

Candidate Pack



SENDCo Assistant Headteacher

Kings International College

An 11 – 16 School

Judged as Good

Ofsted 2022

"This school is a diverse and caring community. Pupils enjoy coming here. Staff have 'uncompromising aspirations' for pupils to be the best that they can be." Ofsted 2022



Our Vision Statement

To have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.

Candidate Information

Job Title:	SENDCo Assistant Headteacher
Responsible to:	Headteacher/Deputy Headteacher
Salary:	Leadership Scale L10 – L16 London Fringe
Commencement Date:	01.09.2023

Contents

The aim of this pack is to give you a flavour of Kings International College and to help you decide if you wish to apply for this role. If you would like any further information, or wish to arrange a tour of the school prior to applying, please contact pa@kings-international.co.uk

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Information about the College

Kings International College is a mixed comprehensive 11-16 school located on an attractive, accessible site in North West Surrey. We currently have approximately 750 students and our numbers are still growing. As a relatively small secondary school parents, students, governors and staff all value our strong sense of community.

We are proud of our recent Ofsted inspection. Whilst we would encourage you to read the full report, please find below some quotes;

Pupils learn important life skills, developing the Kings values such as integrity and respect through engaging activities such as the school magistrates' society.

Staff share the desire to improve and say that this, coupled with a genuine care for pupils and each others wellbeing, make this a happy place to work.

Careful identification of the needs of pupils with special educational needs and/or disabilities (SEND) means that they get off to a strong start. Leaders help teachers plan effectively to enable pupils with SEND to embrace the curriculum fully. Teaching assistants support learning effectively.

Feedback to Ofsted from parents included;

'The pastoral care and support for my child and our entire family when it is needed is fantastic.'

'This school nurtures all aspects of the child, creatively, intellectually and emotionally.'

During their time at Kings International College their Head of Year and their tutor will oversee their academic and pastoral needs. We also have a welfare officer who works closely with students as required.

Behaviour in the school is very good and strong systems are in place to maintain expected standards. The College has an 'Inclusive Learning Centre' which helps a minority of students with various needs to reintegrate or to secure regular attendance.

Each year the College selects a student leadership team who lead the student body. There is a strong Student Council which reports to the Governing Body and SLT.

Extra-Curricular Activities

Staff go the extra mile to provide students with a rich programme of extra-curricular activities. We have business and education links with Wellington College, Surrey University, Farnborough 6th Form and Bank of America to name a few.

Staffing

The College's Senior Leadership Team consists of the Headteacher, two Deputy Headteachers, two Assistant Headteachers, the School Business Manager and four Associate Assistant Headteachers.

The school has a strong team of Middle Leaders in its Heads of Department, Curriculum Leaders, Heads of Year and Heads of Key Stage.

The support staff are well qualified and committed to the vision and values of our College.

Continuous Professional Development

We have a well-established induction programme for newly appointed staff which enables them to settle into the College routine quickly and effectively and we are keen to see all teachers continue to grow professionally.

All teachers are expected to become active members of our evidence informed professional learning community and engage with our in house CPD programme, recognised by OFSTED as having a sharp focus on individual teacher's needs.

In addition, we actively encourage teachers at all stages of their career to participate with relevant NPQ's, Masters degree study, subject knowledge enhancement courses and leadership development through accredited courses with organisations including the Chartered College of Teachers, the Prince's Teaching Institute, NACE and the National College for Education.

Vision statement

To have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.

We will achieve this through:

- High quality, inspirational and innovative teaching and learning.
- Inspirational and accountable leadership at all levels.
- Consistently high academic standards and expectations for every individual.
- Creative, exciting and memorable experiences inside and outside the classroom.
- A safe, secure and caring environment in which to work and learn.
- First class resources and state of the art facilities to support learning.

We want students to:

- Develop the attitudes, characteristics and self-belief to tackle any challenges in future life.
- Enjoy their time at school and be recognised as individuals.
- Develop good relationships and lasting friendships celebrating diversity.
- Acquire the skills, commitment and resilience to become successful, independent life-long learners.
- Take responsibility for leading themselves and others.
- Receive recognition and praise for their efforts and achievements in all areas of school life.
- Be active members who contribute to the school and wider community.
- Accept hard work and discipline as requirements for success.

We want staff to:

- Receive innovative, developmental and effective training.
- Be supported, cared for, challenged and valued.
- Feel trusted and empowered to take risks in the classroom.
- Have opportunities to develop and fulfil their potential in leading the school and their own professional development.
- Participate in, contribute to and benefit from partnerships beyond the school.
- Be a cohesive group with time and opportunities to develop partnerships and relationships with others within school.
- Enjoy their work and find it fulfilling.

Values

We are a values driven school and our core values should be at the forefront of all that we do. These values were decided upon through consultation with staff, students, governors the definitions of them were articulated by the students.

Our values are:

Aspiration – wanting to be the best you can be with passion, enthusiasm and commitment

Community – working together and supporting each other to ensure we can all do our best

Integrity – honestly doing the right thing even if no one ever knows.

Respect – accepting and valuing our differences with courtesy and consideration

Responsibility – doing the things you are expected to do and accept the consequences or results of your actions



Dear Applicant,

SENDCo Assistant Headteacher

On behalf of all our students and staff, I would like to thank you for taking an interest in the post of SENDCo Assistant Headteacher at Kings International College.

Kings International College is a comprehensive 11-16 school. It is a school where knowledgeable and passionate staff believe that with great teaching all young people can aspire to and achieve the highest possible standards. I joined the school as Headteacher in January 2018 with high ambitions. I am proud that Ofsted have recognised the improvements that we have made despite the challenges of the pandemic and have confirmed that Kings International College is a Good school in all areas. Our staff body remains ambitious with high aspirations for both ourselves and our students.

We are looking for an inspiring, passionate and dynamic person for the role of SENDCo Assistant Headteacher. You will be an excellent teacher and communicator who will have demonstratable experience of inspiring students and staff to succeed beyond their expectations.

The successful candidate will join a well-motivated leadership team who, together with all staff, are passionate about raising the aspirations of our students to secure greater success. We are not afraid to roll up our sleeves to get the job done.

You will be a visible leader with the ability and motivation to proactively support and challenge students, staff and leadership colleagues with continued improvement in the quality of educational outcomes, behaviour, wellbeing and personal development.

You will also have responsibility for line managing the Head of Year 7.

As SENDCo you will be supported by a Deputy SENDCo and an SEN Administrator. We have a strong team of teaching assistants, HLTA's, an ELSA and a Speech & Language specialist, who work closely with our students in lesson, small groups and one to one.

At Kings we offer students of all abilities and interests an opportunity to be part of a school community that puts student learning at the heart of every decision that we make. Underpinning our success are the excellent relationships between staff, students and parents. These are based on mutual respect and a strong commitment to high expectations and challenge. Our students are happy, feel safe and enjoy coming to school and our staff offer a high level of care, guidance and support which enables them to thrive.

We have a well-established programme for newly appointed staff which enables them to settle into the College routine quickly and effectively. There are a number of regular CPD sessions on offer to all teachers throughout the academic year and we expect all staff to be pro-active in their professional development.

Our pastoral provision is effective, essential to the well-being and progress of our young people and fundamental to high levels of achievement. In addition to the leadership team, a well-trained safeguarding team of 8 individuals support students' needs.

The College is fully staffed, not least because staff report that they can concentrate on teaching and are supported by widely shared and regularly reinforced expectations.

The enclosed Job Description summarises the main responsibilities of the post. I hope the information supplied in this pack describes your type of school; if so your application is most welcome. I am proud of our school and I would actively encourage you to visit us to discover for yourselves the growing sense of excitement about the opportunities we can offer local young people to learn and succeed. If you would like to visit us before applying or before attending an interview, then please email pa@kings-international.co.uk to arrange this.

To apply, please complete the application form – C.V.s are not required. Application forms are available via the website: www.kingsinternational.co.uk. Electronic applications are welcome, please send them to recruitment@kings-international.co.uk.

Thank you for your interest in this post and I look forward to reading your application.

Yours sincerely

Jo Luhman
Headteacher



Assistant Headteacher Job Description

RESPONSIBILITIES

You are required to carry out the duties of an Assistant Headteacher as set out in the relevant paragraphs of the current Conditions of Service for School Teachers.

A clear understanding of, and commitment to, school priorities and the overall achievement and well-being of all pupils will be essential.

You will be a member of the Senior Leadership Team and play a full part in the strategic development, leadership and management of the school as a whole. Operational leadership will include line management of selected departments a Year group and promoting the school ethos, policies and procedures.

Senior Leadership Team Strategic Responsibilities

As a team the senior leadership team have strategic responsibility for the following identified areas;

School Culture

- establish and sustain our ethos and strategic direction in partnership with those responsible for governance and through consultation with the community
- have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community
- create a culture where students experience a positive and enriching life
- uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism, encouraging staff to be forward thinking and progressive in their pedagogy

Teaching

- promote continuous improvement by establishing and sustaining high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing staff with high levels of relevant expertise with access to professional networks and communities
- ensure that all students are taught to read through the provision of evidence-informed approaches to reading

- ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all students built upon respectful relationships, rules and routines, which are understood clearly by all stakeholders
- ensure high standards of student behaviour and courteous conduct in accordance with our behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model the values of aspiration, community, integrity, respect and responsibility, and explicitly teach expected behaviour

Additional and special needs and disabilities

- ensure all staff hold ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practises that enable all students, regardless of barriers to access the curriculum, learn effectively and have high aspirations
- ensure all staff work effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate

Professional development

- ensure staff have access to high-quality, sustained professional development opportunities aligned to balance the priorities of school improvement, team and individual needs
- prioritise the professional development of staff which is consistent with improvement priorities
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriate, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent barriers which limit effectiveness and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to our context
- ensure careful and effective implementation of improvement strategies and measure their impact to ensure sustained improvement over time

Working in partnership

- forge constructive relationships beyond the school, working in partnership with other schools and academies, the Local Authority, parents, carers and the local community
- commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

Governance and accountability

- understand and welcome the role of challenging and effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationships with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Responsibility specific to the role of SENDCo Assistant Headteacher

- To advise the leadership group on the strategic development of the SEND Policy and provision in school and be responsible for producing an annual development plan
- To provide reports to the Governing Body
- To work with the Deputy SENDCo and SEND administrator to co-ordinate provision for individual pupils with additional needs and to actively monitor and respond to inclusion initiatives.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice and follows the SEN code of Practice 2014.
- Provide professional guidance to colleagues with the aim of securing high quality teaching and support for pupils with additional needs.
- The efficient and effective management and deployment of SEN personnel across the curriculum
- Recruitment, training & development and appraisal of SEN personnel
- Ensure risk assessments are in place as necessary
- Liaise as required with parents, pupils, Local Authorities and other education providers.
- Make arrangements for alternative provision as required
- Ensure the efficient and effective use of budgets

Secondary Duties

- uphold the professional standards expected of every member of school staff in all dealings with colleagues, students, parents/carers and the wider community
- actively contribute to the continued development of the school by attending training, participating in relevant meetings when required. To demonstrate a commitment to self-review and professional development
- to demonstrate unconditional positive regard to all students in the school at all times
- be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate
- to support and participate in a team working across the school, in the light of operational needs of the school and to facilitate the career development of the post holder
- the postholder's duties must at all times be carried out in compliance with the school's Equality Information & Objectives policy and other policies designed to protect employees or service users from harassment
- cooperate with Headteacher and governors of the school in as far as is necessary to enable the responsibilities placed upon the school under the Health and Safety at Work Act to be performed, e.g. operate safe working practises including both mental and physical wellbeing
- it is the duty of the postholder not to act in a prejudicial or discriminatory manner towards anyone. The postholder should counteract such practice or behaviour by challenging or reporting it.

- play a full part in the life of the school community, supporting our ethos and values encouraging staff and students to follow this example
- Any other activity commensurate with the role as directed by the Headteacher or their designate

Safeguarding

Kings International College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Health and Safety

The Governing Body and all leaders at Kings International College recognise and accept their responsibilities to provide a safe and healthy working environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All employees must co-operate with us to access proper training and to make sure they understand and follow the School's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.

Assistant Headteacher
Kings International College



Person Specification: please address the following in your application.

They will also be explored during the interview process.

ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS	• Qualified teacher status • Degree or equivalent • At least 5 years' experience of teaching in a secondary comprehensive school with a minimum of two years middle leadership experience • Evidence of further professional development • Experience of teaching Key Stage 3 and 4 • National Award for SEND Coordination	• Post Graduate qualification • Experience in more than one school	• Application form
PROFESSIONAL KNOWLEDGE, SKILLS AND ATTRIBUTES	• An understanding of what makes an effective school • Evidence of successful classroom teaching at all secondary key stages • Evidence of raising standards as a middle or senior leader • The capacity to monitor, evaluate, use benchmarks and set targets for improvement • The ability to build and lead teams effectively • The ability to set high standards and provide a role model for students and other staff. • The ability to analyse, understand and interpret data and information • Knowledge of issues in the school curriculum and learning • An ability to plan and effectively deploy resources	• An up-to-date knowledge of wider current educational developments. • An understanding of how schools collaborate with the wider community.	• Letter of application • Application form • References • Interview
PERSONAL QUALITIES	• Enthusiasm and excellent sense of humour • Resilience and an ability to work calmly and effectively under pressure • Energy and a vision with which to inspire others • Excellent time management and self-organisation • The ability to delegate effectively • Excellent relationships with students, staff and parents • Leadership skills and a willingness to take the initiative • Motivation to learn • A very effective communicator • Ability to monitor, evaluate and review • A shared approach to problem-solving and achieving goals; ability to work as a member of a team	• Coaching and Mentoring training and experience • Evidence of leadership and team work skills outside an educational setting	• Letter of application • Application form • References • Interview
OTHER PROFESSIONAL ATTRIBUTES	• Willingness to contribute to the whole school and extra-curricular activities • Ability to teach a second subject as required at least to the lower school • Willingness to implement the School's Equality and Diversity Policy and to work within the School's Health and Safety Policy • Commitment to safeguarding and promoting the welfare of children and young people and willingness to work within the School's Child Protection Policy and the ability to contribute to pastoral work.		• Letter of application • Application form • References • Interview

How to apply

Your completed **application form** and **Statement of Application** should be submitted electronically to recruitment@kings-international.co.uk by the closing date stated on the advert.

All received applications will be acknowledged electronically. Candidates will not receive any further communication unless they are shortlisted.

In compliance with Safer Recruitment, CVs will not be accepted.

Appointment is subject to pre-employment screening: medical clearance, two satisfactory references, evidence of qualifications and enhanced Disclosure and Barring Service clearance. Shortlisted candidates will be asked to bring relevant documents to the interview.

All applicants should be eligible to work in this country and will be asked to provide evidence of this.

Closing Date for Applications: **9am 20th March 2023**

Interview Date: TBC

***Variable Deadline:** We reserve the right to interview and appoint before the closing date should a suitable candidate apply.

You should be aware that in addition to assessing your ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children and young people including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to the use of authority and maintaining discipline.

Kings International College is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake a disclosure check by the Disclosure and Barring Service at an enhanced level for this post.

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