



GREENWICH FREE SCHOOL



**PROSPECTIVE ASSISTANT HEADTEACHER: SENDCO AND SAFEGUARDING
INFORMATION PACK**

January 2018

Dear candidate,

Welcome to the Greenwich Free School.

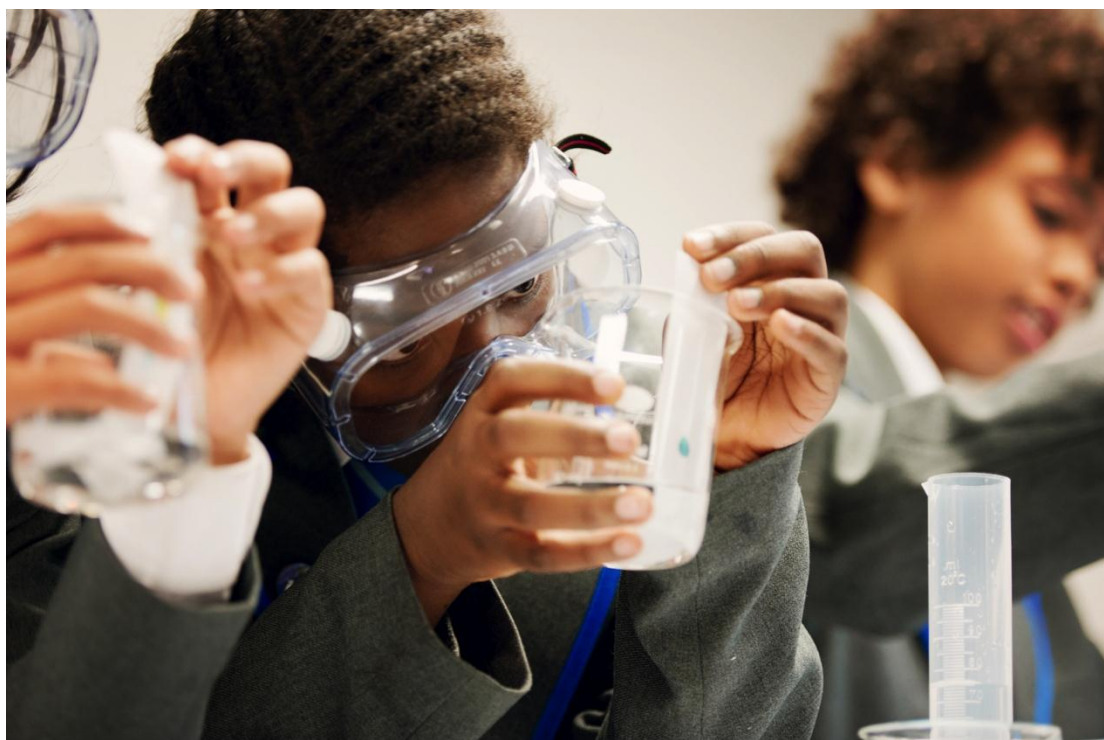
We are pleased you are interested in applying to help lead the Greenwich Free School (GFS). And whilst we know that every school lays claim to being special, we have tried to set out in this pack why we think this role *really is* a particularly distinctive leadership opportunity.

The new SENDCo and Safeguarding lead will ideally assume his or her post in the summer term of 2018. Now in its sixth year GFS achieved considerable success in its first set of GCSE results in 2017. Described in the national papers as among the highest performing schools in the country we are proud of the results our pupils achieved.

There are some key areas of school life that we hold dear that we believe have helped us make rapid improvement and ensure that staff morale is high. We detail these below to help act as a guide to the type of school we aspire to be.

We are proud of where the School is on its journey and of our reputation in the local community. However, as with all schools, we still want to improve and become a beacon for state education. There is still a lot to do and many exciting projects to design and launch, and we are looking for an Assistant Headteacher who can help us take the School on to the next stage of its development.

In summary though, GFS is an innovative and research-oriented school based in one of the UK's most challenging and vibrant educational environments. Our guiding philosophy is that all pupils can succeed if they receive two things: outstanding teaching, and pastoral care. That is what the school was set up to do, and that remains our goal and our belief. Helping to lead the school, and developing this belief, is a superb opportunity for a committed and hard-working school leader to make an impact.



First, though, what is GFS?

We opened in September 2012 as a new Free School - a four-form entry, state-funded, mixed, non-denominational, 11-18 comprehensive school for the children of Greenwich. We are now full at 11-16. The School is extremely popular and is nearly 6 times oversubscribed and staff are hard-working and committed to the school's vision.

We have some very clear 'givens' and below we set out what we think are the most important features of our model.

We invest heavily in the curriculum and believe that the design and implementation of the curriculum and assessment is at the heart of school life. It creates the atmosphere for learning and sets the tone and philosophy for teachers.

Alongside being a school that values the importance of subject disciplines we also invest in high-quality weekly training and have access to world-class development opportunities through our partnerships with a wide range of schools and universities. This means that we can help all staff at the School grow and develop.

We run a compulsory enrichment programme every Wednesday afternoon to ensure all our pupils receive a more holistic education. All of the GFS staff commit to delivering elements of this. We also run a series of 12 'Drop Down Days' throughout the year where the timetable is collapsed, enabling all pupils to undertake day long programmes and activities - for example university visits and trips to museums and theatres - as well as providing space for more intensive subject-led learning, extended academic projects and residential trips/trips abroad.

In a nutshell:

- We have a very strict behaviour code and pastoral support structure ensuring no lesson time is wasted
- We put high-quality teaching at the heart of what we do
- We don't grade individual lessons or ask for lesson plans
- We have one hour of staff training every week and run weekly coaching available for every member of staff
- We have a very clear staff development model, ensuring all staff receive the support and experiences they need to achieve their ambitions
- We have highly structured assessment and support processes ensuring no child is left behind yet ensuring they receive a broad and balanced curriculum offer
- We do not remove students from one subject to get extra tuition in another subject - all subjects are equally valuable at GFS.
- We have relationships with some of the best schools in the country, ensuring staff can develop strong external links with expert practitioners

Candidate profile

Leadership

- You are an outstanding *teacher*, with a strong track record of inspiring and enabling your students and colleagues alike
- You have shown yourself to be an effective, confident leader with close attention-to-detail
- You are a great coach of colleagues, able to motivate, develop and hold your teams to account to deliver distinctive results, whilst attracting their respect.
- You are a thinker: the thought of designing a new way of intervening with students with complex needs, developing new ways to motivate support staff, or designing a new way to appraise teaching methods for students with SEND is immediately appealing to you
- You are able to organise and analyse information effectively to solve problems – and are comfortable thinking analytically about details and conceptually about the big picture
- You relate well to others, demonstrating highly effective written and verbal communication skills
- You are able – and committed – to building and maintaining close and effective partnerships with other schools and organisations
- You embrace the opportunity to step up to take real ownership
- You have a consistent history of setting yourself challenging goals, achieving personal success, achieving excellence and enabling others to achieve excellence
- You can demonstrate the behaviours required to succeed in a challenging urban school environment: self-awareness, resilience, emotional maturity, integrity, personal drive, hard work, strategic-thinking, attention-to-detail, initiative and a willingness to take, communicate and stand by difficult decisions

What next?

For everyone involved, establishing GFS has been, despite the hard work, an immensely rewarding privilege. We hope that having read this pack, you are excited working with the exceptional team we have put together; and joining us to continue our journey to becoming a true 'beacon' of the English education system.

We look forward to hearing from you,

A handwritten signature in purple ink, appearing to read 'R Spiers', is positioned below the text.

Mr Rhys Spiers
Head Teacher

GFS: what we think is special about our school

Vision and values

The school's founding vision is:

“To ensure every pupil succeeds, regardless of background or previous attainment, by providing outstanding teaching and pastoral care.”

From the school's vision come the three underpinning values that are communicated to staff, parents and pupils. These values underpin all aspects of school operations:

Growth: The conviction that improvement is always possible and the determination to continuously develop

Fellowship: The knowledge that the interests of others are as important as my own and the commitment to act as a positive member of the community

Scholarship: The recognition that the acquisition of knowledge and skills is intrinsically valuable and the diligence to pursue mastery of them

Founding mission for the school

In order to deliver the school's vision and values, the Greenwich Free School promises its pupils:

1. Aspiration: GFS will support and challenge pupils to aim high and fulfil those ambitions because we believe every pupil can succeed.

2. Excitement: GFS will create an exciting school environment where pupils are passionate about the content they're learning and expertise they're acquiring.

3. Challenge: So pupils can make a valuable contribution to society, GFS will provide a stretching curriculum that will help them acquire the canon of knowledge they need and fluently apply it to demonstrate real expertise in each subject discipline.

4. Expertise: GFS will prioritise providing excellent teaching and model pedagogy. It will be a great place to work because teachers will be supported to develop their own practice so they are more effective than they would have been elsewhere. This will help pupils make more progress than they would at any other Greenwich school.

5. Enrichment: Beyond the core curriculum, GFS will provide a rich and varied enrichment programme to help each pupil develop as a rounded, skilled individual and develop passions.

6. Community: GFS will create a community of which its pupils feel a part – that they care about, and that cares about them.

7. Discipline: GFS will provide a calm, secure and stimulating environment of which pupils can be proud and where they feel safe.

8. Leadership: GFS will provide opportunities for pupils to lead and work as part of a team.

GFS' ten differentiating features: what makes GFS distinctive?

1. Ethos. We follow a '**high expectations; no excuses; no shortcuts**' approach to attitude, work and discipline – for pupils *and* staff. In practice, that is implemented by insisting on the very highest standards of '**Growth, Fellowship and Scholarship**' in every respect. Of course, many schools will make similar claims. Success depends on **precisely defining** how these values are implemented in each operational policy. At GFS, these values permeate everything from governance discussions to pupil interactions; we hold every member of staff to account for *really* living this ethos and expecting pupils to do the same.

2. Extended day. Acknowledging that there are **no shortcuts to success**, our pupils are at school from 07:50 until 16:00, receiving **30 hours** of high-quality teaching each week - 20% more than most schools offer. In addition, we recognise the importance to some of our pupils of having access to a **stable learning environment** in which to undertake their homework, so the school is open for independent study from 0730 until 1730 each day.

3. Curriculum. Recognising that the design of the taught curriculum is vital, GFS invests in a developing a **carefully tested, evidence-based curriculum and methods of assessment** in all subjects. The curriculum has a traditional, academic (rather than vocational) emphasis, and is based on the notion of **mastering domain-specific knowledge**. As a smaller school, we seek to deliver a more focussed range of subjects, well – with **STEM subjects particularly prioritised**. The curriculum stresses '**depth before breadth**,' which means investing more curriculum time in the core subjects of maths, science and English because these 'building block' subjects play such an important role in unlocking access to other subjects, access to society, and – in the longer term – employment.

Every student at KS3 studies 2 hours a week of History, Geography and Computer Science and they also receive a rich provision of art, music and drama; and all pupils will receive sufficient PE and daily wellbeing classes (which include RS, citizenship and PSHE).

This curriculum is distinctive for what is taught within each subject, and the delivery of the subjects, rather than its composition.

4. Enrichment. In addition to core and breadth subjects, our curriculum incorporates a third strand: enrichment. We want our pupils to love school. We want them to **learn how to focus, persevere, tackle challenges and pick up the many other skills one learns from mastering a challenging hobby**. We want them to develop passions and talents beyond the core academic curriculum. Our enrichment programme also aims to **engage our pupils with school** and provide them with similar opportunities to develop the kind of '**cultural capital**' accessed by pupils at leading independent schools, whilst being **designed and sequenced to reinforce the core curriculum**. So at GFS, every pupil undertakes two hours of mandatory extra-curricular activity a week – and the whole school has twelve full days of enrichment

activity a year where the routine timetable is suspended and pupils learn through more intensive experiences.

5. Teaching. It is uncontroversial that the quality of teaching is the biggest driver of outcomes. We invest in that thesis by recruiting, developing and managing outstanding teachers. We allow teachers time to **develop by observing one another teach** and **undertaking serious curriculum development**. Teachers also receive 60 minutes of more formal, personalised, professional development training each week, with an **internal accreditation scheme** helping ensure the school invests in **developing, embedding and scaling strong practice** in a precise, systematic manner. This model seeks to ensure staff are constantly refining their practice.

6. Leadership and management. We manage our staff rigorously, **recognising and rewarding success – but holding staff to account** where necessary. Staff are invited to subscribe to the highest possible standards when they accept a position at GFS; but in return are offered exceptional development and a distributed model of leadership. This is a **‘high demand; high support,’** model. It means that staff are observed and receive feedback on their teaching more frequently – **six times a year** – and that their **pay is linked to their performance**, with scope for ‘Excellence Awards’ to be granted for distinctive contributions. All **pay rises depend on continued high performance**. Our performance management and pay policies also enable us to swiftly remove under-performers where necessary.

7. Evidence-based pedagogy. GFS operates a **centrally-directed pedagogical model based on evidence**. Staff are actively encouraged to **co-create a constantly improving system based on the latest research into what works** – not just on gut-feel. The school’s leadership clearly articulates what authority sits at school, department and individual level.

8. Assessment. Recognising how measurement drives behaviours, GFS has developed an innovative model of **assessing what pupils can and can’t do**, compared with what they should be able to do, so that teachers can **intervene precisely** to address gaps. The assessment system is **domain-specific** rather than generic – and forms an integral part of the curriculum. It aims to ensure pupils are always focused on progress and how to improve; that they **develop a growth mindset** where the assessment system identifies what they need to learn next, rather than judging how good or bad they are. Our pupils must believe **their capabilities can be developed through dedication and hard work**; that intelligence is not a fixed trait. The inputs to this system are **carefully benchmarked and moderated** against other schools to enable senior staff and governors to quality-assure outcomes through comparison to pupils at other high-performing schools.

9. Pastoral care. As a core part of GFS’ founding vision, we place a high premium on outstanding pastoral care. GFS is structured to feel like a **small school**, with closer in-school communities. Pupils are taught in smaller classes where necessary, with **class sizes differentiated by need**. Form tutors act as a mentors and oversee all aspects of pupils’ progress, with a **performance-management target linked to their tutoring performance**. Pupils spend half-an-hour a day with this form tutor, giving ample opportunity for pastoral support and intervention. We also invest in employing **highly-skilled Student Welfare Officers** and specialist attendance officers to support form tutors in this crucial mentoring and pastoral role. Pupils are *taught* how to behave properly, with more intensive support and therapeutic interventions provided for those falling behind.

10. Collaboration. GFS improves itself and others by working closely with a wide range of

partner schools and partner organisations. Our core premises are to be **intellectually curious about what works elsewhere and generous with spreading practice** we've found to work well. GFS operates as part of the local family of schools, participating unselfishly in fair access, AP and SEND arrangements to maximise our contribution to the wider community.

Job description

Job Title: SENDCO and Safeguarding lead

Reports to: Deputy Headteacher

Responsible for: SEND Provision and Safeguarding (DSP)

Start date: April 2018

Salary: (Inner London) Highly competitive and dependent on experience, with performance bonus

Purpose

- To lead and develop effective practice to ensure that the wellbeing of every child is at the centre of everything we do at GFS
- To lead on all child welfare and child protection issues
- To ensure that all children with special educational needs and/or disabilities grow academically, socially and emotionally
- To lead, manage and inspire GFS' pupils and staff to produce outstanding teaching and academic outcomes for children with special educational or safeguarding need
- To take a leading role in the development, implementation and constant refinement of the school's processes and outcomes
- To assist the Headteacher in the day to day operational responsibilities
- Line management responsibilities

Principal accountabilities

A. LEAD SAFEGUARDING

1. Undertake the role of Designated Safeguarding Lead.
2. Oversee the day-to-day implementation of the school's Child Protection policy and safeguarding guidance (such as the 'Keeping Children Safe in Education' document). Ensure relevant policies are up to date, available and compliant with current legislation.
3. Manage the school's internal safeguarding systems and the online SHARP system for reporting safeguarding concerns, promoting a culture where staff take the safety of students seriously.
4. Ensure that accurate, up-to-date safeguarding records are kept and managed in accordance with the school's statutory obligations and school policies.
5. Represent the school at external meetings and events including TACs, TAFs, CINs, CP case conferences and lead on the support for LAC.
6. Oversee the school procedures for trips, visits and events.

7. Liaise with external agencies and services such as the police, CAMHS and the borough as necessary, attending relevant meetings and updates.
8. Hold other staff members to account for following the school's safeguarding procedures.
9. Communicate safeguarding trends/needs across the school using agreed methods and lead on the delivery and organisation of staff/student training as appropriate.
10. Provide support, advice and expertise about safety, safeguarding and referrals.
11. Oversight of prevent duty and radicalisation and provide regular staff updates.
12. Working alongside the deputy DSL, be available in person or on the phone to discuss safeguarding concerns.

B. LEAD SEND PROVISION

1. Provide strategic direction for SEND provision and ensure that the school's statutory obligations in relation to SEND are met.
2. Oversee the day to day operation of the school's SEND policy and the Code of Practice.
3. Co-ordinate provision for students with SEND, including co-ordinating the identification and assessment of need for all new pupils and for referrals from teaching staff or parents.
4. Monitor and evaluate the impact of teaching and learning on the progress made by children with SEND in order to support the development of high achieving classrooms which support and foster the achievement of pupils with additional learning needs.
5. Analyse data and conduct observations and interviews to provide timely and targeted intervention for those who need it. Monitor the quality of such interventions to ensure that they are having the desired impact and represent a good use of school resources.
6. Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
7. Identify and adopt strategies for ensuring children with a profile of SEND achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at that level.
8. Oversee and be responsible for the maintenance of accurate records on all students with Special Educational Needs and/or Disability and ensure that these are shared appropriately and effectively with all relevant school staff.
9. Oversee and monitor the quality of pupil profiles and plans to ensure high quality provision for pupils with a profile of SEND.
10. Influence the GFS Learning and Teaching policy to ensure that it supports inclusive teaching.
11. Co-ordinate transition arrangements for all pupils with profiles of SEND and liaise with other schools to ensure continuity of support and learning when transferring pupils with profiles of SEND to GFS.
12. Liaise with the parents of students with Special Educational Needs and/or Disability.
13. Liaise with external agencies, including local authority support services, and provide detailed information on pupil progress.
14. Prepare reports relating to the work of the SEND Team to be made to the Headteacher, Governing Body, and other stakeholders.
15. Oversee and be responsible for the SEND budget.

16. Maintain an up-to-date expert knowledge of educational developments, innovation and best-practice in teaching, learning and curriculum design; and relevant aspects of national policy and regulations; to ensure GFS responds appropriately.

E. LEAD, MOTIVATE AND DEVELOP STAFF

1. Lead a team of SEND support staff and the school's Safeguarding Team.
2. Ensure that SEND support staff members are effectively deployed to meet pupil needs.
3. Identify the training needs of SEND support staff and ensure that these are met.
4. Identify the training needs of the whole staff body in relation to SEND and safeguarding and organise/coordinate INSET and CPD accordingly.
5. Participate in arrangements for the appraisal of the performance of teaching staff as set out in the school's performance management policy.
6. Provide professional advice and support for teaching staff, including disseminating strategies that support all staff in their work with pupils with a profile of SEND.
7. Provide strategies to staff support pupils with SEND to meet the school's demanding expectations in the area of behaviour for learning.
8. Inspire and enthuse colleagues by personal example; providing consistent motivational leadership, development, support and challenge of pupils and staff to enable them to deliver distinctive results.
9. Lead and coach designated members of staff to develop the capacity of the school's workforce, with a particular focus on the school's middle leadership and SLT.
10. Participate in the recruitment and development of teaching and non-teaching staff.

DEVELOP THE SCHOOL'S ETHOS AND VISION

1. Communicate effectively to ensure that all parts of the GFS community are kept informed.
2. Develop strong relationships and collaborative ways of working with all stakeholders.
3. Create a culture where all members of the GFS community respect and support others and their physical surroundings.
4. Epitomise GFS' vision and values of Growth, Fellowship and Scholarship, and at all times adhere to the staff code of expectations.
5. Contribute to the culture, ethos and ideas of the school.
6. Help to maintain/establish discipline across the whole school.
7. Develop strong, positive relationships with pupils, staff and parents; modelling high standards and expectations whilst attracting the respect of all stakeholders.
8. Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
9. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by reviewing your own practice, being open to feedback, and seeking opportunities to build your capabilities.

10. Develop an ethos that ensures regular involvement of students and staff in the development of the GFS model – and which encourages leadership and independence.
11. Be accountable, along with *every* other member of staff, for ensuring that your actions contribute to pupils being:
 - a. **Excited** by – and happy at – school;
 - b. **Committed** to doing the best they can;
 - c. **Skilled** enough to make a valuable contribution to society and the economy;
 - d. **Knowledgeable** about key subjects;
 - e. **Reflective** about their learning by understanding how they learn;
 - f. **Aware** of their community and willing to play a constructive role in it.

F. UNDERTAKE OTHER LEADERSHIP RESPONSIBILITIES OR DUTIES COMMENSURATE WITH THE POST, AS DIRECTED BY The HEADTEACHER.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the School at the reasonable discretion of the Governing Body.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified to at least degree level. • Qualified to work and teach in the UK, with QTS or equivalent or in training 	<ul style="list-style-type: none"> • Advanced professional or academic qualifications. • DSP training • National award for SENDCo • Other relevant SENDCo training/qualifications
Experience	<ul style="list-style-type: none"> • Significant experience working with children with SEND • Safeguarding matters children affecting school aged children • leading and managing a high-performing team • Working with secondary age pupils to raise achievement • Proven record of significantly raising achievement and progress across age and ability ranges and of helping pupils achieve impressive examination outcomes • Track record of delivering consistently outstanding lessons to secondary pupils of all abilities 	<ul style="list-style-type: none"> • Previously worked as a SENDCo/deputy • Previously worked as DSP/deputy. • Teaching pupils from backgrounds of socio-economic disadvantage in at least one urban, multi-cultural setting. • Experience of leading the development of a new programme, enterprise or school.
Knowledge	<ul style="list-style-type: none"> • Safeguarding and SENDCo statutory requirements • Understanding of the demands of leading a high-performing department or team, including excellent knowledge of current educational developments and initiatives relating to teaching, learning and curriculum design. • A proven understanding of how to coach other staff to achieve outstanding teaching practice and how to implement effective strategies to raise learning standards. • Knowledge and experience of Safeguarding and Child Protection. 	<ul style="list-style-type: none"> • Deep knowledge of developments in educational policy and pedagogic developments in relation to support for students with SEND • In-depth understanding of current national/local guidance in relation safeguarding and SEND
Skills	<ul style="list-style-type: none"> • A proven ability to lead, enthuse and inspire a committed and highly effective teachers • An effective leadership and management style that encourages participation and innovation. • An ability to use data to inform and 	<ul style="list-style-type: none"> • A deep understanding of educational reforms and school performance data relating to students with SEND.

	<p>diagnose weaknesses that need addressing, and ability to plan effectively in order to raise standards</p> <ul style="list-style-type: none"> • The ability to lead, coach and motivate staff within a performance management framework, supporting their development and effectively challenging and managing any underperformance. • Excellent interpersonal skills – and effective oral / written communication skills with children, staff and parents. • The ability to skilfully develop and maintain positive relationships with pupils, parents, colleagues and other stakeholders. • Well-developed planning and organising skills – including time management, prioritisation, delegation and decisiveness. • Sound judgement and problem-solving skills 	
Motivation	<ul style="list-style-type: none"> • A willingness to be fully engaged in the whole life of the school, including extra-curricular activities. • A clear vision for GFS, aligned with our current vision and values. 	
Attributes	<ul style="list-style-type: none"> • A high degree of emotional and effective intelligence. • Exceptional attention to detail. • Gravitas and presence as a senior leader, and the ability to inspire confidence, trust and respect from those you lead. • Humility; the ability to self-diagnose strengths and weaknesses; and a proactive, reflective approach to self-development. • The passion, resilience, maturity and optimism to lead through day-to-day challenges, while maintaining a clear strategic vision and direction. • Confidence and motivation to be decisive and effective under pressure. • A high level of honesty and integrity. • A sense of humour! 	

Application and assessment process

Closing date for applications: 09:00 Monday 3rd July, 2017

Interviews will be held: Thursday 6th July 2017 (precise dates to be confirmed to shortlisted candidates)

If after reading the enclosed information you would like to apply, please click the 'apply now' button via the advert on the TES portal <https://www.tes.com/jobs/employer/the-greenwich-free-school-1062931> to complete the online application form and ensure you include a supporting statement setting out why you feel you are suitable for the role in an evidence-led way that addresses the key requirements of the job by 09:00 Monday 3rd July 2017.

References will be sought for shortlisted candidates prior to the interview date.

Safe Recruitment

GFS is committed to safeguarding and promoting the welfare of children and young people; an enhanced CRB check will be required for this post.

Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Probation

All new staff are subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed.

Contact and queries

Please contact Victoria Hemmings with all enquiries:
vhemmings@greenwichfreeschool.co.uk