



Gipsy Hill
FEDERATION

Assistant Headteacher - SENCO
Gipsy Hill Federation
September 2024 - Permanent

CHASING HORIZONS

Welcome from our Executive Headteacher

Dear Candidate

Thank you for your interest in being a part of the Gipsy Hill Federation. I hope that you enjoy looking through the information provided, and that you decide to apply and join our brilliant team. This is a great place to work and provides real opportunity to progress your career. Our family of five highly inclusive primary schools are all very happy places with genuinely fantastic staff and really lovely children.

We are a values-driven family of schools sharply focussed on community transformation and providing our children and families with life-changing educational opportunities. Think about your skills, expertise and ambitions carefully and apply for a post with us if you like what you see. I encourage you to familiarise yourself with our website for more information. We are an ambitious family of schools and are keen to recruit the very best teachers to join our fantastic team.

We're looking for:

- Inspirational teachers who bring commitment, enthusiasm and energy to this post
- Teachers who are generous with their time because they want the very best outcomes for pupils
- Staff with ambition and determination to be the best they can be in whatever direction they want their career to go - we provide the opportunities and welcome ambition
- Teachers who want to be professionally respected, well supported and developed
- Creative people who can think 'out of the box' and contribute to our vision
- Teachers who see solutions rather than problems and who embrace teamwork.

We believe that adults who never want to stop learning themselves inspire that same desire in our pupils. We're looking for talented teachers to further enrich our organisation and develop our practice. Our teachers use their expertise to innovate, improve, and drive our schools forward. If you are keen to continue developing your learning and skills, we can offer outstanding opportunities both within our schools and beyond.

We recruit centrally, but please let us know if you have a preference for a particular school(s). Our teachers often ask to transfer between schools or year groups to broaden their experience and we will always support this if possible. Your contract of employment will be issued by Lambeth, depending on which school you are initially employed in as we are not academies. We welcome visits to our schools, please contact us via emailing hrenquiries@ghf.london

Warm regards,

Mr D. Kamyra

Executive Head – Gipsy Hill Federation (GHF)



Your CPD Opportunities

We provide high quality internal training for all our staff which includes mentoring and coaching for AHT SENCOs new to post as well access to training to develop you in your role and provide you with the necessary knowledge, resources and attributes to be successful in your post. AHT SENCOs access the Local Authority SENCO Network meetings as well as a range of more specialist external training sessions to support them in the delivery of their role.

The Interview Process

Our interview process consists of two parts:

A task that will last 1 hour.

Panel interview (approximately 45 minutes including 15 minutes preparation).

Full details of the process will be contained in your interview invite email..

How to Apply

Please email your completed application form and supporting statement to recruitment@ghf.london

Shortlisted candidates will be notified by telephone and also by email. **We will take up references of shortlisted candidates prior to interview.** Unfortunately, due to the very high level of response we receive for posts in our Federation, we are unable to inform applicants if they have not been shortlisted and feedback will only be provided if you have had an interview.

Federation Ethos and Mission

Our core focus is a holistic approach to the development of the whole child so that all pupils leave our schools as creative, confident, curious members of their communities.

- Creative
- Confident
- Curious

By the end of Year 6 our aim is to ensure that all pupils will:

- Have a strong sense of their identity and feel empowered to be active participants in their communities
- Have a strong sense of agency in their education
- Be emotionally literate and have the skills to nurture themselves and each other
- Understand the importance of and how to keep themselves mentally and physically well
- Have strong foundational skills in reading, writing and maths, ready for their next stage in life and beyond
- Have a love of learning, including interests and passions, across a broad range of subjects
- Develop a sense of identity in what they are studying – have the knowledge and skills to view themselves as scientists, historians, mathematicians etc.



Job Description including Main Duties and Responsibilities

Assistant Headteacher – SENCO

Job details

Start date	September 2024
Salary	L4 – L8
Contract	Permanent
Responsible to	Headteacher
Other Benefits	Contribution to eye care, Annual season ticket loan and cycle scheme.
Application deadline	12 Noon, Wednesday 10 July, 2024
Shortlisting	PM - Wednesday 10 July, 2024
Interviews	Monday 15 July, 2024 and Tuesday 16 July, 2024
	Please apply by emailing your expressions of interest, explaining why you are suitable for this post to recruitment@ghf.london

Main purpose

- The Assistant Headteacher (Inclusion/SENCO) will support the senior leadership team in:
- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- Formulating the aims and objectives of the school
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The statutory requirements for this role are set out in the Children and Families Act (2014), the SEND Regulations (2014) and the SEND code of Practice (DfE and DoH 2014. 2015)

The AHT

SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.



Qualities

The assistant headteacher will:

Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct

- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Committed to driving school improvement
- Commitment to equality of opportunity
- Willingness to be fully involved in the life of the federation and the school
- Flexible and creative approach to the role

Duties and responsibilities

School culture and behaviour

Under the direction of the senior leadership team, the assistant headteacher will:

- Create a culture where pupils experience a positive and enriching school life, underpinned by the federation and school's vision and ethos.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Establish and implement whole-school systems for pupil wellbeing
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Conduct pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior leadership team

Strategic development of SEN policy and provision

- Promote a culture and practices that enables all pupils to access the curriculum
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of key legislation linked to Special Educational Needs and Disabilities and ensure that this is disseminated appropriately across the staff body



- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Contribute to the development and implementation of whole-school and whole-class inclusive approaches
- Contribute to the development and delivery of CPD for teachers and support staff ranging from the delivery of INSET training to team teaching and coaching/mentoring to support the implementation of evidence-based interventions, inclusive pedagogies etc.
- Work within the wider inclusion team across the Gipsy Hill Federation to support strategic implementation of evidence-based and collaborative practice as well as provide peer support

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Working together with Head of Inclusion, liaise with and coordinate commissioned services e.g. Creative Arts Therapy; independent speech and language therapy
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- In partnership with parents and, where appropriate, other pupils identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for pupils with special educational needs and disabilities
- Ensure records are maintained and kept up to date
- Where appropriate, make applications and provide evidence for an assessment for an education, health and care plan in partnership with parents or carers and pupils.
- Review education, health and care plans with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil



- Promote pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Where a child is at risk of exclusion, work in partnership with the senior leadership team, family services team, parents and external agencies to put appropriate pastoral support programmes in place and ensure reasonable adjustments are implemented effectively
- Act as the designated teacher for looked-after children and post looked-after children to support them to maximise their potential through access to appropriate provision

Organisational management and school improvement

Under the direction of the senior leadership team, the assistant headteacher will:

- Support the senior leadership team to identify barriers to school effectiveness, especially in relation to SEND and in ensuring the school meets its responsibilities under the Equality Act 2010
- Develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Support the senior leadership team to evaluate the school improvement strategies and identify future key school priorities
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources where appropriate

Staff management and professional development

Under the direction of the senior leadership team, the assistant headteacher will:

- Support the senior leadership team with performance management of the staff team, including carrying out appraisals and holding staff to account to their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities, especially with regard to special educational needs and inclusive practice
- Provide CPD training to staff, with a particular focus on effective inclusion provision
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

Equal Opportunities

ADD (Standard)

Safeguarding

ADD (Standard)

Health and Safety

ADD (Standard)

Data Protection

ADD (Standard)



Person specification

CRITERIA	QUALITIES
Qualifications and training	<p>Qualified teacher status</p> <p>National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</p>
Experience	<p>Teaching experience (at least 2 years' classroom teaching experience)</p> <p>Experience of working at a whole-school level</p> <p>Experience of conducting training/leading INSET and coaching/mentoring staff</p> <p>Leadership and management experience in a school D</p> <p>Involvement in school self-evaluation and development planning D</p> <p>Line management experience D</p>
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Understanding of the four broad areas of special educational need • Understanding of the graduated approach • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Reflective practitioner with a commitment to ongoing professional learning and development • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality

National Standards for Teachers

Teachers' Standards is the core document for practising teachers at Gipsy Hill Federation and defines their daily role and responsibilities. The Standards encompass teachers' job descriptions, reflect the school SIP and constitute the framework for our Performance Management.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

To view the National Standards for Teachers, please follow this link - <https://www.gov.uk/government/publications/teachers-standards>



Exercise of Particular Duties

The conditions of employment of teachers, taken from the School Teachers' Pay and Conditions Document (2015 and updates every year), specifies the professional duties required to be carried out by all teachers. In addition "a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him by the Headteacher from time to time, such particular duties as may reasonably be assigned to him.

Equal Opportunities

You are required to

- Implement the Council's Equal Opportunities Policy and work actively to overcome discrimination on the grounds of race, gender, disability, sexuality or status in the Council's service.
- Take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.

Safeguarding

You are required to remain vigilant and do everything possible to protect students and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report to the Headteacher any incident of this nature you witness, hear about or suspect.

Health and Safety

In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to monitor and maintain a safe and secure working environment. It is expected that whilst maintaining an effective and efficient working environment you will comply with safety rules and procedure and ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes contributing to a safe and secure environment for the school community.

Data Protection

All staff have a duty to ensure any personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the provisions of the Data Protection Act 2018 (DPA 2018).

This includes an absolute requirement to report to the Headteacher any data breach you witness, hear about or suspect. This applies to all personal data, regardless of whether it is in paper or electronic format.

Equal Opportunities

Gipsy Hill Federation is an equal opportunity employer. We welcome applications from all suitable candidates, regardless of race, gender, sexual orientation, disability or age. All applications are treated on merit.



Safeguarding

Gipsy Hill Federation, Lambeth council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff will be expected to hold or be willing to obtain an enhanced DBS disclosure for this authority.

