



Ark Greenwich Free School

Job Description: Assistant Headteacher – SENDCo & Safeguarding

Job Title: Assistant Headteacher – SENDCo and Safeguarding

Reports to: Deputy Headteacher

Responsible for: Providing outstanding leadership and management of SEND and Safeguarding

Line management responsibilities will be confirmed in due course

Start date: September, 2019

Salary: Ark Leadership Scale

Disclosure level: Enhanced

Experience required: Suitable for either a current SENDCo/DSL wanting to work in an innovative and high performing environment or an ambitious middle leader wishing to take the next step.

To find out more about Ark Greenwich, please visit our website:
www.arkgreenwichfreeschool.org.

To apply for this role please follow the link to our recruitment portal:

https://arkcareers.engageats.co.uk/Vacancies/W/2581/0/221867/20263/assistant-headteacher-sendco-and-safeguarding-lead?utm_source=external&utm_term=london-secondary-ark-greenwich-free-school-leadership-permanent-full-time&utm_content=assistant-headteacher-sendco-and-safeguarding-lead&utm_campaign=default-campaign&utm_medium=AtsViewLink

Closing date: 09:00 Monday 25th March. You will be contacted only if you have been shortlisted for interview by Tuesday 26th March. Interviews will take place on Thursday 28th March; some candidates may be released after the morning session.

Potential candidates wishing to visit the school for a 30 minute tour should contact Victoria Hemmings: vhemmings@arkgreenwich.org by Friday 15th March.

Ark schools value diversity and are committed to safeguarding and promoting child welfare. The successful candidate will be subject to DBS and any other relevant employment checks.

The Role

This is an extremely rare and exciting opportunity for the right candidate to take up a leading role at one of the highest performing schools in the country (Evening Standard, 2017). If you possess the necessary skills and drive and wish to work in a seriously ambitious, disciplined and high performing school, alongside a talented SLT, this could be the job for you.

Applicants must be fully aligned with the school's values and ethos as set out in this document and on our website: www.arkgreenwichfreeschool.org.

As Assistant Headteacher SENDCo/Safeguarding, you will be the Designated Safeguarding Lead (DSL) and responsible for the day-to-day implementation of the school's Child Protection Policy. You will also be responsible for the day-to-day operation of the school's SEND policy and the Code of Practice. You will provide whole school leadership in the areas of SEND and Safeguarding. As a member of the senior leadership team, you will also be centrally involved in the overall leadership and management of the school, and will play a leading role in upholding the Ark Greenwich culture.

How is Ark Greenwich different to other schools?

- We are part of the Ark family of schools and benefit accordingly from outstanding networking and career opportunities and first class CPD.
- Our aim is to become the best school in London by:
 1. Facilitating an exceptional culture where academic outcomes are amongst the highest in the country – but achieving this with integrity by refusing to 'game the system'
 2. Providing compulsory life-enriching opportunities beyond the curriculum for our pupils such that they become well rounded individuals
 3. Being a school that respects, values and develops its staff to be brilliant at what they do without burning them out
 4. Making an impactful contribution to the broader education community by sharing our innovative model and through our extended community scheme
- Staff wellbeing is one of our main priorities. We provide breakfast for staff each morning and have a 6pm weekday and all weekend work related communication curfew to ensure our staff are able to maintain an effective work-life balance. We do not do knee-jerk reactions, fads or last minute

deadlines. Our systems and processes - including for communication, pupil marking and feedback and assessment - are efficient and highly organised and the approaches we take are led by research and what we know to work best within of our context.

- We have been described as a 'GROMP' school – a school with a grammar school ethos but a comprehensive intake.
- This is a strict no excuses, no mobile phone school. We sweat the small stuff every single day.
- This is a small school model (600 pupils aged 11-16) because we believe that our close-knit community provides the optimum conditions for academic success and outstanding pastoral care because we know every child.
- Pupil's behaviour for learning is renowned for being exceptional so our teachers can focus their time on the things that matter – planning and delivering exceptional lessons for our pupils. Senior leaders are quick to support staff but also to hold them to the very highest standards.
- Our curriculum is traditional and academic and we do not take shortcuts – we do not offer vocational courses or equivalencies such as Btecs, Vcerts or the ECDL. We only offer full GCSE courses.
- Our literacy programme is central – we dedicate 30 minutes each morning to whole school reading and 10 minutes at the start of every lesson to academic reading.
- We put high-quality teaching at the heart of what we do. We have 75 mins of high quality staff training every week. Live coaching and current best practice in the field of education is central to our approach – but we don't do fads.
- We don't grade individual lessons or ask for lesson plans but we do focus on progress over time and typicality by ensuring long and medium term plans are carefully designed and embedded across the curriculum.
- Our pupils enjoy a compulsory co-curricular program on a Wednesday afternoon much the same as in the private sector. This program includes a strong focus on community volunteering and the promotion of both inclusive and elite performance through a range of sporting, debating, public speaking, expressive and other activities. We facilitate 12 drop down days per academic year ensuring our pupils benefit from a range of life enriching experiences.

Key Responsibilities

- To lead and develop effective practice to ensure that the wellbeing of every child is at the centre of everything we do at AGFS
- 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 AGFS' 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 to be confirmed

Principal accountabilities

LEAD SAFEGUARDING

- Undertake the role of Designated Safeguarding Lead.
- 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.
- 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.
- Ensure that accurate, up-to-date safeguarding records are kept and managed in accordance with the school's statutory obligations and school policies.
- Represent the school at external meetings and events including TACs, TAFs, CINs, CP case conferences and lead on the support for LAC.
- Oversee the school safety procedures for trips, visits and events and oversee emergency procedures including fire and lock down.
- Liaise with external agencies and services such as the police, CAMHS and the LA as necessary, attending relevant meetings and updates.
- Hold other staff members to account for following the school's safeguarding procedures.
- Communicate safeguarding trends/needs across the school using agreed methods and lead on the delivery and organisation of staff/student training as appropriate.
- Provide support, advice and expertise about safety, safeguarding and referrals.
- Oversight of prevent duty and radicalisation and provide regular staff updates.
- Working alongside the deputy DSL, be available in person or on the phone to discuss safeguarding concerns.

LEAD SEND PROVISION

- Provide strategic direction for SEND provision and ensure that the school's statutory obligations in relation to SEND are met.
- Oversee the day to day operation of the school's SEND policy and the Code of Practice.
- 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.

- 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.
- 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.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- 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.
- 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.
- Oversee and monitor the quality of pupil profiles and plans to ensure high quality provision for pupils with a profile of SEND.
- Influence the AGFS Learning and Teaching policy to ensure that it supports inclusive teaching.
- 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 AGFS.
- Liaise with the parents of students with Special Educational Needs and/or Disability.
- Liaise with external agencies, including local authority support services, and provide detailed information on pupil progress.
- Prepare reports relating to the work of the SEND Team to be made to the Headteacher, Governing Body, and other stakeholders.
- Oversee and be responsible for the SEND budget.
- 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 AGFS responds appropriately.

LEAD, MOTIVATE AND DEVELOP STAFF

- Lead a team of SEND support staff and the school's Safeguarding Team.
- Ensure that SEND support staff members are effectively deployed to meet pupil needs.
- Identify the training needs of SEND support staff and ensure that these are met.

- Identify the training needs of the whole staff body in relation to SEND and safeguarding and organise/coordinate INSET and CPD accordingly.
- Participate in arrangements for the appraisal of the performance of teaching staff as set out in the school's performance management policy.
- 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.
- Provide strategies to staff support pupils with SEND to meet the school's demanding expectations in the area of behaviour for learning.
- 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.
- 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.
- Participate in the recruitment and development of teaching and non-teaching staff.

DEVELOP THE SCHOOL'S ETHOS AND VISION

- Communicate effectively to ensure that all parts of the AGFS community are kept informed.
- Develop strong relationships and collaborative ways of working with all stakeholders.
- Create a culture where all members of the AGFS community respect and support others and their physical surroundings.
- Epitomise AGFS' vision and values of Growth, Fellowship and Scholarship, and at all times adhere to the staff code of expectations.
- Contribute to the culture, ethos and ideas of the school.
- Help to maintain/establish discipline across the whole school.
- Develop strong, positive relationships with pupils, staff and parents; modelling high standards and expectations whilst attracting the respect of all stakeholders.
- 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.
- 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.
- Develop an ethos that ensures regular involvement of students and staff in the development of the AGFS model – and which encourages leadership and independence.

**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 • If applying without SENDCo/DSP training – a willingness to undertake said training without delay 	<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. 	<ul style="list-style-type: none"> • A deep understanding of educational reforms and school performance data relating to students with SEND.

	<ul style="list-style-type: none"> • An ability to use data to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise standards • 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 AGFS, 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! 	

About Ark SCHOOLS

Ark is a network of high-achieving, non-selective schools and one of the country's top-performing academy groups. We run 38 academies in London, Birmingham, Hastings, London and Portsmouth educating more than 26,000 pupils. 83% of Ark schools are now rated as good or outstanding by Ofsted.

Our aim is to create outstanding schools that give every pupil, regardless of their background, the opportunity to go to university or pursue the career of their choice.

Notes

- All new staff will be 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. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

No job description can be fully comprehensive, the successful candidate will be required to undertake other professional duties commensurate with the role as directed by the Headteacher.

Ark is committed to safeguarding and promoting the welfare of children and young people in our academies. In order to meet this responsibility, we follow a rigorous selection process. This process is outlined [here](#), but can be provided in more detail if requested. All successful candidates will be subject to an enhanced Disclosure and Barring Service check.