



Kings Langley Secondary School
Application Pack: SENCO
Recruitment Information
Required from September 2021

www.kls.herts.sch.uk

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of SENCO at Kings Langley School.

Kings Langley School is a popular and heavily oversubscribed school. Our motto, "Unlocking Potential for Life", represents the education that students will receive at Kings Langley School. We believe that education is an empowering force, that it possesses the capacity to equip the students with the knowledge and skills that future proof them for their life ahead. We want to ensure the education opens doors, gives experiences and encourages the students to think big about their life ahead.

This is an exciting time to join our school and make your impression as we continue to grow and build on our successes. The school was rated 'Good' once again by Ofsted in May 2018 and we are focused on continuous improvement with the aspiration to be rated 'Outstanding' at our next inspection. View our Ofsted report here: <https://files.ofsted.gov.uk/v1/file/2777557> . If you want to provide outstanding learning opportunities for students within a forward-thinking, hardworking school community, we would like to hear from you.

The school is determinedly committed to the development of "strong character" in order to provide our students with the skills and moral fortitude to "make the right choices".

"It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing."

Dr Tom Harrison

The extract above is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition. As a school we are determined to ensure that this focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success under the direction of a committed and talented SENCO.

The information included in this pack will give you an insight into our school; the high aspirations we have for our students and the excellent support and opportunities given to Kings Langley staff.

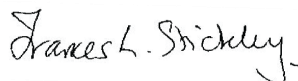
Please view the school website and school prospectus. <https://www.kls.herts.sch.uk/> <https://www.kls.herts.sch.uk/about-us/>

We welcome pre booked visits from prospective candidates prior to any application; please see contact details at the end of this pack about arranging.

Kind regards



David Fisher
Headteacher



Frances Stickley
Chair of Governors



School of
CHARACTER



Artsmark
Platinum Award
Awarded by Arts
Council England

What is it like to work at Kings Langley School?

Kings Langley School provides a well resourced, exciting environment for staff. We have well established, detailed schemes of work and a wide range of teaching resources for all courses. All teaching staff are issued with a Laptop and we use Microsoft throughout the school. Our systems provide flexible working and a truly collaborative culture. Our staff testimonials below give a flavour of what it is like to work at a truly inclusive school:

Naomi –

Working at Kings Langley School for the past two years has been incredible. I have been so well supported and encouraged by countless members of staff, both during my NQT year and beyond that. The character and feel of a school are something I think you can pick up on in a first visit; and at Kings Langley School you can instantly feel the warmth, happiness and kindness of the staff and students. As a science teacher, I am always looking for ways to improve upon or enhance aspects of both my teaching and the science curriculum, and Kings Langley allows me to do just that through a supportive and well-established system as well as a commitment to continuous improvement, for staff and students alike.

I have been very fortunate that I have been given several opportunities to improve both my teaching and learning and my pastoral relationship with students, all of which I feel have shaped me into becoming a better teacher.

James –

When you work in a profession such as teaching, where you really have passion for what you do, choosing a school that you matches your principles and ethos is paramount to being able to make an impact on young people's lives. After 11 years of teaching in south Essex, I joined King Langley School after a long search for the 'perfect' school, a school that had morals and values parallel to my own.

I believe that teaching is not just about academia, it is about how the students, staff and wider communities experience a school; it is about the language that staff use towards students, parents and each other; it is about the curriculum, the resources and how these reflect the interests and needs of each and every student. In every classroom a student and their achievements should be celebrated. You should see who they are, where they come from and where you can take them. A learning environment should empower all students to succeed and for students to be leaders in their own right.

Since joining the school I have developed professionally; being given outstanding opportunities to progress through my career and work directly with the country's leading education academics and professionals. Whilst I take a proactive approach to reading contemporary research in education, being able to work face-to-face with leading specialists in areas such as SEND, curriculum design, and character education, is invaluable to being able to shape the education and experiences that all children and young adults deserve.

I am immensely proud to be a member of the King Langley School community, to work for a Headteacher and senior leadership team who have passion and integrity, to belong to a staff body who put students at the forefront of everything they do and to be among students who have character, who are respectful, and who have confidence.

Further staff perspectives can be found <https://www.kls.herts.sch.uk/about-us/staff-perspective/>

What is it like to be a student at Kings Langley School?

At Kings Langley School, we believe that all students have tremendous potential to make a positive difference, not only to benefit themselves, but also their school and wider communities. The opinions of students are essential to the school's development, and regular focus groups of students take place to gather their views on a range of issues including teaching and learning, transition, behaviour, home-learning and safeguarding, as well as school improvement planning. Our student testimonials below give a flavour of what it is like to learn and develop at our school:

Ellen - *I have attended Kings Langley for just over 4 years now and I can confirm that I have thoroughly enjoyed my school years so far. All students have an opportunity to become the best version of themselves at Kings Langley and for an abundance of reasons; in lesson time and extra-curricular time too. In class, teachers are evidently passionate about their subject which is utterly refreshing, encouraging students to want to gain knowledge and do the best that they can. I enjoy lessons as I always feel confident to ask for help and have built strong teacher-student relationships over the years. Outside of the classroom, I have always felt encouraged to get involved. There is an array of opportunity at school and I have enjoyed partaking in hobbies I love and trying new things as well. There are so many sports teams you can become a part of and even if you don't feel completely confident, teachers and students have always been so welcoming and aid you into enhancing your skills which lead you to represent the school. Personally, I love the arts and there have been a variety of opportunities in my time at school. Last year, I played a role in the school's production of Wizard of Oz and absolutely adored it! I worked closely with students of all different years, definitely making friends for life whilst being led by experienced teachers that always encourage students. It is those moments that will remain most memorable for me and have built my character hugely. The school's aim of character development; building self-regulation, empathy and perseverance have always been at the forefront and without doubt, will allow every single student to unlock potential for life.*

Bailey - *I have been a pupil at Kings Langley School since Year 7 and I am happy to say I have enjoyed every moment of my time here, so much so that I decided to stay an extra 2 years for Sixth Form! The array of opportunities that Kings Langley has to offer has enabled me to educate myself not only academically but outside of the classroom too. A few examples include me being lucky enough to travel across Europe on music tours to perform in cities like Barcelona and Salzburg, to represent KLS in competitive sports across the country and even visit Parliament and compete in a debate competition as part of the KLS debating society. The extra-curricular clubs have something for everyone. Each year at Kings Langley has brought new opportunities and new challenges that has enabled me gain the confidence to try new things, before last year I could barely stand in front of a crowd let alone say anything but thanks to the Music Department, I was given the opportunity to perform in the end of year concerts in front of a hall of people which is something I thought I would never be able to do. Without all these opportunities I definitely would not be the same person I am now. I am also lucky enough to have had amazing subject and form teachers who, whether I enjoyed the subject or not, always pushed me to do my best and who believed in me. Without their support I would have never discovered my love for history (which I then took for both GCSE and A Level), my enjoyment of class discussions and debates, my ambition to achieve my goals both in school and outside of it too and most of all believe in myself to achieve what I want out of life. The support the school has given both pastorally and academically has always been above and beyond. Throughout my time at Kings Langley, the school's core values of self-regulation, empathy and perseverance have definitely come in handy and this has prepared me to be ready for the adult world.*

Living and Working in the Area

Kings Langley is a large village equidistant between the towns of Hemel Hempstead and Watford to the north and south.

The school was established in 1959 to be the secondary school for the villages of South West Hertfordshire, so the surrounding landscape is of woodland and farmland with country lanes.

There is a real sense of the village being on the rural-urban fringe, with the M25 to the south, the A41 hidden in a cutting to the west and the intercity railway line and the Grand Union Canal running to the east of the village, along the valley of the River Gade.

The village railway station is served by London Northwestern trains into London Euston, a journey of 27 minutes. Indeed lots of people are able to locate Kings Langley as the place where the train whizzes past the former Ovaltine factory, now converted to apartments.

The school itself is above the village, on the high land next to Kings Langley common, where the cricket club is located. Kings Langley gained its name from the royal manor of the 13th century established on the top of the hill for hunting and a retreat from London. A site of clean air and open space, attributes that are still true today.

Culturally, the local towns of Hemel Hempstead, Watford, Tring and Aylesbury all have theatres which receive travelling productions and produce their own shows. Tring and Berkhamsted are market towns with independent shops, cafes and restaurants, attributes that are also true of the historic city of St Albans to the east. Watford and Hemel Hempstead have larger shopping centres to meet every day and occasional shopping requirements.

There are also local traditions that bring a rhythm to the year, with the village carnival on the common in June, the summer festival of the arts in Watford in July and August, the fireworks display in Chipperfield in November, and the lights-switch on before Christmas in Kings Langley. The school has links with the Kings Langley Players, an amateur theatre group. The jazz band perform at the carnival and the lights switch on each year.

With the Chilterns area of outstanding beauty on our doorstep, the school is well located for staff to relax in splendid landscape at the weekends.

There are a multitude of walking, running and cycling clubs to join locally and provide a sense of home and wider community beyond school.

I breathed a sigh of relief when I got the job at Kings Langley School, a chance to teach with a view of fields and trees. Close enough to enjoy the cultural wealth of London but far enough away that each of the villages have their own identity, I have enjoyed exploring the area and making new friends locally. – Mary – Head of Geography.

Person Specification

The Governors are looking for an exceptional leader to play their part in driving and shaping the future of Kings Langley School. Our person specification is underpinned by our educational philosophy.

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|------------------------------------|---|
| Personal Qualities | <ul style="list-style-type: none"> • A passion for helping young people develop and learn • Integrity in relation to their own and the school's practice • Decisive, consistent and focused on solutions • Dedication to school improvement • A positive, professional role model for staff and students • An effective self-manager who can prioritise and adapt as required • Self-reliant and independent worker • Someone with high expectations of themselves and others • An ability to complete tasks to a high standard • Enthusiastic and hard-working • Resilience and perseverance • Reflective and self-evaluative – individually and within the context of team • Energy, drive and a sense of purpose • Flexible and adaptable to suit the school's needs • Creative and innovative • A good communicator |
| Professional and Leadership Skills | <ul style="list-style-type: none"> • The ability to inspire and motivate others – both staff and students • Outstanding presentation and communication skills • The ability to think and act strategically • Highly tuned ability to analyse and use information to drive school improvement • Excellent problem solving • Outstanding classroom practitioner • Clear vision for raising standards • To lead by example and provide support and challenge to others • Well-developed sense of school advocacy |
| Knowledge and Experience | <ul style="list-style-type: none"> • Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement • Understanding of key educational issues/change and experience of managing their impact • Working with others including parents, Governors and (where appropriate) external agencies • Successful line management of key areas of responsibility and holding others to account • Graduate and Qualified Teacher Status • Evidence of continued professional development at middle leadership level |

Obviously, the attribute table is not exhaustive. We are looking for the right person who will work incredibly hard and have the drive to help shape the future of Kings Langley School.

The Kings Langley School: Job Description

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| Title of Post | Learning Area Leader of SEND—SENCO |
| Grade (including allowances) | TLR 1B—1C (£10,209—£12,118) Negotiable dependent upon experience. |
| Reporting to: | SLT Line Manager |
| Date | September 2021—Flexible start date available |

Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document which is available from the Headteacher or alternatively can be found online on the "DfE" - Department for Education website. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and job title.

Expected "standards" to be reached and maintained are clearly defined within the Performance Management (PAM) documentation and should be referred to regularly for further clarification and specific detail.

Teachers are paid on different scales and it is reasonable to expect that their contribution to the school's work and objectives reflects on their position on individual pay ranges. For example, performance management descriptors indicate much higher expectations of a teacher on the expert teacher band (UPS 1-3) compared with a newly qualified entrant teacher band (MPS 1-3).

Duties Specific to the Post Holder

Strategic Leadership (please refer to the relevant section in the PAM documentation covering expected standards in school leadership)

The SENDCo is expected to already have either achieved the NASENCo Postgraduate Qualification (National Award for SEN Coordination) or be willing to complete it within 3 years of taking up the post.

SEND Code of Practice 2015 (Children and Families Act 2014)

Key Responsibilities:

- To determine the strategic development of special educational needs (SEN) Policy and provision in the school and oversee its implementation.
- To be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual students with SEN or a disability.
- To provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- To provide determined and inspirational leadership in raising standards in all areas associated with SEND.

Strategic development of SEN policy and provision

- To have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- To contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- To ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
- To maintain an up-to-date knowledge of national and local initiatives and policies which may affect the school's SEND policy and practice and cascade information to colleagues.
- To analyse school, local and national data and develop appropriate strategies and interventions.
- To manage and advise on the school budget and resources for SEN provision.
- To evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

Operation of the SEN policy and co-ordination of provision

- To maintain an accurate SEND register and provision map.
- To carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- To lead on the analysis of SEND student data, highlighting areas of strength and weakness and then establishing appropriate responses to all findings.
- To liaise with relevant Pastoral Leaders to ensure the well-being and sound progress of SEND students.
- To provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support.
- To provide advice, guidance and training to classroom teachers on supporting pupils with SEN.
- To support teachers to develop schemes of work and learning programmes for pupils with SEN.
- To support teachers to develop and implement effective teaching and behaviour management approaches in the classroom.
- To advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- To be aware of the provision in the local offer.
- To work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies to support the SEND needs of the pupils.
- To make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists.
- To be a key point of contact for external agencies, especially the local authority.
- To analyse assessment data for pupils with SEN or a disability.
- To implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Support for pupils with SEN or a disability

- To identify a pupil's SEND.
- To co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- To work with classroom teachers, the school leadership team, parents and relevant external agencies. to develop, implement and monitor individual support/learning plans.
- To ensure that adequate systems and mechanisms are in place to ensure the good behaviour for learning. of SEND pupils. This might include organising SEND interventions and/or homework and catch up sessions.
- To secure relevant services for the pupil.
- To develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date.
- To review the education, health and care plan with parents or carers and the pupil.
- To communicate regularly with parents or carers providing regular updates on pupil progress through written reports and meetings with parents.
- To ensure the timely and appropriate assessment of pupils in order to fulfill the expectations of the Access Arrangements Process working with the school's Examinations Officer.
- To ensure that all pupils' are supported by the SEND team in receiving appropriate Access Arrangements in assessments and examinations, working in conjunction with the school's Examination Officer.
- To ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- To promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- To work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

Leadership and management

- To work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- To prepare and review information the governing board is required to publish including the School Offer and the SEN Information Report.
- To provide appropriate reports and presentations to the Governors as required and liaise with the link Governor for the learning area.
- To contribute to the school improvement plan and whole-school policy.
- To lead the formulation of the SEND Learning Area's (LA) improvement plan taking into account whole school objectives and activities as defined in the current School Improvement Plan.
- To identify standards of SEND students' achievement on the basis of student performance data and other evidence, and evaluating teaching and learning to help set priorities for improvement for SEND students across the school.
- To manage SEN teachers, HLTAs, teaching assistants and support staff to improve pupil progress and attainment.
- To take direct responsibility for and be accountable for the performance of all staff within the SEND learning area (LA) reviewing the work being undertaken and setting appropriate objectives for improvement through the performance appraisal management process.
- To take direct responsibility for the Performance Appraisal Management Review (including objective setting and action planning) for associated colleagues.
- To lead the annual analysis of SEND examination performance and provide relevant feedback with details of corrective action to be taken to the Headteacher (see PAM documentation).

- To carry out suitable monitoring and evaluation activities of the performance of colleagues within the LA, including lesson observation and student work scrutiny.
- To lead the development of teaching and learning activities within the SEND team, providing support, encouragement and suitable levels of expertise for other colleagues to model. Leadership in this area will also mean providing inspiration for further improvements in all areas of teaching and learning.
- To work closely with the SLT line manager to ensure adequate support and targeted professional development is provided for all colleagues, identifying training needs and how these needs are to be met.
- To meet at least once every 2 weeks with the SLT line manager to discuss all pertinent matters and developments in the LA.
- To lead INSET for staff.
- To share procedural information, such as the school's SEN policy,
- To promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability,

* As this is a teaching role, the successful candidate will have the same responsibilities of a generic teacher but with a significant reduced timetable.



Application form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no gaps since leaving school education. Include all the professional development you have completed, particularly those in recent years which have helped to prepare you for becoming a Senior Leader.

Personal specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience with the person statement.

Letter of application

As part of your application pack we would like you to describe in no more than 1000 words evidence of the impact you have had as a senior leader on educational standards and provision over the past 3 years.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. Preferred referees are your last two employers and you should provide their official organisational email address for us to contact. One referee is likely to be your current or most recent Headteacher or Chair of Governors.

Safeguarding

Kings Langley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check, including the barred list, as well as other pre-appointment checks outlined in Keeping Children Safe in Education (2018).

Important Information

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| Start date | September 2021—Flexible start date available |
| Closing date | 16/04/2021 |
| Visits to the School | To arrange an informal visit to the school during term time, please contact Shurle Woodhouse, SLT's PA, at woodhouses@kls.herts.sch.uk Tel: 01923 264504 ext. 205 . |
| School Website | www.kls.herts.sch.uk |
| Submission | Shurle Woodhouse email: woodhouses@kls.herts.sch.uk |

Working at Kings Langley School

Staff Development

Currently there are 69 (66.8 FTE) teaching staff and 51 (35.0 FTE) support staff working at the school. Particular attention is paid to staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for NQTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.

Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.



Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

