



ASSISTANT HEADTEACHER INCLUSION & SENDCO

Candidate Information Pack
2021/2022

Learning Today: Leading tomorrow

About our

Bentley Wood High , Clamp Hill, Stanmore, Middlesex, HA7 3JW

Our

Learning today: leading tomorrow

At Bentley Wood High for Girls we are proud of our fine record of academic achievement within our safe, caring, stimulating environment where pupils learn happily and well. We encourage each girl to develop a wide range of skills and interests, to achieve her personal best and to work co-operatively with consideration for all members of our learning community at all times.

As a single sex , we recognise that research has shown that our environment empowers girls to maximise their potential, participate fully in all areas of life and achieve their very best.

Bentley Wood High is a rich and diverse community. We celebrate our diversity and welcome further opportunities to learn from each other. Our partnership with parents is a strength of the . Parents consistently provide positive feedback and are very supportive of the through our Parent Voice group.

We are extremely lucky to be in a in such a beautiful natural setting. Bentley Wood High has been described by parents as the 'hidden jewel in the crown' however; our most important treasures are our students and staff.

I very much look forward to meeting you.

Dr Janice Howkins OBE
Headteacher

KEY FACTS AND STATISTICS			
Type of	Academy	% of FSM Students	21.44
Age Range	11 - 18	% of students with Statement of Education, Health and Care (EHC) Plan	1.77
Location	Stanmore, Harrow	% of students with EAL	60.72
Co-Education or single sex	Single sex girls	GCSE Results 2019:	35% of grades at GCSE were 9-7 grades
Number of students	1357	English and Mathematics	78% achieved grades 9-4
Attendance 2020 to 2021	95.35%	English and Mathematics	54% achieved grades 9-5
Number of Staff	93 teachers 44 support staff		
We have not included the 2020 or 2021 data as these were centre assessed grades. However, student performance in both of these years was equally strong.			

SEN Profile

	SEND Support	EHCP	Total
Year 7	23	13	36
Year 8	27	2	29
Year 9	19	13	32
Year 10	35	2	37
Year 11	21	5	26
Year 12	7		7
Year 13	5	1	6
Grand Total			173

Job Description: Assistant Headteacher

Inclusion & SENDCO

Purpose:	To lead, develop and support effective practice across the Academy so that the needs of students with identified barriers to learning are addressed. As a result, these learners will thrive.
Responsible to:	Headteacher/Deputy Headteacher
Responsible for:	Members of the Inclusion team
Working conditions:	These will be as specified in the latest Teachers Pay and Conditions Document (STPCD) The post holder will continue to meet and build upon, as appropriate: <ul style="list-style-type: none">• The National Standards for QTS as laid down by the Department for Education, relating to:<ul style="list-style-type: none">a) Professional values and practiceb) Teachingc) Knowledge and understanding• The Induction Standards• The Threshold Standards

Main Duties and Responsibilities

1. To be committed to and to promote the school's vision, aims, objectives and values
 2. To be committed to safeguarding and promoting the welfare of children, there will be a high involvement in regulated activity relevant to children. Please see our [Child Protection Policy](#)
 3. To hold the SENCO qualification or be prepared to study for and gain this qualification within 18 months
- 4. Teaching and Learning**
- Ensure a culture and ethos of challenge and support exists, where all students can achieve success and become engaged in their own learning
 - Work with subject leaders to ensure that the curriculum is accessible, rich, relevant and ambitious, delivering outstanding educational outcomes whilst nurturing character
 - Work with subject leaders, class teachers and tutors to ensure they have a clear understanding of the special educational needs of each child
 - Support and train teachers so that they make effective class-based adaptations to the curriculum and develop systems to access targeted intervention and specialist support when needed
 - Monitor the curriculum, including the provision of teaching and learning activities/ resources and the impact on the progress made by students with SEND
 - Report outcomes of Monitoring, Evaluation & Review (MER) to staff, governors and appropriate agencies, showing clearly the next actions for improvement
 - Work closely with Computer Science and network team so that technology is used to overcome barriers for students with SEND within the classroom.
- 5. Leadership and Management Responsibility**
- Ensure all members of staff to recognise and fulfil their statutory responsibilities to students with SEND
 - Ensure the administration of the SEND area is efficient, including: provision mapping and costing; managing budgets and monitoring the quality of information sharing
 - Ensure the SEND register is up-to-date and that all staff are aware of the needs of students and that the students receive the provision outlined in their EHCP or IEP
 - To implement plans for children identified at SEND Support, checking that this is being adhered to and review and amend on a regular basis
 - Facilitate and coordinate multi-agency input
 - Co-ordinate the early identification of students with SEND and play a leading role at pastoral and Leadership meetings, so that the needs of SEND students are met
 - Collect and interpret SEND assessment data to inform practice across the

- Provide an effective induction programme for staff relating to SEND, including those at the start of their professional journey
- Create and maintain effective partnerships with parents and carers to support and improve students' achievement and personal development
- Work closely with primary schools and external agencies when students with SEND transfer into the to secure a high level of continuity of support
- Review the 's SEND Information Report and other statutory documents regularly, sharing with parents and publishing relevant information on the website
- Taking a leading role within the Senior Leadership Group (SLG) to ensure that all are well informed about national and local developments relating to SEND and inclusion
- Work closely with the Head of EAL to ensure that support resources are used efficiently and effectively
- Ensure the use of equipment and facilities within the, particularly those relating to accessibility are well maintained and fit for purpose
- Liaise with the Examinations Officer to ensure appropriate access arrangements are in place for students with SEND
- Meet the governor responsible for SEND each half term and attend governors' meetings when appropriate

6. Developing Oneself and Working with Others

- Evaluate one's own teaching critically and use this to improve effectiveness
- Keep abreast of educational developments to introduce and disseminate appropriate approaches to learning and teaching, delivering CPD to all staff
- Treat people fairly, equitably, with dignity and respect, to create and maintain a positive culture within the school
- Develop and maintain a culture of high expectations for oneself and for others and take appropriate action when performance is unsatisfactory
- Review one's own practice, set personal targets and take responsibility for one's own personal development
- Have a passion for working with young people
- Manage one's own workload and that of others to allow an appropriate work/life balance

7. Wider Responsibilities

- Create and maintain effective partnerships with parents and carers to support and improve students' academic achievement, in addition to their spiritual, moral, social and cultural development
- Attend Parents' Evenings to ensure a positive partnership is realised between staff, students and parents
- Attend other evening events in rotation with other members of the senior team
- Be professional at all times with regards to appearance and behaviour

8. Strengthening Community

- Promote Bentley Wood CARE values
- Be aware of, and comply with, policies relating to Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to a nominated person
- Assist with the Academy's internal audit procedures and Health and Safety checks
- Engage and take a lead in the 's Monitoring, Evaluation & Review (MER) process each half term
- Provide pastoral support for students to the best standard possible
- Contribute to the wider life of the school e.g. House System, enrichment activities
- Actively promote Bentley Wood within the community
- Foster positive, professional relationships with staff and students
- Be professional at all times with regards to appearance and behaviour
- Be committed to the safeguarding of children and young people
- Treat people fairly, equitably, with dignity and respect, to create and maintain a positive culture within the

OTHER SPECIFIC DUTIES

- The post holder will be subject to performance objectives agreed annually.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Headteacher.
- To take on any whole initiative or responsibility that the Headteacher may direct.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

This Job Description and Person Specification may be renegotiated by the headteacher if the school faces changing circumstances.

Person Specification:

Qualifications and Training	Essential	Desirable	How measured
5 good GCSEs (or equivalent) including English and Mathematics	✓		Application
Recent participation in relevant CPD activities	✓		Application
A-Levels or equivalent	✓		Application
Degree or equivalent	✓		Application
QTS Status	✓		Application
An ability to pass a DBS check (non-negotiable)	✓		Application
National SENCo Award or a commitment to secure this within 18 months	✓		Application
Further qualifications demonstrating leadership development, such as NCSL-accredited courses		✓	Application and interview
Experience			
Be a committed educational professional, with the experience of identifying, monitoring, and evaluating teaching strategies particularly with students with known barriers to learning	✓		Application, references and interview
Have an excellent understanding of current, relevant issues and developments, specifically regarding National changes to funding and reporting which may impact policy and practice	✓		Application, references and interview
Be able to demonstrate the ability to work strategically and successfully, developing colleagues to improve learning, teaching and outcomes	✓		Application, references and interview
Have experience of raising achievement for a wide range of pupil groups and age ranges	✓		Application, references and interview
Know the implication of curriculum planning and implementation to secure exceptional outcomes	✓		Application, references and interview
Have experience of observing, reporting and evaluating effective teaching practice, and of moving colleagues forward, regardless of their position, or career stage	✓		Application, references and interview

Have experience of interpreting complex student data to drive provision planning and student progress	✓		Application, references and interview
Have a proven track record of building and sustaining effective relationships with colleagues within and outside the Academy	✓		Application, references and interview
Have a clear knowledge of and commitment to the implementation of the safeguarding agenda	✓		Application, references and interview
Skills & Attributes			
Be forward thinking, innovative and have experience of successfully managing change	✓		
Be an excellent teacher with the ability to model outstanding practice	✓		Application, references and interview
Have strong analytical and problem-solving skills	✓		Application, references and interview
Have the ability to hold honest, supportive and challenging conversations	✓		Application, references and interview
Have the ability to research and where appropriate implement innovative practice	✓		Application, references and interview
Be able to plan, prioritise and implement organisational strategies, making best use of available resources	✓		Application, references and interview
Have excellent communication and interpersonal skills with the ability to relate to all staff within the Academy community	✓		Application, references and interview
Have the ability to enthuse, inspire, support and motivate staff and students	✓		Application, references and interview
Have a clear understanding of safeguarding procedures	✓		Application, references and interview
Have demonstrably high professional standards	✓		Application, references and interview
Have the ability to delegate work and support colleagues in undertaking responsibilities	✓		Application, references and interview
Have the ability to communicate on SEND performance effectively, orally and in writing to a range of audiences	✓		Application, references and interview
Personal Qualities			

Be able to actively support and promote the CARE values of the	✓		Application, references and interview
Be able to communicate a compelling vision for inclusive education and be able to encourage all to succeed	✓		Application, references and interview
Have an excellent health and attendance record	✓		Application, references and interview
Be a team player, used to working collaboratively	✓		Application, references and interview
Be a resilient and reflective individual	✓		Application, references and interview
Be willing to undergo training as necessary and support the CPD of others	✓		Application, references and interview
Possess a good sense of humour	✓		Application, references and interview
Have energy, tenacity and the ability to work under pressure	✓		Application, references and interview
Lead by example and demonstrate a strong commitment to secure the ethos of the	✓		Application, references and interview
Have a proven record of working with other educational providers		✓	Application, references and interview