



HAYGROVE SCHOOL



SENDCO

**Permanent, Full-time
wef September 2020**

Information for Applicants



HAYGROVE SCHOOL

Durleigh Road, Bridgwater, Somerset TA6 7HW

Tel: 01278 455531 Fax: 01278 427972

www.haygroveschool.co.uk

CEO/Executive Headteacher – Mrs K Canham, BA (Hons), MA



January 2020

Dear Colleague

Thank you for showing an interest in this post. Haygrove is a highly popular school with students, staff and parents and I am very proud that we continue to attract high quality, committed and inspiring teachers who believe passionately in the importance of providing the best possible educational opportunities for every child in our community.

We are seeking to appoint a highly motivated and determined individual for the rewarding role of SENDCo with effect from September 2020. This is a key appointment in terms of enhancing and ensuring the positive life chances for our students through opportunity, success and achievement. We welcome applications from forward-thinking and innovative individuals who want to work at an excellent school with huge ambitions for our young people and community.

You will have gained from the website a snapshot of the culture, ethos, curriculum and support that we provide. Life at Haygrove is vibrant and dynamic.

New teachers, from the newly qualified to those who are experienced, are guaranteed a unique and personalised package of opportunities for their continuous professional development including targeted masterclasses, themed INSET sessions and one to one mentoring. For those who are showing aspiration for leadership, there are also opportunities to develop their skills and undertake projects and research relating closely to whole school development priorities, usually focusing on Teaching and Learning. Our Teaching School status provides all staff with a whole range of opportunities to develop their career.

Regardless of age and career stage, teachers flourish in our school and are keen to advance their careers without moving to another school.

These are exciting times for Haygrove School. Having been approved as a sponsor in February 2016, we established the Quantock Education Trust (formerly Haygrove Academy Trust) in 2016, which is designed to be a formal cross-phase collaboration between Haygrove and its local primaries, including some with a church designation. It is our intention to grow the trust to include another secondary and further primary schools. The Regional Schools Commissioner has now approved our growth and two primary schools are now members of our Trust. This will provide staff with further enriching curriculum based as well as personal and professional opportunities to 'grow' in their career.

Our vision is to create a Trust community of exceptional and distinctive schools which deliver outstanding education and learning and commit to a common vision, moral purpose, passion for education and ambition for raising standards of achievement and improving life chances for all young people.

As a multi-academy trust and teaching school we are well positioned to recruit and develop high quality teachers who aspire to be expert practitioners working across a trust and potentially taking on leadership responsibilities. We work closely with several higher education establishments in the South West and local teaching alliances in order to ensure top quality training opportunities and accredited courses, in addition to our annual in-house programme of personalised training.

We are now entering a very exciting phase in the history of the school as we await the start of a new build for our main block. Haygrove School has much heritage which is very highly valued by the staff and the community. It is now time, however, for our main block, which is now 81 years old, to be replaced by a new facility offering a more modern learning environment designed to meet the needs of our curriculum and the personal development of our students

Further information about Haygrove School can be found on our website www.haygroveschool.co.uk. In addition, if you wish to do so, don't hesitate to contact me by letter or by telephone.

I look forward to receiving your application.

With all good wishes

Yours faithfully

K.M. Canham

Mrs Karen Canham, CEO/Executive Headteacher

HAYGROVE SCHOOL

Haygrove is an extremely popular, mixed 11-16 academy situated in a pleasant residential suburb to the west of Bridgwater. Bridgwater is a rapidly growing and flourishing town, set in a beautiful part of Somerset, with views of the Mendip, Quantock and Blackdown hills, great access to the cities of Bath and Wells, and the County town of Taunton. We occupy the site of the former Dr Morgan's Grammar School, which was one of our foundation schools when education in Bridgwater was re-organised in 1973.

We attract students from over 20 primary schools throughout Bridgwater and from a wide surrounding area. Demand for places in our school is very high and we are regularly oversubscribed. There are currently 1063 students on roll.

We pride ourselves on our successful academic record across the full ability range and on our culture of care and personal development. We believe in the traditional values of courtesy and consideration. By setting clear expectations for our students and by working in close partnership with our parents, we aim to provide a purposeful environment where teachers can teach and where our students' talents can be best developed. As a result, standards of behaviour in our school are high. School uniform, which includes a blazer and tie, is worn by all students and is strictly enforced.



At Haygrove we place teaching and learning at the heart of all that we do and our central purpose is to provide a first class education for all our children. To this end we believe that education should be a genuine partnership between home and school.

Our aim is to provide a happy and purposeful environment built upon mutual respect and positive relationships that encourages endeavour, an enjoyment of learning, and the pursuit of personal achievement in all aspects of school life. Each student is encouraged to be successful, active and confident in their learning. We believe passionately in the development of 'character' in educating our young people to become active and responsible citizens, equipping them for successful working lives and happy and fulfilling family experiences.

Our Vision, Values, Aims and Strategic Objectives

To deliver a first class and outstanding education for all students in the Haygrove community.

OPPORTUNITY

ENDEAVOUR

ACHIEVEMENT

Our Values

Haygrove School is an exceptional school which provides a first class educational experience for every child in a safe, happy, caring and purposeful environment.

Our ethos is characterised by traditional values, high expectation, rich opportunities, mutual respect, personal responsibility and pride. We foster a culture of endeavour, enjoyment of learning and the pursuit of individual achievement in all aspects of school and community life.

Our aim is to enable all students to flourish academically and to develop into confident, courteous and well-rounded young adults, skilled and equipped for adulthood.

Our Strategic Objectives

- To be a 'centre of excellence' for teaching and learning in the South West.
- To ensure that all students achieve and, in most cases, increasingly exceed expected progress and that gaps between all the different groups continue to reduce.
- To establish an all-through school model which provides an inspiring learning community and environment, promoting increasingly high standards of achievement and a strong culture of continuum and progression through the primary and secondary phases.
- To grow the Multi-Academy Trust, supporting and collaborating with other schools which share a common vision and ethos, enabling rising standards and mutual benefits for the personal development and welfare of students, staff and society.
- To ensure that all staff are able to benefit from a programme of career progression, creating future leaders and a body of expert practitioners.
- To develop student voice and leadership programmes which create confident, resilient and mature thinking young adults equipped for the next stage of learning and future careers.
- To establish a sustainable curriculum model; broad, balanced, personalised and outward facing, fostering a learning culture which is consistent with the school's traditional ethos and values, but also reflecting the changing needs of young people in society and promoting British values as a critical part of each child's social, moral, cultural and physical and spiritual development.
- To increase further the profile of Haygrove School in the national and international community.
- To be the first choice school for all families in our community.

Our Aims

At Haygrove School we believe that every person matters and it is our expectation that we all:

- aspire to be the best that we can be.
- welcome challenge and feel empowered to take risks, show initiative, creativity and enterprise in a secure environment.
- recognise, support, celebrate and promote achievement.
- respect diversity within the community and develop caring, empathetic, respectful and positive attitudes.
- promote and model mental, physical, spiritual, social and emotional well-being.

- demonstrate attitudes that are caring, empathetic and supportive of others.
- make a positive contribution to the development and maintenance of a sustainable school environment and take responsibility for our impact on the wider environment.

It is essential that all students:

- engage in a personalised curriculum which meets current needs, future aspirations and equips them to become flexible and adaptable lifelong learners.
- will become responsible citizens who make an active contribution to the school, local and wider community.
- are encouraged to enjoy active learning with and from each other.

Curriculum Outcomes

We aim to ensure that all learners achieve a level of mastery of the following knowledge, skills, attitudes and attributes, all of which support our whole school vision and ethos, both through policy and practice.

Knowledge

It is our aim that each student has a “personal toolkit” for learning now and in later life;

- is able to retain, recall and use the facts necessary to show high achievement in assessments and examinations and so become successful learners
- has broad background knowledge to support responsible and confident decision making
- is literate, numerate and has good ICT knowledge
- is aware of what constitutes a healthy lifestyle.

Skills

It is our aim that each student:-

- is able to communicate effectively; orally and in writing
- can organise and use time effectively
- can listen and learn from others
- is creative and able to show initiative.
- is resilient and shows a ‘can do’ attitude.
- is ambitious and has a high level of self-expectation.
- uses information effectively; can assess, synthesise and evaluate
- is able to solve problems
- can work independently and as a team member
- is technologically literate; can select appropriate tools and use them productively
- is adaptable
- can work to deadlines

Extra-Curricular Programme

Our extra-curricular programme is recognised by staff, students and parents as a strength of our school. We are a centre for the Duke of Edinburgh Gold Award, we have Healthy School Status, the Artsmark and Sportsmark Awards, International Schools Status, the KS3 Secondary Geography Quality Mark Award and the Excellence in Enterprise Quality Award. In July 2013, we were formally recognised as a 'Thinking School', after an evaluation by the University of Exeter's Cognitive Education Development Unit.





Introduction

Founded in 2016 by the Headteacher and governors of Haygrove School, the Quantock Education Trust (QET), formerly known as the Haygrove Academy Trust, comprises a cross-phase group of closely located schools: Spaxton C of E VC Primary, Stogursey C of E VA Primary, and Haygrove School.

The two primary schools have all been given the approval from the Regional Schools' Commissioner to become academies to join the QET. The conversion date has been set for 1st August 2019, although the three schools have been working in collaboration for many months. We are working closely with several other schools who have shown interest in joining our Trust, as well as a range of schools with which we have formed links through our Teaching School status.

The geographical proximity is an important factor in the Trust rationale, but it is even more important that each school has committed to share a common vision and ambition to improve the life opportunities of all the children and young people in the community. What binds us all is a strong sense of collective and moral responsibility for the education of all children between the ages of 2 and 16, seeking to increase opportunities for learning and enrichment for those growing up in a rural community. All member schools must commit to protect the religious character of its schools as well as the individual ethos and diversity of each school community.



Integral to the development of the Trust is the importance of building capacity, sharing best practice and promoting excellence in teaching and learning from the very start of the academic journey through to the age of 16. We are passionate about developing the whole-child, through a high quality curriculum and programme of character education that will enable each child to develop into a well-rounded and good citizen with a lifelong passion for learning and ambition to succeed.

Our Vision is:

To deliver an exceptional education with the aim of increasing the life opportunities for all learners in our Trust community.

Our Mission is:

To improve outcomes for all pupils across the Trust.

The overall aim of our Vision and Mission is to provide clarity of purpose in driving our strategy for a culture of continual improvement.



We believe that at the heart of school improvement there is a need for a strong culture in which relationships are key to effective and productive collaboration. We are hugely ambitious for all learners across our Trust, regardless of background or ability. We are also keen to support the sustainability of our small local schools, ensuring equity of access to opportunities, curricular and non-curricular, particularly for those children and families who live in remote areas.

As a multi-academy trust, we are committed to the development of talent and personal growth through an engaging and innovative approach to career planning through leadership pathways and an enriching offer of opportunities for Continuous Professional Development, including working in other Trust schools. Our Teaching School status is central to this aspect of our vision.

Quantock Teaching Alliance

In 2016 Haygrove School was accredited as a Teaching School and formed the Quantock Teaching Alliance (QTA). The alliance is working collaboratively and strategically to support other schools and to provide a wide range of opportunities for professional development for teachers and support staff at all stages of their career. The alliance has become a member of the Chartered College of Teaching and is committed to the promotion and development of innovative and pioneering pedagogy which will enable high quality teaching, outstanding achievement and the development of character, growth mind-set and resilience in our learners. For more information on the Quantock Teaching Alliance please visit <https://www.quantockta.co.uk/>.

These are very exciting times for our Trust and we are keen to recruit ambitious, enthusiastic and highly committed professionals who are keen to develop their career with us.

Link to the 'Day of Kindness' video - <https://youtu.be/6dqxySPANrA>



Haygrove School



SPAXTON SCHOOL



STOGURSEY C E PRIMARY SCHOOL

THE LSA DEPARTMENT

Department

Haygrove has a highly successful and committed SEND Department. Lead by the SENDCo, the department provides professional support to every child under the SEND umbrella. We also provide small group, 1:1 and bespoke provision for children accessing our Wellbeing, PFSA and Return to Learning (R2L) areas. We also offer Forest School, Gardening Club and a range of other activities for our SEND children both during the school day and extra-curricular.

Staffing

There are 14, in class, full-time TA's including two Lead TA's who work closely with the SENDCo on curriculum provision, intervention and timetabling.

We also have a Lead Hearing Impairment (HI) TA who works closely with the eight HI children we have on role-they in turn liaise with the Somerset HI Lead who is also on site four times weekly.

Professional Development

Every member of the Department is given regular opportunities to undertake CPL at Haygrove. These arise via individual requests from the annual appraisal held, departmental INSET and through the school's performance management procedures. The SENDCo also liaises with external providers such as: Educational Psychology, the Autism and Communication Service, Ups and Downs (our Somerset Down Syndrome Charitable Support Service) and the Learning Support Advisory Service. Staff are then encouraged to cascade newly learnt CPL to share developments with the rest of the SEND Department team which meets weekly.

Accommodation/Facilities

The Learning Centre is a dedicated area of the school with ten PC's for students to use during break and lunch. It also has its own classroom provision allowing us to provide the intervention work which takes place daily. The SENDCo also benefits from their own office area linked to the LC space meaning a close proximity to the Department.

The Learning Centre also acts as a quiet and welcoming space for SEND students during social time providing a sensory area for reflective opportunities too.

Support for Students

All students who are in receipt of an Education, Health and Care Plan (EHCP) receive statutory support from the SEND team. There is also in-class support for many of our SEND students with additional learning needs. The SEND Department also has specialists working closely within the English, Science and Mathematics teams. There is also a designated PP TA who supports our Pupil Premium students on a daily basis.

Budget

The running costs of the department are met in full annually. In addition to this, extra funding is made available for departmental development. The SENDCO has overall responsibility for the budget.

Finally

The main strength of the SEND Department is teamwork. We have a dedicated and conscientious group of staff whose main sense of purpose is the children they serve. The team is flexible, accommodating, welcoming and diligent and will assist as much as they can in order to deliver outstanding provision for our SEND intake but also every child who needs support whilst at Haygrove.



Job Description

JOB TITLE: SENDCo

RESPONSIBLE TO: SLT Line Manager
The Headteacher in all matters

PURPOSE OF THE JOB:

The SENDCO, under the direction of the Headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Manage and implement the rigorous monitoring of the progress and attainment outcomes of all students with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher as set out in the School Teachers' Pay and Conditions Document

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school development plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEN register and provision map
- Contribute advice and support in the process of early identification, assessment and provision in line with SEND Code of Practice
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment

- Be aware of the provision in the Local Offer
- Work with our partner schools, educational psychologists, health and social care professionals, mental health services, independent and voluntary bodies
- Be a key point of contact for external agencies and the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Coordinate, plan and chair all SEND reviews and EHC Annual Reviews
- Communicate regularly with parents or carers
- Ensure continuity of support and progression at key transition points for children with SEN or a disability
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Ensure Access Arrangements are made for internal and external examinations in accordance with JCQ regulations and with support of the specialist assessor
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

Leadership and management

- Provide strategic leadership of Learning Resources/Return to Learning (R2L) and the Emotional Wellbeing Centre (EWC)
- Work with the Headteacher, SEN link governor and governing body to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and Access Arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school development plan and whole-school policy
- Analyse and identify training needs for staff
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage learning support assistants working with pupils with SEN or a disability

Other Specific Duties

- Undertake an appropriate programme of teaching in accordance with the duties of a classroom teacher
- Take responsibility for own personal development
- Undertake any other duty as specified by the School Teachers' Pay and Conditions Document

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role and this Job Description does not define in detail all duties/responsibilities of the post. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. The Job Description will be reviewed on a regular basis and may be subject to modification or amendment after consultation and agreement with the post holder.

Additional detailed guidance can be found in the Haygrove School Classroom Practice Document which is issued to all members of the teaching staff.



Person Specification

SENDCo

Essential	Desirable
<p>Education and Training:</p> <ul style="list-style-type: none"> Educated to degree standard or equivalent or a related qualification Recognised Qualified Teacher Status Existing qualification or working towards qualification related the role of SENDCO, eg NASENCo A commitment to continuing professional development relevant to the SENCO role <p>Experience:</p> <ul style="list-style-type: none"> Experience of working as part of an additional/special educational needs team Experience of effective deployment of staff or resources Knowledge and understanding of national and regional education issues relating to SEND provision Understanding of effective teaching and learning strategies including behaviour for learning Good understanding of best practice re: student development, progress and raising achievement Good understanding of best practice and research re: pedagogy and school improvement Ability to think strategically on how to support students with SEND needs Can teach and train others to achieve good progression in students' learning Makes effective use of assessment information and data on students' attainment and progress Knowledge and experience of monitoring, evaluation and review processes (self-evaluation) <p>Skills, Abilities and Knowledge:</p> <ul style="list-style-type: none"> Able to demonstrate and implement a vision to develop SENCO role to ensure whole-school impact in every classroom A commitment to, and understanding of, the wider aspects of student development and pedagogy Has the skills and aptitude to motivate, lead and inspire a team, sharing and developing good practice Able to manage own performance and professional development as well as those of others Confident in the use of data, able to provide analysis and measure impact of interventions Able to evaluate and review progress and plan, implement and evaluate change A commitment to lead actions to address underperformance by monitoring student and staff performance 	<p>Education and Training:</p> <ul style="list-style-type: none"> Willingness to working towards role-related qualification e.g. NASENCo <p>Experience:</p> <ul style="list-style-type: none"> Experience in leading and managing a team Experience of working with external providers to enhance curriculum delivery and care for students Experience of introducing new initiatives and/or managing change Experience of school improvement planning Understanding of how to lead the tracking of student achievement and progress data to formulate effective intervention strategies to close any gaps in students' skills or knowledge <p>Skills, Abilities and Knowledge:</p> <ul style="list-style-type: none"> Creative user of ICT to promote e-learning across the curriculum Ambition and ability to take on further responsibility or gain promotion Ability to contribute to the wider life of the school

- Understand the National Curriculum requirements and national strategies to raise student achievement
- Able to demonstrate planning to achieve a purposeful and effective learning environment
- Able to make good use of Assessment for Learning strategies
- A commitment to providing stimulating and innovative lessons
- Strong behaviour management skills

Personal Qualities and Attributes:

- Dynamic nature with innovative ideas and a passion for teaching and learning
- Energy, drive and a commitment to equality and inclusive education
- The highest levels of personal and professional integrity
- Ability to motivate self and inspire/enthuse others
- A commitment to raising the aspirations of the whole school community
- Excellent verbal and written communication and interpersonal skills
- High quality communication skills with the ability to develop positive relationships with students, parents and peers
- A team player; able to work effectively with others to develop innovative curriculum design and delivery
- Ability to prioritise and meet deadlines

Attendance and Health:

- A good attendance and punctuality record.

Additional Requirements

- Clearance through the Disclosure and Barring Service (DBS)
- Two supportive work related references (references from friends or relatives will not be accepted)
- Suitable to work alongside children and young people and committed to safeguarding and promoting the welfare of children and young people
- A commitment to Haygrove Academy Trust's ethos
- A commitment to continuous improvement and development of Quantock Education Trust
- UPS Teachers must be able to provide evidence of their contribution to wider school life

WORKING AT HAYGROVE, a member of the Quantock Education Trust (QET)

Conditions of Service

This post is subject to the School Teachers' Pay and Conditions Document. Full details of conditions of employment will be set out in a Statement of Main Terms and Conditions of Employment, which will be issued to the successful candidate on appointment.

Fitness for Employment

The successful candidate will be required to complete a medical questionnaire which may result in a check by the Occupational Health Physician. Satisfactory clearance with police records will also be necessary (please see Disclosure procedure).

Remuneration/working hours/annual leave

Teachers' pay, working hours and annual leave are all set within the national framework of the School Teachers' Pay and Conditions Document.

Flexibility

As a condition of employment, the post holder may be required to undertake such other duties as may reasonably be required, in addition to the major tasks outlined in the job description.

Interview Expenses

The QET will pay second class rail travel, or mileage allowance and reasonable out-of-pocket expenses incurred by candidates attending interview.

Smoking Policy

All sites within the QET is a non-smoking site and all prospective employees are expected to accept this as a condition of working within the Trust.

Equal Opportunities

The Trust is committed to the promotion of equal opportunities and is dedicated to pursuing non-discriminatory policies and practices and to eliminate unfair discrimination on any basis. This means that we are striving to ensure that no job applicant will receive less favourable treatment than another on grounds of gender, marital status, age, racial origin, disability, sexual orientation or political or religious beliefs.

Criminal Record Check via the Disclosure Procedure

The Rehabilitation of Offenders Act 1974 gives individuals the right not to disclose details of certain old offences when asked about their criminal record as they may be defined as 'spent'. There are exemptions to this if the individual is offered a post which involves contact with children or regular work at an establishment exclusively or mainly for children. The post you have applied for falls into one of these categories and, therefore, requires a criminal background check.

If a job offer is made you will be asked to apply for a Disclosure Certificate from the Criminal Records Bureau. This certificate will contain details of all convictions held on the Police National Computer including current and 'spent' convictions as well as details of any cautions, reprimands or final warnings. It will also indicate whether information is held on government department lists held by the Department for Education and Skills (List 99) and the Department of Health, or those individuals who are barred from working with children. The information provided on the certificate will be considered by the local authority to ensure that children remain adequately protected. A criminal record is not necessarily a bar to obtaining a position. Further information about Disclosure can be found at www.disclosure.gov.uk

Safe Recruitment

The Trust committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Professional Development

The Trust values professional development highly. All members of the department are encouraged to take an active role in planning their own CPD through the school's performance management procedures. The team meet regularly to discuss teaching and learning strategies and some very exciting and creative work takes place.

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates and where necessary, employers may be contacted to gather further information.

Probation

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 they have been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with students.

Working Within the Quantock Education Trust

This job needs to be considered in the context of a changing and evolving Multi Academy Trust and therefore the duties detailed here will need to be adjusted to meet the needs of the Trust. Whilst this post is based at Haygrove School this is a Trust wide post and you could be required to work across the Trust Schools.




APPLICATION

To apply, please download an application from our website <https://www.haygroveschool.co.uk/about-us/vacancies.htm>

Completed application forms should be sent, together with a supporting letter, by email or post to:

 recruitment506@educ.somerset.gov.uk

 Miss M Collins
HR Administrator
Haygrove School
Durleigh Road
Bridgwater
Somerset
TA6 7HW

Your supporting letter should be no more than two sides of A4 and should include your views on the following topics:

- *Implementing government policy on SEND*
- *Safeguarding the most vulnerable students*
- *Moving the department forward*
- *Ideas on appraisal for all members of the department*
- *Implementing lesson observations of LSAs in the classroom and with small groups*
- *Knowledge/understanding of supporting students whose behaviour is challenging (R2L)*

Please ensure your application form has your email address and also the e-mail addresses of your referees.

Closing Date: noon on 12 February 2020

Interview date: 25 February 2020

Early applications are encouraged.

We reserve the right to close the advert should we feel able to appoint an appropriate candidate before this date.

