



TRUE LEARNING  
PARTNERSHIP



# **Associate Assistant Head Teacher: SENDCO Leadership Group Pay Range L7-11**

Closing date for applications: Monday 9<sup>th</sup> October 2023

Interviews will take place during w/c 16<sup>th</sup> October 2023



## Dear applicant

Thank you for your interest in working at our school. Poynton High is a great school, full of inspirational young people and exceptionally talented staff. As Headteacher I am proud to have such a supportive, expert and engaged staff team and I hope that you will wish to move forward on your application and look to join us in due course.

We are seeking an experienced and enthusiastic leader with the vision and passion to be the strategic lead on SEND provision and arrangements to support SEND students.

Our school has served the families of Poynton, Disley, Adlington and surrounding areas since 1972 and we lie at the heart of this community's learning needs. We pride ourselves on our vision as a school which serves our whole community and which works in partnership with our colleagues in other schools. We have approximately 1450 students in Years 7 to 13 and offer a wide range of A levels in our successful Sixth Form.

Our staff support our students in an extraordinary range of ways and at the heart of this lies our House System. Every member of staff and every student is in one of our four Houses and we have an extensive programme of House Activities on offer; from House Water Polo to House Fishing, from House General Knowledge to House Dragons' Den; as well as the traditional football, rugby, lacrosse, athletics, basketball, etc.

The school motto is INSPIRE ACHIEVE CELEBRATE and we apply that to every element of school life. Our role as staff is to ensure that we inspire every student to achieve the best they possibly can in everything they do, whether that be academic, sporting, cultural or in the community and at the heart of our culture is a celebration of that achievement. We hope that as a prospective member of staff you will share our mission to "inspire and empower all within our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society".

Our students and our staff are our greatest resource and we were very pleased that Ofsted formally recognised this in our most recent inspection, saying that our "teachers know their pupils well. This allows them to use their subject expertise to question pupils very effectively to extend their learning and check understanding, knowledge and skill development."

Poynton High School is a very calm and purposeful learning environment and our students are exceptionally engaged in their learning and the life of their school. "most pupils demonstrate very positive attitudes to learning by their interest and enthusiasm in class and their participation in a wide range of enrichment activities. Pupils are generally confident and feel well cared for. They are proud of their school (Ofsted Dec 2015)."

I would encourage you to visit our website ([www.phs.cheshire.sch.uk](http://www.phs.cheshire.sch.uk)) to get a better understanding of life here at Poynton High and if you have any questions that you would like to ask please do not hesitate to contact me directly on [mdean@phs.cheshire.sch.uk](mailto:mdean@phs.cheshire.sch.uk). I very much hope that you want to join our team and I look forward to receiving an application from you in due course. Good luck!

Matthew Dean

## Job Description

Post:	Associate Assistant Headteacher: SENDCO
SCALE:	Leadership scale 7 – 11
EFFECTIVE FROM:	January 2024
RESPONSIBLE TO:	Headteacher
RESPONSIBLE FOR:	Learning Support Assistants (LSAs), SEND Admin Assistant, Enhance teacher & SEND Specialist Assessor

### Main areas of responsibility:

- To lead on the statutory SENDCO responsibilities
- To be the strategic lead on SEND provision within the school, ensuring an ethos of inclusion and a culture of high aspirations for students with SEND
- To embed SEND referral systems to ensure that support and intervention provided by the SEND and Learning Support team is coordinated and that resources are effectively deployed
- To act as the champion for vulnerable groups including students with SEND, young carers and EAL students
- To ensure that school practice is compliant with the SEND Code of Practice and other relevant statutory requirements
- To have strategic responsibility for the accurate identification of SEND needs across the school, ensuring a rigorous and thorough assessment process
- To be responsible for the school SEND offer, ensuring high quality targeted interventions enabling students with SEND to make good progress
- To ensure that the students on the SEND and Learning Support Register have access to an ambitious and appropriate curriculum
- To be responsible for tracking the progress of students with SEND, using a wide range of school data relating to progress, attainment, referrals, suspensions, detentions and attendance to identify barriers to learning
- To deploy staff and resources according to the needs of SEND students
- To update the Governing body on progress and developments
- To work with Subject Leaders, LSAs and teaching staff to ensure that strategies on student SEND profiles are being used as part of the lesson planning process and are integral to teaching and learning across the school
- To lead a programme of professional development with regard to SEND that ensures all staff have the knowledge, skills and understanding to plan teaching and learning effectively and enable students with SEND to make expected progress
- To work with Subject Leaders to monitor, evaluate and review the quality of education across the school with regard to SEND students
- To work with Subject Leaders to monitor academic progress of students with SEND within the school, ensuring expected progress and the provision of targeted interventions as appropriate

- To be the strategic lead for the SEND and Learning Support Register
- To have a strategic overview and operational involvement in the statutory reviews and applications of all students on the SEND and Learning Support register
- To lead on evaluation and planning for the SEND provision
- To ensure the SEND Improvement Plan has clear aims and objectives, enabling progress in all areas of SEND provision
- To be responsible for the day to day management, control and operation of SEND provision within the school. Including effective deployment of staff and physical resources
- To lead on parental communication and engagement in connection with Learning Support needs
- To have a strategic overview of Access Arrangements for internal and external examinations, working with the Trust Specialist Assessor
- To be responsible for ensuring that Learning Support Assistants have a clear understanding of their roles and that they are providing effective interactions within the classroom, facilitating learning development and independence
- To be responsible for ensuring that teaching staff have a clear understanding of how to manage, organise and work with Learning Support Assistants within the classroom
- To work alongside the other members of the Strategic Leadership Team (SLT) to lead our school improvement.

## **KEY ACCOUNTABILITIES FOR ALL SLT MEMBERS**

### **Strategic direction and development:**

- As part of the Strategic Leadership Team, monitor and evaluate the work of the School in order to identify strengths and areas for improvement and to update the School's Self-Evaluation and Improvement Planning framework.
- As part of the Strategic Leadership Team, create a long-term strategic plan for the development of the School.
- To ensure that appropriate data systems and structures are in place in order to track and monitor the achievement of students
- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all students, irrespective of background, ethnicity, gender or disability.
- Work with all stakeholders to identify priorities and targets for ensuring students achieve high standards and make progress, increasing teachers' effectiveness, narrowing gaps for underachieving groups and securing school improvement.
- Work with stakeholders to develop and implement the school's core values of inclusion and the value of the individual, including working with children, families and colleagues to secure the best experience for our young people in school.
- Make effective links with parents and ensure that parents are well informed about the curriculum, targets, individual student's progress and achievement of their child.
- Work in partnership with parents, carers, outside agencies and the local community to support learning
- To contribute to the development of the School's ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To ensure the Head Teacher and Governing Body are well informed about policy, plans, priorities and outcomes for student achievement

## **Teaching and Learning**

- To be a model of outstanding teaching practice.
- To support in ensuring that students' treatment of each other and school facilities, and their behaviour around the school, including awareness of each other's needs at break times, between lessons and in assemblies and other activities, is effectively managed and has a positive impact on learning
- To ensure effective intervention is in place across key stages in order to address the key development aims of the school.
- To monitor the academic progress and attainment of students through the regular review of student progress data
- To liaise with Senior Colleagues to ensure that the options process is fit for purpose with appropriate systems and structures in place.
- Encourage learning programmes that promote the development of independent learners
- Ensure that staff are clear about the opportunities and responsibilities they have to help learners and understand their duties, responsibilities and rights
- Ensure that staff establish partnership with parents so they can contribute to the successful learning of their children
- Promote, observe, coach and celebrate effective teaching and learning strategies

## **Leading and Managing Staff**

- To contribute to the recruitment of staff in the School as requested by the Head Teacher
- Ensure that all staff that support learning and attainment in the classroom are appropriately included in, informed of and trained in the School's system for using assessment information to support learning
- To participate fully in the School's Performance Management process and attend relevant INSET training.
- Help and guide staff on how to create strong and effective relationships with young people and the skills they will need to mentor and coordinate their learning
- Establish clear expectations and constructive and collaborative working relationships throughout the school distributing leadership roles and responsibilities as appropriate.
- Sustain high levels of motivation and optimism in self and team
- Continually audit the training needs of staff and support in the effective deployment of training resources
- Support the identification of the professional development of the team through example and support and coordinate appropriate professional development by methods such as coaching, drawing on consultant support and regular meetings
- Ensure newly appointed staff to the school receive appropriate support and monitoring related to the scope of your brief
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s)
- Ensure that the Head Teacher and Governors are well informed about policies, plans and priorities, the success in meeting objectives and targets, and professional development plans

## **Efficient and Effective deployment of Staff and Resources**

- To contribute to the smooth and effective running of the School on a day to day basis to ensure that the rewards and sanctions policies are appropriately and consistently implemented across the School
- To have a high profile and presence around the School in order to model appropriate expectations for staff and students
- To attend parent evenings and open evenings
- To lead School assemblies as requested by the Head Teacher/Deputy Head Teacher
- Identify appropriate resources for your teams and ensure that they are used effectively, efficiently and safely
- Deploy, or advise the Head Teacher on the deployment of staff involved in your teams to ensure the best use of subject, technical and other expertise
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Use accommodation to create an effective and stimulating environment for the teaching and learning of all subject areas
- Ensure that there is a safe working and learning environment in which risks are properly assessed
- Deploy your time, resource and staff appropriately to meet the demands of the learning process.
- Deputise for the Deputy Head Teacher and Head Teacher where appropriate.
- Audit training needs of your teams and establish Professional Development Training Plans accordingly

## **General**

To undertake such other duties from time to time as directed by the Head Teacher in line with the developing needs of the School.

## **CORE RESPONSIBILITIES FOR ALL TRUST EMPLOYEES**

### **Health & Safety**

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the site management team or another member of SLT as appropriate.

### **Equality & Diversity**

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

### **Data Protection**

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

### **Safeguarding & Child Protection**

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Trust Senior Team from time to time, up to or at a level consistent with the Main Responsibilities of the job.



# Person Specification

## Key:

A -Application

I – Interview

R – Reference

Selection Criteria	Essential/Desirable	Assessment
<b>QUALIFICATIONS AND TRAINING</b>		
• Has Qualified Teacher Status	E	AR
• Has a good degree or equivalent	E	AR
• Has demonstrated further professional development through qualifications or training	E	A
• SENDCO qualification or willingness to enrol on and undertake	E	A
<b>EXPERIENCE</b>		
• Successful Middle Leadership experience	E	
• Successful experience of leading a team and line management experience	E	AI
• Successful experience of teaching and supporting students with a wide range of special needs across the full ability and age range	D	AIR
• Clear evidence of supporting and facilitating inclusive education within a comprehensive school	E	AIR
<b>SKILLS, KNOWLEDGE AND UNDERSTANDING</b>		
• Understanding of the Special Needs and Disability Code of Practice or desire to develop this understanding further	E	AIR
• Strategies for social inclusion, personalised and differentiated provision	E	AI
• The ability to build effective relationships with students, parents and colleagues	E	AIR
• A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning	E	AIR
• As sound understanding of the processes of school improvement and strategic planning	E	I
• Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records	E	IR
• Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focussed approach	E	AI
• Lead and motivate teams, acting as a 'critical friend'	E	AIR
• Build positive working relationships with colleagues and provide support through coaching/line management	E	AIR
• Excellent organisational skills with the ability to meet deadlines	E	AIR
• Ability to multi task and deal with numerous challenges simultaneously	E	AIR
• Ability to plan strategically in order to raise achievement	E	AIR



PERSONAL SKILLS		
• Ability to maintain professional integrity even when under pressure	E	R
• Excellence attendance and punctuality	E	IR
• Excellent interpersonal skills and an ability to communicate effectively with a range of audiences	E	IR
• Ability to work as an integral part of a team	E	IR
• Good listener and can draw on advice from colleagues to improve practice	E	R
• Resilience	E	R
• Ability and desire to work in a high challenge, low threat way	E	R
• Drive and enthusiasm	E	IR
• Makes a positive contribution to the wider life and ethos of the school	D	I
• Good role model to the students in all aspects of your professional role	E	AIR
• Reliable and trustworthy	E	R
SPECIAL REQUIREMENTS		
• A commitment to ongoing personal development and willingness to undertake appropriate training	E	AIR
• Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	E	AIR
• Satisfactory Enhanced Disclosure and Barring Service	E	AIR

## Key information regarding the application process

**Further details** - please contact the HR team via [recruitment@truelearning.org.uk](mailto:recruitment@truelearning.org.uk)

**To apply** – please complete and submit a TES application form (or a teacher application form which is available from the school website [www.phs.cheshire.sch.uk](http://www.phs.cheshire.sch.uk)) Please also submit a full letter of application of no more than 2 sides of A4, font 11.

**Closing date for applications** - Monday 9<sup>th</sup> October 2023 at 10am

**Interviews** - will take place during w/c 16<sup>th</sup> October 2023

*The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.*

*The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.*

*The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance including an online check. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.*



## Trust vision and ethos

TRUE Learning Partnership's vision, as a community-based Trust, is that all its students will benefit from an outstandingly rich and broad education within its ethos and values.

### Vision

A community focussed, values based, learning organisation that meets the needs of all its stakeholders so that all will achieve.

### Values

Serve our communities with 'An unswerving commitment to ensure every young person achieves their potential, whatever their circumstances'.

Every child, every chance



## Information regarding the constitution of the Trust Board

The constitution of the Trust Board is set out in the Articles of Association. Trustees are appointed / elected or co-opted for a period of four years. The Chair of Trustees is elected every four years. Trustees appoint the Chief Executive Officer to assure the strategic intentions of the Multi Academy Trust.

The Chief Executive is also a trustee director of the Multi Academy Trust. As per the scheme of delegation, the CEO and Trustees work in partnership with the local governing bodies to appoint Headteacher's to take responsibility for the day-to-day management of the individual schools.

The regular meeting of Trust management and local Headteachers will be facilitated through the Trust Executive Strategic Group to help facilitate the sharing information and expertise, to aid efficient working and to help provide creative solutions to the many challenges in the current educational landscape.



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## **Why work for the Trust?**

TRUE Learning is a community based, values focused, cross phased multi academy trust based across Cheshire and Derbyshire. All five academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. Our vision is a community based, values focused, learning organisation that meets the needs of all its members so that all will achieve. By working within our community clusters, we will ensure that every child that is presented to us at the age of 3 is the best they possibly can be by the time they leave us at 18.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central. For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where we can provide world class education where all can achieve.

We offer highly competitive salaries, pension scheme membership, free on-site parking and regular social events. All staff are able to access discounted gym memberships and other negotiated benefits across the Trust.

The Trust provides an Employee Assistance Programme through Health Assured which offers a wide range of services including legal and wellbeing support for employees and their families.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. The CPD@TTLP programme enables all of our staff to access development opportunities across the Trust. Future goals and aspirations are supported through this programme to ensure that all staff are able to develop and achieve their own personal goals.

Staff wellbeing and providing a positive and healthy working environment is a key priority for us, as supporting all of our staff enables them to support all of our students. Our Director of Health and Wellbeing leads this key area working with senior staff across the multi academy trust. We are very pleased that our commitment to staff wellbeing has been recognised by the Valued Worker scheme which offers accreditation to workplaces where staff feel valued.

We are also committed to supporting mental health in the workplace by training a number of teaching and support staff across our Trust to be Mental Health First Aiders and through our work with the Time to Change programme which aims to end mental health discrimination in the workplace.

## Information about our academy schools



### Poynton High School

We are a very special school where the whole school team passionately believe in creating a school that truly meets the needs of all in our learning community. This is embodied in our mission statement which serves to guide us in the long-term planning for our school.

"We will inspire and empower all in our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society"

This can be summed up in three words, INSPIRE ACHIEVE CELEBRATE and is applied to every aspect of our work. We aim to inspire our young people in all of our work so that they may achieve their full potential and at the heart of this lies a truly celebratory culture; we aim to inspire our team, so that you can achieve, and we celebrate every achievement for everyone - staff and student. (Matthew Dean, Head Teacher)



### Lostock Hall Primary School

We are a growing (205 students) Primary School, serving children from the age of 3 to 11. We are a safe, stimulating and friendly school which provides an inclusive, calm, caring and productive learning environment. Our aim is to challenge and support each other and every child to help them realise their potential and to make a positive difference to their lives. Children leave Lostock Hall Primary school very well prepared for their future learning at secondary school and beyond.

Through our guiding principles of Be Ready, Be Respectful and Be Safe we deliver a carefully designed curriculum which progressively meets the needs of our children through fun learning and leads to excellent outcomes. (Graham Hamilton, Head Teacher)



### Disley Primary School

Our school is a very special place to be. We pride ourselves on being a happy, caring school where each child is valued as an individual. We aim to provide a stimulating learning environment which allows every individual to fulfil his/her potential.

We constantly seek exciting ways of delivering both the Foundation Stage and National Curriculum requirements, along with opportunities for social and moral development. Our children are at the heart of everything we do. (Jake Nicklin, Headteacher)



## **Glossopdale School**

Our School is a warm and caring community for all of our 1244 students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

We are in the very fortunate position to work within a new purpose-built school which opened in September 2018. This has benefitted staff and students in so many ways. Our students learn in a modern, open and inclusive environment which has been designed to reflect and compliment the local landscape. (Debbie McGloin, Executive Head Teacher)



## **Hague Bar Primary School**

Here at Hague Bar Primary School, we have worked hard to develop a school which provides an excellent education by helping each child to achieve her or his full potential. Our skilled staff foster a happy and caring atmosphere, where children can succeed through our personalised learning process, ensuring no child is left behind.

The origins of Hague Bar Primary School stretch all the way back to 1854, with a school which was in existence at the Strines Print Works. Hague Bar Primary School is just inside the Derbyshire border. It lies between the town of New Mills in Derbyshire and Strines in Cheshire. The school is situated on the edge of the countryside and enjoys stunning views of fields and distant hills.

We are proud of, and celebrate, the achievements of our children, both in and out of the classroom, and we are here to help your child make the most of their potential. (Karen McCurdy, Head of School)



# TRUE LEARNING PARTNERSHIP: SCHOOL LOCATIONS



Our partnership of primary and secondary schools is located to the south-east of Manchester, close to the natural beauty of the Peak District National Park.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central.

For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

## Trust Safeguarding Statement

TRUE Learning (TL) recognises the important role that our schools and their staff have in the wider safeguarding system for children. **ALL** staff have a responsibility to provide a safe environment in which children can learn. The Trust fully adopts statutory guidance "Keeping Children Safe in Education" (September 2022).

TRUE Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school. Full details of key contacts for safeguarding in each of our schools is listed below.

The Trust's Designated Safeguarding Officer is Catherine Holyland, Safeguarding Lead and Deputy Head Teacher at Poynton High School. If you wish to contact her directly please email [cholyland@truelearning.org.uk](mailto:cholyland@truelearning.org.uk)

The Trust Board safeguarding representative is Lucy Monk. If you wish to contact her, please email [info@truelearning.org.uk](mailto:info@truelearning.org.uk) stating that the email relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



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