

SEND Deputy Head of Year (Non-Teaching)

Based at Beal High School - IG4 5LP

36 hours per week, 44.6 weeks per year

LBR Scale 5, Scale Point 12-15

£ 25,137 - £ 26,520 FTE per annum dependent on experience

(£21,501.92- £22,684.93 at pro-rated value)

Required: September 2022

Beal High School would like to appoint a Special Educational Needs and Disabilities Deputy Head of Year with a focus on Inclusion as soon as possible.

The role is to support an inclusive culture of high expectations, working with our most vulnerable students in Beal High School across a specific year team and ensuring that all students achieve their full potential.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced DBS (with list checks) is required for this post.

The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Further information and an application form can be found at <https://nelta.co.uk/vacancies/>

Please forward your electronic applications to recruitment@beaconacademytrust.co.uk

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.



SEND Deputy Head of Year (Non-Teaching)

Overall Responsibilities

To support an inclusive culture of high expectations working with our most vulnerable students across a specific year team in the school, ensuring that all students achieve their full potential and make above expected progress.

General Duties and Responsibilities

- Work with the Head of Year, Deputy Head of Year and the year team, to build and maintain an effective Pastoral Team which continually enhances the quality of Pastoral care and supports the progress of all students especially those who are most at risk of underachievement.
- Develop a satellite SEND hub at the heart of a year group; developing, sharing and supporting high quality inclusive practice in classrooms and across the campus.
- Develop and maintain effective communication with parents and outside agencies to support students in our most vulnerable groups.
- Incorporate your current excellent practice into the role to enhance your effectiveness and impact

Responsibilities include but are not limited to the following:

- assist the Head of Year
- monitor the social and academic progress of vulnerable students in the Year Group
- facilitate, assess, report progress as required
- contribute to Year Group assemblies when requested
- assist with Year group rewards and sanctions
- assist Form Tutors with attendance
- support and articulate BEAL values through - Routines, Expectations, Activities, Lessons (REAL)
- undertake specific responsibilities as designated by the Head of Year/SENCO and/or Leadership Team

The above mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change.

The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post.



Person Specification				
	Essential (E) Desirable (D)	App Fm	Intv w	Ref
Qualifications				
1. Degree	D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evidence of Professional Development and training	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Further professional qualifications	D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge / Skills / Experience				
4. PACE/Inclusion experience	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Experience of assessment and the monitoring of student progress	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Good results profile (evidence of added value)	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. Successful teaching/mentoring/instructing outcomes	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. Track record of achieving outstanding progress with groups or cohorts	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9. Flexible and approachable	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. Communicate effectively to a wide variety of audiences	E	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11. Demonstrable people management skills	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12. Maintain a caring and supportive class environment	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13. Use data effectively	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Ability to monitor the performance of a group of students, using data	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Experience of raising students' and staff aspirations	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. Experience of improving a school's results to achieve outstanding levels of student performance	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attributes				
17. Able to adapt and embrace change	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18. Ability to find innovative solutions to problems/issues	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19. Ability to work cooperatively as a positive team member and leader	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
20. Experience of having developed and led a successful team	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21. Experience of having challenged underperformance	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
22. A positive, "can-do" approach with colleagues and students	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>BMAT is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.</p> <p>Enhanced DBS Disclosure is required for this post.</p>				

