

Assistant Head Teacher - SEND & Disadvantaged Full Time, Permanent Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join Astley Community High School and Whytrig Middle School as an **Assistant Headteacher - SEND & Disadvantaged**. This post offers an excellent opportunity in our school for an experienced Middle Leader with a track record in SEND. This candidate information pack will tell you much more about our school and the role.

Astley Community High School and Whytrig Middle School, which are co-located in Elsdon Avenue in Seaton Delaval, form the Seaton Valley Federation of Schools together with Seaton Sluice Middle School. The three schools share a single governing body.

We are about to embark on an exciting new chapter. Northumberland County Council has recently announced plans for a multi-million pound investment to create a brand new building on our Elsdon Avenue site. Part of this will be a purpose built ARP for 20 pupils with a focus on ASD.

You will become a member of our SLT, who are committed to providing the best education to our students, consistently raising the achievements of all student groups.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. Astley Community High School is rated as 'Good' by Ofsted. I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs. We have developed an excellent relationship with other schools across the north-east to ensure teachers have access to a strong Continuous Professional Development programme. Building up the skills and capacity of support staff is also a key priority.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact my PA Angela Small on **0191 2371505** or angela.small@svf.org.uk



John Barnes

Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To be a school who knows each child really well both academically and pastorally as a complete young person.**
- 2. Everyone within the school is treated with respect and we expect that respect to be mutual.**
- 3. We expect and strive for everyone associated with the school to be as good as they possibly can in all areas of school life. We do not accept not trying and we are never ashamed of doing well and being proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About our schools

School	Age range	Total number of pupils	Number in sixth form
Astley Community High School	13-18	553	137
Seaton Sluice Middle School	9-13	313	N/A
Whytrig Middle School	9-13	203	N/A

Astley Community High School attracts a number of students from outside the Seaton Valley area. There is a strong sixth form and we typically retain 75% of our Year 11 students for further study. More information about sixth form including our prospectus is available from: <http://www.svf.org.uk/sixthform>

About our performance

School	Overall effectiveness	Last Ofsted inspection
Astley Community High School	Good	November 2019
Seaton Sluice Middle School	Good	February 2013
Whytrig Middle School	Requires Improvement	June 2018

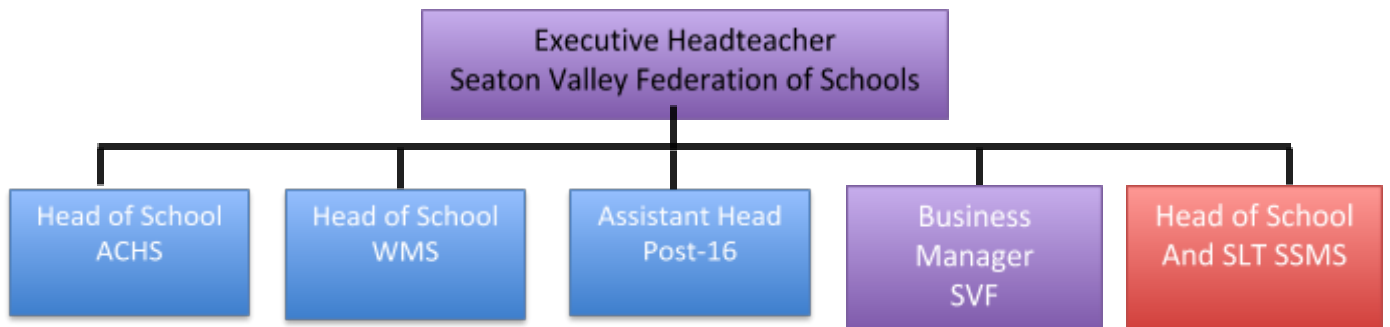
Latest Ofsted report for Astley Community High School

Leadership and management	Good
Outcomes for pupils	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
16-19 Study Programmes	Good

“Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it. One pupil said, ‘There are too many good things and I would not have time to tell you about them all.’ Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they can really teach. Pupils feel safe here. There is little bullying. If bullying does happen, pupils are confident that it will be swiftly sorted out. Pupils have a range of staff to talk to if they have a problem. They say that their health, including mental health needs, are a priority. Pupils say that they make friends quickly when they join the school.” Ofsted November 2019 (ACHS)

“Teaching assistants are respected, valued and extremely effective in their role. They provide superb support for pupils who have special educational needs (SEN) and/or disabilities.” Ofsted January 2018 (WMS)

About our structure



About the SEND Provision

Over the next few pages you will find the advert, job description and person specification for the post of Assistant Headteacher - SEND and disadvantaged, but we know that you will want to know more about our SEND provision.

Across Astley Community High School and Whytrig Middle School we have a very experienced and dedicated teams of Teaching and Learning Assistants who work closely with all staff to ensure the best outcomes for our more vulnerable and less able students. The team is co-ordinated on a day-to-day basis by an experienced SEND Support Officer based in each school. The SENCO for each school deal with SEND issues on a day to day basis. You will linemanage the SENCOs

We have excellent facilities in both schools in terms of SEND teaching and intervention rooms and an extensive range of intervention programmes to cater for the individual needs of our SEND students. The team has a regular time slot one evening per week where professional development takes place in the form of training sessions, team meetings or individual planning/work time in order to constantly improve the service we provide for the young people in our care.

The Local Authority has identified us as a place to establish the first of the new ARPs. We are looking for the right person to join our small but very dedicated and committed SLT to lead on the establishment of the ARP and provide the strategic leadership for SEND and disadvantaged pupils.

The ARP is for pupils who have an ECHP for ASD or similar related diagnosis. The pupils who attend the ARP are expected to attend mainstream lessons for the majority of their timetable and use the ARP for specific interventions and as a support base. The initial size of the ARP is for 10 pupils and it is planned that this will grow to 20 pupils over the next few years. We are looking for the person who will establish the ARP and everything associated with it and who will also provide the strategic leadership for the ARP in the future. We are looking for the person who is going to make the ARP work and provide an outstanding provision. Until the new school is built the ARP will be housed in mobile units provided by the Local Authority. The ARP is planned to open in January 2021 for pupils from year 7 to year 11 but this can be held back whilst the new AHT settles in and ensures that the provision is fit for purpose.

We are also looking for the person who can lead, guide and advise the SLT on strategic matters relating to SEND and disadvantaged pupils and ensure we have the best provision possible. We are very clear in that we are looking for someone to set up the ARP, make it outstanding and help move our SEND and disadvantaged provision onto the next level of development and performance. If you feel you are that person then we are looking forward to hearing from you.



Jon Souter, Head of School - WMS
ACHS

Graham Scott, Head of School –



Astley Community High School & Whytrig Middle School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Assistant Headteacher - SEND and Disadvantaged

Leadership Pay Range L8 - L12 (£48,808 to £53,856)

Permanent, 1.0 FTE

Required from 1 January 2021 or sooner

Small enough to care, big enough to make a positive impact

As a 13-18 school and a middle school in south east Northumberland with good standards of teaching and behaviour and a strong commitment to improvement, we believe passionately that every student should be enabled to succeed in all aspects of school life. Building on our recent 'Good' rating by Ofsted, we continue to strive for further improvements.

An exciting opportunity has arisen for an enthusiastic and talented Assistant Headteacher to join the schools to focus on our SEND and disadvantaged provision, and the establishment of our new additional resource base for ASD pupils. With a strong sense of purpose and drive to improve student attainment and progress, you will join a small but committed team and will be supported to further develop your career and professional practice.

The schools have a well founded reputation for their inclusivity and support for SEND pupils and we want to build on that. The Local Authority has identified us as a place to establish the first of the new ARPs. We are looking for the right person to join our small but very dedicated and committed SLT to lead on the establishment of the ARP and provide the strategic leadership for SEND and disadvantaged pupils. We need a highly motivated individual who can enable our students to exceed their expectations and have high aspirations for their futures.

This post is to work across both schools but you will support the Head of School at Whytrig Middle School on a day to day basis.

Visits to the school are also warmly welcomed and encouraged. Please contact Angela Small on 0191 2371505 to make an appointment.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by 12 noon on Friday 4th September date by e-mail to** vacancies@svf.org.uk
It is expected that interviews will be held on Tuesday 15th September 2020.
Further information about all of our current vacancies is available at: <http://www.svf.org.uk/vacancies>

**NORTHUMBERLAND COUNTY COUNCIL
JOB DESCRIPTION**

Post Title: Assistant Headteacher – SEND and inclusion students year 5 to 13.	School: Astley Community High School and Whytrig Middle School
Leadership Scale: L8 – L12	Home base: Astley Community High School and Whytrig Middle School
Responsible to: Executive Headteacher	Date: January 2021

Job Purpose: To provide strategic leadership for Special Education Needs and Disabilities, disadvantaged pupils and strategic lead for the Additional Resourced Provision for ASD pupils. To provide professional leadership for developing teaching of SEND pupils at ACHS and WMS. To lead on the provision for SEND and disadvantaged pupils. To assist the EHT and work collaboratively with the SLT in the provision of outstanding education and pastoral support at ACHS and WMS. To line manage faculties (to be decided upon following consultation with EHT but not in the first year), SENCOs at ACHS and WMS, leads for disadvantaged pupils. This post will also be a support to the Head of School at WMS.

Duties and key result areas:

Professional duties are to be carried out in accordance with the terms and conditions for Assistant Headteachers within the current School Teachers' Pay and Conditions Document. The specific leadership and management duties of this Assistant Headteacher role shall include:

Strategic Lead for SEND

- Lead and manage the SEND provision at a strategic level supporting the SENCOs with the day to day running of the SEND provision.
- Promote and secure outstanding SEND provision for all students.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils with special educational needs, in order to set and meet challenging, realistic targets for improvement in the SEND setting.
- Work with the AHT post 16 and lead for teaching and learning to establish high quality CPD for staff on SEND.
- Use data to provide accurate information to the Executive Headteacher and Head of Schools – ACHS and WMS on the attainment and progress of all SEND students.
- Work with the Executive Headteacher and Head of Schools to ensure there is an appropriate curriculum offer for SEND students that is cost effective and liaise with the Curriculum Support Manager regarding timetabling and resource requirements.
- Know the destination of all SEND students at the end of KS4.
- Alongside the AHT post 16 Organise the transition of SEND students from KS4 to KS5 no matter what setting they go to.
- Ensure there is accurate destination data for SEND students.
- Ensure that there are good transition practices for both schools for SEND pupils.
- Liaise with the Business Manager with regards to SEND funding issues and opportunities.
- Have knowledge of and advise the SLT and EHT on SEND developments nationally and how the schools should respond to them.
- Ensure all students of SEND are on appropriate courses and ensure that any course changes are recorded and do not adversely affect the school or the students.
- Ensure there are adequate systems to register and monitor attendance of SEND students and provide leadership in order to increase attendance.
- Ensure there are adequate systems to register and monitor behaviour of SEND students including exclusions and provide leadership in order to improve behaviour and power exclusions for SEND students..
- Offer support and guidance to staff on issues of SEND at strategic level
- Create and maintain an effective partnership with parents of SEND pupils to support and improve pupils' achievements and personal development.
- Line manage the SENCOs and ensure there is excellent provision both academically and pastorally for SEND students.
- Develop and improve the SEND provision so that it is the best in the county.
- Lead the SEND provision so that it becomes a centre of excellence.

Strategic Lead for Disadvantaged pupils.

- Lead and manage the Disadvantaged provision at a strategic level supporting the disadvantaged leads with the disadvantaged provision and intervention.
- Promote and secure outstanding provision for all disadvantaged students.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all disadvantaged pupils, in order to set and meet challenging, realistic targets for improvement of disadvantaged pupils.
- Working with the leads for disadvantaged pupils, use data to provide accurate information to the Executive Headteacher and Head of Schools – ACHS and WMS on the attainment and progress of all disadvantaged students.
- Work with the Executive Headteacher and Head of Schools and disadvantaged leads to ensure there is an appropriate curriculum offer for disadvantaged students that is cost effective and liaise with the Curriculum Support Manager regarding timetabling and resource requirements.
- Working with the leads for disadvantaged pupils know the destination of all SEND students at the end of KS4.
- Alongside the AHT post 16 Organise the transition of disadvantaged students from KS4 to KS5 no matter what setting they go to.
- Working with the leads for disadvantaged pupils, ensure there is accurate destination data for disadvantaged students.
- Liaise with the Business Manager with regards to disadvantaged funding issues and opportunities.
- Working with the leads for disadvantaged pupils, advise the SLT and EHT on disadvantaged developments nationally and how the schools should respond to them.
- Ensure that there are good transition practices for both schools for disadvantaged pupils.
- Working with the leads for disadvantaged pupils, ensure all disadvantaged students are on appropriate courses and ensure that any course changes are recorded and do not adversely affect the school or the students.
- Working with the leads for disadvantaged pupils, ensure there are adequate systems to register and monitor attendance of disadvantaged students and provide leadership in order to increase attendance.
- Working with the leads for disadvantaged pupils ensure there are adequate systems to register and monitor behaviour of disadvantaged students including exclusions and provide leadership in order to improve behaviour and reduce exclusions for disadvantaged students.
- Offer support and guidance to staff on issues of disadvantaged pupils at strategic level.
- Working with the leads for disadvantaged pupils, create and maintain an effective partnership with parents of disadvantaged pupils to support and improve pupils' achievements and personal development.
- Line manage the leads for disadvantaged pupils, ensuring there is excellent provision both academically and pastorally for disadvantaged students.

Strategic Leadership of the additional resource base.

- Establish the ARP.
- Provide the strategic leadership for the ARP.
- Put in place systems for admission and the day to day running of the ARP.
- Attend placement panel to represent the school.
- Line manage the ARP lead.
- Guide and advise the EHT and SLT on all matters re the ARP at strategic level.
- Ensure the ARP is a success.
- Work with the business manager to ensure the ARP is financially secure.
- Grow and develop the ARP so that it grows and expands its provision.
- Ensure that the pastoral elements of the ARP are secure and support the pupils.
- Ensure that the ARP pupils make the progress that is expected of them.
- Ensure that safeguarding in the ARP is outstanding.
- Develop and improve the ARP provision so that it is the best in the county.
- Lead the ARP provision so that it becomes a centre of excellence.

Strategic development of ACHS and WMS

- Work collaboratively with the EHT, Head of School ACHS, Head of School WMS and Senior Leadership Team to plan, monitor and evaluate the work of the schools and use the outcomes of these activities to improve the effectiveness of both schools.
- Secure the commitment of staff, pupils, parents and the wider community to the vision and direction of both ACHS and WMS.
- Create and develop a culture in which all staff recognise that they are accountable for the success of both ACHS and WMS.

Generic responsibilities for all Deputy and Assistant Headteachers for ACHS and WMS

- Line manage one or more faculties across ACHS and WMS to ensure effective progress and attainment across Years 7-13 and that staff, physical and financial resources are managed effectively.
- Attend relevant training
- Provide support and challenge for staff.
- Form effective relationships with parents and carers in order to ensure that students are supported at school and at home.
- Monitor and evaluate all aspects of the schools’ provision and to use the outcomes of these activities to further improve provision and support for all students.
- Lead a duty team and ensure staff fulfill duties.
- Take part in lesson observations and work scrutiny and lead staff in the outcomes of these activities.
- Act as an appraiser.
- Be the budget holder for specified budgets including contributing to setting the budget, approving expenditure and regular budget monitoring.
- Maintain up-to-date records
- Strategically lead the schools along with the Executive Headteacher, Heads of School and other members of the Senior Leadership Team.

General responsibilities

- Attend and contribute to the Senior Leadership Team for the two schools.
- Contribute to the work of the governing body by providing papers and attending meetings as required.

The federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools’ procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school: the pay level has been established on this basis.

Work Arrangements

Transport requirements: Able to meet the transport requirements of the post.

Working patterns: As identified in the relevant School Teachers’ Pay and Conditions Document

Working conditions: Normally indoors.

Person specification

Post Title: Assistant Headteacher – SEND and inclusion students year 5 to 13.	Criteria	Essential	Desirable	Evidence*
Qualifications	1. Has qualified teacher status	✓		A
	2. Has recent professional training relevant to the post	✓		A
	3. Willingness to undertake CPD relevant to the post	✓		A
	4. Has up to date designated safeguarding training		✓	A
	5. Has achieved the SENCO qualification		✓	A
	6. Has a masters or equivalent in SEND or ASD		✓	A
Experience	7. Has experience of teaching within the 9 – 18 age range and also teaching ASD pupils	✓		A
	8. Has experience of leading teams	✓		A
	9. Has been part of a successful SEND team, with measurable improvements in student behaviour and/or attendance and/or academic performance	✓		I

	10. Knows, understands and applies knowledge of the English education system especially in all matters relating to SEND and disadvantaged pupils.	✓		A/I
	11. Knows, understands and applies knowledge of ASD and all the issues associated with it.	✓		A/I
	12. Has experience of developing and delivering in-service training for staff	✓		A
	13. Experience of setting and monitoring a departmental or other budgets	✓		A
	14. Has experience of working with ASD pupils resulting in measurable improvements in these pupils.	✓		A
	15. Has experience in working in or leading an ARP		✓	A
Knowledge	16. Knows, understands and applies knowledge of partnership working between schools	✓		A/I
	17. Knows, understands and applies knowledge of SEND legislation and the code of practice.	✓		A/I
	18. Knowledge of examination and testing requirements in key stages 2, 3, 4, 5 and a willingness to learn to fill any gaps	✓		A
	19. Understands data and tracking procedures across a range of measures	✓		A/I
	20. Understands practical methods for improving learning behaviours across a variety of age ranges and SEND issues	✓		A/I
Skills/attributes	21. Teaches at least to a good standard.	✓		R
	22. Able to use data and target setting to raise student aspirations and show measurable impact	✓		A/I
	23. Has high levels of communication and interpersonal skills including building positive relationships with adults and children	✓		I
	24. Has a sound knowledge and understanding of ICT applications	✓		A/I
	25. Has sound judgement, shows determination and initiative and is hard working	✓		R
	26. Able to inspire challenge, motivate and empower others	✓		R
	27. Able to analyse and interpret information, think strategically and contribute to the vision for the schools and federation.	✓		R/A/I
	28. Able to effectively prioritise, monitor and evaluate initiatives	✓		R/A
	29. Able to lead a team using a collaborative style whilst ensuring a high level of performance from all	✓		R/A
	30. Able to think creatively, anticipate and solve problems, plan and organise themselves and others and delegate with appropriate monitoring	✓		R/A
	31. Good level of oral and communication skills and interpersonal skills including building positive relationships with adults and children	✓		R/A/I
General	32. Fully subscribes to the Vision, Values and Aims of the schools and federation	✓		A

	33. Has high expectations of self and others	✓		R/A
Other	34. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓		R
	35. No disclosure about criminal convictions or a safeguarding concern that makes applicant unsuitable for this post	✓		R

* Evidence presented through Application [A], interview [I] or references [R]

Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Seaton Valley Library

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-east teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:

<http://svf.org.uk/our-federation/policies>

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description and person specification for the post carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed** by **12 noon** on **Friday 4 September 2020** to: vacancies@svf.org.uk . Please quote Assistant Headteacher in the subject of the email. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

Contact us

Address: Seaton Valley Federation of Schools, c/o Elsdon Avenue, Seaton Delaval
NE25 0BP Telephone: 0191 2371505
Website: <http://www.svf.org.uk>