



# HAYES SCHOOL

## Deputy SENCO Candidate Pack



### Required for September 2024 Main/Upper Pay Range (Outer London), TLR2b

Required for September 2024, a Deputy SENCO with a commitment to supporting students with special educational needs and disabilities and inclusion. This is a new, exciting role as we seek to grow the support we provide and our capacity to meet the needs of our school.

There are two key aspects of the role:

- 1) To assist the SENCO with the day-to-day management of special educational needs, with the aim of raising the achievement of students with special educational needs and disabilities.
- 2) To assist the SENCO in promoting Quality First Teaching strategies across the school.

It is anticipated that the post holder will be interested in the future in achieving the National Award for SEN Coordination and this will be supported by the school.

Our school benefits from and actively contributes to a range of partnerships and we are the lead school for the Bromley Schools' Collegiate, a School Centred Initial Teacher Training (SCITT) provider for primary and secondary teacher training.

Hayes School is a high achieving, oversubscribed school, which provides excellent education for its students as well as exciting opportunities for professional and career development for staff. The school benefits from its proximity to central London and excellent transport links whilst bordering the beautiful Kent countryside.

**"Pupils enjoy school and achieve highly." (Ofsted)**

**"The curriculum is especially well throughout." (Ofsted)**

**"All who work in the school understand and share these values. This is the Hayes Way" (Ofsted)**

#### We can offer:

- Motivated students with outstanding attitudes to learning.
- Outstanding student behaviour.
- Excellent facilities for staff, including an on-site fitness suite.
- An excellent induction and support programme for new staff.
- An employee Assistance Programme and flu vaccination.
- Innovative approaches to Teacher Professional Development.
- Opportunities to work with other schools through established partnerships.
- A friendly working environment.

Closing Date: **Monday 20<sup>th</sup> May 2024 (9.00am)**  
Interviews Date: **Thursday 23<sup>rd</sup> May 2024**

Please send your completed application form and covering letter to [vacancies@hayes.bromley.sch.uk](mailto:vacancies@hayes.bromley.sch.uk). If you require any additional information or have any questions, please contact Blessing Opayemi, HR Officer at [boo@hayes.bromley.sch.uk](mailto:boo@hayes.bromley.sch.uk).

*We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is essential in our Trust and we recognise the gap that would be left in our offering without these.*

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.*

# WELCOME FROM THE PRINCIPAL

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Thank you for your interest in joining Hayes School. I hope that this information pack will help you to learn more about the role, our school and our students.

We are an ambitious, outward looking school with high aspirations and expectations of our students and a commitment to lifelong learning, which is shared by students and staff.

Whether you are new to working in schools, or are looking to move to gain experience and develop your career, you will be joining a friendly family of staff who are committed and supportive of each other. You will also benefit from working with wonderful students.

Having joined the school as a newly qualified teacher, almost 25 years ago, I can honestly say that this is a school in which you can grow and develop as a teacher, leader and staff member. A significant number of our staff have been here for many years and their own children attend the school as students, which is testament to our saying 'would this be good enough for my own child?'

Should you wish to arrange a visit to the school or to have an informal discussion prior to submitting your application, please do not hesitate to contact the school.

I hope you will feel that Hayes School is a school which is aligned with your personal values and that we can look forward to receiving your application.



Stephen Whittle  
Principal

# ABOUT HAYES SCHOOL

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## Our School

Hayes School is a high achieving, oversubscribed and well-disciplined 11-18 co-educational school with excellent accommodation and facilities set in very attractive grounds. We provide an outstanding education for our students as well as exciting opportunities for professional and career development for staff. Our 1700 students have a desire to succeed and to learn displaying excellent attitudes and behaviour. Relationships between students and staff are very good and staff enjoy opportunities to lead and participate in a wide range of extra-curricular activities and trips. (There are over 80 clubs and over 100 trips take place every year)

In September 2022, Hayes School was judged Outstanding by Ofsted:

- "It is clear that Hayes School provides all pupils with an exceptional experience."
- "Pupils behave extremely well. They are polite, respectful of others and have excellent professional relationships with their peers and teachers".
- "Leaders and teachers have developed a consistent approach to their work in the classroom".
- "A great deal of emphasis is given to ensuring that teachers are experts in their subjects".
- "Staff were especially positive about the way their wellbeing and workload is considered by leaders".

Attainment and progress are high and above local and national averages. In 2023, students achieved considerable academic success in GCSE, A level, vocational and L1/2 qualifications. 82% of GCSE students achieved at least a Grade 4 in English and Maths, Nearly 1 in 3 grades were Grade 7-9 and students made excellent progress across a range of subjects/courses. Our Year 13 students achieved considerable success with 53% and 81% of all grades at A\*-B and A\*-C respectively and an average grade of Distinction - on our vocational courses.

Our Sixth Form of 500 students is heavily oversubscribed and successful. "The Sixth Form curriculum meets the needs of all students and includes a range of academic and vocational qualifications (Ofsted 2022)."

However, Hayes is not complacent. We have a relentless commitment to improvement. We judge everything we do by the standard "would this be good enough for my child?" All staff go the extra mile to provide challenge, support and opportunities for every child.

We are very proud of our school, of the opportunities we provide, and of our role in the community. We strive to build on our success creating an environment where each individual is valued: an environment that fosters tolerance and compassion, vibrant, caring relationships, life-long learning skills and a strong sense of moral purpose.



## **Our Facilities**

Hayes School benefits from a beautiful campus comprising green spaces, trees and a variety of purpose-built teaching blocks. The School offers exceptional educational facilities, which are continually being maintained, extended and developed. We have a recently installed a purpose-built fitness suite for use by students and staff and a new, refurbished staff room.

Partnerships with local sporting clubs, Ealing Trailfinders RFC and Brunel University support our academy programmes and provide students and staff with access to high quality coaching and expertise.

Our arts provision in art, music, dance and drama is outstanding – students excel and benefit from high quality teaching and a wide range of opportunity.

All teachers and students have access to ICT to enhance teaching and learning.

The school benefits from:

- A significant number of networked computer suites across the school
- Apple Mac computer classrooms
- Media and photography equipment including digital stills, video cameras, studio and dark room
- Industry standard machinery including laser cutters, 3D printers and CAD/CAM equipment
- State of the art audio-visual equipment to support high quality performances
- Interactive whiteboards and networked PCs in all classrooms
- A Staff Wellbeing Forum and Wellbeing Charter with a focus on supporting staff wellbeing
- A high speed wireless network across the campus
- A range of software and cloud-based apps to support the curriculum

## **Our students**

Our students are a delight to work with. They are kind, caring and supportive of each other. We have “uncompromising aspirations” for all and encourage our young people to aim high and to live our motto “Excellence through Endeavour.” Hayes students want to do well and recognise that they need to work hard to achieve their own personal ambitions. The “Hayes Way” enables all students to demonstrate the behaviours for learning we expect and supports us in sustaining an environment where all are respected and can be safe, happy and successful.

We recognise our responsibility to prepare students for life beyond school and place equal emphasis on the development of skills and attributes as we do success in public examinations. ‘The Hayes Learner’ promotes reflective, creative, communicative, independent and collaborative students and at their heart, we expect our students to be kind, respectful, responsible, tolerant and proud.

We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to participate in school life and to lead our school. There are countless opportunities to volunteer, mentor other students and participate in extra-curricular clubs, activities and educational trips and visits.

## **Our staff**

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. Our newly launched Teacher Professional Growth programme supports teacher professional development within ‘teaching and learning communities’ as we model our commitment to lifelong learning to the students we teach. In this respect, we balance the needs of the school with those of

the individual. Teaching and leadership development programmes are delivered in-house and there are opportunities to mentor and support trainee and early career teachers, or to participate in coaching programmes.

An induction programme, staff buddies and an active staff committee all contribute to helping staff new to the school to find their feet. All staff are willing to share expertise, resources and ideas and are a great source of support.

We are committed to working in partnership with other schools, both within and outside our Trust. We encourage and support further learning and research and there are opportunities for specialist career progression and to work with and support other schools through networks and partnerships.

Staff regularly go the extra mile at Hayes to support students and to give their time to the broad extra-curricular programme, which includes sports, music, drama and a host of trips, exchanges, clubs and other activities.

We are a friendly team of teachers and associate (support) staff and look forward to welcoming you to our school.

### **The Impact Multi Academy Trust**

Hayes School joined with Ravens Wood School in April 2017 to form the Impact Multi Academy Trust.

In September 2022, our trust merged with Langley Park Learning Trust to form a new trust of seven schools (Clare House Primary School, Hawes Down Primary School, Hayes School, Langley Park Primary School, Langley Park School for Boys, Langley Park School for Girls and Ravens Wood School).

It is rare to see two high performing, like-minded trusts come together in the interests of providing better and more sustainable education and care for all of the children in their schools and community, but we believe this is what the Impact Multi Academy Trust is.

Our schools are popular and high performing, serving the same community. They are also driven by a commitment to improving even further to deliver the very best education, care and life chances for all children. We are driven by educational and moral purpose as well as enlightened self-interest. We want all schools within the Trust to retain their identity and compete, but also to collaborate to provide an outstanding educational experience that impacts on the life chances of all students. This is reflected in our Trust vision, mission and values.

There is an African proverb "If you want to travel fast travel alone. If you want to travel far travel together." Together in collaboration, we will build on the strengths of all schools, address those areas that could and should be improved further, and travel both fast and far in the interests of all our students.

Working within a trust provides opportunities for support from a network of teachers and support staff across all our schools.

For more information about the school, please watch our introductory video ([click](#) on image below)



### What do parents say about Hayes School?

"Hayes School produces wonderful young people"

"The school encourages the students to achieve the best they can, to reach their potential."

"My children are comfortable and relaxed at school with great friends. They respect their teachers and enjoy their day. They never complain or moan about school. We are extremely happy with Hayes School."

"I have been so impressed and grateful for the dedication shown by teachers to enable my son to achieve the best that he can."

"Strong leadership and management starts from the top and filters throughout the whole school."

"The school has a family feel about it."

"Hayes is an outstanding school that doesn't rest on its laurels. The school continues to strive to do better."

"The leaders are regularly seen around the school talking to students which I think is great to see."

"I believe you have created a school environment which is what a school should be. Happy, safe, that allows students to be the best they can be and celebrates them for who they are."

"The support my child has received both pastorally and academically has been brilliant. The teaching is fantastic and the good behaviour of students is maintained."

"A huge range of opportunities and leadership activities is offered to children and they receive recognition for this."

"Hayes has built a reputation that is the envy of many other schools. As parents, we are very grateful that our children attend Hayes, as this will stand them in good stead for their futures."

"Hayes as a place is a fantastic community and this school is at the heart of it."

### What do staff say about working at Hayes School?

"Since starting at Hayes, it has been clear that Teaching and Learning is at the very heart of everything at the school. I feel very supported here at Hayes, especially in developing teaching and learning practice."

"Students are incredibly dedicated and hardworking and are always pushing themselves to do their best. Working with students that are proactive, marvellously polite, well-mannered, and with high goals, is a really exceptional experience."

"The organisation and effective set up of whole-school procedures make Hayes School both a fulfilling and straight forward place at which to work."

"When I look back at my time at Hayes so far, it's very rewarding to see how I've progressed professionally. Every year I have been encouraged to, and have taken on responsibilities that I never thought I could do when I began teaching here."

"Academic success is central to the vision and aims of the school, but this is not at the detriment of the absolute commitment to the development of the whole child. The pastoral support, the ACTIVE (PSHE) curriculum and the extra-curricular opportunities are truly outstanding."

"Staff are highly motivated, committed to excellence and are always willing to support each other."

"Hayes is a true community school, which everyone is proud to be part of. I feel very much a valued member of a vibrant team working here."

"Hayes School is the kind of school you wished you could have attended as a child. The possibilities and opportunities are endless!"



## SPECIAL EDUCATIONAL NEEDS AT HAYES SCHOOL

At Hayes we have high aspirations for all of our students. The SEN department seeks to remove barriers to learning in order to raise the achievement of pupils who have special educational needs and disabilities. The purpose of the department is to help pupils to become confident, independent learners who can cope with school life, the curriculum, and who achieve their full potential.

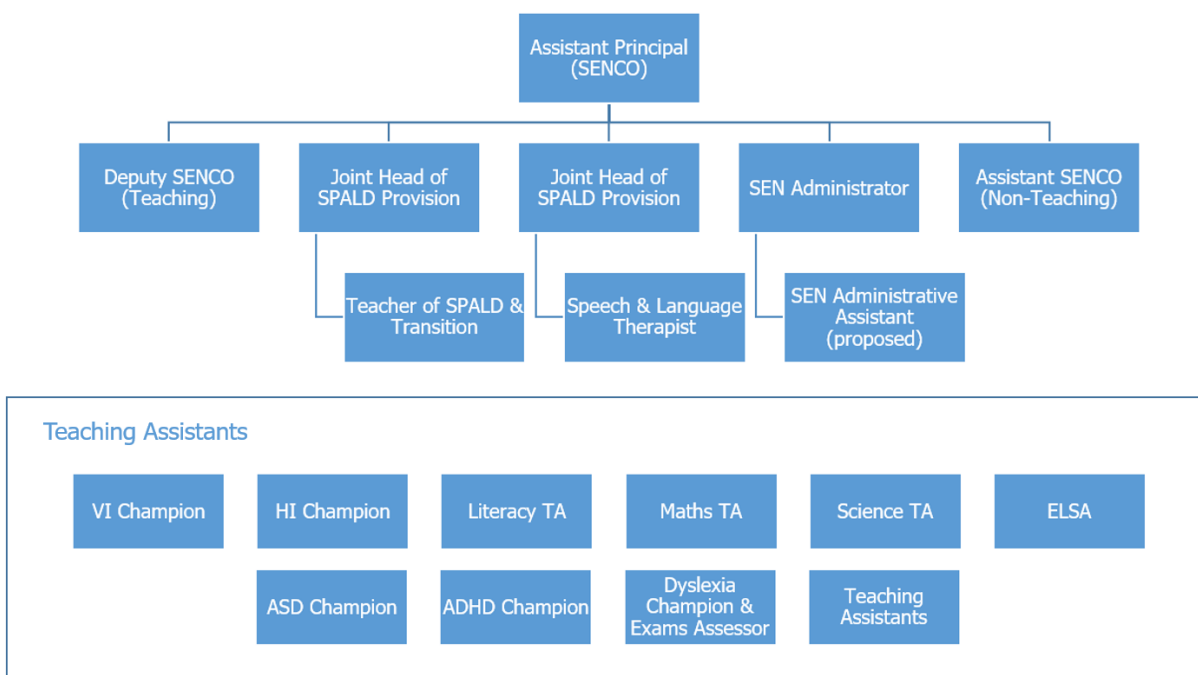
We have over 80 students with Education, Health and Care Plans (EHCP) currently on roll at Hayes School, including 22 within our Additionally Resourced Provision (Speech and Language/SPALD Provision) which supports students with speech and language disorder.

We have a large team of Teaching Assistants who support students both in the classroom and beyond, including running a number of break, lunch and extra-curricular clubs. The department is proactive in working to aid teachers in using effective Quality First Teaching strategies to support students. We also work collaboratively with parents, carers and external agencies.

In addition to supporting mainstream students with SEN, Hayes has an additionally resourced provision for students with Speech and Language disorders. Consequently, we have a relatively high number of students with Education Health Care Plans.

Please see below a link to our SEND Information Report  
[SEND Information Report for Parents and Carers \(February 2024\)](#)

## THE SPECIAL EDUCATIONAL NEEDS DEPARTMENT



For information:

The Assistant SENCO (non-teaching) assumes responsibility for the identification and provision of exam access arrangements, the SEN department bulletin, screening tests, daily support for SEND students, parents and carers as well as the management and deployment of TAs. Additionally, they act as a keyworker for designated students and lead and manage some annual reviews.

### JOB DESCRIPTION/PERSON SPECIFICATION

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#### **The person appointed to this post will:**

- Support the implementation of the SEND Code of Practice together with all aspects of Special Educational Need provision throughout the school in line with school policy
- Assist the SENCO in putting provision in place to secure good outcomes for students with special educational needs and disabilities
- Line manage Teaching Assistants
- Conduct annual reviews for students with an Education, Health & Care Plan (EHCP)
- Support the SENCO in ensuring appropriate provision and intervention for SEN Support students
- Support the SENCO with the transition/induction arrangements for new students to the school, including liaising with schools prior to transfer.
- Support teachers and school staff in identifying and meeting the needs of SEND students
- Lead the early identification of need (triage system) and support staff in identifying, implementing and reviewing Quality First Teaching strategies
- Support the SENCO with referrals to external agencies and other professionals, including applications for EHC Needs Assessment
- Liaise with and communicate effectively with parents/carers, including Open Days, Parents' Evenings and Parent Forums
- Ensure and assure the quality of adaptive teaching across the school
- Contribute to the delivery of training for teachers and teaching assistants
- Support the SENCO in providing costed provision maps

#### **All teachers will:**

- Have excellent subject knowledge
- Be a good/outstanding classroom teacher
- Be enthusiastic and energetic
- Be able to teach students of all abilities across Key Stages 3-5
- Have an enthusiasm for their subject and the desire and ability to convey this to students
- Demonstrate a good understanding of issues relating to technological advances
- Be highly motivated and committed to working as a team
- Ensure all students make good progress and reach their potential
- Monitor students' progress via regular assessment, feedback and marking
- Provide appropriate support and promote high attainment in public examinations
- Have a knowledge of IT and its use in teaching
- Possess clear and effective communication skills
- Have a commitment to equal opportunities
- Demonstrate a commitment to continuous professional development
- Be actively involved in the school's Initial Teacher Training Scheme
- Support the development of students' communication skills and promote their acquisition of lifelong learning skills
- Be committed to extra-curricular activities
- Ensure the needs of all students are met, including students with special educational needs and disabilities
- Contribute to the wider life of the school
- Work productively and co-operatively with the line manager

## Deputy SENCO

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note the appointment will be subject to satisfactory references, medical clearance and an Enhanced Disclosure and Barring Service check.

### Selection Criteria

<b>Qualifications &amp; Training</b>	
Good Honours Degree or equivalent	<b>Essential</b>
Qualified Teacher Status	<b>Essential</b>
Evidence of relevant continuous professional development	<b>Essential</b>
NASENCO qualification (or desire to complete this)	<b>Essential</b>
<b>Professional Experience</b>	
Experience of working with students with special educational needs and disabilities	<b>Essential</b>
Experience of working in a school environment	<b>Essential</b>
Experience of leading and developing others	<b>Essential</b>
Experience of teaching students across all key stages	<b>Essential</b>
Experience of working in a similar or relevant role	<b>Desirable</b>
<b>Knowledge</b>	
Excellent subject knowledge (in your teaching subject specialism)	<b>Essential</b>
An understanding of the SEND Code of Practice (2015)	<b>Essential</b>
Working knowledge of the SEND areas of need and how they impact on children and young people in school	<b>Essential</b>
Understanding of the impact of barriers to learning on student progress and attainment and how to address these	<b>Essential</b>
<b>Professional Expertise</b>	
Exhibit a range of teaching, learning and behaviour management strategies.	<b>Essential</b>
Be able to create a positive learning environment where expectations of students are high and behaviour is good.	<b>Essential</b>
Act as a role-model for students and staff through their personal and professional conduct	<b>Essential</b>
Have an understanding of how to improve results	<b>Essential</b>
Be reflective about your own practice	<b>Essential</b>
Be able to communicate effectively and accurately in written and spoken English	<b>Essential</b>
Demonstrate good interpersonal skills when working with staff, students, parents and other stakeholders	<b>Essential</b>

Have an attention to detail and accuracy	<b>Essential</b>
Be competent in the use of ICT (Microsoft Office and other applications)	<b>Essential</b>
Be committed to improving practice through professional development	<b>Essential</b>
Be flexible, resilient and have the ability to adapt to meet the needs of the role	<b>Essential</b>
Have an understanding of the features of good and outstanding teaching and learning	<b>Essential</b>
Be a good or outstanding classroom teacher	<b>Essential</b>
Have good time management and personal organisation skills	<b>Essential</b>
Be willing to contribute to the wider life of the school	<b>Essential</b>
<b>Personal Attributes</b>	
Be passionate about young people and their education	<b>Essential</b>
Have a commitment to raising standards and achievement	<b>Essential</b>
Have an excellent punctuality and attendance record	<b>Essential</b>
Be highly motivated and committed to working in a team	<b>Essential</b>
Have a calm, confident attitude	<b>Essential</b>
Be committed and have a capacity for hard work	<b>Essential</b>
Have a good sense of humour	<b>Essential</b>
<b>Special Requirements of the Role</b>	
Show a commitment to safeguarding and promoting the welfare of children and young people	<b>Essential</b>
Show a commitment to meeting the needs of all students and equality of opportunity	<b>Essential</b>
Diplomacy, tact and discretion	<b>Essential</b>
Ability to keep confidentiality	<b>Essential</b>

### **Application Procedure**

- 1) Carefully read all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
  - a) Why you are applying for this post.
  - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

### **Appointment Process**

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If successful, you will receive either an email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
- 3) Candidates called to an interview will:
  - a) Be given a tour of the school.
  - b) Have an opportunity to meet with members of the department.
  - c) Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Head of Department and/or Assistant Principal. Details of the lessons to be taught will be given in advance.
  - d) Complete a task and prepare and deliver a presentation
  - e) Have a formal interview with the Assistant Principal SENCO and a member of the Senior Leadership Team.

### **Pre-Employment Checks**

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Headteacher or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 3) Provide proof of eligibility to work in the UK.
- 4) Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

### **Conditions of Service**

Employment is subject to a number of pre-employment checking procedures – these are given above.

This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.



### **Policy on Equal Opportunities**

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.