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RUSSELL EDUCATION TRUST



BRISTOL
FREE SCHOOL

Community, Ambition, Opportunity
www.bristolfreeschool.org.uk



Assistant Headteacher – SENDCo
Full-time, permanent
Leadership Scale L12–L16

Welcome

Dear candidate,

I am pleased to announce an exciting opportunity to join the senior leadership team as an **Assistant Headteacher - SENDCo** at BFS. This role offers the chance to support our mission of being one of the top performing schools nationally. We pride ourselves on being an inclusive school serving the diverse community of North-West Bristol.

This is a wonderful opportunity to work in a **strong, high-achieving school** with **supportive colleagues** who are committed to fostering excellence and innovation. The successful candidate will play a crucial role in shaping the future of our school and maintaining our core values of Community, Ambition and Opportunity.

BFS is part of the Russell Education Trust who supports their schools in providing an educational offer that meet the needs of their regional contexts.

This candidate pack and the school website will provide you with a lot of information about the post and school. We will also be happy to organise a school visit with a chance to ask any questions you may have. Please email admin@bristolfreeschool.org.uk.

We encourage anyone interested to apply or reach out for more information.

Thank you for your interest in BFS and I hope to meet with you soon.

Warm regards,

Mrs Susan King
Headteacher



Community

Every child is known, valued and supported. The school works closely with families and partners to secure strong outcomes.



Ambition

High expectations for all students and staff, with a focus on academic excellence and personal growth.



Opportunity

A rich curriculum and extensive enrichment programme ensuring that every student can explore their interests and develop new skills.

Why work with *us* at BFS?

We will grow your career in an educational setting where you can make a difference.

About Bristol Free School:

BFS is a thriving oversubscribed school which has a successful Sixth Form of over 240 students. Formed in 2011, the school has a unique legacy, being created by the families of Westbury-on-Trym and its locality who wanted a high performing school to serve the community of North-West Bristol.

BFS is an ambitious school which works to ensure every child makes excellent progress from their starting point and experiences a breadth of opportunities which develop the whole person.

We want our young people to leave BFS with confidence and a strong belief that they can make the best of their life chances and be positive citizens with a strong moral compass. Success, to us, is a broad statement about the whole person and is linked to knowing oneself and being equipped to thrive in this fast-moving, ever-changing world.

The school values of Community, Ambition and Opportunity are very important and we demonstrate them through our day-to-day work with young people. We are looking for staff to support us with these values and make a positive contribution to the life of the school.

Please spend some time reading our school website and newsletters to get a flavour of the vibrancy of BFS.

What we offer:

- A rewarding and dynamic job valued as one that will make a lasting and positive impact on our school community
- Welcoming and inclusive working environment where well-being is central to our culture
- Career development, and CPD courses, with Trust-wide collaboration across 5 schools at whole school and subject level
- Being part of a forward-thinking, empowered middle leaders' team
- Access to the Local Government Pension Scheme
- Access to an Employee Wellbeing Hub
- Free parking onsite

The successful candidate can expect:

- A rewarding and dynamic job role making a real, lasting and positive impact on our school community
- Positive and inclusive working environment where well-being is central to our culture
- Employee Wellbeing Programme
- Career development, training
- Access to the Local Government Pension Scheme
- Free parking onsite



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Core purpose:

- To support the headteacher in providing professional and strategic leadership and management of the school that will establish a secure foundation from which to achieve high standards in all areas of the school's work.
- To provide strategic leadership and oversight of provision for students with Special Educational Needs.
- To be responsible for day-to-day operation of SEND policy and coordination of specific provision to support individual pupils with SEND.

The SENDCo will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

General leadership responsibilities

Members of the leadership team will have clearly defined responsibilities, and the successful applicant will take responsibility for key strategic areas. These will change from time to time and develop as the school grows. This is in order to develop the skills and experience of the individual within the team and also to respond to school needs.

- To assist the Headteacher in whole school strategic planning with specific responsibilities for designated areas.
- To deputise for the Headteacher as required.
- To undertake the implementation of the School Development Plan as identified within the plan.
- To assist in the preparation of curriculum, capital and other bids and submissions to outside agencies.
- To line manage the Assistant SENDCo, SEND Specialist Teacher (and by extension the Learning Support Assistant Team), designated Heads of Department, and other staff, in all aspects of their responsibilities for raising achievement in the school.
- To assist the Headteacher in the self-evaluation process of the school through relevant reviews of key aspects of provision and standards.
- To assist the Headteacher with interviewing and staffing.
- To share with other members of the Leadership Team the responsibility for the daily administration and good management of the school. This will include participation in the school duties rota.
- To share responsibility with other members of the Leadership Team for the good order and conduct of pupils throughout the school.
- To lead on the professional development of designated staff.
- To attend Leadership Team meetings and other management meetings as required.
- To attend meetings of the Governing Body and its committees as required.



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Specific responsibilities

Strategic development of SEND policy and provision

- To ensure that the school remains inclusive of all students with SEND and that the school's ethos and values drive all work within the SEND department, working closely with the whole staff team to deliver school-wide objectives.
- To have a strategic overview of provision for pupils with EHCPs, and on the SEND register, across the school, monitoring and reviewing the quality of provision and striving for continual improvement.
- To line manage the SEND team and ensure effective performance of staff including ensuring that staff are deployed in line with staff timetables, training identified and impact on students' development monitored.
- To monitor the progress and analyse the outcomes for SEND students and to adapt provision to their changing needs to ensure every student is able to fulfil their potential.
- To contribute to school self-evaluation, particularly with respect to provision for pupils with SEND.
- To ensure the SEND and inclusion policies are put into practice, and that the objectives of the policy are reflected in the School Development Plan.
- To maintain an up-to-date knowledge of national, Trust wide and local initiatives which may affect the school's policy and practice.
- To maintain an up-to-date knowledge of the local authority support offer for students with SEND.
- To draft the school's Annual SEND Information Report.
- To maintain records of SEND linking funding and to support with the reconciliation of SEND linked funding due.
- To evaluate whether funding is being used effectively, where necessary proposing changes to make use of funding and provision more effective.

Operation of the SEND policy and co-ordination of provision

- To ensure the maintenance of an accurate SEND register and provision maps for students with EHCPs.
- To provide guidance to colleagues on teaching pupils with SEND, leading INSET and other training sessions as required.
- To ensure both staffing and resources are managed effectively in line with the whole school budget and funding allocation.
- To work with other schools, educational psychologists, health and social care professionals, and other external agencies to promote the inclusion and progress of students with SEND. To monitor the effectiveness and impact of these external agencies.
- To act as a key point of contact for external agencies, including the LA, for students with SEND.
- To analyse assessment data for pupils with SEND, challenging under performance in departments and supporting teaching for successful outcomes for students with SEND.
- To oversee all aspects of day to day SEND provision, including implementing and lead intervention groups for pupils with SEN, and evaluating their effectiveness; performance management for the SEND team, including timetabling and any other operational matters arising.

Join *US*

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Support for pupils with SEN or a disability

- To identify a pupil's needs, working with Educational Psychologists and other professionals as appropriate
- To co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- To secure relevant services for the pupil in line with their needs and EHCP as appropriate.
- To ensure records of provisions, resources, funding and any other matters are maintained and kept up to date.
- To review the Education, Health and Care Plan with parents or carers and the pupil and act as primary contact for EHCP consultations relating to existing students and potential admissions
- To communicate regularly with parents or carers relating to progress and support for students with SEND
- To ensure that if the pupil transfers to another school, all relevant information is conveyed to it and support a smooth transition for the pupil.
- To promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- To assess, apply for, and implement access arrangements for students with SEND.

Provision for Students with English as an Additional Language

- To co-ordinate provision for students with English as an additional language, including maintenance of an EAL register and oversight of progress/outcomes for this cohort of students.

General responsibilities (all staff):

- Assist in the delivery of the curriculum through the scheduled teaching programme and the provision of cover for absent teachers in emergencies
- Perform duties and attend meetings as reasonably required
- Assess and record pupils' achievements, to prepare reports and take part in parental consultations
- Participate in the School's Performance Management Scheme
- Undertake in-service training where required to keep abreast of developments in School initiatives, curriculum and subject areas
- Contribute to the school's pastoral system
- Observe and implement school and Trust policies and good practice
- Carry out such particular duties as the Headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.



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Person Specification: Assistant Headteacher – SENDCo

Experience and Leadership – the successful candidate will have:

- A successful track record in developing good and outstanding teaching
- Led on the achievement of outstanding outcomes across the full range of student abilities
- Significant experience of leading a large team
- Experience of managing, motivating and developing staff to secure outstanding outcomes
- Significant experience of using data and benchmarks to ensure the progress of every student
- Led a curriculum team in a secondary school
- Success at leading a whole school initiative or management area

Professional knowledge – the successful candidates will know how:

- Current, detailed knowledge of the SEND Code of Practice
- How to effectively support students' academic progress across the ability range
- Current educational issues and developments including most recent curriculum and examination changes
- Details of the current Ofsted inspection framework

Skills – the successful candidate will be:

- An excellent classroom practitioner who leads by example
- Able to develop, articulate and maintain a clear vision and lead others to plan and deliver it
- An effective communicator who can inspire and motivate children and adults
- Able to improve and maintain high levels of attainment and progress
- Highly skilled at reviewing, monitoring and evaluating progress and results
- An effective leader who coordinates and delegates appropriately
- Both a strategic and an operational thinker, depending on the situation
- Highly skilled at analysing, evaluating and using data to support decision making
- Able to work effectively under pressure
- Highly skilled at managing the performance of others

Attributes – the successful candidate will:

- Create robust, trusting, honest, and supportive relationships across the whole school community
- Be flexible and resourceful
- Display moral, intellectual and personal integrity and authority
- Show determination, optimism and resilience in the face of challenges and set-backs
- Be committed to equality of opportunity, community cohesion and student social mobility

Qualifications – the successful candidate will:

- Have National Award for SEN Co-ordination of NPQ for SENDCos (or willing to complete it within 3 years of appointment)
- Be qualified to degree level
- Have qualified teacher status
- Have undertaken recent and relevant professional development

How to Apply:

Please submit your application online via e-teach or MyNewTerm.

If you have any queries regarding the post, please email us at admin@bristolfreeschool.org.uk.

Closing date: Friday 25 April 10am

Interview date: week beginning 5 May

BFS celebrates and supports diversity and is committed to ensuring equal opportunities for both employees and applicants.



Our

Benefits



Flexible and Family Friendly Policies



Free Flu Jab



Discounted Gym Membership



Employee Assistance Programme



Local Government Pension Scheme



Career Development/CPD

Introduction to Russell Education Trust

Background to the Trust

Russell Education Trust is a multi-academy trust comprising five secondary schools and one primary school spread across the south of England.

The Trust is a family of faith and community schools with distinctive individual identities. Underpinned by a shared commitment to respect, responsibility, fairness and equality, Russell Education Trust schools work together to achieve their vision of providing all students with an outstanding education.

The Trust is driven by the strong moral purpose of knowing, valuing and developing every student and member of staff to ensure that their potential is realised, and their ambitions achieved.



Vision & Values

Valuing People
Pursuing Achievement
Serving Communities

Our *schools*

- Celebrate difference and diversity in an inclusive, socially responsible culture
- Deliver a broad, balanced, and ambitious curriculum:
 - centred on the core subjects of English, mathematics and science
 - supported by technology and computing
 - complemented by humanities, languages, arts and vocational subjects
- Provide a rich education that develops students' minds, beliefs, characters, skills and interests
- Equip students with the knowledge and skills for success in the modern world through examination success and personal development
- Uphold high standards of behaviour, learning and equality of opportunity for all students
- Nurture and develop their staff, through day-to-day support, high quality continuing professional development, cross-Trust collaboration and networking, and opportunities for career progression
- Are rooted within their local communities and seek to serve their particular needs



Russell Education Trust's Schools



Bristol Free School (established Sept 2011)

'Leaders are ambitious for all pupils. The curriculum is designed to build knowledge over time. It helps pupils remember what they learn. Leaders have ensured that the curriculum is engaging for pupils, and that it promotes diversity. Teaching focuses on what pupils need to know and do. Teachers have strong subject knowledge and are keen to share this with pupils. They know their pupils well and use this knowledge to help them learn.'

Ofsted 2022

Elmlea Infant & Junior Schools (established)

'Pupils flourish at Elmlea Infant School. They achieve extremely well. Staff have high expectations for pupils' behaviour and conduct. Pupils feel safe and value the positive relationships they have with staff. Leaders are ambitious for what pupils with SEND can achieve.'

Ofsted 2023



Becket Keys Church of England School (established Sept 2012)

'The headteacher's inspired leadership has quickly established a vibrant, orderly community which enables students to thrive. He ensures that a family atmosphere is fostered across the school in which all students feel cared for, and valued.'

Ofsted 2014

St Andrew the Apostle Greek Orthodox School (established 2015)

'Students are making strong progress in a range of subjects. They value the leadership opportunities open to them. Students also appreciate the support and care they receive.'

Ofsted 2018



Kings School Hove (established Sept 2013)

'Leaders have created a culture that extends far beyond the academic. Staff value each pupil and know them well. The provision for personal development is first class. It is promoted consistently across the school.'

Ofsted 2022

Turing House School (established Sept 2015)

'The school has many strengths. Leaders have established an open culture at the school where there is a clear sense of teamwork and community across staff and pupils alike. Everyone takes pride in the school. It is a welcoming and vibrant place.'

Ofsted 2018

