicate regularly with parents and carers
- Work with the governing body as appropriate
- Network with other comparable schools and interact with advisors and inspectors as required
- Manage the SEND provision to ensure effective use of budgets and resources

Other Responsibilities

- To fulfill the role of classroom teacher as set out in the Enlighten Learning Trust teacher job description
- The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head of School or your Line Manager

HOW TO APPLY/ THE APPLICATION PROCESS



More information about this vacancy can be found on the vacancies page of our website:
[Esher Church of England High School/Vacancies](#)

The closing date for applications is **Tuesday 24 May 2022 at 8.00 am.**

If you are applying for this role via our school website, please submit your completed application form electronically to: [**recruitment@esherhigh.surrey.sch.uk**](mailto:recruitment@esherhigh.surrey.sch.uk). Alternatively, if you are applying via TES or Eteach please complete the online application form and submit your application via this platform.

Interviews for shortlisted candidates will take place on **Friday 27 May**

Shortlisted applicants will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. It is an offence to apply for a role if applicants are barred from engaging in regulated activity relevant to children.

This school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Please refer to the following link for further information regarding our [**Child Protection & Safeguarding Policy.**](#)

Any successful applicants will be required to undertake an enhanced disclosure check by the Disclosure and Barring Service [DBS].



HOW TO FIND US

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