

Braunton Academy



'Aspire and Achieve'

Assistant Vice Principal (SENDCO)

Required for September 2025 (earlier if possible)

Leadership Spine 11-15

Closing Date for Applications:

Noon on Wednesday 4th December 2024

Interviews: Monday 9th and Tuesday 10th December 2024

(two-day interview process)

Braunton Academy continues to be a good school.

Barton Lane

Braunton

North Devon EX33 2BP

Tel: 01271 812221

Academy Website: www.braunton.academy

Email applications: recruitment@braunton.academy

Principal: Mrs F Bowler

Students: Aged 11-16 number on roll: 810

November 2024

Dear Candidate

RE: Post of Assistant Vice Principal SENDCO

Thank you for expressing an interest in the position of **Assistant Vice Principal responsible for SEND** within our Academy. I hope that you find the enclosed information useful in forming your views of our exceptional Academy and the community life we lead here at Braunton.

This is an exciting position for an aspiring Senior or Middle Leader to join a forward thinking and successful Senior Leadership Team. Our Academy has a great history with our community and longevity of success.

Please find enclosed the following information to help you formulate your application:

- Copy of advertisement
- Person Specification
- Job Description
- Principal's Welcome
- Academy Mission Statement on Learning and Leadership
- Braunton Academy Application Form

I hope that your research leads you to the conclusion that you wish to be a part of our SLT and therefore I look forward to receiving your application. This is an exciting time to work at Braunton Academy with a newly established SLT, our vision is about securing the futures of all of our students and sustaining high quality provision for generations to come. We look forward to you joining us to work with parents, carers and the wider school community to realise this vision.

Tours/Visits can be booked by emailing ahellmund@braunton.academy

Braunton Academy is a true learning community which passionately believes in empowering its staff in order to empower its students. **As a respected and trusted centre of the local community**, we are committed to providing the very best of education to the children of Braunton and its surrounding villages, shaping all of our futures. Supporting both students and their parent/carers, our central aim is to build strong partnerships that recognise and respect the value of learning, investing in and re-igniting that true love of learning for all that it can offer our community and provide for our children as masters of their own destiny.

Our strongest resource is our staff and therefore we require passionate, rigorous and dedicated professionals to help guide our Academy within the 21st Century. If you have a strong work ethic, are self-reflective and are committed to change and improvement, we look forward to receiving your application and working alongside you through this recruitment process.

Yours sincerely



Fay Bowler
Principal



Assistant Vice Principal (SENDCO)

Braunton Academy seeks a visionary and exceptional individual to be a leading and inspiring SENDCO. The successful candidate will hold the highest standards of expectations for all students. You will play an active and influential role in all aspects of school leadership.

This is an exciting position for a suitably qualified candidate or an aspiring Senior/experienced Middle Leader with the commitment to completing the SENDCO qualification. You will be part of a forward thinking and successful Senior Leadership Team. Our Academy is greatly respected within the local community and is routinely over-subscribed.

Due to the recent expansion to the school site, the Academy is currently developing a new inclusion base for SEND students and the successful candidate will take a significant strategic role in the development of this area.

About our SEND Faculty:

- We currently have 28 students with EHCPs.
- We also have 119 students on a K Code which is 17% of the school population.
- The Faculty is supported with a Deputy SENDCO, 11 Teaching Assistants and a Specialist Literacy Teaching Assistant.
- We have a bespoke area of the Academy where the Faculty is housed with different breakout spaces for students. As explained in the above paragraph, the successful candidate will be heavily involved in deciding the final layout for the Faculty.

Braunton Academy is determined to be one of the very best schools in Devon. We have a culture where the highest standards are expected of everyone in our learning community and we take a great pride in our students' achievements. The inclusion and pastoral staff are a highly committed team with great skills and expertise. Both students and staff are exceptionally well supported and given every opportunity to aspire and achieve.

The successful candidate will be a reflective practitioner able to evaluate practice and embed a process of continuous improvement. You will have a high level of leadership and management skills and be totally committed to improving the life chances of all of our SEND students. You will be a highly inclusive leader with a determination to find effective solutions based on students individual needs. You will receive support and guidance where appropriate, but ultimately will have the autonomy to lead your main areas of responsibility.

You will have

1. Recent experience either in a Senior or a substantive Middle leadership role (curriculum or Inclusion) and be able to demonstrate effective leadership of an area.
2. Proven track record of success in raising progress and attainment of students including SEND.
3. Outstanding teaching ability.
4. High expectations of all and commitment to all aspects of school life.
5. An open and collaborative approach to leadership.
6. The ability to inspire, engage and communicate with learners/students, staff and parents/carers.
7. Flexibility, energy and imagination.
8. Passion and drive to help the academy realise its vision.
9. Commitment to your own continued professional development including the NPQ for SENDCOs.

We will offer you

- An outstanding, positive ethos, where learners/students enjoy, aspire and achieve.
- A school genuinely at the heart of its community.
- Staff and Trustees who are committed, talented and highly motivated.
- First class learning facilities.
- A commitment to support all staff through CPD opportunities, both in their existing responsibilities and their aspirations for their future careers.
- An enviable lifestyle living in North Devon.

This role will commence in September 2025, earlier if possible.

Closing Date for applications: 12 noon on Wednesday 4th December 2024

Interview Dates: Monday 9th & Tuesday 10th December 2024 (two-day interview process)

Tours/Visits can be booked by emailing ahellmund@braunton.academy

Please note CVs are not accepted. Further information about the post and an Academy application form can be downloaded from our website – www.braunton.academy. Your application form should be emailed to recruitment@braunton.academy by 12.00 noon on Wednesday 4th December 2024.

Safeguarding: Braunton Academy is committed to safeguarding the welfare of its students therefore an online check of publicly available information will be completed to assess shortlisted candidates' suitability to work with children. The successful applicant will also be subject to an enhanced Disclosure and Barring Service check (DBS) and full identity and qualification checks. Please refer to the Child Protection Policy on our Academy website <https://www.braunton.academy/policies>

Braunton Academy
Assistant Vice Principal SENDCO
Person Specification

Evidence source: **AF** = Application Form
LO = Lesson Observation
I = Interview
R = Reference

QUALIFICATIONS AND TRAINING	
Essential	Evidence
1. To be a qualified teacher.	AF
2. To have a degree or equivalent.	AF
3. A proven track record of having a significant impact in your current role.	AF + I + R
Desirable	
1. Higher Degree or further recognised and accredited professional training or qualification.	AF
2. Qualified SENDCO with a track record of impact in this area.	AF
PROFESSIONAL SKILLS AND EXPERIENCE	
Essential	
1. Successful and sustained experience as a classroom practitioner.	AF + I + R
2. Successful experience as a senior or middle leader (Must currently be in post, with at least 3 years experience).	AF + I + R
3. Successful experience in leading whole school or department initiatives resulting in school improvement.	AF + I + R
4. Successful experience of working with SEND specific agencies/stakeholders to support student progress and development.	AF + I + R
5. Successful experience of coaching and developing staff to improve their teaching and learning.	AF + I + R
6. Experience of working in more than one school.	AF + I + R
7. Successful experience of leading/contributing to robust self-evaluation and quality assurance procedures.	AF + I + R
8. Experience of working with Local Authority staff and other outside Agencies.	AF + R
KNOWLEDGE AND UNDERSTANDING	
Essential	
1. Deep understanding of what constitutes effective teaching and learning, running alongside an appreciation of current research on Teaching & Learning.	AF + I + R
2. Deep understanding of ordinarily available inclusive provision as well as appropriate in class and additional interventions for additional and different.	AF + I + R
3. Understanding of how data analysis can inform school improvement and a knowledge of effective strategies to improve student's attendance and attitude to learning.	AF + I + R
4. Thorough understanding of self-evaluation and how it leads to improvement planning and raising standards.	I
5. Thorough knowledge of the SEND Code of Practice	I
6. Keeping Children Safe in Education (KCSiE) 2024	I
Desirable	

1. Safeguarding level 3 certificate	AF
2. Successful courses related to SEND	AF
MANAGEMENT EXPERIENCE	
Essential	
1. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community.	AF + I + R
2. Successfully led, planned, managed and evaluated change which has had a significant impact at a department or whole school level.	I + R
3. Evidence of curriculum/pastoral development, assessment and/or development and quality assurance in the area of your responsibility.	AF + I + R
4. Proven ability to self-motivate, use initiative and lead proactively.	I + R
5. Good organisational skills and the ability to have a flexible and adaptable approach.	I + R
6. To possess excellent listening, written and oral communication skills, the ability to chair meetings, make presentations and to communicate effectively with students, parents, trustees and staff.	AF + I + R
7. Evidence of outstanding student management and behaviour.	I+R
COMMITMENT	
Essential	
1. The promotion of Braunton Academy as a centre of excellence.	I
2. Able to articulate a sound educational philosophy consistent with the Academy's aims.	
3. Equal opportunities for all in the widest context, but especially focusing upon inclusion and the right for all to fulfil their potential.	I
4. The development of the professional effectiveness of all staff within the Academy.	I
5. Ensuring that all students reach their full potential.	AF + I
6. Providing the choice and flexibility in learning to meet the personalised learning needs of every child.	I
PERSONAL ATTRIBUTES	
Essential	
1. Passion and commitment to inclusive and comprehensive education.	I + R
2. Well-developed IT Skills, particularly in the most commonly used platforms.	AF + I + R
3. Ability to work as an effective team member and a willingness to challenge under-performance.	I + R
4. Be flexible, adaptable and maintain high levels of energy and enthusiasm coupled with a sense of humour and perspective.	
5. Display commitment to the protection and safeguarding of children and young people.	LO + I
Desirable	
1. Have the potential and desire for Headship in the longer-term.	I + R

BRAUNTON ACADEMY JOB DESCRIPTION ASSISTANT VICE PRINCIPAL (SENDCO)

Reports to the Vice Principal (Inclusion) / Vice Principal (Curriculum)

PURPOSE

- To provide strategic leadership and operational management of the Academy Special Education Needs Provision.
- Strategic leadership of all aspects of ordinarily available inclusive provision and additional to and different, throughout the school. This includes responsibility for CPD and coaching on these two aspects of Teaching and Learning.
- Strategic leadership of the quality assurance of the SEND provision throughout the Academy, working closely with Heads of Faculty and Subject Leaders to ensure all SEND students achieve well throughout the school.
- To hold staff to account,, support and develop them to ensure high standards of ordinarily available inclusive provision, additional and different provision and behaviour management.
- To ensure that SEND student attendance continues to improve.
- To lead the Academy's SEND Policy.
- To lead the Academy's SEND Faculty including line management of those specifically employed to work with SEND students.
- Work with external agencies to provide a wrap around provision for SEND students.
- To ensure the safety and safeguarding of students.
- To assist in leading and managing the Academy.

POST RESPONSIBILITIES

Main Duties

- To carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions document.
- To be involved in the day-to-day running of the school.

As SENDCO specifically this will include:

- Strategic and operational lead responsibility for whole Academy SEND development.
- Liaise with SEND
- Strategic and operational lead of the Deputy SENDCOs and Teaching Assistant induction and deployment.
- Liaise with the SEND strategy team to complete all EHCP reviews and consultations.
- Responsibility for SEND student outcomes, tracking and intervention.
- Carrying out assessments of students with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.

- Working with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans.
- Providing regular updates on student progress through written reports and meetings with parents.
- Supporting teachers with CPD, coaching and to develop schemes of work and learning programmes for students with SEND and to implement effective teaching (OAIP) and behaviour management approaches in the classroom.
- Responsibility for managing and advising on the school budget and resources for the SEND provision.
- Developing and maintaining systems for keeping student records, ensuring information is accurate and up to date.
- Analysing school, local and national data and developing appropriate strategies and interventions. Keeping up to date with national and local policies related to SEND and cascade information to colleagues.
- Responsibility for organising and quality assuring the inhouse and external alternative provision curriculum.
- Quality assurance/impact review of SEND provision across the Academy.
- Responsibility for budgeting and evaluating SEND spend on individual students.
- Overseeing the engagement of Outside agencies.
- Lead or attend TAF meetings where SEND is a significant area of concern.
- Reporting to Trustees on relevant areas of responsibility.

Teaching, Learning and Students

- Help create and maintain an ethos which promotes and secures outstanding adaptive teaching (OAIP), effective learning, high standards of achievement and excellent behaviour throughout the school.
- Monitor and evaluate the quality of behaviour management and achievement of students in order to set and meet challenging targets for improvement.
- Involve students in the decision making processes and develop policies and practices that treat students as partners in the learning process.
- Maintain effective assessment, recording and reporting systems of student progress.
- Student progress, use of tracking systems within school.
- Active member of SLT, part of the target setting process via SLT link.
- Develop effective parental engagement.

Leadership and Management

- To make a significant contribution to the Leadership Group.
- To lead and motivate others and generate effective working relationships at all levels.
- To maximise the contribution of staff to improve the quality of education provided and standards achieved.
- To model the highest professional standards to staff and students in all aspects of the role.
- To provide feedback in relation to students' progress.
- To take on specific tasks related to day-to-day administration and organisation of the school as requested.
- To engage with appropriate training opportunities to promote professional effectiveness in the role.

- To coordinate and support all aspects of Child Protection, Safeguarding and Looked After Children issues.
- Act as SLT link for nominated inclusion or department areas within school.

Generic

- To be aware of and comply with the policies and procedures relating to child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate member of staff.
- To be committed to safeguarding and promoting the welfare of young people.
- Participate in school development, improvement evaluation and self-review.
- Undertake management of school routines.
- To be aware of and support difference to help ensure that everyone has equal access to the services of the school and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.
- Attend and participate in meetings as required; including governors and committees.
- Contribute to the school's ethos, aims, SIP and Development Plan.

JOB DESCRIPTION FOR STANDARD SCALE TEACHER

1. RELATIONSHIPS

The postholder:

- 1.1 Is responsible to the Head of Department for teaching subject duties.
- 1.2 Interacts with colleagues on a professional level and seeks to establish and maintain productive relationships with them in order to improve the quality of teaching and learning in the school.

2. PURPOSE OF THE POST

- 2.1 To contribute to the teaching and other work of the Department.

3. KEY TASKS

- 3.1 To teach students across the full ability range.
- 3.2 To participate in the development of the subject throughout the school and in the production of schemes of work.
- 3.3 To seek to manage students effectively in order to enhance their learning and that of others.
- 3.4 To participate in the development and implementation of departmental policies.
- 3.5 To attend Staff, Departmental and other calendared meetings as appropriate.
- 3.6 To carry out the assessment, recording and reporting of students' work as outlined by the departmental and school Assessment Policy.
- 3.7 To attend Parent/Subject Consultation Evenings as appropriate.
- 3.8 To provide information on student progress when required and ensure that parents are informed of successes or concerns relating to the subject.
- 3.9 To work with the Learning Support team to help identify, monitor and enhance the learning of students with learning and behavioural difficulties.
- 3.10 To ensure the appropriate use and storage of resource materials and equipment and the observation of Health and Safety Regulations.
- 3.11 To set appropriate homework as required by the homework timetable and support its recording in the students' planners.
- 3.12 To carry out duties concerning the supervision of students as detailed by the Principal.
- 3.13 To participate in Activities Week following negotiation with the lead professional.

BRAUNTON ACADEMY MISSION STATEMENT ON LEARNING AND LEADERSHIP

LEARNING

Learning enables individuals to change and to grow, becoming independent and confident.

The Academy has a commitment to improving the quality of Learning by :

- preparing people for their futures by :
 - encouraging creative thinking and reasoning
 - instilling self-confidence and self-esteem
 - developing Communication, Literacy, Numeracy and IT skills
 - encouraging life-long learning and problem solving

- recognising that individuals learn in different ways by :
 - using a variety of learning and teaching styles
 - changing the learning process according to need
 - providing opportunities for success for all
 - appreciating that learning is interactive
 - being adaptable and flexible
 - enthusing, challenging, stimulating and inspiring
 - nurturing and supporting
 - making learning fun and enjoyable
 - provide opportunities for independent and interdependent learning
 - understanding the learning process

- checking the effectiveness of learning by :
 - being clear about the learner's starting point
 - using a variety of assessment techniques
 - using assessment data constructively
 - seeking learner feedback
 - encouraging self-evaluation

- supporting the learning process by :
 - ensuring a safe, well-resourced environment
 - using the community to enhance learning
 - creating an atmosphere which is conducive to learning
 - having high expectations of all

Learning is for all members of the Academy community

LEADERSHIP

Leadership ensures the Academy's commitment to improving the quality of students' learning by:

- developing a shared **vision** and evaluating progress
- sustaining a **culture** which :
 - respects and values all its members
 - is open and accessible
 - develops individuals and teams
 - challenges and motivates
 - listens and responds
- sharing and communicating :
 - a love for **learning**
 - an understanding of how people learn
 - the belief that learning never stops
- actively engaging with the **community** by :
 - encouraging and enabling community involvement by students and staff
 - welcoming the community into Braunton Academy
 - developing business links
 - promoting the work and values of the Academy
 - supporting the life of the community

Leadership is not confined to a few people. It is a quality which is to be encouraged in all members of the Academy.

MANAGEMENT

Management ensures the Academy's commitment to improving the quality of students' learning by:

- **deploying people, time and resources to :**
 - provide the highest quality learning and teaching
 - provide pastoral support for students and staff
 - monitor and evaluate the work of the Academy
 - ensure responsible behaviour
 - ensure a safe, secure and attractive environment
 - work with the community
- **using structures and systems which :**
 - are effective and efficient
 - define roles and responsibilities
 - define lines of support and accountability
 - ensure legal requirements are met
 - are simple and unbureaucratic
 - enable decisions to be taken at appropriate levels
 - use effective communication
- **providing value for money**

Management is not confined to a few people. It is exercised by all members of the Academy.