

Richard Hale School



400 YEARS OF EXCELLENCE

Application Pack

Associate Assistant Headteacher
SENCO

Leadership Scale 9 to 13 (Fringe)

September 2024



Richard Hale School

Associate Assistant Headteacher SENCO

Start date: September 2024

Thank you for your interest in the post of SENCO/Head of Student Support Centre. The Application Pack consists of the following documents and an application form can be found on our website <https://www.richardhale.herts.sch.uk/vacancies/> under **Leadership Application Form**.

- Copy of the advertisement
- Information about the school
- Information about the department
- Information about the Senior Leadership Team
- Job Description
- Person Specification

Please note:

- **Closing date**

The closing date is **Monday 25th March at 9am**. Please note that we reserve the right to close the Vacancy early if sufficient applications are received. Therefore, early applications are essential.

- **Electronic version of the application form**

The application form can be found on our website <https://www.richardhale.herts.sch.uk/vacancies/> under **Leadership Application Form** and guidance notes are provided to assist you.

- **References**

Please ensure that you provide **email addresses** for all your referees as we may request references by email. A **mobile number** for them would also be useful. Referees are likely to be contacted after shortlisting, but before the interview stage.

- **If you have any queries regarding this post**

For general enquiries about the recruitment process, please contact Sue Homan, HR and Office Manager on 01992 583441 (sho@richardhale.co.uk). If you would like to discuss the role or find out more about the school, please contact Matthew Greenwood, Deputy Headteacher, on 01992 583441 (mgr@richardhale.co.uk). **Visits to the school are most welcome.**

- **How to apply**

Please complete the application form and return it to the school by the closing date, together with a letter of application, on no more than two sides of A4, which outlines the skills and abilities you could bring to the post. Please forward these by email to Sue Homan at sho@richardhale.co.uk. Please accept our apologies as we may not be able to notify all candidates of the outcome of their application.

- **Criminal Declaration Form**

All applicants invited to interview will be required to complete a Criminal Declaration Form prior to interview. This is available on the website under the vacancies tab.

We look forward to reading your application and thank you for your interest in our school.



Richard Hale School

Associate Assistant Headteacher SENCO Required for September 2024

We are looking to recruit an Associate Assistant Headteacher SENCO with a passion for teaching and learning and to act as a real advocate for all of our children with special educational needs, holding a firm belief that all children can achieve.

The post will be paid on the Leadership Scale. The successful candidate will already have achieved the NASENCO qualification, or be prepared to gain the qualification upon securing the post.

The post will also provide the opportunity to be part of the whole school leadership team. As part of the role, you will attend SLT meetings and contribute to the wider development of the school both in the strategic development of the school, with a particular focus in developing the support for students with SEND and inclusion more generally. It will also provide the opportunity to gain a greater understanding by contributing as a member of SLT to the wider strategic development and management of the school. The role would be an ideal opportunity for someone looking to develop their career for more senior roles in the future.

If you would like to discuss the role, or visit the school we would be pleased to hear from you. Please contact Mr Matthew Greenwood, Deputy Headteacher on mgr@richardhale.co.uk.

The school is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced DBS check (Disclosure & Barring Service).

The Application Form and further information can be downloaded from the school's website or you may contact Mrs Homan by email, sho@richardhale.co.uk. The Application Form, together with a letter of application of no more than two sides of A4, outlining the skills and abilities you could bring to the post, should be emailed to Mrs Homan. Closing date is 9am on Monday 25th March, 2024 with interviews scheduled for Wednesday 27th March, 2024. Please note we reserve the right to close this vacancy early should sufficient applications be received, so early application is essential.



Richard Hale School

Information about the school

Richard Hale School, called after its original wealthy benefactor, has stood on its present site since 1930. It was founded as Hertford Grammar School in 1617 on a site behind All Saints' Church nearer the town centre and changed its name in 1974 when it became a comprehensive school. A door from the original school can be seen in the main foyer when you enter the school giving that sense of history that we are very proud of.



Richard Hale is an 11 - 18-year-old boys' comprehensive school with a six-form entry in Year 7. The school has 1200 students with 180 in each year group and over 300 in the sixth form which is mixed. We are heavily oversubscribed with 500 applications for 180 places.

Year 7 students are drawn from approximately 50 primary schools with admissions based on the post coding of traditional parishes. The intake comes from a large area of East Hertfordshire, particularly Hertford, Ware and the surrounding villages. The Sixth Form has continued to grow since becoming co-educational in 2005. It is now one of the largest in the area, attracting boys and girls from further afield than the immediate locality.

The school's buildings have been improved extensively over the years. Facilities include a Sixth Form Centre with tutorial rooms and a large study room. We have improved the facilities on site with a refurbished Engineering block. During 2017 a 3G all-weather football pitch was added to provide improved sport facilities for the students and in September 2022, we opened our brand-new Sports Hall, which includes a fully equipped gym. We play Rugby games at Hertford Rugby Club; this provides a real experience for the students playing in front of a good crowd and under floodlight during the winter evenings. We run a complete set of Saturday morning fixtures in rugby, football, and cricket over the year.



Underpinning all the work done within the school is a steadfast commitment to develop our students into thoughtful, respectful, and focused individuals who are able to make a positive contribution to the community and wider world.



We are a Good School as Ofsted confirmed in our Ofsted Inspection from 2019. The feedback and report reflect the many strengths of the school. The report is available on the website, but the following quotes really show what the school is like, "Students are proud to tell their friends that they attend the school. Parents typically say, 'My son loves coming to school. We are proud that our son is a Richard Hale student,'" and "Staff and students explained to inspectors that they feel like they are part of a large, supportive family."

The school curriculum and extra-curricular activities

Our curriculum is traditional in principle, but also provides innovation where possible. Some key characteristics:

- We teach KS4 over three years so we can develop skills and enrich the students' learning experience alongside the increased content the new qualifications require.
- Approximately 70% of students take a modern foreign language and individual sciences at GCSE, placing the school in the top 20 percentile for these subjects.
- Our Design and Technology provision includes Engineering, which is very popular at KS4.
- We have a garage on site allowing the students to experience motor engineering, this is alongside the other D&T disciplines.
- We offer a broad and balanced curriculum which provides a range of opportunities for our students catering for all interests and aspirations.
- Students in the Sixth Form have access to two learning pathways, academic or vocational. The Advanced Level offer is extensive with 21 subjects taught on site. BTEC Business, Science and Sport provide students with a more focused vocational curriculum.



At KS5 we teach a linear syllabus with students sitting examinations at the end of the two-year course. Our destination data is strong with all our students achieving offers for university, many of these from the Russell Group, or successful entry into apprenticeships or employment.

Student achievement is high with 86% achieving 9 to 4 in English and Maths in 2023 and 67% achieving 9 to 5 in these subjects. The progress of students is an area which has been a focus over the last few years, and we were delighted to achieve a progress score of 0.4 in 2022 and 0.39 in 2023.

Our aim is to create a learning environment in which all students can develop their learning, intellectual and personal abilities, both inside and outside the classroom. To this end we provide an extensive extra-curricular programme, with the school excelling in sport, music, drama, science and engineering competitions. Our Duke of Edinburgh's Award programme is strong with large numbers of students taking bronze or gold awards. The school's ethos is one of encouraging the participation of students in the wider school community through a diverse range of opportunities at all levels.



Much of the school activity is centred on the House system. Each student is allocated to one of the six houses (Cowper, Croft, Hale, Kinman, Page, Wallace) and throughout their school lives enjoy and compete in many activities, mainly organised by themselves and supported by the Heads of House. These range from sport, music and drama competitions to chess and other types of activity.

Further information on the school and its history and achievements can be found on our website at www.richardhale.herts.sch.uk



Richard Hale School

Information about the department

Staffing

Position advertised	SENCO/Head of Department
Laura Reeves	SEND & Student Support Centre Officer
Isaac Deacon	Teaching Assistant
Zoe Dupplaw	Teaching Assistant
Ben Inwood	Teaching Assistant
Rob Nivison	Teaching Assistant
Josie Pegram	Teaching Assistant
Laura Robertson-Equzquiaguirre	Teaching Assistant
Kate Wilkinson	Teaching Assistant & Literacy Support
Vicky Yeoman	Teaching Assistant
Mark Rayfield	Intervention Teacher

Welfare Support Officers

Jane Michelson	Welfare and Support Officer (Years 7-10)
Hannah Chiswick	Welfare and Support Officer (Years 11-13)

Richard Hale School is inclusive and aims to promote equality of opportunity, excellence and the development of individual potential. We believe that all our students are of equal value and share the same educational rights - irrespective of race, gender, sexuality or disability – and are given the same opportunities to progress and fulfil their potential. The school recognises the whole person and the gifts they may possess.

All students are entitled to and should have the opportunity to develop a wide range of learning and life skills. We believe that this entitlement should be delivered through a balanced and broad curriculum. We hope that all our students will develop the knowledge, skills and critical reasoning to function autonomously throughout life.

The vacancy arises as our current leader has secured a post at another school. The School SEND team, an Intervention Teacher and a team of Teaching Assistants with training and experience of supporting students with a variety of needs including social, emotional mental health, autism, speech, language and communication as well as literacy Difficulties. We also have two Student Welfare Support Officers who work outside of the SSC to provide further support to student's welfare needs, these are managed by the Deputy Headteacher.

The Student Support Centre has its own designated area in the school, provides individual and group support for students in a caring and secure environment. It runs a range of extra-curricular support i.e. homework club to further support the needs of the students.



Richard Hale School

Information about the Senior Leadership Team (written by the Headteacher)

The SLT at Richard Hale School is a well-established and cohesive group. I joined the school in January 2018 as Headteacher. It has been an interesting 6 years so far with many challenges, but we are hugely proud of the work that has taken place in this time and the impact this has had.



SLT has a wide range of experience within it and allows us to have open discussions and I welcome all feedback to ensure the changes and developments we make in the school are undertaken for the good of the students. This post will help support the development of the school and strengthen SLT to ensure we can provide the best experience possible for the students, particularly those with SEND.

SLT is made up of myself and two deputies. Matthew Greenwood is Deputy Headteacher, he is the Designated Safeguarding Lead and in charge of behaviour across the school, Lucy Gallagher will be joining us in September as the other Deputy Head as she takes over from Jane Beacom who will be retiring this summer. In addition, we currently have four Assistant Headteachers. Phil Camm leads on KS3, transition from KS2 and careers, Louise Morris leads on T&L and CPD, Kevin Patterson leads on achievement and behaviour at KS4, and David Sykes leads on Curriculum, timetabling and reporting across the school. Terry McCarty is an Associate Assistant Headteacher who is also the Head of Maths but also leads on Initial Teacher Training. Matthew Botheras is the School Business Manager, and he also sits on SLT. This is only a brief outline of their roles (they do much more!). All members of SLT line manage Heads of Department and/or Heads of Year and have areas of responsibility across the school. It is our intention to give all members of SLT opportunities to contribute widely to many areas of school life whilst taking a lead on key areas of school improvement.

We are a school where CPD is important. We run a wide range of individual and whole school CPD which is personalised to ensure staff develop the skills they need. We also run specific leadership training, this is run in conjunction with Presdales school where we run middle leader and senior leadership training. Anyone joining the team would have the support of other members of the team alongside a weekly to support their development and role in school. I meet with all members of SLT each week to discuss progress on areas for development, line management etc. However, I operate an open-door policy and people can come and see me at any time.

I think the role is an exciting opportunity to build on the work that is already in place while giving scope to develop the school further with new ideas.

The post will involve teaching; no specific subject is requested as we are looking for someone with the right skill set and ambition to contribute to school development. The position would provide excellent professional development for someone who is looking at further senior roles in the future.



Richard Hale School

Job Description: Associate Assistant Headteacher SENCO

Job Purpose

Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN student achievement.

Qualifications

The post holder must have achieved the National Award for Special Educational Needs Co-ordination (NASENCO) or be prepared to complete the qualification upon taking up the post.

Principal Responsibilities

- Put provision in place to ensure that progress of students with SEN improves relative to those without SEN.
- Ensure that the school carries out its statutory responsibilities regarding all students with an Educational Health Care Plan and those students with identified SEN.
- Support all staff in understanding the needs of SEN students.
- Support departmental developments of SEN provision.
- Monitor progress towards targets for students with SEN.
- Analyse and interpret relevant school, local and national data.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- To contribute to the strategic development of the school as an associate member of SLT as well as the management of the school.

Other Responsibilities

- Achievement for All
- Data
- Inclusion

Teaching & Learning

- Support the identification of and disseminate the most effective teaching approaches for individual students with SEN.
- Work with staff to develop effective ways of bridging barriers to learning through:
 - Assessment of needs
 - Monitoring of teaching, quality and student achievement
 - Target setting – IEPs or Provision Maps, PSP, Families First
 - Keeping accurate records
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies.
- Work with headteachers, teachers, key stage co-ordinators and pastoral staff to ensure all students learning is of equal importance and there are high and realistic expectations of students.

Leading & Managing

- Provide professional guidance to staff to secure good teaching for SEN students, through both written guidance and meetings.
- Lead on the performance management process for the SEN Intervention teacher and Teaching Assistants.
- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Provide regular information to the headteacher and governing body on the evaluation of SEN provision.

Effective Deployment of Staff and Resources

- Advise the Headteacher and governing body of priorities for deployment of staff, and utilise resources with maximum efficiency.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies.
- Work with external agencies to maximise resources made available.

Curriculum Provision and Development

- Liaise with Heads of Department to ensure curriculum provision meets the needs of SEN students.
- Work with students in preparation for options and access to the curriculum.

General Duties

- Teaching timetable in relation to subject specialism and needs of the school.
- Organising and running extra-curricular activities, lunch club, homework club etc.
- Contribute to the wider school as a member of SLT.

Other Professional Requirements

- Co-ordinate all Annual Reviews and reviews of Educational Health Care Plans (EHCPs) and where appropriate attend/chair when necessary.
- Attend Year 6 Annual Reviews for primary students with statements to help facilitate continuity and progression through the development of a transition programme.
- Exercise a key role in assisting the Headteacher and Governors with the strategic development of SEN policy/provision.

NB. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Responsible to: Deputy Headteacher

Responsible for: The provision of a full and rich learning experience and support for students

Working Time: 195 days / 1265 hours per year



Richard Hale School

Person Specification: Associate Assistant Headteacher SENCO

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ➤ A good honours degree (2:2 or above) ➤ Qualified teacher status ➤ Professional development focused on acquiring a middle management position 	<ul style="list-style-type: none"> ➤ Relevant further qualification in SENCO (if not already achieved then prepared to complete the qualification upon gaining the position).
Experience of teaching / Management	<ul style="list-style-type: none"> ➤ On appointment, at least three years' experience as a successful teacher in a 11-18 secondary school ➤ An outstanding practitioner across all key stages 	<ul style="list-style-type: none"> ➤ Teaching experience in at least two secondary schools ➤ Experience of management within faculty or department
Knowledge, skills and attributes	<ul style="list-style-type: none"> ➤ Thorough knowledge and understanding of current curriculum issues specific to SEND ➤ Maintains a high standard of discipline in the classroom through well focused teaching and good classroom management ➤ Proven ability to bring about improvements in the quality of teaching and learning across a group or key stage that results in improved outcomes for all students, particularly SEND ➤ Application of a range of AfL techniques ➤ Experience of using IT effectively and innovatively to improve the quality of assessment, recording and learning in SEND ➤ Ability to analyse a wide range of performance data ➤ Liaise with external agencies to support learning of students with SEN 	<ul style="list-style-type: none"> ➤ An understanding of whole school leadership.
Personal qualities and attributes	<ul style="list-style-type: none"> ➤ Ability to build and maintain effective relationships with students ➤ Ability to build and maintain effective relationships with staff ➤ Ability to communicate effectively to staff, parents and students, orally and in writing ➤ Ability to work in a team, enthusiastically and deliver stated aims and vision ➤ Ability to manage conflict ➤ Ability to prioritise, plan, manage time effectively, and to organise self and others ➤ A clear sense of professionalism, and a commitment to upholding standards and to setting an appropriate example ➤ Loyalty, enthusiasm and a sense of humour 	<ul style="list-style-type: none"> ➤ Willingness to offer and participate in extra-curricular activities

Evidence assessed from: Application form (F), Interview (I), References (R)