

Hampton Gardens

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR



Teaching Deputy SENDCo

Recruitment & Retention allowance available

Recruitment Pack

May 2024



Hampton Gardens School

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR.

Hampton Gardens is an inclusive school which is proud to serve the local community of Hampton, Yaxley and Cambridgeshire. The school serves just under 1200 students, offering 210 places in each year group and 300 places for Post16 students.

Hampton Gardens is part of the Hampton Academies Trust who also run the highly successful and popular Hampton College all-through school, Hampton Lakes Primary School and Dogsthorpe Infant School. HAT schools have very close links and some shared staff.

Required for September 2024. An earlier start may be available.

Teaching Deputy SENDCo

TLR 2b (currently £5,348 FTE per annum)

Recruitment & Retention allowance available for the right candidate

We are seeking to appoint a highly motivated, committed and talented teacher to work alongside our SENDCo to provide high quality academic support to our students who have special educational needs and/or disabilities. This role would suit someone who is seeking a new challenge and is ambitious in their desire for all students to achieve. This role will include a 10-12 period classroom teaching commitment per week, alongside Deputy SENDCo TLR responsibilities. Subjects timetabled will be dependent on qualifications and experience of the successful candidate. Please outline in your covering letter details of your subject specialism if you are not currently teaching at secondary level.

This role is specifically focused towards an individual looking to develop into a SENDCo of the future, whilst gaining valuable insight and experience, working as part of a busy and supportive team. The successful candidate will be supported to complete SENCO NPQ accreditation, where NASENCO qualification is not already held.

You will have a passion for working with young people and you will relish the satisfaction that comes from helping them to develop and to learn. The successful candidate will, of course, be an important part of the department and can expect the support needed to develop their career further but will also be expected to:

- Possess the ability to inspire and motivate, and who have a passion for teaching and learning.
- Have consistently high expectations with the drive to help all students achieve their full potential.
- Be an exceptional team player and who enjoys supporting and working collaboratively with others.
- Have the skill to form positive relationships for learning with all staff, students and parents.
- Share our vision to deliver outstanding education for children and young adults and the commitment to make a difference to outcomes and achievements of all our students.



What we can offer you in return:

- A fantastic working environment where students are enthusiastic and want to learn. All our Hampton schools have modern buildings, with light and airy classrooms, outstanding facilities and are situated at the heart of the community.
- We value our staff and recognise the importance of providing ongoing training opportunities. As a growing Trust we are also able to offer opportunities for promotion and fresh challenges as new roles arise regularly.
- Our extensive induction programme supports staff every step of the way.
- Full access to the Health Assured Employee Assistance Programme which is designed to help staff deal with any personal or professional problems. Staff have access to free legal advice, medical information, counselling sessions, online self-help tools, factsheets and the wellbeing portal.
- Discounted local gym membership.

For further details please visit the HAT website: <http://www.hamptonacademiestrust.org.uk/jobs/>

Visits to the school before the application deadline are welcomed and can be arranged by contacting the HR department via jobs@hamptonacademiestrust.org.uk

Closing date: 9.00am on Monday 20 May 2024.

Interviews: Thursday 23 May 2024.

Please note that we reserve the right to interview and appoint prior to the closing date.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).



Letter from Head of School

May 2024

Dear Applicant

Thank you for your interest in our permanent position of Deputy SENDCo at Hampton Gardens.

This is an exciting opportunity for those wishing to develop their career in this modern school, which opened in 2017.

The successful candidate will be an inspirational teacher, capable of leading students to achieve outstanding results. They will embrace creativity, innovation and will always be looking for the very best practice in teaching. You will be required to take a form tutor role and contribute to the wider life of the department and school.

Our recruitment pack gives details of the post, the recruitment process and also the history and development of Hampton Gardens and Hampton Academies Trust. I hope you will be inspired to apply for this exciting opportunity and look forward to receiving your completed application.

In the meantime, if you have any queries or would like to arrange a visit to the school before the application deadline, please contact our HR Department on jobs@hamptonacademiestrust.org.uk.

Yours sincerely

Kevin Ainslie
Head of School



Information about Hampton Academies Trust

The **Hampton Academies Trust** was formed in September 2014 when Hampton College became a convertor academy and formed a multi-academy trust. One of the drivers for conversion was to allow us to bid for other local opportunities. In September 2015 following a competitive bid process, we were named by Peterborough City Council and Cambridgeshire County Council as the preferred education provider for the new secondary school in the locality, Hampton Gardens.

The name of the trust reflects our local focus and we have no current plans to expand our operations beyond the Peterborough area. We are not a corporate MAT (and do not want to be) and neither are we part of a regional/national chain. Our vision is to retain our 'homegrown' status and manage our growth in a sustainable way. We believe that MAT working can be most successful when you concentrate on what you know best, in the community you are invested in.

Other Hampton Academies Trust Schools:

Hampton College
Hampton College Primary Phase
Hampton Lakes Primary School
Dogsthorpe Infant School

Vision and Values

Our vision as a Trust is to meet the needs of our students and equip them to fulfil their potential.

We value people:

- Our schools will be welcoming places, at the heart of our community, valuing all people and their talents, beliefs and cultures equally;
- Students will feel safe and respected as individuals at school; they will feel happy to come to HAT schools to learn;
- All staff will feel valued, informed and involved in decision making;
- Parents and carers will feel well informed, and involved in their child's education.
- We recognise families as sources of love and care for their members, and as the basis of a society in which people care for others.

We value learning:

- HAT schools will provide for high quality teaching and learning, involving challenging and enjoyable activities; this will enable our students to think, and to produce high quality work;
- Our curriculum will cater for a wide range of ability and talent, and will provide students with a broad, general education of the highest quality. We will provide an outstanding choice of extra-curricular activities.



We value positive behaviour:

- HAT schools will have a positive ethos, which emphasises respect, responsibility and participation;
- Students will be encouraged to grow spiritually, morally, socially and culturally;
- We will place a high emphasis on maintaining positive relationships with students based on honesty and fairness;
- We will expect all members of the HAT school community to act with courtesy, respect and good manners;
- We will emphasise the pleasure in learning, and we will do our best to make sure that fun is part of the experience for all at HAT schools.

We value health:

- HAT schools will promote the importance of healthy living, and we will emphasise its impact on learning;
- In all areas of operation, HAT will stress the importance of healthy eating; students will be encouraged to drink water in most classes;
- All school sites are no-smoking areas at all times;
- We believe that the health and safety of students, staff and visitors are of paramount importance, and they will always be our first considerations;
- We will work with students, parents/carers and relevant external agencies to promote safe travel to and from school;
- In the interest of safety, students will receive clear messages about items that should not be brought onto HAT premises, or on school visits.

We value leadership:

- HAT schools will be well governed, managed and led, having excellent relationships with other schools and agencies. Resources will be used effectively to support learning;
- Students will be offered opportunities to show responsibility, and to develop leadership skills.

We value our community:

- HAT schools will emphasise the opportunities and responsibilities that life in a large community can bring;
- We will make our facilities available to members of our community for learning and for leisure;
- HAT schools will enhance community life;
- Students will be made aware of the positive roles they can play in our global community;
- Students will learn to respect religious and cultural diversity.

We value our environment:

- We will provide an outstanding learning environment: stimulating, colourful and well cared for;
- Students will learn to respect their environment at a local, national and international level.



We value the future:

- We will develop the next generation of citizens and leaders, willing and able to play active roles in their communities;
- We will lead out into the world young people who feel positive about themselves and demonstrate a passion for life, who respect the rights of other people and who are ready to make their mark.

Information about Hampton Gardens

Hampton Gardens is an 11-19 free school, which opened in September 2017. We are an inclusive school which is proud to serve the local community of Hampton, Yaxley and Cambridgeshire. The school serves just under 1200 students, offering 210 places in each year group and 300 places for Post16 students

Hampton Gardens operates its Sixth Form jointly with Hampton College, which is located on a neighbouring site. Students are able to access courses and provision available in both schools.



Hampton Gardens' Facilities

Hampton Gardens is a purpose built school which was handed over to the Trust in August 2017. The state of the art school buildings and grounds include the following design features:

- A full size floodlit 3G all-weather pitch, suitable for a range of sports
- An auditorium for performances and assemblies, with retractable seating
- A stunning double height library/learning resource centre at the heart of the school
- An exceptionally well-equipped Science department, including show laboratories for regional events





- An outside amphitheatre and attractively landscaped grounds for sport and for students to enjoy at break and lunchtimes



Classrooms are airy and light and are all equipped with interactive facilities. The school hall provides an impressive public space, with seating capacity for 400 people; the grounds are attractive and spacious and are utilised well at break and lunchtimes in fine weather.

Vision and Values: Since opening the trust’s first school, we have emphasised two key themes: ‘People’ and ‘Learning’. We believe that positive working relationships are the key to effective learning, and we work hard to ensure that students and staff feel safe, valued and happy in their work.

Ofsted

Hampton Gardens School was visited by an inspection team from Ofsted in November 2021 and this was the school’s first inspection. We can confirm that the rating for Hampton Gardens from this latest inspection is Good. The full report is available online.

Curriculum Plan: The curriculum for Key stage 3 is largely the same as that at Hampton College (see prospectus or school website). Over time, Hampton Gardens will offer KS4/5 options which complement Hampton College and allow all trust students access to a wide and stimulating range of courses and extra- curricular opportunities across the two schools. The Sixth Form is run completely collaboratively with Hampton College. Every effort is made to offer a strong extra - curricular programme in a range of areas. There is also an enrichment week at the end of the summer term, which includes the possibility of residential trips abroad and in the UK.

The School Day: All lessons are one hour.

8.30am	Morning Registration/Assembly
8.45am	Period 1
9.50am	Period 2
10.55am	Morning Break
11.15am	Period 3
12.20pm	Period 4
1.25pm	Lunch Break
2.05pm	Period 5 (Afternoon Registration)
3.10pm	End of School

Community: Hampton Gardens continues to make an important contribution to putting ‘heart and soul’ into the new Hampton East development, and bringing the community together. We are a venue for learning and leisure and have contracted a third party provider to co-ordinate and manage our facility lettings. We currently accommodate an extensive number of sporting groups, clubs and community activities. We also work in partnership with Vivacity, who operate a public library and sports centre on our Hampton College campus.



Curriculum

Key Stage 3

Students will have 25 one-hour lessons each week, allocations of time to subjects over the two-week cycle are likely to be:

National Curriculum Core Subjects

	English	Maths	Science	ICT
Year 7	3	3	3	1
Year 8	3	3	3	1
Year 9	3	3	3	1

National Curriculum Foundation Subjects

	Tech	PE	MFL	Drama	Music	RE	Hist	Geog	Art	PD
Year 7	1	2	3	1	1	1	2	2	1	1
Year 8	1	2	3	1	1	1	2	2	1	1
Year 9	1	2	3	1	1	1	2	2	1	1

Key Stage 4

In Year 10 students follow a two-week timetable with 25 one-hour lessons a week. Their curriculum is made up of the core curriculum (Essential learning) and four option choices (Additional learning) which are selected during Year 9.

Core Learning

All students are taught a core programme which we refer to as Essential Learning. These are the subjects and skills that are statutory for all children aged 14-16, with the addition of English Literature, which is studied by everyone.

Core Learning comprises:

- English (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science (double award - 2x GCSE)
- Personal Development (PD) incorporating Work Related Learning
- Religious Studies
- Physical Education (Core PE)

Additional Learning

We want our students to be committed to their subjects and so we allow them to choose the four subjects that make up their Additional Learning. Whilst we do give as much choice as possible, most students will be expected to take one EBacc subject from: History; Geography, Computer Science or a Modern Foreign Language (French or German).



We make every effort to ensure that students study the courses they opt for. Students can choose from a mixture of Vocational and GCSE courses with students being allowed to choose up to a maximum of 3 vocational choices.

The allocation of time to lessons over the two weeks is shown in the tables below:

Essential Learning: - 30 lessons a fortnight

	English/English Literature	Mathematics	Science	PD/RE	Core PE
Year 10 & 11	8	8	8	2	4

Additional Learning: - 20 lessons a fortnight

	Option 1	Option 2	Option 3	Option 4
Year 10 & 11	5	5	5	5

The full list of subjects offered at Key Stage 4 is updated each year, for a full list of the subjects offered to the current Year 10, please refer to the options booklet which can be found on the school website

Key Stage 5

We offer a wide range of A Levels and BTEC Level 3 courses in our successful, inclusive Trust Sixth Form. We have 261 students in Key Stage 5 across our two sites. Around 90% of our Sixth Form students progress to Higher Education, with 24% going to Russell Group universities last year. The progress scores for our A-Level Sixth Form students across the Trust are regularly one of, if not the highest in the City and Region. Results last year put the Trust in the top 10% of the country for progress. Alongside academic success, most of our students take up student leadership roles and positions of responsibility within the school and the local community, ensuring that they leave Hampton Gardens as well-rounded young people, well-prepared for their journey into adulthood.

Key Staff

Kevin Ainslie - Head of School, Hampton Gardens

Kevin Ainslie is the Head of School for Hampton Gardens. Kevin has a background in Behaviour and Welfare from working across a number of Peterborough secondary schools. He has been a senior leader since 2010 having previously worked as a Director of Sport and a specialist leader in education.

Kevin's experience of school leadership has provided the skills to continue the growth and development of Hampton Gardens. With a student-centred focus to removing barriers to learning and developing wide ranging experiences, Kevin is committed to working with all stakeholders to ensure that students of Hampton Gardens are fantastic young learners with exceptional opportunities for the next stage of their journey into further education and beyond.



Sharon Gilligan - Deputy Head of School, Hampton Gardens

Sharon Gilligan took up the post of Deputy Head of School in September 2018. Sharon has worked in Peterborough for over twenty years. Previously Sharon worked as an Assistant Headteacher in a local school, supporting students to achieve the best possible outcomes. In her role at Hampton Gardens, Sharon has overall responsibility for curriculum and student outcomes.

Atul Karia - Deputy Head of School, Hampton Gardens

Atul Karia took up the post of Deputy Head of School in September 2021. He has worked across 5 different schools and has been in Peterborough in the last 5 years working at St John Fisher Catholic High School. Atul has more than two decades of working pastorally supporting students to attend, behave and achieve in school. He has also worked with the SSAT on Vertical Tutoring and consulted in many schools to help them make the change. Atul has enjoyed developing students roles in school and ensuring that they become young leaders of the future.

Angela Roberts - Assistant Head of School/SENDCo, Hampton Gardens

Angela joined Hampton Gardens in April 2022 as Assistant Head of School/SENDCo. Angela has been an English teacher for 20 years and qualified as a SENDCo 6 years ago. Angela brings a wealth of experience and is passionate about meeting the needs of every child in the classroom.

Jody Lapish - Assistant Head of School, Hampton Gardens

Jody Lapish took up the post of Assistant Head of School in September 2019. Jody worked in the London Borough of Redbridge for 4 years as Lead Pastoral Leader before joining Hampton Gardens. Prior to this she has worked in Cambridgeshire carrying out the role of Head of Year for many years.

Holly Willetts - Assistant Head of School, Hampton Gardens

Holly was appointed as Assistant Head of School with responsibility for the development of Teaching and Learning across the school with effect from September 2020. Holly joined Hampton Gardens in September 2018 as Head of History, having been Head of History, Advanced Skills Teacher and Lead Practitioner in another Cambridgeshire school. Holly works with the whole school community to provide students with the skills and knowledge to achieve their future aspirations and prepare them to contribute positively to society.

Craig Young - Assistant Head of School, Hampton Gardens

Craig joins Hampton Gardens from September 2022 as Assistant Head of School with responsibility for Raising Standards, Timetables, and Intervention. Craig has over 20 years teaching experience within Maths and Physical Education. Craig has worked within Peterborough schools since 2002, most recently as a successful and well respected Assistant Headteacher at St John Fisher Catholic High School. Craig is a highly motivated and aspirational leader who has the best interests of students in everything he does.



The Trust Central Services team consists of Governance, Finance, HR, ICT and Site. Each department has their own office and key members of the team are based at Hampton Gardens School.

Dr Helen Price - Executive Headteacher, Hampton Academies Trust

Helen has been at HAT's first school, Hampton College, since it opened in 2005. She was the school's original Deputy Headteacher and took over as Headteacher in 2011. In 2014 when the school converted into a multi-academy trust, Helen became the Executive Headteacher. In January 2017 Helen relinquished the day to day running of Hampton College and moved across full time into her trust role.

Caroline Behan - Director of Finance and Resources, Hampton Academies

Trust Caroline works closely with Helen at Trust level. She is a very experienced financial leader and joined HAT from St John Fisher School in Peterborough. She is also highly experienced in the field of school new build project management and procurement. Thanks to her stewardship and robust financial governance, the Trust is secure financially. Caroline is a key support to the Head of School in terms of financial planning and resource management

Simon Walls - Trust Director of Sixth Form

Simon took up the post of Trust Director of Sixth Form in September 2019. Simon has worked in Peterborough schools for over twenty years. Prior to joining the Trust Simon worked in a local school as Head of Post 16 provision. This previous experience has been pivotal to providing a strategic vision for building the provision of HAT sixth form.

The Role

This is a new role at Hampton Gardens, created to assist with the smooth running of the Achievement Support team. Hampton Gardens is an inclusive school and provides excellent additional support to ensure all students are able to maximise their potential. Working and supporting the leading of the Achievement Support team the Deputy SENDCo will help to develop strategy and day to day practice within Hampton Gardens. This role is specifically focused towards an individual looking to develop into a SENDCo of the future and gain valuable insight and experience, whilst working as part of a busy and supportive team.

The Achievement Support Department is situated in a purpose-designed suite, equipped with a central collaboration area, a SEN Office, various intervention rooms, and sensory spaces tailored to meet a broad spectrum of student needs. Our dedicated team is led by a Senior SENDCo, with the support of a Deputy SENDCo and an Assistant SENDCo, which benefits from a diverse group of Level 1, 2, and 3 Teaching Assistants. In addition, we have a range of specialised roles including a Pupil Premium Mentor and Dyslexia & SEMH specialists, plus a dedicated SEN Administration Assistant, ensuring comprehensive support across the board.

Our core mission is to ensure the inclusion of students with special educational needs and disabilities in every aspect of school life. We achieve this by making thoughtful adjustments to their environment and by empowering our teaching staff with vital information and effective strategies. This includes the use of Pupil Passports, providing access to the SEND Record, and offering ample staff development opportunities.



Adopting a nurturing approach, we strive to enhance self-efficacy, champion the importance of pupil voice, and foster student independence within the school setting. Our team works in close collaboration with parents/carers and external agencies, facilitating communication and support tailored to the individual needs of the students we serve.

The department is dedicated to innovative and adaptive educational practices, ensuring that we cater to the diverse learning styles and requirements of our students.

Safer Recruitment

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will require an enhanced disclosure from the Disclosure & Barring Service.

In accordance with Keeping Children Safe in Education, the school will consider carrying out an online search as part of the due diligence on shortlisted candidates.

For more information please refer to:

[Hampton Gardens Safeguarding & Child Protection Policy](#)
[Hampton Academies Trust Recruitment & Selection Policy](#)

Equality & Diversity

The Governing Body of Hampton Academies Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

For further information please refer to the Trust's [Equality & Diversity Policy](#)

Promotion Opportunities

As an expanding trust there are permanent posts and opportunities for promotion which arise regularly.

Applications

Please download an application form from the trust website:

www.hamptonacademiestrust.org.uk/jobs/

Please complete an application form, and also enclose a letter of application, outlining how your skills and experience meet the requirements of the person specification. Applications should be sent via email to jobs@hamptonacademiestrust.org.uk:

Visits to the school before the application deadline are welcomed and can be arranged by contacting the HR department via jobs@hamptonacademiestrust.org.uk

Closing date: 9.00am on Monday 20 May 2024.



Interviews: Thursday 23 May 2024.

Please note that we reserve the right to interview and appoint prior to the closing date.

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Job Description

POST TITLE:	Deputy SENDCo
GRADE:	MPS/UPS + TLR 2B
MAIN PURPOSE:	Teaching Promoting the highest standards of behaviour in order to promote a calm working environment and to create an atmosphere conducive to learning.
RESPONSIBLE TO:	Assistant Head of School / SENDCo Head of Department / SLT Link
RESPONSIBLE FOR:	Line management responsibility for an agreed number of Teaching Assistants within Achievement Support
RELATIONSHIPS WITH:	<ul style="list-style-type: none">• Fellow Teachers, Middle Leaders & SLT• Sixth Form Team• Trust Central Services• SENCo & Achievement Support Staff• Other Support Staff• Primary Schools• Partner Schools• Other Trust Schools• Students & Families• Governors• LA Inspectors and Advisors

MAIN RESPONSIBILITIES

1. Teaching students of the full range of age and ability;
2. Contributing to the development of relevant curriculum;
3. Following school and departmental procedures on assessment, recording and reporting, including communication with parents at consultation evenings;
4. Taking part in departmental activities such as field trips;
5. Undertaking such departmental responsibilities as are delegated by the Head of Department;
6. Carrying out a share of supervisory duties in accordance with published rotas;
7. Setting and marking home learning in accordance with school and departmental policies;
8. Participating in meetings with colleagues and/or parents/carers with regard to the above responsibilities.

DEPUTY SENDCO RESPONSIBILITIES

- Contribute to the day to day operation of the school's SEN-D policy, in line with the new Code of Practice
- To liaise with and advise teachers and Heads of Faculty/Department across the curriculum



- To manage the SEN-D team of Teaching Assistants
- Contribute to ensure that a comprehensive register of SEN-D pupils is maintained
- Contribute to co-ordinate the identification and provision for students with special educational needs
- To undertake direct teaching with individual students, and groups, where appropriate, to support the raising of achievement
- To ensure that detailed records are kept on students with special educational needs, and that they are regularly updated
- To liaise with parents of students with special educational needs on a regular basis
- To contribute to the In-Service training of Teaching Assistants and Teaching staff to ensure staff have the knowledge to enable all students to access the curriculum.
- To carry out the Appraisal and identify training needs of Teaching Assistants
- To liaise with key external agencies including Peterborough's and Cambridgeshire's SEND support team, Children' Social Care, CAMH, Health, and Voluntary Bodies
- To work closely with the pastoral and safeguarding teams at Hampton Gardens, with an understanding of the Early Help assessment and pathways to support
- To understand the methods of assessment and progress used within the School (PIXL steps) and nationally (Progress 8)
- To support with the school's access arrangements (Form 8s) for students with SEND so that they receive appropriate support during mock and public exams
- To advise the school Learning Resource Centre and individual departments on the selection of appropriate resources for students with special educational needs
- To monitor and evaluate the work of the Special Needs department, to report to SLT line manager/Head of School, and to act on your findings
- To ensure that the department operates in accordance with school policy on Equal Opportunities
- To take advantage of the opportunities offered through working in a community
- To support the AHOS/SENDCo in raising the achievement of students with SEND

Responsible for:

- Raising outcomes for students with SEND, EAL and More/Most Able students
- EAL
- Early Help Assessments (EHA) - tracking actions/training staff
- Education Health and Care Plans (EHCP) - coordination of in support of the SENDCo
- Liaison with relevant external agencies

Other responsibilities

- CPD relating to:
 - SEND
 - More/Most able students
 - Differentiation
 - Including fortnightly CPD to staff in Briefing Exam Access arrangements
- Day to day operational matters
- Assemblies

Strategic Development and Leadership

- a) Contribute positively to the discussion and development of school policy in meetings;
- b) Promote school policy in discussions with staff, students, parents, governors and the local community;



- c) Share the responsibility for implementing school policy and the day to day organisation of the school;
- d) Line management of relevant staff;
- e) Take a full and active part in school life;
- f) Set an example of high professional standards;
- g) Respond to student incidents;
- h) Be flexible and work outside / beyond the job description as the need arises.
- i) Attend Governing Body meetings as required.

Leadership and Management

- Deputise for the Assistant Head of School /SENDCo and share leadership in their absence.
- Assist the Assistant Head of School / SENDCo in their work with the Local Governing Body and the Trust to provide vision, purpose and leadership of the Achievement support team.
- To make significant contributions in raising achievement and progress of all students.
- Assist, motivate, support, challenge and develop staff to secure improvement, including a commitment to their own and others' professional development.
- Ensure effective working relationships are formed between staff and between all staff and students.
- Contribute to the day to day organisation of the school and ensure it functions efficiently and effectively.
- Be a highly visible presence around school and model expectations of staff and students.
- Take on other leadership responsibilities as agreed, including a range of duties and lunch supervision.
- Assume any other responsibilities as may reasonably be required by the Head of School.

TEACHER RESPONSIBILITIES

1. Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
2. Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);
3. Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
4. Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
5. Be able to make use of the performance data available in the school in order to determine how much progress their students are making;
6. Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
7. Make an active contribution to implementing the policies and aspirations of the school;
8. Be effective professionals who challenge and support all students to do their best;



9. Set and maintain high expectations for student behaviour;
10. Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance.

GENERAL NOTES

1. The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
2. These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
3. These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).



Person Specification

THE POST: DEPUTY SENDCO

THE PERSON

The successful candidate will have an opportunity to make a significant difference to the lives of young people for whom there are barriers to learning.

You will have clear views about what makes outstanding practice and the ability to communicate your vision with enthusiasm. You will be passionate about removing the barriers for students to be successful. You will be a positive and creative thinker, prepared to work very hard to implement change, and to see things through to a conclusion.

You will be a loyal member of the team, committed to moving this school forward.

You will love working with young people, and you will relish the satisfaction that comes from helping them to develop and to learn. You will be a very strong teacher and will also have outstanding Behaviour for Learning skills.

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	<ul style="list-style-type: none"> • Relevant 'A' Levels (or equivalent) and Degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • Good Honours degree (2.1 or better) • NASENCO qualification (National Award for Special Educational Needs Coordination) or SENCO NPQ accreditation* • <i>(*If the successful candidate does not hold this qualification, they will be supported by school to work towards gaining the qualification within two years.)</i>
<u>Experience</u>	<ul style="list-style-type: none"> • Relevant teaching experience or teaching practice • Experience of working with students with a wide range of ability 	<ul style="list-style-type: none"> • Currently working or training in UK state secondary school • Relevant 'life experience' e.g.

		<p>time working in business or industry</p> <ul style="list-style-type: none"> • Experience of line managing staff • Experience of taking leadership of a whole-school initiative or of leading whole-staff training • Experience of the Early Help Assessment • Experience of accessing and working with outside agencies
<u>Knowledge and understanding</u>	<ul style="list-style-type: none"> • Knowledge of the Code of Practice; • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); • Statutory National Curriculum requirements at the appropriate key stage; • The monitoring, assessment, recording and reporting of pupils' progress; • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety and Child Protection; • The positive links necessary within school and with all its stakeholders; • Effective teaching and learning styles. 	<ul style="list-style-type: none"> • Some knowledge of primary or all-through schools
<u>Skills</u>	<ul style="list-style-type: none"> • Ability to use ICT as a learning/admin tool • Ability to use innovative teaching methods to aid student learning • Effective communication skills; written and verbal • Strong organisational skills 	<ul style="list-style-type: none"> • Commitment to offering effective extra- curricular activities

<u>Personal Characteristics</u>	<ul style="list-style-type: none"> • Approachable • Committed • Enthusiastic • Able to motivate self and others • Calm under pressure • Well-organised 	
<u>Safeguarding Competencies</u>	<ul style="list-style-type: none"> • Demonstrates empathy for the concerns of others • Shows respect for other's feelings, views and circumstances • Seeks and uses professional support appropriately • Can demonstrate flexibility of approach • Shows a personal commitment towards safeguarding children 	