

SEN ADMINISTRATOR



HAYES SCHOOL

Application Pack – Associate Staff



SEN Administrator

Required as soon as possible
Scale 3 (Point 5-6) £27,030 - £27,438 FTE
35 hours over 39 weeks per annum
Monday to Friday 7.30am-3.30pm

We are looking to recruit a SEN Administrator to support and assist the SENCO in the day-to-day administration for students with Special Educational Needs and Disabilities.

Key Responsibilities are:

- To manage the administrative arrangements for SEN provision, including annual reviews, liaising with external agencies and organising the deployment of Teaching Assistants within school are established and maintained efficiently.

Our school benefits from and actively contributes to a range of partnerships and we are the lead school for the Bromley Schools' Collegiate, a School Centred Initial Teacher Training (SCITT) provider for primary and secondary teacher training.

Hayes School is a high achieving, oversubscribed school, which provides excellent education for its students as well as exciting opportunities for professional and career development for staff. The school benefits from its proximity to central London and excellent transport links whilst bordering the beautiful Kent countryside.

"Pupils enjoy school and achieve highly." (OFSTED, 2022)

"The curriculum is especially well throughout." (OFSTED, 2022)

"All who work in the school understand and share these values. This is the Hayes Way" (OFSTED, 2022)

We can offer:

- Motivated students with outstanding attitudes to learning.
 - Outstanding student behaviour.
- Excellent facilities for staff, including an on-site fitness suite.
- An excellent induction and support programme for new staff.
 - An employee Assistance Programme and flu vaccination.
 - Innovative approaches to Teacher Professional Development
- Opportunities to work with other schools through established partnerships.
 - A friendly working environment

Closing Date: Monday 15th January 2024

We are committed to equality of opportunity for all our staff.

We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body.

We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is essential in our Trust and we recognise the gap that would be left in our offering without these.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.



HAYES SCHOOL

Principal: Mr S J Whittle M.A. (Cantab), P.G.C.E. NPQH

West Common Road, Hayes, Kent. BR2 7DB

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December 2023

Dear Applicant

RE: VACANCY FOR SEN ADMINISTRATOR

Thank you for your enquiry about the post of SEN Administrator at Hayes School.

I hope that this pack gives you all the information you need at this stage and that we can look forward to your application.

Should you wish to arrange a visit to the school or to have an informal discussion prior to submitting your application, please do not hesitate to contact the school.

The closing date for applications is **9.00am on Monday 15th January**

Please send your completed application form and covering letter to
vacancies@hayes.bromley.sch.uk

If you require any additional information or have any questions, please contact Blessing Opayemi, HR Officer at boo@hayes.bromley.sch.uk

Yours faithfully

Steve Whittle
Principal



IMPACT Multi Academy Trust

A company limited by guarantee registered in England & Wales with number 07697400
Registered office: Hawksbrook Lane, South Eden Park Road, Beckenham. BR3 3BE



HAYES SCHOOL

WELCOME

Our School

Hayes School is a high achieving, oversubscribed and well-disciplined 11-18 co-educational school with excellent accommodation and facilities set in very attractive grounds. We provide an outstanding education for our students as well as exciting opportunities for professional and career development for staff. Our 1700 students have a desire to succeed and to learn displaying excellent attitudes and behaviour. Relationships between students and staff are very good and staff enjoy opportunities to lead and participate in a wide range of extra-curricular activities and trips. (There are over 80 clubs and over 100 trips take place every year)

In September 2022, Hayes School was judged Outstanding by Ofsted:

- "It is clear that Hayes School provides all pupils with an exceptional experience."
- "Pupils behave extremely well. They are polite, respectful of others and have excellent professional relationships with their peers and teachers".
- "Leaders and teachers have developed a consistent approach to their work in the classroom".
- "A great deal of emphasis is given to ensuring that teachers are experts in their subjects".
- "Staff were especially positive about the way their wellbeing and workload is considered by leaders".

Attainment and progress are high and above local and national averages. In 2023, students achieved considerable academic success in GCSE, A level, vocational and L1/2 qualifications. 82% of GCSE students achieved at least a Grade 4 in English and Maths, Nearly 1 in 3 grades were Grade 7-9 and students made excellent progress across a range of subjects/courses. Our Year 13 students achieved considerable success with 53% and 81% of all grades at A*-B and A*-C respectively and an average grade of Distinction - on our vocational courses.

Our Sixth Form of 500 students is heavily oversubscribed and successful. "The Sixth Form curriculum meets the needs of all students and includes a range of academic and vocational qualifications (Ofsted 2022)."

However, Hayes is not complacent. We have a relentless commitment to improvement. We judge everything we do by the standard "would this be good enough for my child?" All staff go the extra mile to provide challenge, support and opportunities for every child.

We are very proud of our school, of the opportunities we provide, and of our role in the community. We strive to build on our success creating an environment where each individual is valued: an environment that fosters tolerance and compassion, vibrant, caring relationships, life-long learning skills and a strong sense of moral purpose.

Our Facilities

Hayes School benefits from a beautiful campus comprising green spaces, trees and a variety of purpose-built teaching blocks. The School offers exceptional educational facilities, which are continually being maintained, extended and developed. We have a newly installed purpose-built fitness suite for use by students and staff.

Partnerships with local sporting clubs support our academy programmes and provide students and staff with access to high quality coaching and expertise.

Our arts provision in art, music, dance and drama is outstanding – students excel and benefit from high quality teaching and a wide range of opportunity.

All teachers and students have access to ICT to enhance teaching and learning.

The school benefits from:

- A significant number of networked computer suites across the school
- Apple Mac computer classrooms
- Media and photography equipment including digital stills, video cameras, studio and dark room
- Industry standard machinery including laser cutters and CAD/CAM equipment
- State of the art audio-visual equipment to support high quality performances
- Interactive whiteboards and networked PCs in all classrooms
- A high speed wireless network across the campus
- A range of software and cloud-based apps to support the curriculum
- A Staff Committee with a focus on supporting staff wellbeing

Our students

Our students are a delight to work with. They are kind, caring and supportive of each other. We have “uncompromising aspirations” for all and encourage our young people to aim high and to live our motto “Excellence through Endeavour.” Hayes students want to do well and recognise that they need to work hard to achieve their own personal ambitions. The “Hayes Way” enables all students to demonstrate the behaviours for learning we expect and supports us in sustaining an environment where all are respected and can be safe, happy and successful.

We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to participate in school life and to lead our school. There are countless opportunities to volunteer, mentor other students and participate in extra-curricular clubs, activities and educational trips and visits.

Our staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. Our newly launched Teacher Professional Growth programme supports teacher professional development within ‘teaching and learning communities’ as we model our commitment to lifelong learning to the students we teach. In this respect, we balance the needs of the school with those of the individual. Teaching and leadership development programmes are delivered in-house through and there are opportunities to mentor and support trainee and early career teachers, or to participate in coaching programme.

An induction programme, staff buddies and active staff committee all contribute to helping staff new to the school to find their feet. All staff are willing to share expertise, resources and ideas and are a great source of support.

We are committed to working in partnership with other schools, both within and outside our Trust. We encourage and support further learning and research and there are opportunities for specialist career progression and to work with and support other schools through networks and partnerships.

Staff regularly go the extra mile at Hayes to support students and to give their time to the broad extra-curricular programme, which includes sports, music, drama and a host of trips, exchanges, clubs and other activities.

We are a friendly team of teachers and associate (support) staff and look forward to welcoming you to our school.

The Impact Multi Academy Trust

Hayes School joined with Ravens Wood School in April 2017 to form the Impact Multi Academy Trust.

From 1st September 2022, our trust merged with Langley Park Learning Trust to form a new trust of seven schools (Clare House Primary School, Hawes Down Primary School, Hayes School, Langley Park Primary School, Langley Park School for Boys, Langley Park School for Girls and Ravens Wood School).

It is rare to see two high performing, like-minded trusts come together in the interests of providing better and more sustainable education and care for all of the children in their schools and community, but we believe this is what the Impact Multi Academy Trust is.

Our schools are popular and high performing, serving the same community. They are also driven by a commitment to improving even further to deliver the very best education, care and life chances for all children. We are driven by educational and moral purpose as well as enlightened self-interest. We want all schools within the Trust to retain their identity and compete, but also to collaborate to provide an outstanding educational experience that impacts on the life chances of all students. This is reflected in our Trust vision, mission and values.

There is an African proverb "If you want to travel fast travel alone. If you want to travel far travel together." Together in collaboration, we will build on the strengths of both schools, address those areas that could and should be improved further, and travel both fast and far in the interests of all our students.

Working within a trust provides opportunities for support from a network of Teachers across all our schools.

For more information about the school, please watch our introductory video ([click](#) on image below)



What do parents say about Hayes School?

"Hayes School produces wonderful young people"

"The school encourages the students to achieve the best they can, to reach their potential."

"My children are comfortable and relaxed at school with good friends. They respect their teachers and enjoy their day. They never complain or moan about school. We are extremely happy with Hayes School."

"I have been so impressed and grateful for the dedication shown by teachers to enable my son to achieve the best that he can."

"Strong leadership and management starts from the top and filters throughout the whole school."

"The school has a family feel about it."

"Hayes is an outstanding school that doesn't rest on its laurels. The school continues to strive to do better and with each passing year it does become even better."

"The leaders are regularly seen around the school talking to students which I think is great to see."

"I believe you have created a school environment which is what a school should be. Happy, safe, that allows students to be the best they can be and celebrates them for who they are."

"The support my child has received both pastorally and academically has been brilliant. The teaching is fantastic and the good behaviour of all students is maintained."

"A huge range of opportunities and leadership activities is offered to children and they receive recognition for this."

"Hayes as a place is a fantastic community and this school is at the heart of it."

"Hayes has built a reputation that is the envy of many other schools. As parents, we are very grateful that our children attend Hayes, as this will stand them in good stead for their futures."

What do staff say about working at Hayes School?

These are just some of the soundbites from some of our staff. For more information visit our website and click on [Working at Hayes](#).

"Since starting at Hayes, it has been clear that Teaching and Learning is at the very heart of everything at the school. I feel very supported here at Hayes, especially in developing teaching and learning practice."

"Students are incredibly dedicated and hardworking and are always pushing themselves to do their best. Working with students that are proactive, marvellously polite, well-mannered, and with high goals, is a really exceptional experience."

"The organisation and effective set up of whole-school procedures make Hayes School both a fulfilling and straight forward place at which to work."

"When I look back at my time at Hayes so far, it's very rewarding to see how I've progressed professionally. Every year I have been encouraged to, and have taken on responsibilities that I never thought I could do when I began teaching here."

"Academic success is central to the vision and aims of the school, but this is not at the detriment of the absolute commitment to the development of the whole child. The pastoral support, the ACTIVE (PSHE) curriculum and the extra-curricular opportunities are truly outstanding."

"Staff are highly motivated, committed to excellence and are always willing to support each other."

"Hayes is a true community school, which everyone is proud to be part of. I feel very much a valued member of a vibrant team working here."

"Hayes School is the kind of school you wished you could have attended as a child. The possibilities and opportunities are endless!"

THE SEN DEPARTMENT

At Hayes we have high aspirations for all of our students. The SEN department seeks to remove barriers to learning in order to raise the achievement of pupils who have special educational needs and disabilities. The purpose of the department is to help pupils to become confident, independent learners who can cope with school life, the curriculum, and who achieve their full potential.

We have over 80 students with Education, Health and Care Plans (EHCP) currently on roll at Hayes School, including 22 within our Additionally Resourced Provision (ARP) which supports students with speech and language disorder.

We have a large team of Teaching Assistants who support students both in the classroom and beyond, including running a number of break, lunch and extra-curricular clubs. The department is proactive in working to aid teachers in using effective Quality First Teaching strategies to support students. We also work collaboratively with parents, carers and external agencies.

Children have **special educational needs** if they:

- Have a learning difficulty that calls for special educational provision to be made for them
- Have a significantly greater difficulty in learning than the majority of children of the same age.

The SEN Code of Practice states that needs fall within the following broad range areas:

- Cognition and learning
- Communication and interaction
- Sensory and/or physical
- Social, Emotional and Mental Health

In addition to supporting mainstream students with SEN, Hayes has an additionally resourced provision for students with Speech and Language disorders. Consequently, we have a relatively high number of students with Education Health Care Plans.

JOB DESCRIPTION

Overall purpose:

- To support the SENCO in ensuring that priority departmental and whole school targets are met
- To ensure that day-to-day operational matters run efficiently and effectively within the SEN Department, including basic administration, and monitoring department expenditure from the resources budget.

Specific Tasks and Responsibilities

- To oversee the SEN Register and ensure that information is up to date and available to teachers.
- In liaison with the SENCO and Assistant SENCO, organise and administer student review meetings with parents and external agencies in accordance with the requirements of the Code of Practice.
- To work under the guidance of the SENCO to produce timetables for Teaching Assistants in preparation for the academic year, and revise and update these as necessary.
- To oversee day-to-day systems, including redeployment of Teaching Assistants in the event of staff absence.
- To administer the departmental calendar and manage the SENCO's diary.
- To provide timely responses to parental enquiries around Special Educational Needs, ensuring that information provided is in line with Hayes policy, ethos and practice
- To administer our Triage system, collating feedback from teachers and parents to support with the identification of Special Educational Needs and the sharing of Quality First Teaching strategies to support these.
- To maintain up to date student files and on-line record keeping of student information.
- To organise and take minutes of department meetings

Other Duties

- To demonstrate professional skills in all aspects of the role in line with the school's ethos and Values, including having high expectations for students who have Special Educational Needs
- To recognise and respect issues of confidentiality both in terms of students and colleagues
- To participate in staff training which is relevant to the job.
- To take time to read notices, emails, keep to deadlines and carry out duties to the best of your ability.
- To be proactive in maintaining a high level of knowledge of the needs of SEND students, and appropriate strategies to meet those needs.
- To be familiar with Safeguarding policy and practice in Hayes and to adhere to it.

The above is not an exhaustive list of responsibilities and duties and the post holder will be expected to carry out other duties as requested by the Senior Leadership Team. All duties are subject to periodic review and job descriptions can change according to the needs of the School.

All colleagues appointed at Hayes School will be expected to demonstrate a wholehearted commitment to the development of support for the student and a willingness to assist in preparing for, and adapting to, the changing needs of the School.

PERSON SPECIFICATION

| | |
|--|------------------|
| Qualifications & Training | |
| Good general standard of education with qualifications to at least GCSE level with 5 A*-Cs including English and Maths (or equivalent) | Essential |
| A-Level or equivalent standard | Desirable |
| Experience | |
| Experience of working in administration | Essential |
| Experience of working in a school environment | Desirable |
| Experience of working in the area of special educational needs and disabilities | Desirable |
| Knowledge | |
| Proven competency with Microsoft Office 365 | Essential |
| Working knowledge of information management systems e.g. SIMS/Bromcom | Desirable |
| Understanding of the impact of barriers to learning on student progress and attainment | Desirable |
| Skills and Aptitude | |
| Be able to communicate effectively and accurately in written and spoken English | Essential |
| High level of accuracy and attention to detail | Essential |
| Good communication and interpersonal skills when working with staff, students, parents and other stakeholders | Essential |
| Excellent administrative skills | Essential |
| Have good time management and personal organisational skills | Essential |
| Calm, confident attitude | Essential |
| Ability to work in a team and individually | Essential |
| Experience of working in a similar role | Desirable |
| Personal Attributes | |
| Professional in manner, actions and appearance | Essential |
| Be passionate about young people and their education | Essential |
| Show evidence of being able to build and sustain effective working relationships with a range of people | Essential |
| Have an excellent punctuality and attendance record | Essential |
| Have a capacity for hard work | Essential |
| Energy and enthusiasm | Essential |
| Resilient | Essential |
| Flexibility and adaptability to meet the needs of the school | Essential |
| Positive attitude to work | Essential |
| Sense of humour | Essential |

| Special Requirements of the Role | |
|--|------------------|
| Show a commitment to safeguarding and promoting the welfare of children and young people | Essential |
| Show a commitment to meeting the needs of all students and equality of opportunity | Essential |
| Diplomacy, tact and discretion | Essential |
| Ability to keep confidentiality | Essential |

EXPLANATORY NOTES

Application Procedure

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
 - a) Why you are applying for this post.
 - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If you are successful you will receive either a letter, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
- 3) Candidates called to an interview will:
 - a) Be given a tour of the school.
 - b) Complete a task.
 - c) Have an opportunity to meet with members of the department.
 - d) Have a formal interview with the Principal and SENCO

Pre- Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of eligibility to work in the UK.
- 3) Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 4) Agree to online checks, to confirm no public information about applicant leads to a safeguarding concern.
- 5) Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures.

Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

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