



Jack Hunt School (Trust)

A Specialist Language College and Sports College

Ledbury Road, Peterborough, PE3 9PN
Tel. 01733 263526 Fax 01733 330364
email info@jackhunt.net
website ~ www.jackhunt.net

Headteacher: Mrs P J Kilbey, BEd (Hons), PG Dip Ed, NPQH

Group 8 (11-18), Roll 1740 (251 in Sixth Form)

"A securely good school" – Ofsted January 2017

LEADER OF LEARNING SUPPORT / SENCO (TLR 1b £9,473)

Required from January 2019, a well qualified and enthusiastic teacher to lead the school's Learning Support team of specialist teachers and Teaching Assistants.

The team provides support for SEN, including Hubs for the deaf and physically impaired.

This opportunity will be particularly attractive to a teacher aspiring for a leadership position within school. Applications from teachers of all curriculum backgrounds are welcomed.

Jack Hunt is an oversubscribed 11-18 vibrant, multi ethnic co-educational, comprehensive school with outstanding community cohesion.

The school provides an exceptional in-house CPD programme to enhance career development. If you want to truly make a difference to the lives and aspirations of our students we look forward to hearing from you.

The Board of Trustees of Peterborough Keys 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.

***Further details and how to apply are available on the Jack Hunt School website:
www.jackhunt.net/careers***

Closing date: Friday 29 June 2018 at 9.00 am



A founder member school of the Peterborough Keys Academies Trust registered in England and Wales as Company Number 1108321



JACK HUNT SCHOOL (TRUST)

A Specialist Language and Sports College

Bradwell Road, Peterborough, PE3 9PY Tel: (01733) 263526 Fax: (01733) 330364 web: www.jackhunt.net email: info@jackhunt.net
Headteacher: Mrs P J Kilbey, BEd (Hons) PG Dip Ed NPQH
Deputy Headteacher: Ms K A Simpson-Holley, MA (Hons) Cantab MA PGCE NPQH Deputy Headteacher: Ms A M Ford, MA (Hons) Cantab Med PGCE AST

Welcome Letter from Headteacher

June 2018

Dear Applicant

Application for post as Leader of Learning Support / SENCO

The Board of Trustees of Peterborough Keys 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.

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Thank you very much for your interest in the above vacancy. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care.

Our priorities as a school are to continue the laser sharp focus on raising attainment and improving progress whilst providing a caring and aspirational environment for our students where they are given a range of opportunities to experience and excel in. We are an inclusive, truly comprehensive school committed to achieving the best outcomes for all our students. We want them to achieve more than they themselves thought possible.

We have won a number of Awards for our work, especially the exceptional progress our students make from their starting points; our students attend Russell Group Universities; represent England and Great Britain in a range of Sports; and contribute positively to the school and wider community. The successes we have had and the excellent reputation we have in the City has been as a result of the relentless hard work of the entire staff body.

In this post we are seeking someone who is keen to develop professionally and who is prepared to work in a collaborative way with colleagues. Individual contribution to teamwork and a positive 'can do' outlook is essential.

Our selection criteria for the post are clearly outlined in the documents on the school website for applicants. If you do truly want to make a difference to the lives and aspirations of our students and if you aspire to work in a supportive, professional environment with a learning and reflective culture, we would be very pleased to receive an application from you.

Yours sincerely

Mrs P J Kilbey
CEO & Headteacher
For Peterborough Keys Academies Trust



Jack Hunt School

JOB DESCRIPTION

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Post: Leader of Learning Support / SENCO

Allowance: TLR 1b

Accountable to: Assistant Headteacher

Date reviewed: June 2018

Purpose of Job

To provide effective leadership to ensure the school meets the learning and welfare needs of those students identified as having special educational needs and those with Education, Health and Care Plans (EHCP) in a school with 2 enhanced resource hubs.

1. Teaching, Learning and Standards

The main accountabilities are to:

- ◆ Liaise with Curriculum Area Leaders, Heads of House and outside agencies to co-ordinate the identification and support for children with special educational.
- ◆ Ensure that the progress of students on the SEND (Special Educational Needs & Disability) Register and those with EHCP is monitored and recorded.
- ◆ Ensure that individual learning targets are set for all students supported on EHCP by the Learning Support Area.
- ◆ Manage the process for generating and reviewing Individual Education Plans (IEPs) for SEND and EHCP children.
- ◆ Liaise with the LA to ensure reviews of SEND statements and EHCP are carried out.
- ◆ Ensure appropriate programmes of study are in place for those students withdrawn from the standard curriculum.
- ◆ Co-ordinate, in liaison with the Assistant Headteacher, the gathering of information from feeder schools for children with special needs.
- ◆ Ensure a prompt response to parental enquiries about individual student progress within the Area.
- ◆ Monitor and evaluate the work of the Learning Support area in accordance with school policy.
- ◆ Assess students' examination needs, request special arrangements and manage the SEND and EHCP timetable for external examinations.

2. Improvement Planning, Monitoring and Evaluation

The main accountabilities are to:

- ◆ Actively promote the school's aims and values within the Learning Support Area.
- ◆ Prepare an Annual Attainment Plan and Staff Development Plan for the Learning Support Area in accordance with the school planning cycle and taking into account the school's Strategic Intent and Raising Attainment Plan.
- ◆ Implement, monitor and evaluate the impact of improvements outlined in the School and Learning Support Area Raising Attainment Plan.
- ◆ Participate in the school's self evaluation process, ensuring that the Department's SEF is updated regularly with appropriate evidence.
- ◆ Meet periodically with the Link Governor for the area.
- ◆ Chair meetings of the Learning Support Team and record the outcomes and attend Team Leader meetings in accordance with the published schedule.

3. Leading and Managing Staff

The main accountabilities are to:

- ◆ Lead, manage and co-ordinate the work of the Learning Support team.
- ◆ Ensure a structure is in place for the day to day management of Teaching Assistants allocated to the Department.
- ◆ Induct new staff to the area and oversee the work of Initial Trainees when appropriate.
- ◆ Ensure the school's Performance Management Policy is implemented for all staff in the Learning Support Area.
- ◆ Devise and implement staff development activities related to the strategies for Special Needs and for those who have EHCP.
- ◆ Keep abreast of developments in Learning Support through appropriate professional development.
- ◆ Actively encourage and assist members of the Learning Support area in their own professional development.
- ◆ Participate in the selection and appointment of staff to the Learning Support area and contribute to references for staff.
- ◆ Ensure cover work is provided for classes when staff are absent and support the work of Class Supervisors / Cover Teachers within the curriculum.

4. Efficient and effective deployment of resources

The main accountabilities are to:

- ◆ Ensure and oversee ordering, maintenance and accountability for the teaching and learning resources within the department.
- ◆ Ensure the care of rooms and other spaces, including furnishings and fittings, in the Learning Support Area, having due regard for health and safety regulations.
- ◆ Ensure the school's Health and Safety Policy is implemented and monitored in the Learning Support Area including appropriate risk assessments when necessary.
- ◆ Ensure that all classrooms and corridors in the Learning Support Area have displays of material including students' work which is regularly updated.
- ◆ Manage the department budget effectively.
- ◆ Maintain and update the Learning Support Area inventory of equipment and audit on an annual basis.

This job description will be reviewed periodically.

Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the 'Conditions of Employment of School Teacher' schedule 3 of the Teachers Pay and Conditions Act 1996, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.



APPOINTMENT OF LEADER OF LEARNING SUPPORT AND SENCO (TLR 1b)

The Post

We are seeking to appoint a well qualified and enthusiastic teacher to lead the school's Learning Support team of specialist teachers and Teaching Assistants. The team provides support for SEND, including enhanced resources for the deaf and physically impaired, and those whose additional language is English.

If appointed you will, besides leading Learning Support, join a House team in the school and will have responsibility for a Vertical Tutor Group of around 20 students from Years 7 to 13.

Pay and Conditions of Service

Teachers are employed at the school under the pay structure and conditions of service agreed nationally and as set out in the "School Teachers Pay and Conditions Document 2017". The Governors have their own pay policy in line with this document.

The successful applicant will be registered with the National College of Teaching and Leadership (NCTL) and will be contracted to the Teachers Superannuation Scheme unless he/she opts out.

The Governors of the school fully recognise the teacher associations and unions and a mechanism is in place for consultation with Union representatives on relevant issues.

If you are appointed to a teaching post, it will be on the understanding that you are prepared to undergo an Enhanced DBS check and if necessary, a medical examination.

Relocation

You may qualify for the school's relocation package, details of which are found in the School Information Booklet for Applicants on the school's website.

Application Procedure

To apply you will need to go the Careers Page on our school website www.jackhunt.net/careers and click on the relevant post and then click on "apply now" button. As part of the application you are invited to demonstrate how you fulfil some of the criteria listed in the person specific information listed on the following page and to comment on:

- How a mainstream secondary school can support a diverse range of children with special needs to achieve individual success.

Closing date for the post is **Friday 29 June 2018 at 9.00 am.**

Interviews will be held shortly after the closing date.

Thank you in advance for your application.



Person Specification – Leader of Learning Support/SENCO (TLR 1b)

Attributes	Essential	✓ Desirable	✓ How Assessed
1. Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Graduate • Evidence of preparation for a leadership position • SENCO or prepared to undertake relevant training 		<ul style="list-style-type: none"> • Application form • Letter of application • References
2. Experience	<ul style="list-style-type: none"> • Evidence of successful and effective teaching to the secondary age group • Experience and understanding of teaching students with SEND or EHCP • Experience of implementing systems and processes to monitor and evaluate academic progress and achievement • Experience of strategies for the raising of student achievement/attainment • Experience of strategies for the effective management of students with a variety of additional needs • Experience of working successfully with partners in the local community • Experience working with parents and external agencies 	<ul style="list-style-type: none"> • Experience of a multi-cultural school • Experience of a large 11-18 school • Experience of leading policy development and implementation • Awareness and commitment to achieving key targets within the local and national educational developments • Experience of EAL support • Awareness of SEND requirements within the Ofsted Framework 	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interview
3. Knowledge and Understanding	<ul style="list-style-type: none"> • Ability to lead and work in a team • Secure knowledge of the SEND Code of Practice • Ability to motivate staff and students and to convey enthusiasm for learning and teaching • Understanding of equal opportunities issues in schools 	<ul style="list-style-type: none"> • Awareness of the importance of Specialist School ethos • Sound knowledge of national policies and developments in education • Knowledge of Child Protection procedures 	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interview



Person Specification Information

Attributes	Essential	✓ Desirable	✓ How Assessed
4. Skills and Personal Qualities	<ul style="list-style-type: none">• Enthusiasm, ambition and vision• Commitment to raising achievement, attainment and aspirations of students• Personal and professional commitment to the philosophies of the school• Able to communicate effectively orally and in writing• Ability to form good relationships with students, adults and parents• Proven classroom management skills• Ability to work collaboratively within a team• Ability to be well organised and efficient including completing agreed tasks within set timescales• High level of interpersonal skills• Sound ability to use ICT packages and systems• Ability to present effectively to a range of audiences		<ul style="list-style-type: none">• Application form• Letter of application• References• Interview