APPLICANT PACK

SENCO

Harris Federation/Academy Name

MPS + SEN Allowance

How To Apply

Please visit **www.harriscareers.org.uk** to apply online and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our **Policy Statement on the Recruitment of Ex-Offenders.**

About the Harris Federation

The founder and sponsor of the Harris Federation, Lord Harris of Peckham, opened our first school in 1990. We have, over the past thirty years, implemented ideas and initiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies are widely recognised as a force for social mobility. We are immensely proud of the role that our alumni are now beginning to play in the world and of what we believe our current generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment in achieving success through rapid school improvement and has built an unrivalled reputation for running outstanding academies. We now have over 50 schools educating more than 40,000 young people across London and Essex, and employ over 5,000 staff across our academies and head office. With the majority of our academies located in areas of high socioeconomic disadvantage, a high-quality education is key to the futures of the pupils we serve.

Our Vision

We are a pioneering education charity, and one of the leading multi-academy trusts in the country. We have built a reputation for transformative change, taking on some of the most challenging schools in London and turning them into places where every young person can access a high-quality education and have opportunities to succeed.

Our vision, from the start, has been to provide the structure and services needed for our schools to amount to more than the sum of their parts, and to free-up our teachers and leaders to focus on one thing and one thing only: the outstanding education of all their pupils. Our young people and communities are at the heart of everything we do. Our core mission has always been to close the educational gap between young people from disadvantaged backgrounds and their peers. Our ambition is one where every child in London, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed.

Our Values

We have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We know there are many challenges facing our young people and the communities we serve, and that's why we need determined people like you to help us tackle those inequalities.

Whilst each of our academies has their own unique cultures and values; as a whole Federation, we have four core values which are central to successfully achieving our vision: **Excellence, Collaboration, Support, and Innovation**. We are proud of our values because they guide us in how we work allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guide to empower you to do your best work.

What Sets Harris Apart

We are a Federation rather than a chain, and the autonomy of our Principals, and their individual academies is a key element of our success. In addition, the support structure from our central team provides a range of efficient and time-saving services to our academies, but Principals have ownership of running their schools to determine the best curriculum and other local policies to suit the context of their school, staff, and students.

Our head office based in East Croydon, provides expertise and guidance across Commercial, Governance, IT and Data, Finance, Estates, Procurement, HR and Recruitment, Sixth Form and Marketing. Harris academies are funded on the same basis as other state schools in England, but by negotiating shared contracts and services, and delivering other economies of scale, our academies save over £5m per year, all of which goes back into the education of our students.

As part of the central team we have more than 70 consultants, each a subject specialist and highly-skilled teachers who are available to our academies as a resource to use as they need. Their job is to create curriculum excellence in every subject. Our schools are able to access their full support to ensure the most effective curriculum intent, implementation, and impact.

From Our CEO

We see Harris as a system disrupter – whose purpose is to make life fairer for children in and around London. Our focus is to take on the most challenging schools and turn them into exceptional places of learning where everyone – staff and students – thrives.

We strive to deliver an excellent education to our young people so they can progress into top careers and the very best universities and apprenticeships, giving them the chance to fulfil their potential, no matter their background.

The secret of our success is that every Harris academy is different; every school has its own culture and ethos nurtured by its leadership team to suit the local community and context. However, all Harris academies are united by a determination to constantly improve and to quickly identify and share what works to ensure that every pupil is successful regardless of background.

As we grow, we are delighted to welcome new and experienced teachers, leaders, and support staff into the Federation, all of whom are crucial to our ongoing success. We encourage staff in their learning and development, our CPD is regularly described as 'outstanding', and all of us are committed to growing our expertise and sharing it with each other.

Sir Dan Moynihan
Chief Executive

Our Benefits

We know our success is a direct result of the hard work and dedication of our teams. No matter what your role, by joining the Harris Federation, you will be making a difference to young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of working at Harris.

Harris has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives. Visit our website to discover more.

Diversity and Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices at Harris.

Job Purpose

- To play a key role within the Academy to ensure that all pupils with additional needs make accelerated progress in their learning and achieve to the very best of their ability.
- To directly contribute to pupils' accelerated progress through high quality sustained teaching of intervention support based upon a detailed knowledge of their specific needs.
- To have high expectations, lead by example, promoting the federation/academy vision, values and aims.
- To be a member of the School Leadership Team (SLT) and contribute to the strategic development and direction of the academy in line with the Academy Improvement Plan.
- To provide leadership and direction in supporting meeting the needs of children with SEND.
- To take a lead role in monitoring and school self-evaluation regarding children with SEND.
- To provide guidance and support to the support staff to achieve and maintain a good quality of provision for pupils with SEND.
- To analyse assessment data from a variety of sources to inform future whole school planning and resourcing.
- To assist the SLT in undertaking delegated professional duties.

Main Areas of Responsibility

Strategic Direction and Development

- To support and assist the Head of Academy:
- To update the SEN register regularly.
- Listen to colleagues with concerns about pupils.
- Advising colleagues about their concerns and ensuring that these ae documented and acted upon.
- Monitoring any screening or baseline assessments in order to pick up children who are falling behind.
- Helping class teachers to write Support plans and to organise manageable recording systems.
- Coordinating provision according to the Code of Practice by calling meetings as necessary and ensuring that all involved parties (class teachers, parents/carers, outside agencies, SEN TA's and the pupil if possible) contribute, if they can to the IEP and reviews.
- Finding ways of informing parents about the targets and arrangements according to the Code of Practice and maintaining some means of communication if parents are willing and able to support the targets.
- Meeting parents who have concerns about their children. Such meetings usually result in some action.
- Monitoring record keeping in line with the Code of Practice.
- Timetabling additional needs support workers and advising on techniques and materials to assist them.
- When a child obtains an EHCP, conducting a post planning meeting and helping to form annual objectives and short-term targets.

- Carrying out annual and interim reviews of children with EHCPs.
- Run and monitor Pastoral Support Programmes.
- Make arrangements to support children with SEND in SATS tests, for example providing reading in Mathematics SATS.
- To ensure that the vision and strategic direction of education focus on a holistic approach to learning which is broader than examination results and targets and recognises the Academy's role in developing responsible citizens and an effective workforce.
- To promote and support the ethos, vision and aims of the Academy.
- With the clear strategic direction for the Academy which achieves the highest quality educational provision and high standards.
- To have high expectations and lead by example.
- To maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment.
- To keep under review the work and organisation of the school and monitor and evaluate the effectiveness of the curriculum in light of pupils with additional needs.
- In the consultation with staff and governors to support the development and implementation of a school improvement plan, taking due note of SEF evaluation.
- To ensure implementation of key statutory policies, including equal opportunities, anti-racism and additional educational needs to promote an understanding of multi-culturalism.
- To ensure that guidance and support is provided to all students.
- To ensure that the current educational initiatives are incorporated effectively within the whole-school drive for improvement.
- To ensure attendance at and participation in meetings relative to the curricular, administrative, organisational, pastoral and managerial arrangements for the school.
- To provide guidance and support to staff for planning high quality learning for all pupils with SEND.
- Ensure that EAL provision is inclusive, appropriate to individual learners and has impact on learners.
- To support colleagues to create a stimulating and language rich learning environment for the teaching and learners.

Curriculum, Teaching and Learning

- To support and assist the Head of Academy:
- To support the educational development of the school and ensure that each student's educational programme meets their individual needs
- To monitor and evaluate the standards of teaching and learning and pupil progress across the school (including data analysis)
- To plan for the emotional, social and personal development of pupils to compliment academic development
- To implement strategies which ensure high standards of behaviour.

Staffing

- To support and assist the Head of Academy:
- To manage and motivate all staff to ensure the educational programme is delivered effectively
- To provide opportunities for continuing professional development for all staff
- To support the leadership team individually and collectively
- To ensure the operation of an effective performance management system for staff where appropriate.

Liaison

- To support and assist the Head of Academy:
- To work closely with the governing body to ensure the school operates effectively and efficiently leading to high standards across the school
- To develop positive relationships with parents, the local authority and the local community
- to work effectively with other professionals to ensure the best possible skills and resources are available for all students in order to maximise their potential
- Attend team and staff meetings.
- Develop links with governors, Local Authorities and neighbouring schools.

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies
- To adhere to the academy's Dress Code
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Area	Essential	Desirable
Qualifications	• Qualified Teacher Status • National Award for SEN Coordination • Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc. with clear impact indicators • Commitment to continuing professional development as necessary to develop role	• Evidence of developing leadership skills e.g., LftM, Leadership Pathways, NPQH
Experience	• Experience of successful leadership and management within a school • Proven track record of achieving outstanding pupil progress for teams of children • Ability to contribute to professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school • Experience of using data and data analysis to drive up standards • Clear knowledge and experience in all issues relating to the safeguarding of children	• Experience of using coaching and/or mentoring to improve the performance of others • Knowledge of relevant legislation, education issues and services • Experience of teaching children across all phases of the school • Experience of working with the Governing Body • Experience of inter-agency work
Personal Skills, Abilities & Qualities	• Excellent written and oral communication skills • Excellent presentation and inter-personal skills • Excellent time and task management skills • Ability to work under pressure and to deadlines	
Academy Ethos	• Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels • Motivation to work with children and young people • Ability to build & sustain professional standards, relationships & personal boundaries with young people • Emotional maturity & resilience in dealing with challenging behaviours • Ability to contribute towards creating a safe & protective environment • Empathy with the aims and objectives of Harris Federation • Willingness to continue professional development • Commitment to maintaining high standards & expectations • Commitment to contributing to academy life as a whole • Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students	

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit **www.harriscareers.org.uk**

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