

ASPIRE ALTERNATIVE PROVISION

DEPUTY HEAD AND SENDCO OF ALTERNATIVE PROVISION SCHOOL 1 YEAR CONTRACT (POTENTIAL FOR PERMANENT POST)

We are seeking an exceptional individual to join the leadership team of our wonderful AP schools, based at our Chiltern Skills and Enterprise Centre in Chesham. This is a fantastic opportunity to join an ambitious and innovative trust, where you will have the opportunity to create meaningful and lasting change in the lives of some of the most vulnerable students in Buckinghamshire.

We change lives. Our work matters. Join us.

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For more information, or to arrange a visit or conversation with a member of our leadership team, please contact hr@aspireap.org.uk



ASPIRE

A VALUES-LED ACADEMY TRUST

Aspire provides an outstanding alternative educational provision and support for secondary-aged students. Students attend full or part time and are referred to us by schools and the Local Authority.

Our focus is to support young people, together with their families and schools, to reach beyond their potential and enable them to flourish by developing positive behaviours, attitudes and aspirations.

We run a range of different types of provision across Buckinghamshire. We have three AP schools, which cater for permanently excluded students as well as those at risk of exclusion, on 12-week placements. We also have three secondary SEMH nurture schools, a primary forest school intervention, and an outreach service, working in mainstream schools with students who are at risk of exclusion.

To learn more about Aspire, and read our last Ofsted report, visit www.aspireap.org.uk



WELCOME FROM DEBRA RUTLEY, CEO

Debra Rutley has led Aspire since 2012, during which time it has been rated Outstanding by Ofsted four consecutive times. Debra is also a National Leader of Education.

Thank you for your interest in this role, and I am delighted that you are interested in joining Aspire as our Deputy Head of School and SENDCo at CSEC.

I am exceptionally proud of the work that we do at Aspire. Over the last 20 years Aspire has grown from a single Local Authority PRU, to an Academy Trust comprising of a variety of diverse schools and educational services that account for the majority of Alternative Provision in Buckinghamshire. We have an excellent track record of delivering education that is responsive to, and meets the needs of the population of young people that we serve.

This is an exciting time to be working in Alternative Provision. Our students, and the challenges they face, are finally starting to receive the attention they deserve from policy makers, think tanks and the wider public. As a leader at Aspire, you will be an advocate for our young people, and as an outward facing Trust, we want to provide you with a platform from which you can amplify their voices to create meaningful change.

Aspire is a great place to work, and as our Deputy Head of School and SENDCo at CSEC, you will help us to make it even better. Work with us to ensure that all of our staff and students are and feel valued, and where everyone understands how their day to day work improves the life chances of the disadvantaged young people and communities that we serve.

We change lives. Our work matters. Join us.

Debra Rutley, CEO

CHILTERN SKILLS AND ENTERPRISE CENTRE

A PURPOSE-BUILT VOCATIONAL AND ACADEMIC EDUCATIONAL CENTRE

CSEC was built as a vocational education centre in Chesham, Buckinghamshire. We have amazing classroom spaces for a wide range of vocational subjects, including mechanics, motor vehicle studies, construction, hair and beauty, catering, music, enterprise and horticulture. We have also got a number of classrooms for traditional academic subjects, such as Maths, English, Science and Art.

Our students come from across Buckinghamshire. We take permanently excluded students, and run a number of preventative programmes which involve students coming to us for placements. We also do outreach work with local schools.



THE ROLE OF DEPUTY HEAD OF SCHOOL AND SENDCO (1 YEAR POST)

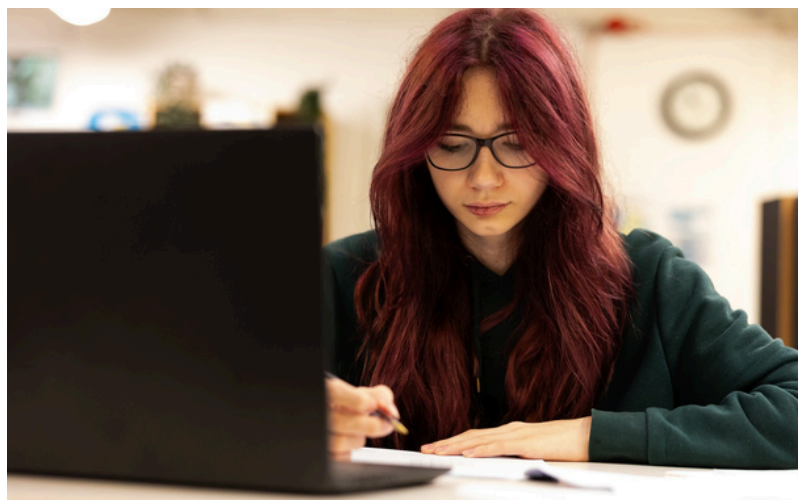
This is a rare opportunity to join the Senior Leadership Team of an outstanding AP Trust. We are seeking to appoint a creative and versatile leader who upholds ambitious standards and possesses a clear sense of accountability.

The Deputy Head of School at each of our sites is responsible for supporting the Head of School with the day to day leadership and management of one of the Aspire sites. Our Deputy Heads support the Heads to ensure that our young people are working towards positive outcomes in terms of placement, education and social and emotional support.

The successful applicant must constantly model Aspire's vision and values and uphold high levels of integrity and standards. They will also be able to build positive relationships with students, colleagues, parents and external advisors alike and to inspire and work alongside a welcoming and dedicated staff team.

We believe that young people who have been excluded need a nurturing and loving approach, need to feel valued and cared for, and need to have teachers who believe in them. We know that working in AP is not always easy. We want to find a candidate who can be calm in the face of challenging behaviour, and who will always see the best in a young person, finding something to love in them, no matter what.

We have high expectations of our young people, in terms of their behaviour, social development, and academic achievement. We know that young people who have been excluded often have complex backgrounds, and/or a number of unmet special educational needs. When they receive the right support, they are capable of great things. We are looking for someone who will help them discover extraordinary things about the world, and about themselves. Could this be you? If so, we would love to hear from you.



WHY WORK FOR ASPIRE?

ASPIRE SCHOOLS IS COMMITTED TO SUPPORTING STAFF TO FLOURISH. WE WORK HARD TO CREATE THE CONDITIONS THAT SUPPORT STAFF WELLBEING AND CREATE AN ENVIRONMENT THAT ENCOURAGES BELONGING.

WE UNDERSTAND THAT WELLBEING CAN BE ACHIEVED WHEN WE FEEL WE HAVE THE SKILLS TO DO OUR JOBS, HAVE AUTONOMY WITHIN OUR ROLES AND FEEL WE BELONG

Skills	Autonomy	Belonging
<ul style="list-style-type: none"> • Commitment to staff development and learning 	<ul style="list-style-type: none"> • Decision making based on our values and red thread 'what's best for the child' • Having a voice 	<ul style="list-style-type: none"> • A warm and welcoming environment. • I can be myself • I am part of something greater than me

ASPIRE IS ALSO COMMITTED TO ENSURING OUR WORKING ENVIRONMENT ALLOWS US TO DO OUR JOBS AND CONCENTRATE ON SUPPORTING CHILDREN TO FLOURISH. WE DO THIS BY:

 <p>Flexible working where possible, including leadership roles</p>	 <p>Optimise - a health and wellbeing app available to all employees</p>	 <p>Coaching available for every member of staff</p>
 <p>Dedicated leadership time for ALL leadership roles</p>	 <p>Access to an online 'Workplace Wellbeing' platform (Bucks Council)</p>	 <p>Open door policy of all SLT</p>
 <p>Half-termly wellbeing commitment meetings</p>	 <p>Access to an online CPD library which includes courses focusing on wellbeing (Tes Develop)</p>	 <p>Complimentary tea, coffee, sugar and milk at all sites</p>
 <p>Career development opportunities</p>	 <p>Benefits for all staff including UNiDAYS staff discount, discounted gift cards by 'Extras' & a Cyclescheme</p>	 <p>Working from home where job tasks allow, including PPA</p>
 <p>Flexible approach to enable attendance to family events etc.</p>	 <p>Annual Revival Days</p>	
 <p>Access to an Employee Assistance Programme (TP Health)</p>	 <p>2-week October half-term</p>	

JOB DESCRIPTION - DEPUTY HEAD OF SCHOOL AND SENDCO AT CSEC

Pay: Leadership Range London Fringe 4-8 (£57,183 - £62,962)

Purpose of the role

- Provide professional leadership and management for CSEC, in a way which ensures a high quality of education and support for all students.
- Assume the role of SENDCo for CSEC.
- Lead on specific areas of strategic leadership as agreed with the Head of School
- Deputise for the Head of School when required.

Key Accountabilities

Culture and Ethos

- Lead with love.
- Keep children and young people at the heart of everything you do.
- Work with mission integrity for the benefit of all within the school community.
- Develop and sustain a calm, safe and purposeful learning culture in the school.
- Develop the respectful and inclusive ethos of our Trust.
- Engage with the Trust vision and values.
- Always be a learner: engage with reading and research, best practice and new ideas from other schools, and other forms of professional development.

Teaching

- Teach a reduced timetable. All subjects considered.
- Inspire and challenge students to achieve maximum progress and a love of the subject.
- Undertake duties in line with the professional teacher standards for qualified teachers and work towards meeting these standards.

Leadership and Management of the School

- Work with the Head of School to shape the school in line with Aspire's strategic vision in all areas.
- Support the Head of School to accurately evaluate all areas of the school's provision .
- Support the Head of School to use self-evaluation to shape school development plans that will lead to improved outcomes for young people and staff.
- Support the Head of School to lead the implementation of school development plans.
- Support the Head of School to ensure the smooth day-to-day running of the school.
- Line manage staff as per the school line management structure, and ensure every member of staff receives effective, regular line management.

- Delegate effectively to the middle leadership team in school.
- Develop positive relationships with staff, students, the local community, external stakeholders, parents, carers and families.
- Deputise for the Head of School when required, ensuring all of the above continues in their absence.
- Lead on at least one additional area of strategic responsibility in school as directed by the Head of School.

SENDCo

- Fulfil the role of SENDCo for the school, including:

Leadership of SEND in the school

- Support the Head of School to ensure that SEND is considered fully in all aspects of school development and improvement planning
- Support the Head of School in regularly reviewing and analysing data with regard to the progress and achievement of pupils with SEND
- Keep up to date with developments in research and best practice, and develop ways of disseminating this effectively across Aspire
- Regularly review and publish the Aspire SEND report
- Ensure that the information about Aspire on the Local Offer is accurate and up to date.

Operational management of SEND in the school

- Oversee the day-to-day operation of the school's SEN/Inclusion policy and encourage all members of staff to recognise and fulfil their statutory responsibilities towards pupils with SEND and additional needs (including EAL)
- Maintain an accurate SEND register and provision map for the school
- Lead on all three waves of SEND support: quality first teaching, intervention in school, intervention from external agencies
- Support the Head of School to ensure all teaching staff have high quality training to facilitate quality-first teaching for students with SEND
- Facilitate appropriate diagnostic and baseline assessments for all children
- Develop and implement systems that enable all staff to know about, understand and teach in response to students' individual learning needs
- Develop and implement systems supporting the ADPR cycle for all students.

Access arrangements

- Ensure that all children with SEND have the appropriate diagnostic tests done and access arrangement applications are done in a timely fashion
- Support the Head of School to develop systems that demonstrate "normal way of working" in line with exam board and JCQ regulations
- Support the Head of School to ensure that all paperwork and evidence for access arrangements is accurate and in line with JCQ regulations
- Support the Exams Officer and Head of School to ensure that all children benefit from the appropriate access arrangements for all internal and external exams and assessments

Supporting students with EHCPs

- Be responsible for monitoring and evaluating the progress of all children with an EHCP
- Ensure effective record keeping for all children with an EHCP
- Liaise with SENDCOs in referring schools for children with EHCPs and ensure that effective records and student information is gathered prior to a child starting at Aspire
- Ensure all children with EHCPs have annual reviews carried out in a timely and effective manner, and in line with the LA's expectations
- Communicate with parents of all children with EHCPs and ensure that they have three review meetings each year
- Liaise with external services (e.g. EP, SALT etc) to ensure that all children with EHCPs receive the additional support detailed in their plan
- Work with the LA to ensure an effective permanent placement is found for all children with EHCPs.

Designated Teacher for Children who are looked after and children who were previously looked after (LAC)

- Liaise with the appropriate professionals in the development and regular review of Personal Education Plans (PEPs or ePEPs) for children who are looked after
- Support the Head of School to ensure that all children who are looked after receive the support outlined in their PEP/ePEP
- Support the Head of School to ensure that all teachers have the training and support necessary to be effective teachers for children who are looked after.



PERSON SPECIFICATION

Qualifications

- Good Honours First Degree or equivalent
- Qualified Teacher Status
- The National Award in Special Educational Needs Coordination or a willingness to work towards it.

Experience

- Excellent classroom teacher
- Experience of working with students with learning, challenging, emotional or behavioural difficulties
- Experience of having developed and improved Teaching and Learning in a secondary setting
- Experience working in mainstream and Alternative settings (desirable)
- Experience of being a SENDCo (desirable)
- Experience of devising, developing and monitoring interventions that support literacy and SEMH difficulties (desirable).

Knowledge

- Knowledge of research and best practice in education, pedagogy, intervention and support
- Knowledge of child development and SEND difficulties common in AP
- Knowledge of the SEN code of practice and EHCP processes and systems
- Knowledge of the barriers that young people in AP settings face, and research-based strategies to address those barriers.

Skills

- Able to prioritise, plan and organise yourself and others
- Able to establish trusting relationships with students, families and professionals
- Able to communicate effectively both orally and in writing
- Able to use student data to monitor, evaluate and review student and staff performance, and the impact of T&L and interventions
- Confident user of ICT to enhance planning, teaching and learning, and management of student information
- Able to manage challenging behaviour in a trauma-informed way, or a willingness to learn about this.

Personal Qualities

- Confident and calm in difficult situations
- Loving and warm personality
- Creative, dynamic approach anticipating and solving challenges
- Able to motivate, inspire and challenge others
- Interested in learning, developing own practice, and trying new things
- Committed to the ethos and values of Aspire.

Other Factors

- A commitment to equal opportunities
- Driving licence essential as is access to a vehicle.



HOW TO APPLY

If you would like any more information, please contact our HR team on hr@aspirap.org.uk. We welcome visits to the school and informal conversations ahead of applications.

To apply for this role, please click 'Apply Now' via MyNewTerm.

Aspire is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. The appointment will be subject to an enhanced DBS check as well as a health questionnaire.

