



Assistant Headteacher Inclusion (SENCo)

Candidate Pack



THE KING'S
SCHOOL

Candidate Pack

Welcome from the CEO

Dear applicant,

Thank you for registering your interest in joining Pontefract Academies Trust. I hope the information provided will interest you and help you with the application process.

Pontefract Academies Trust is a cross-phase Multi Academy Trust comprising of seven primaries and two 11-16 secondary schools. Currently, our schools are located within a tight geographic hub within Pontefract, with pupils drawn from the local community, including different catchment areas.

The Trust has moved forward at some pace since 2018. The turnaround in performance of all our schools and the development of a culturally aligned organisation has seen the Trust develop a strong reputation locally and regionally. The Trust has a strong and growing reputation for school improvement across the region, is financially solid and sustainable. All our schools collaborate strongly with a finely tuned school improvement model.

The Assistant Headteacher (SENCo) position at The King's School is advertised at an exciting time for the Trust and the school. Our family of schools are in good shape with primary schools hitting the top 5% for key stage combined outcomes and both secondary schools being in the top 15% for progress. This has not happened over night and the Trust transformation over the last five years has been due to a planned culture and change management programme. The King's School was graded good by Ofsted in October 2022. It is in strong place as the school embarks on the next phase of its improvement journey.

So, what are we looking for in our school leaders? Firstly, we wish to appoint positive people who want to make a difference. We wish to appoint people that understand and believe in our guiding principles and values.

Of course, it is essential that we get the right people on board – people that are not precious or territorial. We want to hear from flexible people, who with 100% backing and support, will get their hands dirty with exciting school improvement challenges.

As a Trust with a great family of schools serving Pontefract, we are proud of the work we do. The moral dimension drives us. We also understand that there is more to do to realise our vision and we are humble enough to accept we do not always get everything right and are keen to learn and develop as an organisation. If you feel there could be a fit with us, and you are inspired to join us on our journey we would love to hear from you.



Julian Appleyard OBE
CEO



Welcome

Introductory message from Mrs Cross, Director of School Improvement and Interim Headteacher

Thank you for showing an interest in the Assistant Headteacher – SENCo role at The King's School, part of Pontefract Academies Trust.

We are at a very exciting time as a school and as a Trust. We are a 'good' school and are firmly on a journey to becoming outstanding. We have put SEND at the forefront of what we do to ensure that we offer a completely inclusive environment for all learners. We have created excellent and robust internal systems to allow all students to fulfil their potential and offer a curriculum that is broad, balanced and highly ambitious. We have focused on establishing strong relationships with the families of our SEND learners and are excited about the next phase of our development in this area.

We are looking for a passionate and motivated leader to drive the SEND culture and provision. We have a deep rooted school and Trust value that 'students come first.' This refers to every one of our students including those with the most complex needs. Therefore this leadership role is significant and essential to ensuring that we have gone above and beyond for our students with SEND.

We have high standards and will never compromise on this. We are looking for a leader who puts the students at the heart of what they do, has an unwavering and relentless desire to improve them, both academically and socially and shares our ethos, culture, and vision.

There will be an opportunity to work across a 9-school Trust and in conjunction with the Director of Inclusion and Safeguarding. We are interested in hearing from experienced SENCo's who are ready for the next step in their career as well as those who may be in current leadership roles and hold the National Award for SENCo's (NASENCO). We are looking for an exceptional leader, who understands true leadership and will bring considerable passion and high energy and play a pivotal part in our journey to becoming an outstanding school. You will have the opportunity to work with like-minded individuals to make a real lasting and positive impact on our community.

This is a genuinely exciting time to join us and if you are enthusiastic, dynamic with a real passion for SEND, I look forward to reading your application.

A handwritten signature in black ink, appearing to read 'JGoss'.

Mrs Cross
Director of School Improvement and Interim Headteacher



About the Trust.

Achievement Without Excuses.

We have an unwavering focus on achievement. This is paramount so that all of our children and young people enjoy greater life chances.

We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.

Excellence As Standard.

We set high standards. “Good enough” is simply not. We do not accept second best from our students or ourselves.

The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans and simple and precisely executed systems that not only develop and sustain excellent performance, but never stifle individual flair.

Stronger As One.

We take collective responsibility for each other and the results of all of our children and young people. We enjoy sharing our success as a Trust while recognising the strengths of individuals and each school. To this end, collective accountability is rooted in a “if one fails we all fail” mentality.

As a family of schools we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all.

Our Mission.

Running top-quality, high-achieving schools that give our children and young people the chance in life they deserve.

Our Vision.

Where every child and young person makes outstanding progress.

Our People Matter.

We know that our people make a difference to the lives of our 3–16-year-olds. We want to make our schools places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.

We aim to provide professional work environments where our people have the support and tools to do a great job and push our children and young people to scale new heights in a safe and secure environment.

Students Come First.

Our schools are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in schools and the central Trust office work to this end.

The Trust aims to keep low priority tasks away from front line teachers and leaders so that they can focus explicitly on our core business of teaching and learning.

Our Schools.

The Pontefract Academies Trust family includes a range of schools across Pontefract. We provide education from nursery, through primary and secondary.

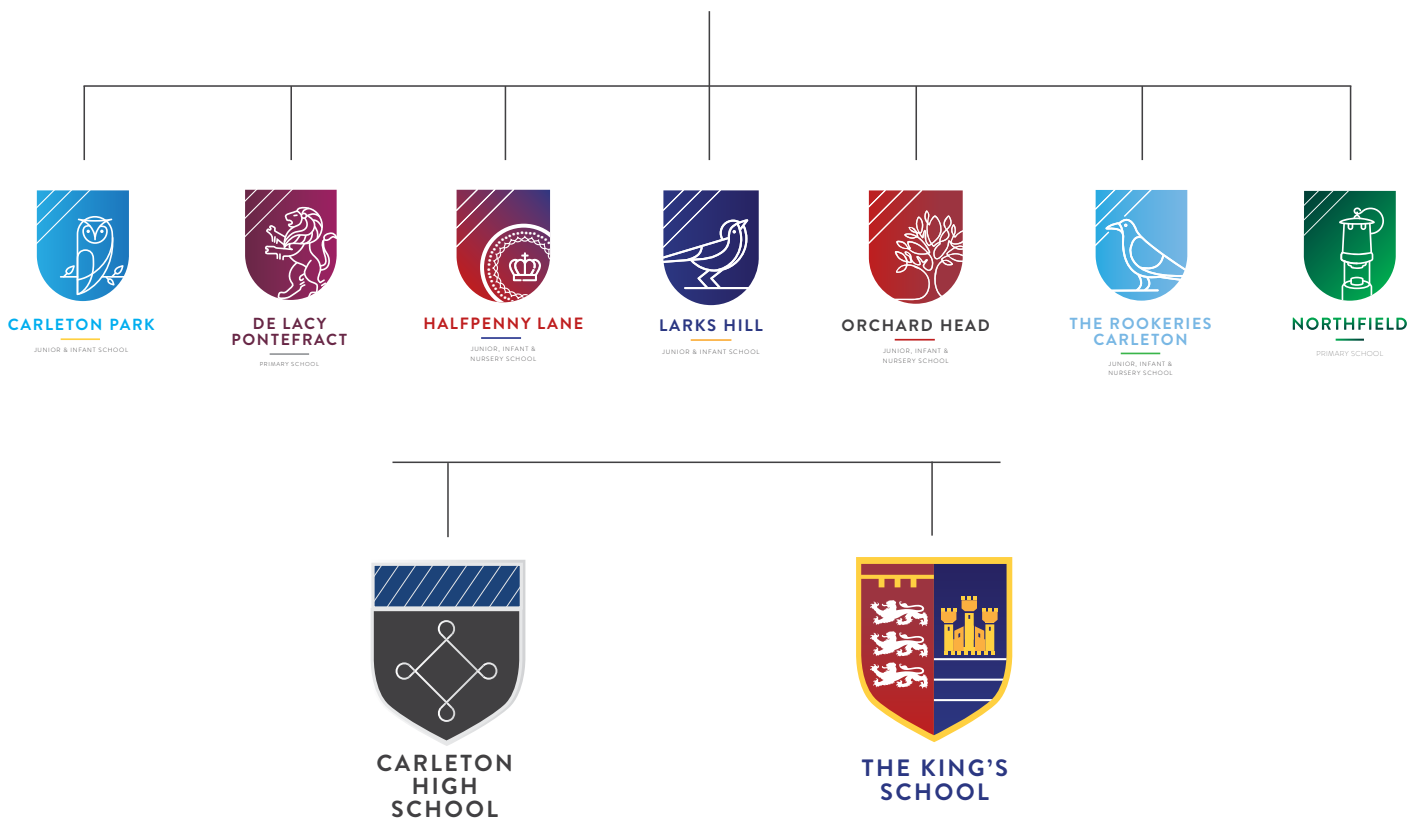
Each school is individual and responds to the needs of its local community to provide the best possible opportunity for its young people. However, being part of a Multi Academy Trust means each school can benefit from shared resources and systems that allow collaboration for the benefit of our children and young people.

9 SCHOOLS

ONE TRUST



PONTEFRACT
ACADEMIES TRUST



About The King's School.

As a proud member of Pontefract Academies Trust, The King's School is renowned for its strong reputation for educational excellence and consistently achieving strong academic results. Established in 1139, The King's School stands as a beacon of education for nearly nine centuries, offering a premier learning experience to the bright minds of Pontefract and beyond. We take great pride in being more than just a secondary school; we are a caring, high-performing community where students evolve into the best version of themselves, proudly carrying the legacy of The King's School.

With a remarkable history spanning over 850 years, our school is deeply rooted in tradition, but it is the people that make The King's School truly exceptional. Our students, with excellent behaviour and as the best ambassadors one could wish for, are a testament to our commitment to nurturing outstanding individuals. Our dedicated team of teachers and support staff, in collaboration with parents, strives to provide a first-class education, ensuring every student receives the opportunities they deserve.

The King's School is more than just a workplace; it is a great place to work. Our staff is the bedrock of our success—everything we achieve is attributed to their hard work and dedication, and we, therefore, ensure they are well looked after.

No matter your role, if you're a part of our school, your contributions will be genuinely valued. Everything we do at The King's School is based on great relationships, and it is important to us that staff are happy in their work. This means a balance of challenge, support, recognition, and plenty of opportunities for development and career progression.

Student Values

Respect

We treat others how we would like to be treated, showing kindness and good manners. We are honest, demonstrate good morals and do the right thing even when no one is watching.

Responsibility

We are responsible for the choices we make and believe that taking responsibility for our actions wins the day. We learn from our mistakes, move forward and improve.

Determination

We believe in ourselves to be the best that we can be and do not give up. At all times we display a 'whatever it takes' attitude; we get on, do it and make it happen.

Excellence

We value our education and aspire to excellence in everything we do. We have high expectations of ourselves, our work and our behaviour, always committed to pushing ourselves to do our absolute best.



What people say about us



"Ever since joining the King's School in my second year as an ECT, I've had consistent access to diverse training that directly influences my classroom practice. The relationships I've built with my subject mentor and the extensive support from the department have been invaluable in shaping and enhancing my teaching practice".

– Early Careers Teacher –

"King's is the place where I have rebuilt my confidence as a teacher and gained an abundance of knowledge and support in just 6 months. Coming from Ireland, I have struggled to find somewhere I felt I belonged and somewhere that would offer the time and understanding until I came here. The support and rapport from all members of staff is phenomenal!"

– Teacher –

"The King's School is a really lovely place to work. The students are well-mannered, polite and engaging. I have always felt well supported by my line manager, peers and have positive relationships with those I manage"

– Middle Leader –

"The inspirational staff of Pontefract Academies Trust believes in the students, staff and community it serves – this shared belief creates an unrivalled positive culture which permeates across the whole Trust."

– Senior Leader –

"Staff who responded to Ofsted's staff survey said they were proud to work at the school"

– Ofsted –

"Staff are passionate and knowledgeable. They teach lessons that are exciting and engage pupils"

– Ofsted –

"95% of staff said they would recommend this school to prospective parents."

Staff Survey



Job Description:

Assistant Headteacher – Inclusion (SENCo)

Reporting to:	Headteacher
Salary:	L13 – L18 (£63,428 – £71,728 <i>per annum dependent on experience</i>)
Term:	Permanent – Full time
School Base:	The King's School

Job Purpose Summary

- To strategically lead the direction and development of inclusion and SEND provision in accordance with the aims and objectives of the school.
- To raise standards of students attainment and achievement across the school by:
 - Liaising with other leaders to ensure the provision of an appropriately relevant and differentiated curriculum for inclusive learning.
 - Providing strategic leadership for all aspects of inclusive education,
 - Developing systems and enhancing Pupil Engagement,
 - Developing effective partnerships with all Children's Services,
 - Developing and enhancing the teaching practice of others.

Key Responsibilities and Accountabilities

- Take a significant lead in monitoring, evaluating and developing the quality of Inclusion and SEND provision across the school and undertake the role of Designated Safeguarding Lead.
- Lead on all child welfare and child protection issues.
- Play a significant role in contributing to operation and strategic planning, specifically the School Improvement Plan and SEF.
- Support the Headteacher in the professional development of the senior leadership team by coaching, mentoring and/or line managing senior colleagues in relation to SEND.
- Undertake a range of rigorous quality assurance activities to report on the impact of school improvement strategies and systems and make recommendations for development and target support accordingly.
- Oversee the development of alternative and additional learning opportunities for a range of student groups including those experiencing difficulties in accessing mainstream learning and teaching, EHCP, students on the SEND register plus other vulnerable groups and those with records of poor behaviour and attendance.
- Support and develop strong working relationships with outside agencies.
- Monitor progress of vulnerable students including those with SEND and evaluate the effectiveness of teaching to guide future improvements.
- Line manage the Assistant SENCo and team of Learning Support Assistants.
- Oversee the development and evaluation of policies and practices across the school including SEND, Safeguarding, Child Protection, Inclusion and attendance.
- To lead curriculum development for the whole inclusion provision e.g. alternative curriculum pathways.
- To lead on the effective provision of inclusive education, including the CPD of all staff, developing and enhancing the teaching practice of all colleagues, implementing improvements where required.
- To establish common standards of practice within the area and develop the effectiveness of teaching and learning styles.
- To keep up to date with national developments in teaching practice and methodology.
- To conduct 'learning walks' and other learning evaluation strategies in accordance with the school policy.



Job description continued

- Be a visible presence around the school every day, both on the corridor and in lessons.
- Attend all school events.

Core responsibilities and duties

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place.
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall vision and values of the Trust.
- Appreciate and support the role of other professionals.
- Work effectively as part of team.
- Attend relevant meetings, as required.
- Participate in training and other learning activities and performance development as required.
- Treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Be proactive in seeking appropriate advice and guidance where required.
- Be flexible and willing to work between different sites as required.

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Performance Management Policy.

Safeguarding

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.

Person specification

			Assessed by	Assessed by
No.	Categories	Essential or Desirable	Application Form	Interview or Task
1.	Education to degree level or equivalent.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Qualified SENCo/NASENCO.	E	✓	
Experience				
4.	An excellent track record of recent, relevant professional development.	E	✓	✓
5.	Responsibility for an area of whole school performance.	E	✓	✓
6.	Experience of effective teaching and performance within a curriculum area.	E	✓	✓
7.	Experience of SEN provision and responsibilities.	E	✓	✓
8.	Innovative use of resources.	D	✓	✓
Abilities and Skills				
9.	Experience of working as a strong leader and as a member of a team in an educational setting.	E	✓	✓
10.	Innovative approaches to working with students, parents, staff, and other stakeholders.	E	✓	✓
11.	Initiate, lead, and manage change programmes.	E	✓	✓
12.	Prioritise, plan and organise.	E	✓	✓
13.	Direct and co-ordinate the work of others.	E	✓	✓
14.	Set high standards and provide a role model for students and staff.	E	✓	✓
15.	Deal sensitively with people and resolve conflicts.	E	✓	✓
16.	A commitment to an open and collaborative style of management.	E	✓	✓
17.	Motivate others.	D	✓	✓
18.	Liaise effectively with other organisations and agencies.	D	✓	✓
Knowledge and Understanding				
19.	Of the principles behind the Core Purpose of the role and potential for raising standards.	E	✓	✓
20.	The principles and characteristics of effective schools.	E	✓	✓
21.	The principles and practices of strategic and operational planning and delivery.	E	✓	✓
22.	Effective review and evaluation procedures.	E	✓	✓
23.	Different methods of consulting with stakeholders.	D	✓	✓
24.	Professional and community links.	D	✓	✓
25.	The application of ICT to effective management and learning.	D	✓	✓
26.	Strategies for ensuring equal opportunities for staff, students, and other stakeholders.	D	✓	✓
Communication Skills				
27.	Communicate the vision and ethos of the school to a range of stakeholders.	E	✓	✓
28.	Negotiate and consult fairly and effectively.	E	✓	✓
29.	Develop and manage good communication systems.	E	✓	✓
30.	Communicate effectively orally and in writing to a range of audiences.	E	✓	✓
31.	Develop, maintain and use an effective network of contacts.	D	✓	✓
Decision making and judgement skills				
32.	Make decisions based on analysis, interpretation and understanding of relevant data and information.	E	✓	✓
33.	Demonstrate good judgement.	E	✓	✓
34.	Think creatively and imaginatively to anticipate, identify, and solve problems.	D	✓	✓

Person specification

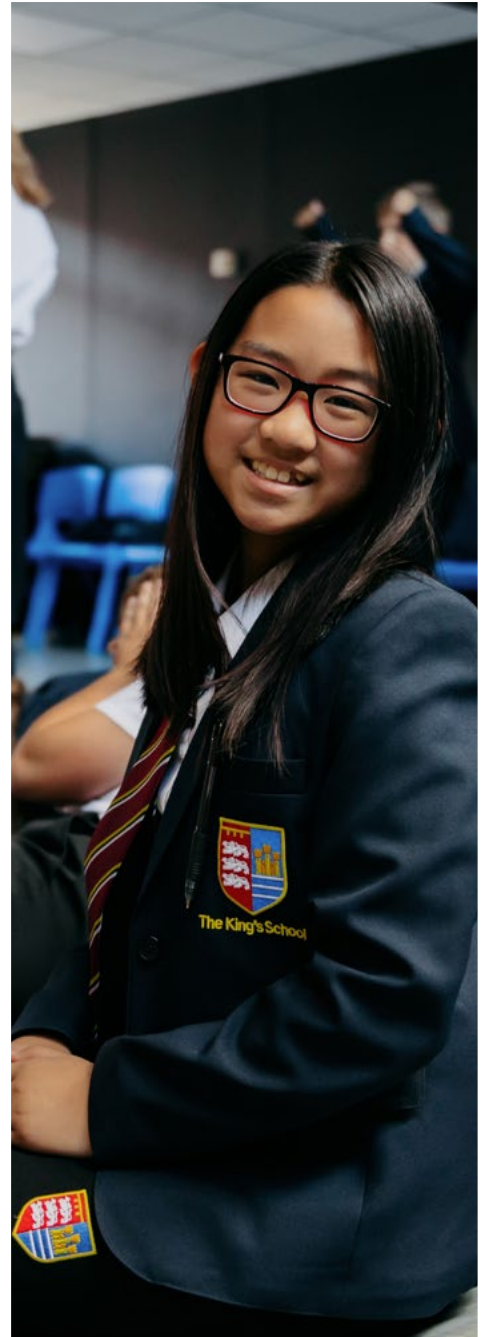
			Assessed by	Assessed by
No.	Categories	Essential or Desirable	Application Form	Interview or Task
Personal Qualities				
35.	A commitment to inclusive education.	E	✓	✓
36.	Evident enjoyment in working with young people and their families.	E	✓	✓
37.	Empathy in relation to the needs of the school and the local community.	E	✓	✓
38.	Ability to inspire confidence in staff, students, parents, and others.	E	✓	✓
39.	Adaptability to changing circumstances/new ideas.	E	✓	✓
40.	Reliability, integrity, and stamina.	E	✓	✓
41.	Personal impact and presence.	E	✓	✓
42.	Prioritise and manage own time effectively.	E	✓	✓
43.	Work under pressure and to deadlines.	E	✓	✓
44.	Seek advice and support when necessary.	E	✓	✓
45.	Awareness and willingness to be involved in partnerships that support the Trust and the school.	D	✓	✓
Professional Ethos				
46.	Committed to supporting and nurturing vision and values of Pontefract Academies Trust.	E	✓	✓
47.	High expectations for self and others and a strong commitment to raising achievements.	E	✓	✓
48.	Evidence of a commitment to your own professional development and impact on practice.	E	✓	✓
49.	Commitment to promote home-school partnerships.	E	✓	✓
50.	High expectations for pupil attendance, behaviour and strategies to meet the personal and emotional needs of every child.	E	✓	✓

How to apply:

Please submit your application via the Face-Ed link on our website at <https://www.pontefractacademiestrust.org.uk/vacancies> before the closing date. Please submit a covering letter which fully addresses the competence outlined in the job description and person specification. This should be no longer than two A4 sides of paper.

Closing date: **Monday 26th February 2024 at 10:00am**
Interview date: **Wednesday 28th February 2024**
Start date: **Easter 2024**

We look forward to hearing from you.



Pontefract Academies Trust

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Pontefract Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant pre-employment checks.