

# PINNER

## HIGH SCHOOL



# **SPECIAL EDUCATIONAL NEEDS COORDINATOR CANDIDATE INFORMATION PACK**

2021/2022

Inspiring Learning

Dear Applicant,

I could not be more excited about Pinner High School, past, present and future. We have much to celebrate: our first set of GCSE results were 24% above the national average for top grades 9-7, we have just finished an £18 million refurbishment programme and we were 1 of just 8 schools nationwide shortlisted for the 2020 TES Secondary school of the year award.

I am now looking for more exceptional colleagues who can make Pinner High School even better. Our opening five years were a great success, with very positive feedback from students, staff and parents. They all rated us 'Outstanding' in all categories at the end of our first year. Ofsted rated us 'Outstanding' in all categories in summer 2019. Most important of all, we have happy students who are keen to learn and lead a busy and active secondary school life.

We have strong foundations but you will bring a fresh perspective to our school to lift us to new heights and help us meet new challenges. We have grown quickly to over a thousand students across Years 7-12, but we still have plenty of areas we are still developing, especially as our Sixth Form continues to grow. You will need to ensure our students continue to make exceptional levels of progress and receive first class pastoral care, with access to the highest quality enrichment activities: everything that is involved on our school motto 'Inspiring Learning' that makes our school an excellent, inclusive one for the whole community. We are 'Stonewall School Champions', have the Silver Arts Mark and 'Green Flag' Eco Schools Award. You will need to be proactively supportive of these programmes.

Whilst setting up Pinner High School is immensely rewarding, growing a new school is certainly challenging. Now open for five years, roles at Pinner High School are demanding and they will expand your professional horizons. You will need to embrace this variety and inspire others to do the same. I call our first group of students the 'Trailblazers', and you will need the same pioneering mindset. I am well aware that no matter how strong the foundations, an organisation is only as good as its people. The Pinner High School that we continue to build together is one where colleagues are valued for the contributions they make to the lives of the young people we serve, and are recognised for the opportunities they provide for our students. Well over a thousand people have applied to work at the school since it was established, and I have exceptionally talented and hardworking colleagues. Continuing Professional Development is a key element of our motto 'Inspiring Learning' as we always strive to be the best we can. We achieved the Investors in People Health and Wellbeing Award in our first year of opening, and on our reaccreditation jumped an extra level to Gold status. New members of staff will share a commitment to a healthy work-life balance.

I am looking for colleagues who embody the Pinner High School Values in everything they do. The 'unfinished' Pinner High School is as exciting a workplace as you can imagine, at the most oversubscribed school in Harrow, in one of London's most brilliant boroughs. Opportunities like this need to be seized.

If Pinner High School sounds like it is right for you, complete the application form in full and submit a personal statement, of no more than two sides of A4. In your personal statement explain why you want to work with us and why you are the best person for the role. Applications must be emailed to [careers@pinnerhighschool.org](mailto:careers@pinnerhighschool.org). Please include your name and the post you are applying for in the subject line of the email and in the file name with which you save your application.

I look forward to hearing from you.



**Chris Woolf**  
**Headteacher**

# SPECIAL EDUCATIONAL NEEDS COORDINATOR

Reports to:	Inclusion Manager
Start date:	September 2022 or earlier
Salary:	£29,916 (M1) - £45,766 (UP3) (depending on experience) plus TLR 2c £7017
Contract:	Permanent, Full Time
Closing Date:	Wednesday 2 February 2022 3.00pm
Interview date:	Tuesday 8 February 2022

We encourage you to read our website carefully and familiarise yourself with our prospectus, this candidate information pack and the application form for the post.

Pinner High School opened in September 2016 with 150 Year 7 students. We will admit 180 Year 7 students each year; so having 900 Year 7 – Year 11 students. Our onsite sixth form, for up to 250 students, has just opened and admitted our first cohort of Year 12 students for 2021/22 with a full complement of year groups commencing in 2022/23. Alongside this, there are 12 additional places for students with Autistic Spectrum Disorder. Pinner High School is located on Beaulieu Drive, HA5 1NB.

Pinner High School is part of The Harrow Academies Trust, a multi-academy trust established by the seven secular high school academies within Harrow. Our high schools, together with Whitmore High School (which is a community school maintained by Harrow Council), have a strong track record of collaboration, including establishing Sixth Forms, the age-of-transfer that saw Year 7 join high school (instead of middle school), academy conversion in 2011, and establishing The Jubilee Academy (an alternative provision free school) in 2013.

The Harrow Academies Trust also includes Harrow View Primary School, which is a primary school that will be constructed as part of the major housing / regeneration project in Harrow on the site of the current Kodak site.

The following job description is not necessarily exhaustive; it will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the post holder.

While this post is expected to be based predominantly at Pinner High School it may involve work with, and at all schools within, the Trust as the Trust develops.

## INTRODUCTION

At the heart of a successful school is the provision of high quality teaching and learning, the effective use of resources, improving standards of achievement for all pupils and the promotion of pupils' personal development and well-being. All colleagues play a key part in this provision by a commitment to the school's ethos, by working effectively in administrative teams for the benefit of our students. In this way, s/he assists the school in reaching its targets and objectives.

### Recruitment and hiring during COVID-19:

Despite the challenges we face, recruitment and hiring will continue for all Harrow Academies Trust vacancies with as little disruption as possible over the coming weeks and months. This is for all senior, teaching and support staff appointments. Applications will still be reviewed and interviews conducted in a timely manner, although interview activities may vary. We will still conduct face to face interviews where possible, and will abide by social distancing protocols such as no hand-shaking, using large meeting rooms, etc. Candidates will be given the option to interview via online video if you cannot attend in person - this can be discussed if your application is shortlisted.

If you have any queries or concerns, please get in touch via [careers@pinnerhighschool.org](mailto:careers@pinnerhighschool.org)

## JOB DESCRIPTION

The following job description is not necessarily exhaustive; it will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the postholder.

While this post is expected to be based predominately at Pinner High School it may involve work with and at all schools within the Trust as the Trust develops.

### The Role

- To be committed to and to promote the school's vision, aims, objectives and values.
- To lead, manage, develop, and be accountable for the educational experience for students with special educational needs, in order to ensure the highest possible standards of student achievement, personal development and well-being.
- To lead on ensuring that all groups of students, at KS3, 4 & 5, including SEND and EAL, experience the highest quality of innovative teaching and learning across the curriculum.
- To provide excellent leadership and high quality management, with a specific focus on inclusion and innovation, enabling the school to realise its strategic intentions as determined by the governors and Head teacher.
- To prioritise the identification of special educational needs and to implement effective provision to support effective learning and development.
- To work closely with the leader of the Additionally Resourced Provision for Autistic students to ensure that support programmes are delivered collaboratively.
- To work closely with the Teaching and Learning team to ensure that whole school CPD takes into account the needs of student with additional needs.

### Key responsibilities

- Design, implement, develop and lead the school's provision for students with special educational needs.

- Ensure that all students with special educational needs achieve ambitious and personalised attainment and development targets.
- Lead the timely identification and assessment of students with special educational needs.
- To be accountable for and regularly measure, assess and record the progress of all SEND students.
- To identify and adopt the most effective teaching approaches for students with literacy, numeracy and SEND needs and to develop and enhance the teaching practice of others in order to meet the needs of the schools SEND students.
- Ensure appropriate exam access arrangements are in place for all standardised and external assessments,
- Liaise closely with Heads of Departments to ensure that the needs of students with SEND are met across the curriculum and to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective SEND support programme.
- Liaise closely with Heads of Year to ensure that the needs of students with SEND are met through targeted and personalised pastoral support programmes.
- Adopt an integrated working approach with school staff and external agencies such as the EP Service, Speech and Language Therapy, CAMHS and Advisory teachers to meet the outcomes of individual students.
- Keep up-to-date with national developments in Learning Support, including practice and methodology.
- Actively monitor and respond to developments and initiatives at national, regional and local levels.

### **Staff Development and Deployment**

- To work closely with the ASD Leader to be responsible for the day-to-day management and the efficient and effective deployment of Learning Support staff, whilst acting as a positive role model.
- Be accountable for leading, managing and developing appropriate and regular training for members of the SEND Team.
- Evaluate and enhance the impact that Learning Support Assistants have on the learning and development of SEND students.
- Make appropriate support arrangements for classes when SEND staff are absent.
- Participate in the interview process for SEND posts as required and ensure effective induction of new staff.
- Line and performance manage designated members of staff.
- Arrange, observe and review SEN interventions led by SEND staff.
- Support line managers within the SEND department to monitor, evaluate and enhance the impact that staff members whom they line manage have on the learning and development of SEND students.

- Arrange exam access arrangement assessments for SEN students.
- Train and develop the school's staff on how best to meet the special educational needs of students, observing and coaching staff on the implementation of specific SEND strategies and effective use of TAs as required, and disseminate good practice in learning support.
- Assist all staff with the implementation of government SEND legislation and guidance and encourage them to recognise and fulfil their statutory responsibilities.

### **Communication and External Agencies**

- Work in collaboration with relevant external agencies, contractors and parents/carers to ensure that the best possible support is provided for the school's SEND students.
- Liaise with other schools, alternative provision and further and higher education providers to ensure appropriate curriculum pathways for all SEND students, providing students and families with advice and guidance at all transition points.
- Source and manage specialist advice and guidance from external agencies, including speech and language services, educational psychology services and other outreach services which lead to improved pupil outcomes.
- Proactively promote the development of effective links with external agencies.
- Ensure effective communication and consultation with the families of SEND students, as appropriate.
- To represent Pinner High School's SEND Department at Network meetings.
- Play a key role in the organisation of multiagency meetings, such as Annual Reviews and EHCP Transfer meetings.

### **Management Information**

- Ensure the maintenance of accurate and up to date SEND information on appropriate databases.
- Maintain accurate records of support and intervention in place for SEND students and evaluate impact.
- Ensure an annual review of statements and EHC plans occurs in a timely manner and results in improved support for SEND students.
- Identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on action taken.

### **Resources and Funding**

- Apply for high needs funding or EHC plans for all eligible students.
- Effectively manage the department's resources of space, staff, budget and equipment to best meet the needs of SEND students, including redesigning spaces, equipment and stock, and keeping appropriate records.

## **SEND Other**

- Lead weekly meetings with staff, as appropriate.
  - Attend and/or contribute to Governors meetings as required, periodically reporting on the progress and attainment of SEND students and the development of the School's SEND provision.
  - To work with the DSL on safeguarding cases as required.
  - Contribute to the risk assessments for trips and events attended by SEND students.
  - Monitor standards in SEND, evaluating and contributing to wider school self-evaluation.
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- To undertake any other duty as specified by the School Teachers' Pay and conditions Document not mentioned in the above.
  - To comply with any reasonable request from a leader/manager to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

## **NOTES**

The postholder may be asked by the Board of Trustees, Local Governing Body or Headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by the Trust are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.

All staff employed by the Trust are required to reflect and model the ethos and values of the Trust.

All staff employed by the Trust are required to respect the confidentiality of information relating to students, their families, and staff.

Pinner High School and Harrow Academies Trust are committed to safeguarding and promoting the welfare of students. Successful applicants will be required to undergo an enhanced Disclosure and Barring Service (DBS) check.

## **Reasons to work at Pinner High School:**

- A friendly, respectful and collaborative environment.
- The opportunity to work with a number of skilled professionals.
- The opportunity to contribute to extra-curricular activities as part of the 'Heads Challenge' scheme; our own Duke of Edinburgh style award.
- The opportunity to work with independent, resilient pupils who take pride in their community and themselves.
- Excellent CPD opportunities including schools within the Trust across the Borough.
- A collaborative approach to building a new school community.

**Benefits:**

- Continuous professional development;
- Employee Assistant Programme;
- Contributory pension scheme;
- Subsidised meals;
- Free tea and coffee;
- Onsite parking
- Gym access;
- Brand new facilities;
- Free eye care voucher;
- Salary sacrifice scheme for Cycle to work.

**Application process:**

If Pinner High School sounds like it is right for you:

- Download the application (<https://www.pinnerhighschool.org/news/?pid=0&nid=5>), complete and email to: [careers@pinnerhighschool.org](mailto:careers@pinnerhighschool.org)
- Submit a personal statement explaining why you want to work with us and why you are the best person for the role.
- CVs strictly not accepted.

For more information about our safeguarding policies, please visit our school website:

<http://www.pinnerhighschool.org/page/?title=Safeguarding&pid=44>

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If you have any questions or queries, please contact [careers@pinnerhighschool.org](mailto:careers@pinnerhighschool.org) or call 020 3096 0769

*The school reserves the right to appoint at any stage of the recruitment process; early applications are encouraged.*



## PERSON SPECIFICATION

Education, Qualifications and Training	Essential	Desirable	How Identified
Good honours degree in relevant subject	Yes		Application Interview
QTS		Yes	Application Interview
Specialist SEN qualification, or desire to complete one	Yes		Application Interview
Experience	Essential	Desirable	How Identified
Evidence of providing excellent support for students at KS3/KS4 with additional needs including those on the autistic spectrum.	Yes		Application Interview
Evidence of being able to personalise learning	Yes		Application Interview
Knowledge, Skills and Abilities	Essential	Desirable	How Identified
Skill and expertise in the effective use of data and the analysis of data to monitor and raise achievement	Yes		Application Interview
Strong ICT competence and the ability to use ICT to enhance learning	Yes		Application Interview
Ability to inspire and enthuse students across all abilities	Yes		Application Interview
Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds	Yes		Application Interview
Ability to meet deadlines with advanced organisational skills	Yes		Application Interview
Demonstrates great communication & interpersonal skills	Yes		Application Interview
Demonstrates professional conduct and personal integrity	Yes		Application Interview
Skill and expertise in the effective use of data and the analysis of data to monitor and raise achievement	Yes		Application Interview

Strong ICT competence and the ability to use ICT to enhance learning	Yes		Application Interview
Ability to inspire and enthuse students across all abilities	Yes		Application Reference Interview
Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds	Yes		Reference Interview
Ability to meet deadlines with advanced organisational skills	Yes		Application Reference Interview
Demonstrates great communication & interpersonal skills	Yes		Application Reference Interview
Demonstrates professional conduct and personal integrity	Yes		Reference Interview
Demonstrates an ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgement	Yes		Interview
Ability to be a good role model to young people – demonstrate and promote positive values, attitudes and behaviour	Yes		Interview
Demonstrates positive behaviour management skills and an ability to maintain a non-confrontational approach	Yes		Interview
<b>Other Requirements</b>	<b>Essential</b>	<b>Desirable</b>	<b>How Identified</b>
Enthusiasm, energy and commitment	Yes		Interview
High expectations of all young people, respect for their social, cultural, religious & ethnic background, and a commitment to raising the achievement & self-esteem of all young people	Yes		Interview
A commitment to safeguarding & promoting the welfare of children and young people	Yes		Interview
Evidence of ongoing CPD: A willingness to undertake additional training, keep up-to-date with developments and changes in good practice	Yes		Interview

Evidence of working collaboratively in a team	Yes		Interview
Self-motivation and a sense of initiative	Yes		Interview
An open and transparent work ethic	Yes		Interview
A flexible and 'can do' attitude	Yes		Interview
Involvement in departmental development	Yes		Interview
A willingness to get involved in extracurricular activity	Yes		Interview
A willingness to share in the school's educational vision	Yes		Interview

January 2022