

SOUTHCHURCH HIGH SCHOOL

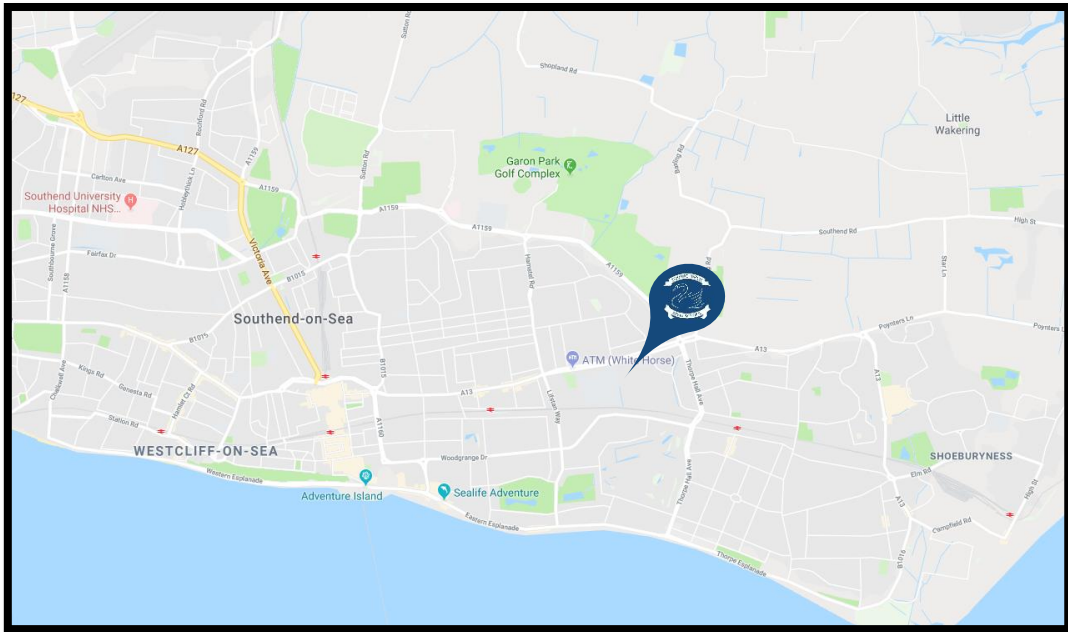


APPLICANT INFORMATION PACK

Working together to achieve success!



A Partnership Learning School



Southchurch High School
 Southchurch Boulevard
 Southend-on-Sea
 SS2 4XA
 01702 900777
hr@southchurchschool.com

Welcome from the Headteacher

Dear Applicant

Thank you for taking an interest in this post at Southchurch High School. I hope the information enclosed in this pack gives you a good sense of what makes our school a special place to work and provides the information you need about the post.

Southchurch High School is an amazing place to learn and work and our philosophy of 'Working Together to Achieve Success' sits at the centre of everything we do. Our belief is that people achieve the best outcomes when they enjoy what they're doing, feel safe and are rewarded for their commitment and success. We therefore support and invest in our students and staff, whilst maintaining high expectations.



The school sits in five acres of land and has first class facilities for both students and staff. We recently moved into our new purpose built block, which was completed last year and we have just seen the completion of a brand new four court sports hall. These developments have helped to give the school a very positive future.

The school is located in a quiet suburb of Southend-on-Sea and benefits from excellent transport links. We are within easy reach of Chelmsford, Brentwood, Colchester and London.

Our students, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people. The students at Southchurch High School are a pleasure to work with; they are keen to learn, talented and well-behaved. Our school is oversubscribed and has a waiting list.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon and please do not hesitate to contact us if you need any further information.

Yours faithfully

Stuart Reynolds
Headteacher



Partnership Learning

About Partnership Learning



Roger Leighton
CEO, Partnership Learning

At Partnership Learning, our ethos aims to maximise social mobility, giving our students the same opportunities as their most favoured peers – outstanding teaching, schools organised around the ability profile of their students and wide ranging enrichment activities to develop confidence and resilience. We believe learning is most effective when students are taught with others of similar ability, so we group pupils by prior attainment in three discreet pathways enabling a differentiated curriculum within which teachers adjust their pace and style to ensure all students make rapid progress towards challenging academic targets.

We understand the key role of a sponsor in taking responsibility for driving improvement and challenging under-performance, whilst supporting school leaders through effective use of the Trust's overall financial and human resources.

We have particular expertise in providing outstanding outcomes within disadvantaged communities, although we believe our approach works across the socio-economic spectrum.

We relish Academy freedoms, particularly the opportunity to utilise flexible operating hours to provide extensive extra-curricular activities and Summer schools. We seek, nevertheless, to work within local families of schools to achieve positive outcomes for all young people.

Information about Southchurch High School

Southchurch High School is a popular 11-16 year mixed comprehensive academy having converted in 2018. Our fundamental beliefs about education are summarised in our mission statement of "Working together to achieve success". The school already houses a flourishing community of over 550 pupils, and is expected to continue growing strongly over the next few years. We have a waiting list for the current year 7 and fully expect to be in the same position with our next intake in September 2019.



The moral, spiritual, social and cultural development of all learners permeates throughout the curriculum. We aim to maintain a just and caring school community in which all learners, teachers and members of the associate staff are given personal recognition and a sense of security, respect and dignity. We believe that it is only in such an environment that learners can recognise and appreciate achievement in its various forms including high academic standards and good examination results.

Great emphasis is placed upon the need for learners to develop self-discipline and respect for others. The wearing of school uniform is insisted upon. High levels of attendance and punctuality are viewed as vitally important. Good manners and courtesy to others are expected from everybody. Good order and the importance of personal relationships are insisted upon throughout the school to allow genuine learning and academic and personal development to take place.

The school depends on the partnership with the parents. The way we conduct our relationships with parents and carers recognises the role we play in ensuring the best for the students. Communication through reports, meetings and social media sources ensures close links.



In general the school aims to create an ethos that supports a sense of co-operation, pride, identity and purpose in all students, members of staff and parents. The raising of standards is a key theme throughout Southchurch High School. Our students deserve the best.

At Southchurch High School, every effort is made to stress the positive and celebrate achievement to boost the self-esteem, confidence and dignity of the students. An array of out of class activities give learners the opportunity for self-expression and the enjoyment and satisfaction which comes from achievement. Motivation is enhanced through the relationships that are strengthened through engaging with staff in different situations.



The diverse nature of the school makes it a vibrant and exciting place to both work and learn. The varied cultures, languages and experiences which makes up the school community is, however, unified by a shared vision and shared values.

Most importantly, Southchurch fosters an atmosphere of tolerance and mutual respect, in which each individual is valued. Furthermore, each member of the school community is encouraged to inspire and grow, challenging themselves to consistently develop their skills and talents, explore the unknown and aim for excellence.

Will you join us in reaching our aspirations?

If you share our values, have an entrepreneurial spirit, and are excited by the prospect of making a real contribution to a new and growing school, we want to hear from you.



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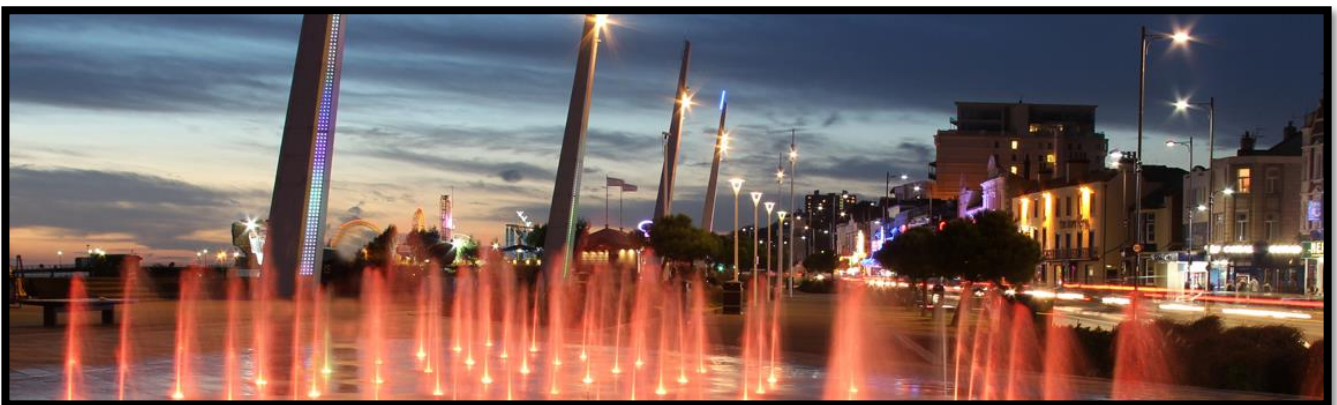
From secluded, quiet beaches where you can while away the day with a good book, to fun family-friendly beaches with deckchair hire and boat trips.

Whether you fancy screaming around the loops of a rollercoaster, exploring the world beneath the waves, or venturing down the longest pleasure pier in the world, there's plenty to do in Southend. Standing for over a century it extends 1.3 miles into the Thames Estuary, and is a well-loved and recognised symbol of Southend. With stunning views, it's the perfect place to go for a taste of the invigorating fresh air, and experience the freedom of the sea.



The first settlement in Southend is thought to have been a 6th century Saxon village at Prittlewell. It soon became a busy market town, and by the end of the 19th century had expanded to reach the Thames. This southern area was known as the South End of Prittlewell, which became 'Southend'.

Southend is blossoming with parks and gardens in which to spend a lazy afternoon with a picnic, or packed with fun play equipment and sports facilities to entertain the kids. Whether you're after an open air concert at the historic Bandstand, art exhibitions, or a weekend of fantastic music, art and dance there's so much going on all year round.



You're sure to have a great night out in Southend now it's a Purple Flag town, which means it's won awards for excellence in managing the night-time economy.



Whether you're looking for fine dining with sea views, or a maybe a quick meal before a show, Southend has the answer. For panoramic views of the Thames Estuary head to one of the fantastic seafront restaurants. There's RBG Grill at the Park Inn Palace Hotel, Fisherman's Wharf and the stunning Royal Hotel to name but a few. They're all unique, but all offer the perfect place to watch the sun set over the Estuary.

Southend High Street is home to a broad range of international retailers, as well as independent shops and boutiques. Visiting farmers and craft markets provide an opportunity to purchase fresh, local produce and unique gifts.



Person specification – SEND Co-ordinator

Qualifications and experience	Essential	Desirable
Qualified Teacher status	✓	
Honours degree in relevant subject	✓	
Experience of working as a SEND Co-ordinator at a secondary school level	✓	
National Award for Special Educational Needs Co-ordination qualification		✓
Evidence of commitment to own professional development	✓	
Successful teaching experience across the secondary age range	✓	
Successful middle leadership experience	✓	
Track record of good to outstanding teaching with recent evidence	✓	
High quality ICT skills	✓	
Personal Qualities		
A creative and strategic thinker	✓	
Stamina, energy, resilience and sense of humour	✓	
Ability to build and lead effective teams	✓	
Ability to foster enthusiasm, enjoyment and confidence in learning	✓	
Ability to inspire, motivate and support students and staff	✓	
Ability to speak with confidence in a variety of contexts	✓	
High expectations of self, students and colleagues	✓	
The ability to hold others to account for their performance	✓	
Excellent interpersonal skills	✓	
Ability to prioritise tasks	✓	
Knowledge and Understanding		
The ability to plan strategically	✓	
The ability to monitor and evaluate the outcome of planning	✓	
The ability to lead and understand change, creativity and innovation	✓	
Knowledge and understanding of appropriate leadership styles		✓
Knowledge and understanding of the processes of self-evaluation in relation to school improvement	✓	
Knowledge and understanding of strategies for raising attainment and achievement of all students	✓	
Knowledge and understanding of strategies for improving teaching and learning	✓	
Knowledge and understanding of the use of assessment for learning	✓	
Knowledge and understanding of new technologies and their use and impact to support learning	✓	
Knowledge and understanding of the collection and use of data to support	✓	
Skills in maintaining high standards of discipline and behaviour to support	✓	
Commitment to equal opportunities	✓	
Knowledge of staff management issues, including performance management and professional development	✓	
Knowledge of strategies for developing effective teachers	✓	
The ability to communicate orally and in writing at all levels	✓	
Understanding of and commitment to safeguarding	✓	
Tact, discretion and the ability to maintain confidentiality		

SEND Co-ordinator Job Description

JOB TITLE: SEND Co-ordinator [Special Educational Needs and Disability Co-ordinator]

SALARY RANGE: MPS/UPS + TLR
[Possible Associate Leadership post (with relevant salary) for suitably qualified/ experienced candidate]

RESPONSIBLE TO: DEPUTY HEADTEACHER

Purpose:

- The primary role of the SEND Co-ordinator is to co-ordinate high quality provision to enable our SEND students to achieve their full potential, ready to make a positive contribution in the world
- Note that the post-holder is expected to hold the 'National Award in Special Educational Needs Coordination' within three years of appointment or to have been SEND Co-ordinator in a similar school for at least one year
- To be a Designated Person for safeguarding and child protection

Professional Duties and Responsibilities

Main Duties

- ❖ To provide strategic leadership of the provision for students with special educational needs across the school in order to ensure that these students make excellent progress
- ❖ To lead, manage and effectively deploy staff and resources within the SEND provision
- ❖ To lead, monitor and evaluate the development of learning and teaching strategies for students with SEND
- ❖ To ensure that staff are provided with relevant information and training relating to the support of these students
- ❖ To lead on raising standards of student attainment and achievement with SEND students in all year groups and ability profiles
- ❖ To ensure that paperwork relating to students with SEND meets statutory requirements
- ❖ To maintain appropriate relationships with parents of students with SEND and with relevant external organisations
- ❖ Advising on the deployment of the school's delegated budget and other resources to meet students' need effectively
- ❖ Liaising with parents/carers of students with SEND
- ❖ Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies

Main Accountabilities

Learning and Teaching

- ❖ To plan and prepare lessons, teach students as assigned, including the setting and marking of work
- ❖ To teach consistently high quality lessons as highlighted in the Teaching Standards
- ❖ To assess, record and report on the progress and attainment of students with SEND
- ❖ To monitor the learning and teaching and academic progress of students with SEND and lead appropriate intervention where required
- ❖ To apply specialist methods of teaching and to participate in arrangements for further training

- ❖ To effectively identify deployment of SEND teachers and ensure the effective/efficient deployment of classroom support
- ❖ To maintain discipline in accordance with the procedures, and to encourage good practice with regard to attendance, punctuality, behaviour, standards of work and homework
- ❖ To contribute towards reviewing, developing and refining schemes of work for departments to extend and improve current resources
- ❖ Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching and methodology in general, and in the curriculum areas taught in
- ❖ To prepare students for public examinations and to participate in all necessary routines associate with them, whether authorised by the school or the examination boards
- ❖ To lead, inspire, motivate, empower and support all staff in the department to achieve the highest possible educational standards for our students
- ❖ Maintain and develop links with our feeder primary schools to ensure that all SEND data is transferred and transition is smooth

Recording and Assessment

- ❖ To monitor and evaluate student progress and provide assessment and feedback to students in line with whole school department policy
- ❖ To organise and evaluate the tracking of students' progress and use information to inform learning and teaching
- ❖ To provide or contribute oral or written assessments, reports and references as required for individual students
- ❖ Collate information regarding specific medical needs of SEND students
- ❖ Organise the provision of intervention strategies across the school and produce provision maps for the whole school and individual year groups
- ❖ Working with staff, ensure that teaching and intervention programmes are put into place to address children's needs highlighted by data analysis
- ❖ Track the achievement of significant groups of learners in the school to ensure that they are achieving to the best of their ability

Leadership

- ❖ To support the development and implementation of the vision and strategic direction of the school reflecting its education and moral aspirations and values
- ❖ To provide strategic leadership of provision for students with SEND across the school
- ❖ To lead and inspire, motivate and manage the SEND team
- ❖ To lead the process of monitoring and evaluation of SEND in line with agreed school policies and procedures, including evaluation against quality standards and performance criteria.
- ❖ To seek/implement modification and improvement where required
- ❖ To implement internal QA systems within SEND regarding tracking of student attainment, achievement, experience and support
- ❖ To pay due regard to the school's equality policy and its application in the work of SEND student support system
- ❖ To promote the general progress and well-being of individual students and provide guidance and advice as necessary
- ❖ To participate in staff meetings which relate to curricular, guidance, administrative and organisational issues
- ❖ Provide professional guidance to staff to secure high quality teaching for SEN students through both written guidance and meetings

Pastoral Care

- ❖ To communicate and consult with parents of students and with other appropriate persons and bodies outside the school, as appropriate

- ❖ To participate in meetings arranged for any of the purposes described, within the school's directed time schedule
 - ❖ To promote the general progress, attendance and well-being of individual SEND students
 - ❖ To identify and celebrate SEND student attainment and achievement in all aspects of school life
 - ❖ To monitor Homework, ensuring that it contributes to SEND student achievement
 - ❖ To attend parent/carer evenings, information evenings and other events which the parents/carers of SEND students are attending

Safeguarding

- ❖ To be Deputy Designated Safeguarding Lead, supporting the School's Designated Safeguarding Lead for safeguarding and child protection
- ❖ Assisting the Lead to act as a source of support, advice and expertise for staff within the School for child protection and safeguarding
- ❖ Be familiar with, understand and apply the School's Safeguarding and Child Protection Policy appropriately
- ❖ Refer cases (or support staff making referrals)
 - of suspected abuse to the Local Authority Children's Social Care
 - where there is a radicalisation concern to the Channel programme
- ❖ Refer cases to the Disclosure and Barring Service or Police as required
- ❖ Liaise with the Designated Safeguarding Lead/Headteacher, local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns
- ❖ Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained
- ❖ Keep up-to-date with developments relevant to the role in line with Keeping Children Safe in Education (Annex B) as amended from time to time
- ❖ Assist the Designated Safeguarding Lead with raising awareness of child protection policies as appropriate in line with Keeping Children Safe in Education (Annex B) as amended from time to time
- ❖ Provide cover for the Designated Safeguarding Lead as required

OR

- ❖ To be Designated Safeguarding Lead taking lead responsibility for safeguarding and child protection (including online safety) within the School
- ❖ Act as a source of support, advice and expertise for staff within the School for child protection and safeguarding
- ❖ Raise awareness of the School's child protection policies ensuring they are understood and used appropriately
- ❖ Ensure the School's Safeguarding and Child Protection Policy is reviewed (at least annually) and known, understood and used appropriately
- ❖ Refer cases (or support staff making referrals)
 - of suspected abuse to the Local Authority Children's Social Care
 - where there is a radicalisation concern to the Channel programme
- ❖ Liaise with the Headteacher, local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns
- ❖ Understand the unique risks associated with online safety and recognise the additional risks that children with SEN and disabilities face online
- ❖ Liaise with staff (especially pastoral support staff, school nurses and IT Network Manager on matters of safety and safeguarding including online and digital safety
- ❖ Ensure child protection files are transferred as appropriate in line with Keeping Children Safe in Education (Annex B) as amended from time to time

- ❖ Be available for staff during school hours to discuss any safeguarding concerns in line with the School's safeguarding arrangements
- ❖ In conjunction with the Headteacher, make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term
- ❖ Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained
- ❖ Keep up-to-date with developments relevant to the role in line with Keeping Children Safe in Education (Annex B) as amended from time to time

Other duties and responsibilities

- ❖ To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example
- ❖ To contribute to the review of School policies as appropriate
- ❖ To provide support for students' emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour Policy and demonstrating high expectations of work and behaviour
- ❖ To manage own record keeping in respect of individual students' development, progress and attainment as appropriate
- ❖ To assist with the general pastoral care of the students, including helping students who are sick, distressed or injured
- ❖ To attend relevant meetings and participate in training opportunities and performance development as required
- ❖ To participate in agreed scheme of teacher appraisal, to include all aspects of in-service training
- ❖ To develop links with Governors, the LAs and partnership schools
- ❖ To comply with school policies and procedures with regard to Health and Safety, equal opportunities, race equality, conduct and dress
- ❖ To attend training as and when necessary
- ❖ To undertake any other duties as may reasonably be requested
- ❖ To participate in administrative and organisational tasks related to the duties described above.

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of the Conditions of Employment
- The job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying them out
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder

The Selection Process

We read every application carefully to identify the key skills and qualities we are looking for. These include:

- A commitment to the school's values
- Relevant teaching experience (for teaching positions)
- A passion for learning and developing young minds
- Reflective practice
- Willingness to contribute to the wider life of the school
- A commitment to the safeguarding of children and young people

Shortlisted candidates are invited to the school for interview. All interviews involve the following:

- A formal interview with the Headteacher or other senior and middle leaders.
- An observed lesson. The lesson objective and background information will be provided in advance.
- A tour of the school and insight into how the school and department operates.
- Opportunities to meet future colleagues.

References

Please include with your application the names and contact details of two professional referees. One of these should be your current employer. We will collect full references before shortlisting for interview. If you prefer that we do not contact one or more of your referees, please notify bring this to our attention on your Application Form.

Qualification, Background and Identity Checks

We are committed to the safeguarding and promoting the welfare of students and operate safer recruitment practices we expect all staff to share this commitment and an Enhanced DBS disclosure will be sought if you are successful at interview. You will be asked to provide documentation at interview as proof of your identity and qualifications. If you have recently lived in a country other than the United Kingdom, clearance from this country will also be requested and a certified translation may be required.

If you would like to visit the school or have an informal discussion please contact the School's HR Manager on 01702 900777 or email to hr@southchurchschool.com.

Recruitment and Selection Policy Statement

1. The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Governing Body recognises the value of, and seeks to achieve, a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required:
 - receipt of at least two satisfactory references*
 - verification of the candidate's identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity.
 - verification of the candidate's medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons when you return your Application Form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Body is committed to ensuring that people who have convictions/ cautions/reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision the Governing Body will disregard any filtered convictions/ cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Body is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.