

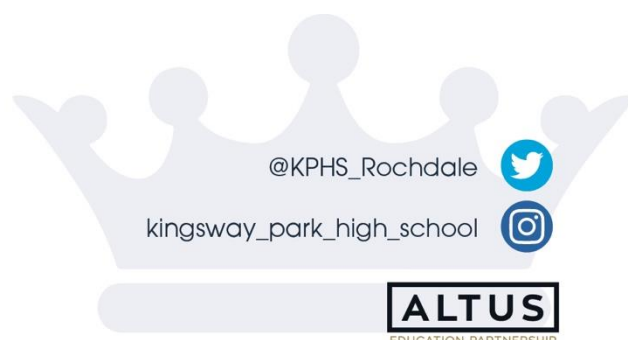


Title: Assistant Headteacher: Additional Needs and Senco

Application deadline: Monday 27 December 2023 at 9.00am

Interview: W/C 4 December 2023

Candidate Information Pack





Dear Applicant

We would like to extend a warm welcome to you in applying for the post of Assistant Headteacher: Additional Needs and SENDCO at Kingsway Park High School. This role will provide the successful candidate the opportunity to lead the schools unique Avenue (SEND) provision, adapt and embed the schools onsite alternative provision, lead the focus of SEND across the wider curriculum and take on the vital role of SENDCO within the school. You will not be expected to do this on your own. The school have heavily invested within this area with an Assistant Senco, 4 additional foundation teachers one of which with Lead Practitioner status and another with a TLR for AP curriculum development as well as a large team of HLTAs, TA3's, TA2's and behaviour mentors.

As part of the Altus Education Partnership, the mission and values that underpin the direction for our school are clear and form a key area of alignment that will be needed for the role.

I would encourage you to review these alongside our statement of intent: "We Co-operate, We Pioneer, We Belong" on our website, as they will tell you all that you need to know as to whether this school is the right place for you. This is so important that we are a right fit for you as much as you are for us.

Kingsway Park High School is proud to be a vibrant, inclusive and diverse comprehensive school. We provide an individualised curriculum offer for all students regardless of their starting point, gender, ethnicity, faith or need. We seek to nurture and develop the whole child not just ensuring each students academic potential, but also preparing them as a socially responsible citizen who can flourish in society and give back to their local community. We seek to remove those barriers of inequity that prevent equality of opportunity so that all students can aspire and be inspired to realise their dreams. We also respect and recognise that success feels and looks different for each and every one of our students.

This school has soul and a true "family feel." The staff here work relentlessly in the pursuit of excellence for this community and the students we serve.

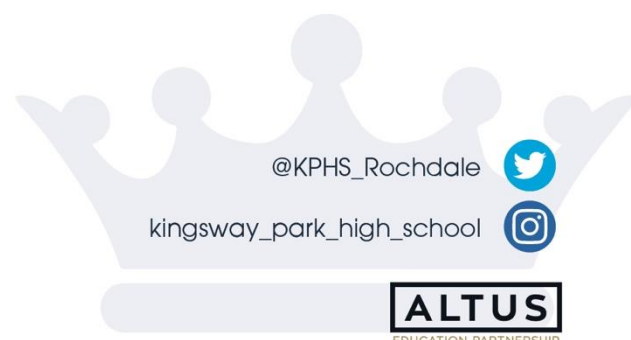
Our challenge is to continue to develop the school's culture and unique offer while improving aspirations, learning and achievement. This is not something that is possible for any one individual but requires a team of passionate, dedicated and committed staff, supported by a strong and principled senior leadership team. It is only through this collective responsibility and partnership working, that we can achieve a world-class learning experience for all.

If you are excited by what you have read and feel that you can support in elevating Kingsway Park High School, during its next stage of its journey, we look forward to receiving your application.

Yours sincerely



Mr Simon Ward – Headteacher





Application

1. Complete the Altus Education Partnership application form.
2. Provide a supporting statement of no more than two sides of A4 which should address the criteria in the person specification.
3. Send your completed application form by email to recruitment@altusep.com

Deadline

The deadline for the post is Monday 27 November 2023 at 9:00am

Interviews will be held on W/C 4 December 2023.

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

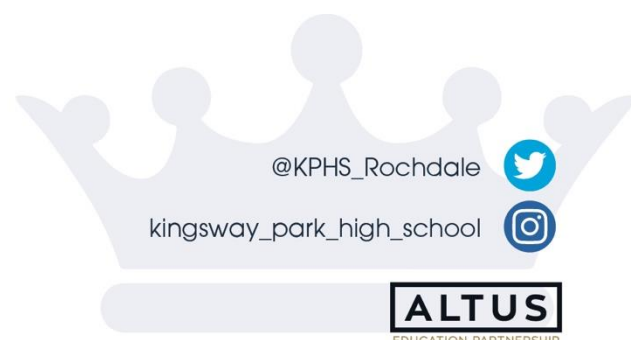
For an Application Pack

1. Visit www.kingswaypark.org or www.altusep.com
2. Telephone: 01706 716761

Reward Package & Additional Benefits

We offer a comprehensive package, including membership of our outstanding Teachers' Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including:

- Our Cycle to Work Salary Sacrifice Scheme
- Free access to Employee Assistance Programme, offering guidance, support and counselling on a range of subjects





Background Information

Kingsway Park High School

Kingsway Park High School was established in 2010 and joined the Altus Education Partnership in February 2022. We are now a very popular oversubscribed school (1350 students in years 7-11 and 190 staff) located in central Rochdale. We are very proud of the high-quality facilities, resources, and environment that we provide for both staff and students.

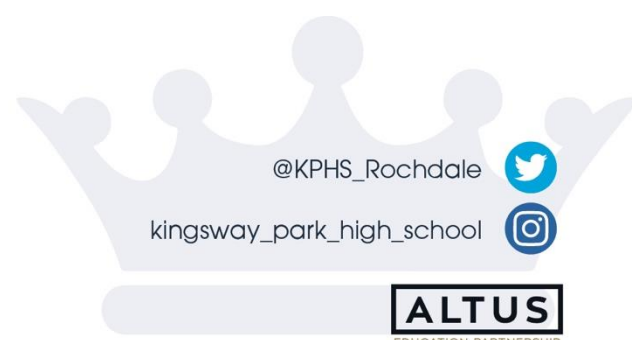
At Kingsway Park High School we strive to transform students' lives. Through our relationships, we endeavour to instil both resilience and an intrinsic motivation to become confident, creative and highly skilled students, capable of meeting tomorrow's challenges head on. We strive to establish a culture rooted in achievement and progress that encourages our students to grow academically, personally and socially; equipping them with the values of equality, fairness and openness. We pride ourselves on our relentless drive to achieve outstanding, high-quality teaching that provides a safe, supportive and encouraging environment for all our students to be able to realise their academic potential in pursuit of educational excellence.

Altus Education Partnership

The Altus Education Partnership is a Multi Academy Trust and was established in April 2017 by the Governing Body of Rochdale Sixth Form College, an outstanding A-Level provider founded in 2010. The college was awarded Outstanding status by Ofsted in 2013 and has developed a national reputation for excellence, having been used in Ofsted case studies for sharing best practice. The development of the Trust stemmed from a commitment to raising aspirations and improving the life chances of young people throughout the borough of Rochdale. In 2019 the Trust was successful in its application to open a new free school, the Edgar Wood Academy, which serves the local community in Middleton and Heywood.

We are committed to supporting all children in their academies to progress to a successful career, life and employment path of their choice.

All our academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all academies in the Trust.





Altus Education Partnership Values

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – 'if one fails, we all fail'.

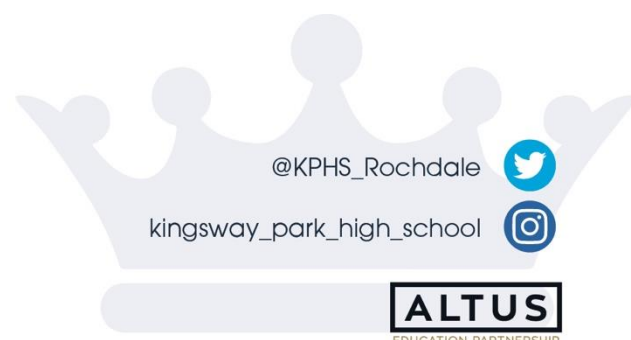
The Ambition is that by the time students leave they will:

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.
- Above all, staff at Altus Education Partnership are committed to their students and demonstrate this through their daily conduct and interaction.





Role Description:

Job Title:	Assistant Headteacher: Additional Needs and Senco
Reports to:	Deputy Head Teacher- Behaviour and attitudes
Staff Responsibility:	Leadership, management, and delivery of whole school additional needs procedures and practices, including SEND provision, ordinary available provision for SEND, internal alternative provision and deployment/leadership of HLTAs, TA's and behaviour mentors
Additional:	As Assigned
Remuneration:	L12-16
Contract:	Permanent – Full Time
Start Date:	January 2024

Job Summary:

To contribute to the development and strategic leadership of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a nurturing, safe and secure environment. The school is enriched with the behaviour's and values of trust, integrity, professionalism, respect, kindness, and effective communication which extends beyond the school into the wider community.

Altus Education Partnership is committed to safeguarding and promoting the welfare of children, young people and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS disclosure.

Primary Purpose:

At Kingsway Park High School we care for, nurture and develop the whole child while improving aspirations, learning and achievement for all. In addition to ensuring each student's academic potential, we also prepare them to be socially responsible citizens who can flourish in society and give back to their local community. The role of Assistant Headteacher: responsible for additional needs is to work with other leaders and staff within the school to remove any barriers of inequity, which prevent equality of opportunity so that all students (regardless of their individual SEND or behaviour need) can aspire and be inspired to realise their dreams.

You will also lead our specialist provision known as Kingsway Avenue. Kingsway Avenue has been created to cater for children with additional needs – some of which are supported by EHCPs, some at school level and

kingsway_park_high_school





some who receive a bespoke provision based on individual need. The model is based on the principles of building strong relationships between staff and students, catering for complex individual needs and offering an extended transition to Secondary School. We mirror a primary model (a main teacher, dedicated TAs, a base classroom), deliver an integrated Humanities curriculum in a structured setting and ensure the needs of all students regardless of need are met appropriately. The aim of this model is to increase students' social development, confidence, and sense of belonging which over time will lead to their improved attendance, behaviour, engagement, and outcomes. We also ensure the students have access to appropriate secondary based lessons by conducting some lessons including PE, Art, Technology and Science in specialist areas. The successful candidate may also be required to deliver Key Stage 4 lessons in their specialist area and deliver content to small groups of students within our onsite alternative provision.

Principal Responsibilities:

- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies.
- Undertaking responsibilities as a teaching member of the school.
- The leadership and day-to-day management of the SEND policies and structures in line with the context of the vision, ethos, aims and goals of the school. This is inclusive of both the mainstream and Kingsway Avenue SEND Provision.
- Develop and monitor systems of guidance and support designed to assist staff in maximising student participation and attainment.
- To work with leaders within the school to deploy support staff (TA's, HLTAs and behaviour mentors) and Teachers of SEND effectively across the school, to maximise individuals identified with SENDs learning and progress.
- Raise awareness and understanding of SEN strategies across the schools to enable teachers to be more effective in teaching students with SEND.
- Co-ordinate strategies to achieve identified school improvement.
- Lead whole school work on SEN and Disability equality issues.
- Oversight of whole school SEND practice and perform regular reviews and evaluations of its effectiveness, in partnership with other key leaders within the school.
- Assess and support SEN admissions and assessments, disseminating information as appropriate.
- Evaluate and report on the effectiveness of additional specialist support, suggesting areas and strategies for improvement.
- Ensure the provision within Kingsway Avenue (Kingsway Park High Schools SEND Provision) is in line with the rest of the school and the students have equity in their curriculum.
- Lead professional development through example; support and co-ordinate the provision of SEN professional development for staff.
- Ensuring the effective use Pupil Passports across the school to inform effective communication of students needs.
- Ensure the legislation outlined with the SEND Code of Practice, 2015 is followed within the school.
- Reviewing the school SEND policies in line with, local national and legislative changes
- Having overall responsibility for the SEND lists, ensuring that Code of Practice guidelines are observed
- Liaising with the Examinations Officer and class teachers to co-ordinate access arrangements and ensure JCQ guidelines are adhered to.
- Use financial and resource management innovatively and wisely.
- Build effective links with relevant groups in order to develop plans to meet output targets

@KPHS_Rochdale

kingsway_park_high_school





- Work with parents, community groups, schools, local and national bodies, teaching and non-teaching staff, LA SEND support teams.
- Ensure effective and timely communication/consultation, as appropriate, Parents, Governors, SLT, teaching staff, support agencies.
- Represent the school's views and interests at relevant meetings.
- Ensure that SEN commitments are effectively and efficiently time-tabled and roomed.
- Active involvement at KS2 and KS5 transitions phases to ensure SEND students have a robust transition at both key stages.
- Promote and support teachers in raising student's skills and attainment across the curriculum.
- Encourage motivation and enthusiasm in acquiring higher level skills developing positive responses to challenges and high expectations.
- Actively monitor and follow up progress. Monitor and evaluate data to identify trends in performance and issues for development as part of the school development plan.
- Make timely referrals to external agencies, such as CAMHS, #Thrive, Occupational Therapy (OT), Rochdale Additional Needs Team (RANS), Speech and Language (SALT) and others alike.
- Identify, update and take appropriate action, on issues arising from data, systems, policies and reports.
- Produce and analyse reports on SEN student performance.
- Work with the Local Authority SEN team to ensure EHCP provision is in place for individuals and follow the SEND Code of Practice (2015) to ensure EHCP regulations are adhered to.
- Have oversight of the recording of 'Assess, Plan, Do, Review' process to provide evidence of SEND support, and application for EHCPs, where appropriate.
- To run whole-school CPL sessions.
- Lead the design, evaluation and quality assurance of the internal onsite alternative provision in conjunction with the foundation teacher who has TLR responsibility for curriculum design and partnership in this area
- Ensure those students accessing additional needs provision make progress and secure progression on to a post 16 pathway
- Ensure flexibility within additional needs provision with a goal to reintegrate students into the standard curriculum offer where appropriate when interventions have been successful
- All staff are fully expected to contribute to the shared objective of "We Co-operate, We Pioneer, We Belong".

Other Responsibilities

- To liaise with the pastoral team to support with early help assessments, Child In Need and other formal assessments or referrals where appropriate.
- To work with all faculty areas in the school to develop and strengthen SEND knowledge and skillset.
- Contribute to subject reviews, school development plan and formal reports to Governors.
- Reporting to governors and SLT on SEND provision and vulnerable groups.
- Updating any appropriate policies within SEND.
- To target interventions towards students who are regularly late to school and struggle with punctuality from the SEND cohort.
- Being a role model for both students and staff and being a presence around the school.
- To take an active role in the school performance management system to review own progress, and those within the SEND Team and set targets for future development.

@KPHS_Rochdale

kingsway_park_high_school





- Oversight and allocation within the SEND social time duty rota, to ensure a variety of provisions are in place for students with SEND, at unstructured times.
- To attend Trust and Local Authority SENCO Cluster meetings, to build strong links with colleagues and ensure full awareness of how SEND is managed within Altus and Rochdale LA.
- Oversight and allocation of TA and Teacher of SEND (Foundation Teachers) timetables, to maximise impact.

General Responsibilities

- To be an ambassador for the school and consistently embody the school intent of 'We Cooperate. We Pioneer. We Belong.'
- To model the core values of the school in your professional life and to promote and develop the school's vision, ethos, aims and objectives.
- To establish a culture that promotes excellence, equality, and high expectations for all students. This should be replicated across all subject areas within your faculty.
- To respond professionally to unplanned situations, crises, and emergencies whenever they arise to ensure the safety and efficiency of staff and students of the school.
- To attend meetings with external agencies and organisations. Work with other faculty leads to share good practice and constancy across all curriculum areas at KPHS.
- To foster and support extra-curricular activities in the interest of the school community e.g. school productions, concerts, sports activities, trips, and excursions.
- Contribute to the strategic planning of the whole school calendar, ensuring its effective communication with all staff.
- Ensure the effective collaboration, co-operation and co-production between Trust central services and the school related to areas of responsibility.
- Teach within your area of specialism and be adaptable if required to meet the need of the school.
- Ensure the activities in which students are engaged in both inside and outside the classroom are conducted in a disciplined, safe and healthy environment and in line with school policy

Whole-School Organisation, Strategy and Development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures to support the schools' values and vision.
- Make a positive contribution to the wider life and ethos of the school.
- Actively participate in KPHS daily duty rota in line with expectations of other senior leaders
- Regularly contribute to internal CPL delivery, briefings, school newsletter and assembly rota.

Health and Safety

- To take on additional responsibilities as directed by the Headteacher and/or SLT link including Actively and dynamically engage in duties as required. Exemplify how duties are conducted as a means to form positive relationships with students.
- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

@KPHS_Rochdale
kingsway_park_high_school





- Be aware of and support difference to help ensure everyone has equal access to the services of the college and feels valued, respecting their social, cultural linguistic, religious and ethnic background.
- Look after children who are upset or have had accidents.

Professional Development

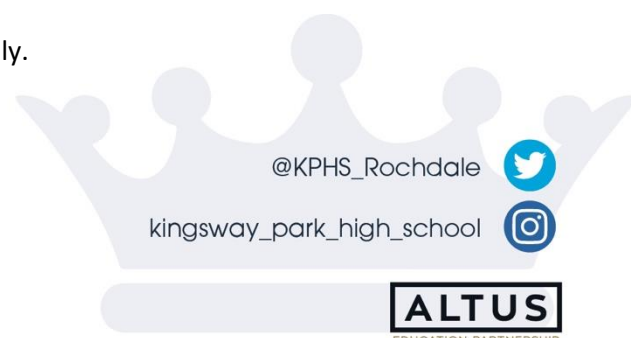
- Participate in arrangements for professional development as outlined in the school development plan or identified through the appraisal process and take responsibility for own development. Encourage all staff within your faculty to actively engage in both pedagogical and leadership CPL to regularly improvement of existing practice.
- Keep your own knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's performance development procedures.

Personal and Professional Conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Any other reasonable duties as requested by the Line Manager, Headteacher or member of the Senior Leadership Team that are not specified in this job description.
- Respect individual differences and cultural diversity.
- Work actively to create an ethos that promotes equality, celebrates cultural and academic diversity, and ensures the inclusion of students of all abilities, including those with special educational needs.
- Establish good relationships with both staff and students that promote the achievement of learning, whilst maintaining a purposeful and positive atmosphere in the classroom
- Co-operate with other leaders and colleagues to ensure the achievement of the aims, values and visions of the school are demonstrated consistently across the school.

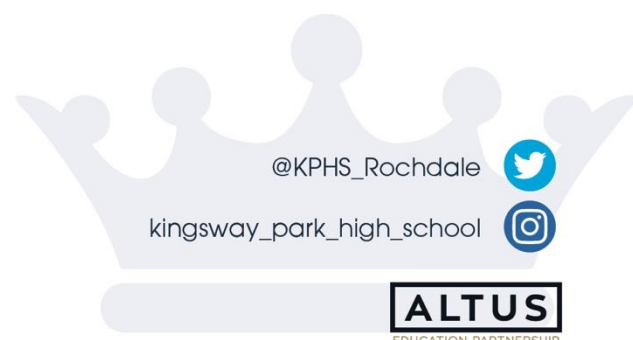
Professional Attributes

- The ability to consistently model the values and ethos of the school.
- Effective communication with parents, students, staff and governors.
- An ability to analyse complex situations and to plan appropriate course of action.
- The ability to think creatively and strategically.
- Inspire challenge and develop individuals and teams of people.
- Ability to plan, organise and prioritise so that time is used effectively.
- Encourage ideas from other people
- Ability to plan ahead, identify problems and offer solutions.
- Deal with risk and uncertainty.





- An ability to listen, reflect and have the capacity to be flexible.
- An awareness of recent trends and developments in education.
- A commitment to continuing own professional development.
- Strong knowledge and understanding of SEND practice .
- A passion for teaching and learning.
- A commitment to achieving the best for young people regardless of their social background or ability.
- Resilience and optimism in the face of challenges.
- Integrity.
- Attention to detail.
- Decisiveness, consistency and an ability to focus on solutions.
- Courage and conviction.
- Ability to deliver a consistent approach with regards to discipline.
- Stamina to cope with the diversity within the role.



Assitant Headteacher: Person Specification

		Assessed by:				
No.	CATEGORIES	App Form/ Letter	Interview	Lesson	Refs	Results Sheet
ESSENTIAL CRITERIA						
1.	A high-quality degree	√				
2.	PGCE with QTS/ QTLS and membership with DfE	√				
3.	NASENCO qualification or equivalent (or willingness to qualify in year 1 of post)	√				
4.	Ability to engage with students, inspiring learning & promoting success	√	√	√	√	
5.	Very good classroom practitioner with a passion for teaching subject at KS3 and KS4	√	√	√	√	
6.	Understanding of assessment design and successful utilisation of assessment as a tool to secure student performance and curriculum development for SEND students	√	√	√	√	√
7.	Knowledge and application of active learning and teaching styles	√	√	√	√	
8.	Evidence of dynamic and innovative practice and leadership of others	√	√	√	√	
9.	Successful record of teaching including quality KS4 results.	√			√	√

10.	Evidence of leading teams and developing/supporting staff to secure improvement	√	√		√	
11.	Evidence of leading adaptation and personalisation of quality teaching, learning within a department /team for SEND	√	√	√	√	√
12.	In depth SEND knowledge and experience	√	√		√	
13.	Ability to contribute positively to teams, share ideas & develop resources co- operatively	√			√	

14.	Ability to be adaptable & flexible to situations which may arise in school	√	√		√	
15.	Effective inter-personal & communication skills	√	√	√	√	
16.	Commitment to valuing the individual and boosting their self-belief and worth – an unconditional positive regard for young people	√	√		√	
17.	Commitment to the schools ideal of “We Co-operate, We Pioneer, We Belong”	√	√		√	
18.	Commitment to working in collaboration with SLT and staff in a relentless pursuit of excellence	√	√		√	
19.	Commitment to high standards & expectations of both staff and students	√	√		√	
20.	Commitment to professional learning & institutional improvement	√	√		√	

21.	Commitment to high professional & personal standards of work & conduct	✓	✓		✓	
22.	Determination to promote equality of opportunity		✓		✓	
23.	Ability to offer enrichment & contribute to wider college life	✓	✓		✓	
24	Commitment to professionalism, sharing, teamwork & collaboration	✓	✓		✓	
DESIRABLE CRITERIA						
25.	Wider specific needs related qualification and or experiences	✓	✓			
26.	Able to use interactive ICT systems for learning and teaching	✓	✓			
27.	Experience of managing a large diverse team.	✓				