

# PINNER

## HIGH SCHOOL



### COORDINATOR OF SPECIAL EDUCATIONAL NEEDS

CANDIDATE INFORMATION PACK

Inspiring Learning

Beaukeu Drive, Pinner, HA5 1NB  
[www.pinnerhighschool.org](http://www.pinnerhighschool.org)

Dear Applicant,

I could not be more excited about Pinner High School, present and future. I have the best job in education: leading a new project with supportive local schools committed to sharing their expertise; an aspirational and involved community; a fabulous site, part way through a major refurbishment. The future is exceptionally bright.

I am now looking for exceptional colleagues who can join me on this journey. Our opening year was a great success, with very positive inspections from the Department for Education, the Harrow Academies Trust and independent consultants 'B11' noting that we 'have the model for an Outstanding school'. We were delighted to be featured in the Parliamentary Review 2017, showcasing best practice in education nationwide. At the end of our first year, parents, students and staff all rated us as 'Outstanding' in all categories. More important than all of that, we have happy students who are keen to learn, who have settled well into a busy and active secondary school life.

Whilst our opening year has been extremely successful, our new colleagues will help lift us to new heights. As we grow from 300 to 1,162 students and complete our refurbishment programme you will ensure our students continue to make exceptional levels of progress and receive first class pastoral care, with access to the highest quality enrichment activities: everything that is involved on our school motto 'Inspiring Learning' that makes our school an excellent, inclusive one for the whole community.

Whilst setting up Pinner High School is immensely rewarding, establishing a new school is certainly challenging. Before opening I created a uniform, met with our local Councillors and Member of Parliament, selected the type of flush mechanism for the toilets, and developed expertise in drainage solutions for DT classrooms. Now open, the school feels more familiar, but a role at Pinner High School is a varied one that will expand your professional horizons. Our first group of students are our trailblazers, and our new colleagues will need the same pioneering mind set: a flexible approach, a 'can-do' attitude and a determination to make an impact on a successful, growing school. The ability to offer more than one subject may be an advantage.

No matter how strong the foundations, an organisation is only as good as its people. The Pinner High School that we build together is one where colleagues are valued for the contributions they make to the lives of our young people. Over 500 people have applied to work at the school since it was proposed, and I have exceptionally talented and hard-working colleagues. We achieved the Investors in People Health and Wellbeing Award in our first year of opening, and new teachers will share a commitment to a healthy work-life balance.

If Pinner High School sounds like it is right for you, complete the application form in full and submit a personal statement, of no more than two sides of A4. A target from our most recent Department for Education 'new school monitoring visit' is to "maintain the momentum of our innovative and exciting school". In your personal statement explain why you want to work with us, why you are the best person for the role, and what you would do to address this target if you are appointed. Applications must be emailed to [careers@pinnerhighschool.org](mailto:careers@pinnerhighschool.org). Please include your name and the role for which you are applying in the subject line of the email and in the file name with which you save your application.

I look forward to hearing from you.

Chris Woolf, Headteacher

# COORDINATOR OF SPECIAL EDUCATIONAL NEEDS

Reports to: The post holder will report to the Deputy Headteacher  
Start date: 1 September 2018  
Salary: Main Pay Scale or Upper Pay Scale as appropriate, TLR 2c (£4,224)  
Hours: Full time  
Leave: As set out in STPCD and / or Burgundy Book

We encourage you to read our website carefully and familiarise yourself with our prospectus, this candidate information pack and the application form for the post.

Pinner High School opened in September 2016. It will admit 180 Year 7 students each year; so having 900 Year 7 – Year 11 students in 2020/21. Its onsite sixth form, for up to 250 students, will admit its first Year 12 students in 2021/22. Pinner High will have its full complement of year groups in 2022/23. There will be 12 additional places for students with Autistic Spectrum Disorder. (So the total roll will be 1,162 if all year groups and the ASD places are full). Pinner High School is located on Beaulieu Drive, HA5 1NB. The site is adjacent to the site of Cannon Lane Primary School, which is currently expanding from 3 forms of entry to 4.

Pinner High School is part of The Harrow Academies Trust, a multi-academy trust established by the seven secular high school academies within Harrow. These high schools, together with Whitmore High School (which is a community school maintained by Harrow Council), have a strong track record of collaboration, including establishing Sixth Forms, the age-of-transfer that saw Year 7 join high school (instead of middle school), academy conversion in 2011, and establishing The Jubilee Academy (an alternative provision free school) in 2013.

The Harrow Academies Trust also includes Harrow View Primary School, which is a primary school that will be constructed as part of the major housing / regeneration project in Harrow on the site of the current Kodak site.

## JOB DESCRIPTION

The following job description is not necessarily exhaustive; it will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the postholder.

While this post is expected to be based predominately at Pinner High School it may involve work with and at all schools within the Trust as the Trust develops.

### **The Role**

- To be committed to and to promote the school's vision, aims, objectives and values.
- To lead, manage, develop, and be accountable for the educational experience for students with special educational needs, in order to ensure the highest possible standards of student achievement, personal development and well-being.
- To lead on ensuring that all groups of students, at KS3, 4 &5, including SEND and EAL, experience the highest quality of innovative teaching and learning across the curriculum.
- To provide excellent leadership and high quality management, with a specific focus on inclusion and innovation, enabling the school to realise its strategic intentions as determined by the governors and Head teacher.
- To prioritise the identification of special educational needs and to implement effective provision to support effective learning and development.
- To work closely with the leader of the Additionally Resourced Provision for Autistic students to ensure that support programmes are delivered collaboratively.
- To work closely with the Teaching and Learning team to ensure that whole school CPD takes into account the needs of student with additional needs.

### **Key responsibilities**

- Design, implement, develop and lead the school's provision for students with special educational needs.
- Ensure that all students with special educational needs achieve ambitious and personalised attainment and development targets.
- Lead the timely identification and assessment of students with special educational needs.
- To be accountable for and regularly measure, assess and record the progress of all SEND students.
- To identify and adopt the most effective teaching approaches for students with literacy, numeracy and SEND needs and to develop and enhance the teaching practice of others in order to meet the needs of the schools SEND students.
- Ensure appropriate exam access arrangements are in place for all standardised and external assessments,
- Liaise closely with Heads of Departments to ensure that the needs of students with SEND are met across the curriculum and to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective SEND support programme.

- Liaise closely with Heads of Year to ensure that the needs of students with SEND are met through targeted and personalised pastoral support programmes.
- Adopt an integrated working approach with school staff and external agencies such as the EP Service, Speech and Language Therapy, CAMHS and Advisory teachers to meet the outcomes of individual students.
- Keep up-to-date with national developments in Learning Support, including practice and methodology.
- Actively monitor and respond to developments and initiatives at national, regional and local levels.

### **Staff Development and Deployment**

- To work closely with the ASD Leader to be responsible for the day-to-day management and the efficient and effective deployment of Learning Support staff, whilst acting as a positive role model.
- Be accountable for leading, managing and developing appropriate and regular training for members of the SEND Team.
- Evaluate and enhance the impact that Learning Support Assistants have on the learning and development of SEND students.
- Make appropriate support arrangements for classes when SEND staff are absent.
- Participate in the interview process for SEND posts as required and ensure effective induction of new staff.
- Line and performance manage designated members of staff.
- Arrange, observe and review SEN interventions led by SEND staff.
- Support line managers within the SEND department to monitor, evaluate and enhance the impact that staff members whom they line manage have on the learning and development of SEND students.
- Arrange exam access arrangement assessments for SEN students.
- Train and develop the school's staff on how best to meet the special educational needs of students, observing and coaching staff on the implementation of specific SEND strategies and effective use of TAs as required, and disseminate good practice in learning support.
- Assist all staff with the implementation of government SEND legislation and guidance and encourage them to recognise and fulfil their statutory responsibilities.

### **Communication and External Agencies**

- Work in collaboration with relevant external agencies, contractors and parents/carers to ensure that the best possible support is provided for the school's SEND students.
- Liaise with other schools, alternative provision and further and higher education providers to ensure appropriate curriculum pathways for all SEND students, providing students and families with advice and guidance at all transition points.

- Source and manage specialist advice and guidance from external agencies, including speech and language services, educational psychology services and other outreach services which lead to improved pupil outcomes.
- Proactively promote the development of effective links with external agencies.
- Ensure effective communication and consultation with the families of SEND students, as appropriate.
- To represent Pinner High School's SEND Department at Network meetings.
- Play a key role in the organisation of multiagency meetings, such as Annual Reviews and EHCP Transfer meetings.

### **Management Information**

- Ensure the maintenance of accurate and up to date SEND information on appropriate databases.
- Maintain accurate records of support and intervention in place for SEND students and evaluate impact.
- Ensure an annual review of statements and EHC plans occurs in a timely manner and results in improved support for SEND students.
- Identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on action taken.

### **Resources and Funding**

- Apply for high needs funding or EHC plans for all eligible students.
- Effectively manage the department's resources of space, staff, budget and equipment to best meet the needs of SEND students, including redesigning spaces, equipment and stock, and keeping appropriate records.

### **SEND Other**

- Lead weekly meetings with staff, as appropriate.
- Attend and/or contribute to Governors meetings as required, periodically reporting on the progress and attainment of SEND students and the development of the School's SEND provision.
- To work with the DSL on safeguarding cases as required.
- Contribute to the risk assessments for trips and events attended by SEND students.
- Monitor standards in SEND, evaluating and contributing to wider school self-evaluation.

- To undertake any other duty as specified by the School Teachers' Pay and conditions Document not mentioned in the above.
- To comply with any reasonable request from a leader/manager to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

## NOTES

The postholder may be asked by the Board of Trustees, Local Governing Body or Headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by the Trust are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.

All staff employed by the Trust are required to reflect and model the ethos and values of the Trust.

All staff employed by the Trust are required to respect the confidentiality of information relating to students, their families, and staff.

Pinner High School and Harrow Academies Trust are committed to safeguarding and promoting the welfare of students. Successful applicants will be required to undergo an enhanced Disclosure and Barring Service (DBS) check.

December 2017

## PERSON SPECIFICATION

The person appointed will have:

1. Good honours degree in relevant subject
2. QTS
3. Specialist SEN qualification, or desire to complete one
4. Enhanced DBS
5. Evidence of excellent teaching at KS3, KS4 across the ability range
6. Evidence of being able to personalise learning
7. Used data to monitor and raise achievement
8. Evidence of consistent use of AFL techniques
9. Involvement in departmental development
10. Involvement in extra curricular activity
11. Evidence of ongoing CPD
12. Positive behaviour management skills
13. Excellent communication and interpersonal skills
14. Strong ICT competence and the ability to use ICT to enhance learning
15. Problem solving skills
16. Organisational skills/ ability to meet deadlines
17. A commitment to student safeguarding and well being
18. A commitment to equal opportunities
19. Ability to inspire and enthuse
20. A willingness to share in the school's educational vision
21. Evidence of being a strong team player
22. Self motivation and a sense of initiative
23. An open and transparent work ethic
24. Flexibility
25. Professional conduct and personal integrity
26. Excellent attendance and punctuality

December 2017