

Application Information

**Assistant
Headteacher Inclusion
SEND/CO**

September 2023
(or sooner if possible)

Headteacher: Patrick Cozier BSc (Hons), MA, NPQH

"The school has a strong sense of community among pupils and staff. Pupils enjoy school and behave well in lessons. Pupils work hard in lessons. They are committed learners who want to achieve. Leaders are passionate about building a school with a culture of inclusion at its heart."

Ofsted – November 2021

Dear Applicant,

I am delighted that you have shown an interest in applying for the Assistant Headteacher Inclusion/SENDCO role at Highgate Wood School for September 2023. On behalf of the Governing Body, I look forward to receiving your application should you choose to join us and be part of our mission of 'To inspire our students to be confident and open-minded through exceptional teaching in a caring school community'.

As the Assistant Headteacher for Inclusion/SENDCO, you will have responsibility for helping us become a school that truly celebrates our neurodiversity. You will be responsible for the strategic development of our Special Educational Needs and Disability (SEND) policy, including oversight of the day-to-day operation of that policy with the aim of raising all students' attainment and achievement. You will work closely with our Deputy Headteacher for Inclusion to further develop our inclusive practices making us the most inclusive school within the local authority. Ideally, you will already hold a similar role at a senior leadership level and be looking to progress your career. Our fantastic students, dynamic friendly and committed staff and a highly ambitious and talented senior leadership team work very successfully to ensure we continue to go from strength to strength and remain a truly great school. We expect the successful candidate for this post to fit in with and contribute positively to this ethos.

In particular, candidates will:

- Take the lead on all aspects of SEND, including training and encouraging inclusion throughout the school.
- You will further **develop the outstanding teaching** and achievement of students with SEND.
- You will **promote inclusion** of all students and their families within our community to **ensure progress** and meaningful access to the curriculum, facilities and enrichment activities.
- As part of our leadership team, you will need to have **excellent communication skills** in relation to supporting and liaising with staff, parents and external agencies ensuring student's needs are met.
- The successful candidate will **lead the Learning Support Department** Team to ensure high quality in-class support. The position will require vision, expertise and commitment in the area of SEND.
- The SENDCO will need to have experience and have a **strong awareness of the relevant SEND legislation** that underpins SEND within schools

We will offer:

- Excellent students who are keen to learn and achieve, and operate in an ethos underpinned by the principles of courtesy, consideration, cooperation and contribution
- The opportunity to work in a continuously improving school with an ambitious, dynamic and supportive Leadership Team and a dedicated Governing Body.
- Exceptional professional development and career progression with positive working relationships at all levels
- The chance to join a friendly, talented and highly committed staff team
- A commitment to providing CPD opportunities to support staff to be their very best
- Additional benefits include Cycle Scheme, Tech Scheme, Get Active London as well as access to School Advisory Services for wellbeing, welfare and Counselling & support services

At Highgate Wood School we are proud of the way our exam results continue to improve year on year at both key stages 4 and 5. This reflects the skill and dedication of our existing staff and the hard work of our fantastic students. I am sure you will get a sense of enthusiasm within the school for what we are accomplishing and hope you can see yourself as someone who could share in this progress and make your own significant contribution in our collective journey to improve our students' experiences and outcomes even further.

Traditional values of **courtesy, consideration, contribution** and **cooperation** (the 4Cs) underpin the school's ethos and are at the core of our expectations of what we have come to call the "Highgate Wood Way". Our motto is **Everyone Matters, Everyone Achieves**, and this is demonstrated in the way we value every student as an individual, and by the numerous opportunities through which their potential is identified and nurtured.

We firmly believe that the biggest influence on someone's success is how hard they work, how focused they are and how well they respond to feedback. So, we recognise the huge importance of perseverance, resilience, focused practice and hard work in enabling people to grow, develop and achieve. We ask all members of the school community – students, staff, parents and governors – to adopt this "can do" approach in dealing with all the challenges that face us.

We encourage our staff to be positive with our students and to develop warm and friendly relationships with them based on mutual respect. If you are someone who is prepared to always put students first, work hard, have the highest expectations of yourself and our students and you are a great team player, then you may well be the person that we are looking for.

We have the good fortune to be located in a very attractive area of North London, surrounded by woods and sports grounds. The school boasts excellent facilities, both within the classroom and beyond it. A significant part of the school was rebuilt or refurbished under the BSF programme so we have extensive IT facilities, our own all-weather sports pitch and tennis courts as well as enviably equipped music, art and drama classrooms and facilities. We also offer on-site car parking for staff. Highgate tube station is 10 minutes' walk from the school and the school is very close to bus routes W5, 41 and W3. The W7 bus offers a swift link to Finsbury Park tube and Hornsey over ground station in Crouch End is also close by.

Induction for new staff is well-structured and effective and our exciting CPD provision offers a range of opportunities for all staff to build on their existing skills and develop new ones. We participate in the Employee Assistance Programme, which aims to provide further support for all staff. Staff well-being is a key concern, and we offer a range of support including a yoga session each week. Highgate Wood School is happy to support successful candidates in finding accommodation with the possibility of the school paying your deposit and claiming it back in monthly instalments through your salary.

Highgate Wood School is committed to safeguarding and promoting the welfare of children and young people and the post is subject to satisfactory references and an enhanced DBS check.

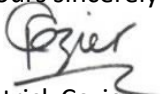
The closing date for applications for this role is

You can apply via the link on the TES website or by sending your completed application form directly to the HR Manager at recruitment@hws.haringey.sch.uk. CVs alone will not be accepted.

Interviews will be held within week on

I hope you find our application pack helpful. I shall be pleased to answer any further questions you may have.

Yours sincerely



Patrick Cozier
Headteacher

Job Description – Assistant Headteacher – Inclusion / SENDCO

Assistant Headteacher – Inclusion/Special Educational Needs and Disability Co-Ordinator (SENDCO)

RESPONSIBLE TO: Headteacher

RESPONSIBLE FOR:

1. Learning Support Department

And the line management of:

2. Maya Angelou Centre
3. EAL Coordinator

GRADE/PAY RANGE: Leadership scale

Purpose

The role and responsibility of the Assistant Headteacher is to support and assist the Headteacher with strategic planning and in managing, leading and developing the school. The Assistant Headteacher will undertake any professional duties of the Headteacher delegated to them by the Headteacher. The Assistant Headteacher is a member of the School Leadership Team who under the leadership of the Headteacher work together to:

- Formulate the aims and objectives of the school;
- establish policies through which they shall be achieved;
- manage staff and resources to that end;
- monitor progress towards their achievement.

To lead, manage, develop and maintain high quality inclusive practices including special educational needs provision which enables quality teaching, excellent learning outcomes and success for all students.

Overall responsibilities

The Assistant Headteacher for Inclusion/SENDCO, under the direction and support of the Deputy Headteacher will:

- Determine the strategic development of Special Educational Needs and Disability (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEN or a disability (SEND)
- Determine the strategic development of the Maya Angelou Centre and its provision in the school
- Determine the strategic development of EAL provision in the school
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

Main Duties

All teachers are required to carry out the duties of a teacher as set out in the current School Teachers' Pay and Conditions Document.

The following are specific to this role and are in addition to the school's current job description for a subject teacher:

a) Strategic direction and development of SEND provision in the school

With the support of, and working with, the DHT responsible for Inclusion the AHT for Inclusion/SEND/CO will:

- Contribute to a positive and inclusive whole school ethos that promotes excellent outcomes for students with SEND
- Ensure the HWS SEND policy is implemented effectively within the school
- Ensure the school meets its responsibilities under the Equality Act 2010, Children's Act 2014 and the SEND Code of Practice 2015
- Be responsible for developing a strategic overview of provision for students with SEND across the school, and be responsible for monitoring and evaluation the quality of provision
- Be responsible for all students with SEND and/or with an EHCP, including the strategic application of the EHCP, where awarded
- Be responsible for the progress and outcomes of students with EHCP and SEND based on the identified strategies within their plans and profiles
- Be responsible for the strategic deployment of SEND support staff to meet the needs of students with EHCP and SEND
- Be responsible for the strategic monitoring and evaluation of support for students with EHCP and SEND
- Be responsible for the funding streams and efficiency of spend in meeting the needs of students with EHCP and SEND, including evaluation of the most effective use and deployment of resources
- Be responsible for making links from external support providers to ensure the best experiences for students with EHCP and SEND
- Be responsible for personal professional development in the four areas of the Code of Practice, and other current theoretical approaches around students with SEND, and disseminating that knowledge, as appropriate, to the Learning Support Team and across the whole school
- Support all staff in understanding the needs of SEND students
- Be responsible for liaising with staff, parents, external agencies and other schools or settings to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for students with SEND
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Make a key contribution to school self-evaluation, particularly with respect to provision for students with SEND
- Provide regular information to SLT and Governors on the effectiveness of SEND provision and outcomes, when required.

b) Operation of the SEND policy and co-ordination of provision

- Be responsible for the early and accurate identification of SEND, including students in need of an EHCP, and support parents and students during the EHCP application process
- Be responsible for conducting an audit of the needs of students across the school
- Be responsible for developing and implementing good systems of communication with parents of students with SEND or students with suspected undiagnosed needs

- Be responsible for assessing and identifying SEND needs of students on transition at the beginning of the academic year, on in-year arrival, and at the beginning of Key Stages
- Be responsible for maintaining an accurate SEND register, ensuring that the key information is shared with staff, as and when required
- Be responsible for ensuring that records of students with SEND are kept up to date.
- Be responsible for fostering effective relationships with parents of students with EHCP and SEND
- Be responsible for coordinating and gaining the voice of parents and students with EHCP and SEND
- Be responsible for developing partnerships with the student, parents and other professionals to ensure the needs of students with EHCP are fully met and meet statutory requirements
- Be responsible for the preparation of key documentation which effectively communicates the key strategies and interventions required for the successful implementation of Education, Health and Care Plans or Student Profiles for students with SEND
- Be responsible for the Annual Review Process, including attending every annual review meeting
- Be responsible for the Access Arrangements process
- Be responsible for ensuring the cycle of Assess, Plan Do Review is used to inform provision and meet individual needs
- Co-ordinate additional provision that meets the student's needs and monitor its effectiveness
- Coordinate the use of a Provision Map (Edukey or equivalent) and ensure it is being used effectively to develop individual learning plans and record, track and monitor the effectiveness of interventions
- Ensure keylinks work effectively with parents/carers to design effective student profiles to overcome barriers to learning
- Support student-centred approaches, with a clear focus on need, involving students and parents in all aspects of SEN provision
- Work with feeder primary providers, other schools, educational psychologists, health and social care professionals and other external agencies and be a key point of contact for external agencies
- Be aware of the provision in the Local Authorities local offer
- Make a key contribution to the Student Panel meetings, in line with the meeting schedule
- Ensure student information is shared securely and safely in line with the Code of Practice and GDPR guidance

c) Leading and managing staff

- Be responsible for conducting an audit of the skills and experience of staff across the school relating to SEND, in order to identify training needs.
- Be responsible for the delivery of training for staff on how to teach and support students with SEND effectively, on a whole school, and individual teacher basis, at Wave One Level.
- Be responsible for the delivery of training offered to any staff experiencing difficulties with students with SEND.
- Be responsible for the induction, support and monitoring of new staff in relation to their ability to teach students with SEND
- Establish opportunities for staff to review the needs, progress and targets of students with SEND

Where the role involves line management:

- Lead and manage the manager of the Maya Angelou Centre
- Lead and manage the Learning Support Department team members working with students with SEND, and the SENDCO Administrator
- Lead and manage the EAL coordinator working with EAL students
- Lead staff appraisals and review staff performance on an ongoing basis

d) Teaching and learning

- Support staff to implement inclusive Quality First Teaching (QFT) for all students with SEND.

- Collect and analyse assessment data on students with SEND to demonstrate progress and inform practice
- Be responsible for the implementation of intervention groups for students with SEND, and monitor and evaluate their effectiveness
- Be responsible for the deployment of Learning Support staff to support students with SEND, and monitor and evaluate their effectiveness
- Support subject leaders to implement a broad, balanced and relevant curriculum whilst employing guidance and the most effective practice to meet the needs of students with SEND
- Promote the student's inclusion in the school community and access to extra-curricular activities.
- Ensure appropriate Access Arrangements are in place, to support student need in public examinations, and all paperwork submitted correctly

e) Additional responsibilities and general requirements

As a member of the Senior Leadership Team, you will:

- Have an agreed teaching commitment
- Undertake other duties to support the ethos of our school to include SLT duties and on call.
- Safeguard and promote the welfare of children and young people, and follow school policies and the staff Code of Conduct
- Show commitment to the school, promote an inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues
- Participate in the school's performance appraisal process, ensuring that objectives are set and met within the agreed time-scale.
- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to the postholder by the Headteacher.
- Network and share good practice with other Haringey LA SENDCOs

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the AHT for Inclusion/SENDCO will carry out.

Assistant Headteacher – Inclusion/SEND/CO	Assessment Key: A Application Form I Interview
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Education and Qualification	Essential	Desirable	Assessment
Gained a Degree	✓		A/I
Qualified Teacher Status	✓		A/I
Hold the National SEND/CO Award as outlined in paragraph 6.85 of the SEND Code of Practice or willing to work towards the national qualification		✓	I
Training in specific areas of SEN	✓		A/I

Experience	Essential	Desirable	Assessment
Experienced and successful SEND/CO	✓		A/I
Experience of bid writing and EHCP assessments	✓		A/I
Experience of implementing access arrangements	✓		A/I
A track record of outstanding teaching and outcomes	✓		A/I
Experience of working at whole school level	✓		A/I
Involvement in self-evaluation and development planning	✓		A/I
Experience of conducting training/leading INSET	✓		A/I
Successful leadership of teams	✓		A/I
Experience of multi-agency working	✓		A/I
Have experience of successfully working with parents of children with complex needs	✓		A/I

Skills and Knowledge	Essential	Desirable	Assessment
Sound knowledge of the SEND Code of Practice	✓		A/I
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	✓		A/I
Ability to plan and evaluate interventions	✓		A/I
Data analysis skills and the ability to use data to inform provision planning	✓		A/I
Ability to influence and negotiate	✓		A/I
Good record-keeping skills	✓		A/I
Effective oral and written communication skills	✓		A/I
Excellent interpersonal skills, both in working relationships with staff, students and in forming effective professional relationships with a wide range of stakeholders including parents	✓		A/I

Excellent analytical and evaluative skills particularly in terms of quality of SEND provision within the classroom	✓		A/I
Good organisational and time management skills	✓		I
Sound IT skills to support learning and maintain electronic information systems	✓		I
High levels of personal and professional integrity	✓		I

Personal Qualities/Abilities	Essential	Desirable	Assessment
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	✓		I
Ability to work under pressure and prioritise effectively	✓		I
Commitment to getting the best outcomes for students and promoting the ethos and values of the school	✓		I
Commitment to safeguarding and equality	✓		I
Ability to delivery training to groups of staff, and individual staff to develop their knowledge and understanding of areas of student learning difficulties	✓		A/I
Ability to inspire, motivate and provide support and guidance on key strategies to support teaching and non-teaching staff to enable them to meet the learning needs of specific SEND students	✓		A/I
Ability to form and maintain appropriate professional relationships and boundaries with children and young people	✓		A/I
Ability and willingness to work constructively as part of a team	✓		I
Ability to supervise students effectively, both in and out of school in line with the school's behaviour policy	✓		I
Reliable and acts with integrity	✓		I
Ability to deal with sensitive information in a confidential manner	✓		I
Ability to help children and young people to transfer their learning to other parts of their lives	✓		A/I
Ability to provide a good role model to young people	✓		A/I
Ability to use own initiative and work flexibly	✓		A/I