

HEAD OF LEARNING SUPPORT/ SENCO



M/UPR: £31,650 to £49,084 plus TLR1c £14,290 pa
Full Time, Permanent

CANDIDATE
INFORMATION PACK



ACHIEVEMENT, STUDENTS & LEADERS MATTER

Tel: 0191 214 2201

www.northernleaderstrust.org

Registered Office Address: Kenton School, Drayton Road, Newcastle Upon Tyne, NE3 3RU



INTRODUCTION

From the Principal

Dear Applicant

At Kenton we are passionate about providing the very best education possible for young people in our city, our region and nationally and our strong and committed team share our vision of ensuring all our students not only reach their potential but that they are confident, happy and resilient students who treat each other with compassion and respect.

We are seeking applications for a Head of Department/ SENCO to join our Learning Support team. The successful candidate would be expected to co-ordinate the provision for students with SEND and oversee the day to operation of the school's SEND policies. The right candidate will ensure high quality teaching and effective use of resources to ensure that SEND students achieve their potential.

If you are the person we are looking for you will possess the ability to work effectively with all students, engaging them through exciting yet challenging lessons and embedding a culture of positive behaviour for learning. You will possess the ability to promote the safeguarding and welfare of children and young people and take appropriate action when required. And, most importantly, you will be committed to our school ethos of 'all different, all equal,' instilling high expectations in all our students.

If you have the skills, commitment and enthusiasm to succeed in this role, we want to hear from you. In return we can offer you,

- Access to the Teachers' Pension Scheme
- Salary sacrifice schemes including, cycle to work and childcare voucher schemes
- Free on-site parking
- Free gym access at Kenton School

We look forward to receiving your application.

Yours sincerely

Julie Roberts
Principal

Head of Learning Support/SENCO Job Description

Pay Range: M/UPR plus TLR1c

Responsible to:
Principal/SLT



Job Purpose

To co-ordinate the provision for students with SEND and oversee the day to operation of the school's SEND policies. To support the Vice Principal in setting the strategic direction of the SEND provision. To provide professional guidance in the area of SEND to all stakeholders. To ensure high quality teaching and effective use of resources to ensure that SEND students achieve their potential. To work collaboratively and liaise with the SEMH and pastoral teams to ensure that students with behaviour difficulties SEND and SEMH needs are met.

Main Responsibilities

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Key Accountabilities

The postholder will be accountable for the following:

- Promoting the values and vision of the Trust and using them to inform decision-making
- Performance of staff they lead against the criteria below
- Outcomes of students at KS4 against the FFT 5th percentile of national target standards and KS 5 against the upper quartile of national performance standards
- Quality of teaching and learning across the faculty as measured by:
 - Progress of students in subjects that can be reasonably expected against their previous starting points
 - Progress of students with SEND in subjects that can be reasonably expected against their previous starting points
 - Progress of students with EAL in subjects that can be reasonably expected against their previous starting points
 - Progress of Pupil Premium students in subjects that can be reasonably expected against their previous starting points
- The design of the scheme(s) of study setting out the aims of a programme of study, including the knowledge and skills to be gained at each Key Stage
- The design of teaching activities that lead to learning the knowledge and skills intended by the programmes of study
- The design and delivery of intervention strategies to support students in making the progress which can be expected of them in subjects
- The impact of reading and literacy programmes on standards of student competence
- Participation rates of students in extra-curricula provision offered by the faculty in each year group are seen to be rising year-on-year
- Standards of behaviour of students against the One Trust Rule in lessons

Main Responsibilities

Strategic direction of SEND provision

1. Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
2. Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
3. Ensure that the objectives of the SEND policy are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.
4. To keep up-to-date knowledge of national and local initiatives which may impact upon policy and practice.
5. To identify and respond to any legislative changes ensuring that colleagues are notified and any required policy or practice changes are implemented.

Progress and Achievement of Students

1. To monitor the achievements, welfare and discipline of students, and to follow up the progress reviews, liaising with the pastoral team.
2. To track progress of statutory assessment processes, following up on any required actions.
3. To liaise with students and parents regarding progress and support.
4. To liaise with subject departments, feeder schools particularly regarding transition, and external agencies such as Exam Boards, Education Welfare, EP, Alternative Education providers etc.
5. To co-ordinate the application for and of special arrangements in external examinations in conjunction with the Examinations Officer and other agencies as appropriate.
6. To support the Post 16 team in ensuring a smooth transition for school leavers.

Teaching and Learning

1. Influencing the whole Teaching and Learning policy to promote aspects of inclusive teaching.
2. Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.
3. Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
4. Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND pupils.
5. Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
6. Overseeing and monitoring the quality of SEND Learning Plans and other support plans such as pastoral support plans and maintaining detailed information for subsequent meetings with parents.
7. Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets set in IEPs and support plans.
8. Review SEND Learning Plans and support plans termly with parents, students, teachers and agree and communicate new targets.
9. Supporting the Principal in meeting statutory responsibilities for SEND statements and their Annual Review.
10. Lead the Annual Review meetings for EHCP students.

Leadership and Management

1. To line manage of staff where appropriate, including recruitment and selection and conducting performance management and appraisals.
2. To contribute to the setting, management and monitoring of budgets and to ensure effective deployment of budget and resources to ensure students' needs are met effectively.
3. To monitor and evaluate the work of staff within the SEND provision and in conjunction with the Vice Principal, to plan for continual improvement.
4. To promote an atmosphere of continuing professional development and to share good practice with colleagues and to support the professional development of all staff, including newly qualified teachers and initial teacher training students.
5. To contribute to the school's self-evaluation and academy improvement plan.

Main Responsibilities

7. To ensure staff fulfil statutory obligations and that relevant reports and documentation are completed and submitted accurately and promptly.
8. Identify and respond to professional learning needs in department and in the wider school.
9. Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.
10. Provide regular information to the Senior Leadership Team on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.
11. To contribute to the annual department budget and annual Departmental Development Plan.
12. Provide advice to the Principal and SLT relating to resource requirements and to contribute to the deployment of staff and timetabling in relation to the support of SEND.
13. Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.
14. To ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all members of the department.

Generic Teaching and Learning Responsibilities

1. To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document and carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.
2. Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behaviour policy.
3. Plan effectively in the short, medium and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
4. Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behaviour expected from learners.
5. Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas of development.
6. Demonstrate ongoing development and application of teaching practice, expertise and subject, specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
7. Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.

Main Responsibilities

8. Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
9. To work effectively with/be aware of and assist integrated processes, and local opportunities which support children, young people and their families
10. Promote the safeguarding and welfare of children and young persons the postholder is responsible for, or comes into contact with. Give advice on the development and wellbeing of children and young people, if required. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
11. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

In addition, Upper Pay Range teachers are expected to:

1. Make significant contributions to implementing workplace policies and practice and to promote their implementation.
2. Give advice on the development and well being of children and young people, if required,
3. Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



GCSE Results Day

Our 2024 GCSE results reflect the many positive changes that have taken place in the academy over the last year. All students are given the best possible support and advice and encouraged to follow their passion, whatever that might be.

Head of Learning Support/SENCO

Person Specification

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

- 1 Graduate with Qualified Teacher Status, e.g. PGCE, BEd or equivalent.
- 2 NASENCO qualification or willingness to work towards
- 3 Knowledge and awareness of best practice in relation to teaching of students with a wide range of SEN need
- 4 Proven track record of successful experience or working effectively with secondary age students with SEN.
- 5 Demonstrable leadership and management experience including a sustained track record of leading a team to achieve outstanding attainment for pupils.
- 6 Experience drawing up and implementing Individual Education Plans.
- 7 Evidence of consistently outstanding classroom teaching.
- 8 Experience implementing robust quality assurance systems including effective performance management.
- 9 Evidence of effective assessment and behaviour for learning.
- 10 Knowledge of the key principles and practices of school effectiveness and improvement.
- 11 Demonstrable knowledge of Safeguarding and Health and Safety requirements in relation to leading a department or faculty including ability to assess and adapt to risks.
- 12 Experience planning and leading professional learning activities.
- 13 Effective organisational and ICT skills with the ability to analyse and interpret data to inform practice.

Desirable

14. Previous experience of fulfilling the SENCO role
15. Experience integrating students with significant SEND needs into mainstream education.
16. Experience in budget and resource management.
17. Experience supporting classroom teachers in developing appropriate teaching strategies.

Part B: Assessment Stage

The following criteria will be further explored at the assessment stage in addition to criteria above.

Essential

- 1 Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:
 - Motivation and commitment to work with children and young people
 - Ability to form and maintain appropriate relationships and personal boundaries with children and young people
 - Emotional resilience in working with challenging behaviours
 - Attitude to use of authority and maintaining discipline.
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Part B Continued

Essential

2. Up to date knowledge of relevant aspects of SEND including statutory policy for young people with SEND in schools and how it can support learning and progression for all students.
3. Ability to think and act strategically with sensitivity to organisational and wider political priorities to deliver high quality outcomes.
4. Ability to describe a vision for the development of the faculty and to develop effective plans to implement that vision.
5. Ability to work effectively with a wide range of people, e.g. colleagues, pupils, governor, parents/guardians, other professionals and the wider community.
6. Knowledge of key education legislation and current issues.
7. Ability to present views and opinions in discussion which contribute to positive outcomes including the ability to challenge, give feedback and accept feedback constructively.
8. Ability to demonstrate high expectations and to instill these in others.
9. Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people.
10. Ability and flexibility to take an active part in extra curricular provision.
11. No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.
12. Committed to working with young people and contributing to trust ethos.

Desirable

- 11 Knowledge of current integrated working agenda.

Assessment/Selection Methods

Lesson observation

Task/s

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

- 1 Enhanced Certificate of Disclosure from the Disclosure and Barring Service*
- 2 Additional criminal record checks if applicant has lived outside the UK
- 3 Children's Barred List Check*
- 4 DfE Prohibition List Check including GTCE Check
- 5 Confirmation of Qualifications and Qualified Teacher Status, including confirmation of professional status from relevant professional regulatory body for teachers who have worked overseas.
- 6 Medical clearance
- 7 A minimum of two satisfactory references from current and previous employers (or education establishment if applicant not in employment).
- 8 A Section 128 Education and Skills Act Prohibition from Management list check.

*All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website (www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974). This post is classed as being in 'Regulated Activity' as defined in Keeping Children Safe in Education 2021, therefore in addition to the DBS check, a check of the Children's Barred List will also be conducted as part of the pre-employment screening process.



A-Level Results Day

An increasing number of students spend 7 years at Kenton, going onto a variety of destinations at the end of Year 13. This year we were delighted that students have gone on to study Medicine at Cambridge and History and Physics at Durham as well as Film & TV at the University of Bristol.

About our Trust

Northern Leaders Trust; Formed in 2014, our Trust currently incorporates both Kenton School and Studio West, an innovative 11-19 studio school.

Under the leadership of Chief Executive Officer Lee Kirtley, the Trust's main objectives are encompassed in its vision statement, which is 'Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high aspirations and to excel academically and socially.'

Each academy is unique and retains its own identity whilst aligning with our Trust vision and values. Each academy's motto summarises this.

Kenton School

'All Different, All Equal.'

Studio West

'Learning that connects.'

Our Trustees

Over the last three years, the Trust Board, comprising of 3 members and 7 Trustees has delivered major improvements to the governance, leadership and financial health of the Trust.

Our Trustees come from a variety of different education and business backgrounds, driving the strategic vision of the Trust and our schools. The Trust and its schools are supported by a strong central services team covering core Trust functions, such as HR, Finance, Data and ICT.

TRUST SHARED VALUES

Shared Expectations – The One Trust Rule

Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Leadership – Leaders help themselves and others to do the right thing. We firmly believe that all students and staff within our Trust are leaders.

Excellence – We are a Trust that strives to achieve excellence in academic, sporting and artistic pursuits.

Integrity – We are honest and driven by a clear moral purpose. Acting with integrity means we strive to do the right thing at all times.

Kindness – We value being kind to one another, using our manners and being considerate of each other's feelings.

Inclusivity – All students are welcomed into our classrooms and their uniqueness is celebrated. We have high aspirations for all students: no groups or individuals will be left behind.

Humility – We are humble in both success and failure. We acknowledge that our successes are achieved through the hard work of our students, parents, teachers and community.

Together – We believe that the Trust is stronger together and that collaboration is always more effective than competition.

Reflectiveness – We value reflection as a way to achieve improvement. We believe in inspiring all our learners to question, research, engage and therefore thrive,

About Kenton School



Kenton School is a vibrant and inclusive secondary school at the heart of the community in which we serve.

With just over 1800 students, Kenton is amongst the largest schools in the North East. However, despite the size, the school prides itself on retaining a family atmosphere, where students feel not only challenged through quality first teaching and learning but supported and motivated by the strong pastoral team.

Our Kenton team are passionate about providing the very best education possible for young people in our city, our region and nationally and our strong and committed team share our vision of ensuring all our students not only reach their potential but that they are confident, happy and resilient students who treat each other with compassion and respect.

We aim to provide a broad curriculum, focussing on educating our students for their future in the modern world, not the past or even just the present. We also believe strongly in developing the creativity of our students and this is demonstrated through our commitment to delivering arts courses as a core subject.



For further information, please visit our website
www.ksnorthernleaderstrust.org

Additional Information for Applicants

Conditions of Service

The conditions of service applicable to this post are the Conditions of Service for School Teachers in England and Wales (the Burgundy Book) and the School Teachers Pay and Conditions document as amended/supplemented by local decisions made by Northern Leaders Trust.

Working Hours

This is a full-time post. Directed time is 1265 hours per annum. The exact timing of this directed time is set each year in accordance with curriculum requirements.

Pay and Grading

The salary for the post is Main/Upper Pay Range with current corresponding full-time salary of £30,000 to £46,525. The post also attracts a Teaching and Learning Responsibility allowance payment of TLR1c £13,554 pa.

Northern Leaders Trust do offer pay portability therefore starting salary will be dependent upon current pay point and relevant experience. Progression through the range is subject to annual successful performance review on 1 September each year.

Status

This is a permanent post.

Pension Scheme

The postholder will be automatically enrolled in the Teachers' Pension Scheme. Further details can be found at www.teacherspensions.co.uk.

Equal Opportunities

Northern Leaders Trust is opposed to any form of unfair discrimination and is publicly committed to be an equal opportunity employer.

Safeguarding

Northern Leaders Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school.

Rehabilitation of Offenders

All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974.



Application Process

If you feel you have the experience, skills and attributes to succeed as part of our team, please download and complete our application form and return it to hr@northernleaderstrust.org



Kenton School, Drayton Road,
Newcastle upon Tyne, NE3 3RU



Learning that Connects

Studio West, West Denton Way,
Newcastle upon Tyne, NE5 2SZ