



**Waterfront
UTC**

Candidate Briefing Pack

Assistant Headteacher -
SENCo & Safeguarding Lead
(£5k Golden Hello)





Welcome to The Howard Academy Trust

As a Trust, we currently comprise of 7 schools, across Kent and Medway. We currently have 3 secondary schools and 4 primary schools. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision for our member schools is “working together to create a community of successful learners”. In doing this, we will deliver an outstanding education for the children and young people who attend our academies. We endeavour to ensure that all our pupils have access to the highest standards of teaching, resources and opportunities. The Trust’s role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Both Temple Mill Primary School and Waterfront UTC joined the Trust as sponsored academies and have moved from Special Measures to a Good school on their first inspection. Our schools serve their own community, and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

Owen McColgan
Chief Executive
The Howard Academy Trust





Working together to build a community of successful learners

Vision and Values

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

Excellent teaching and learning that promotes inclusivity;

Regular opportunities for collaborative CPD to ensure best practice across academies;

A proactive network for joint working across academies, for staff at various career stages;

The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;

The unique character of each academy is valued and contributes to the THAT whole Trust ethos;

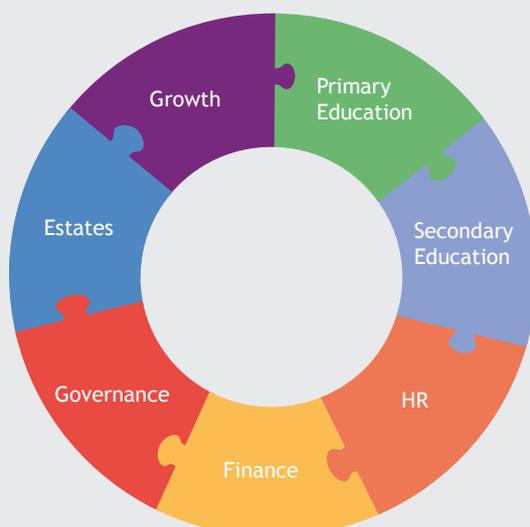
Shared whole Trust values of dignity, respect and ambition;

High aspirations for all involved with the Trust and a solutions led approach;

Each academy is a hub for its local community and families;

Facing outwards and working in collaboration with other organisations and stakeholders;

A centralised team that allows academies leaders to focus on their core purpose of education.



Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Temple Mill Primary School
240 Pupils on Roll
Rated Good by Ofsted
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Thames View Primary School
460 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Miers Court Primary School
400 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Waterfront UTC
270 Pupils on Roll
Rated Good by Ofsted
Located in Gillingham, Kent



The Abbey School
1,200 Pupils on Roll
Located in Faversham, Kent

Further information about our
academies can be found at
www.thatrust.org.uk



Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. Since 2020, The Howard Academy Trust has received the Gold Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- Subsidised Private Healthcare with Benenden Health.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone.

Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD (Secondaries only) and whole school PPA (Primaries only).
- Comprehensive CPD programmes including departmental and whole school training.
- Trust-wide training events and Staff Conference events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.
- Access to industry leading CPD subscriptions including Optimus Education.

Wellbeing

- All year round support staff receive 24 days annual leave (pro-rata'd for part time staff) as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Cycle to Work Scheme.

Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens with a full lunch menu.
- Free car parking at each Trust site.



Hear from staff across the Trust





Welcome to Waterfront UTC

Welcome to Waterfront UTC and thank you for your interest in this post.

I am determined to recruit the best possible individual who is passionately driven to ensure that every child succeeds in life and becomes a pioneer for Engineering or Construction. I am delighted to be leading such a fantastic team of teachers alongside hard working and driven students with ever supportive parents and carers.

What is a UTC?

University Technical Colleges (UTCs) are government-funded schools with a STEM focus. They provide a unique and relevant approach to education which addresses the changing needs of students and employers in the 21st Century. Established by companies and universities in areas of high demand for talent, UTCs provide sought-after technical qualifications and benefit from industry standard equipment and specialist staff to provide students with the skills valued by employers.

Employer Partners:

Our employer partners work closely with us, getting to know our students over the time they are here, supporting them with careers guidance, careers planning and ongoing project work. This relationship results in roughly a third of our students going onto apprenticeships at higher and degree level, a third going directly to University to study STEM type degrees and a third going direct into employment or further education.

We like to treat our students as adults and the environment reflects this. Students follow a professional dress code and conduct themselves as if they were working in a professional work environment, all part of our employability programme.

Students at Waterfront UTC study a tailored curriculum which focuses on Engineering and Construction, whilst building a solid understanding in the core subjects. Students have the opportunity to study either or both Engineering and Construction, Business Studies, Computer Science, Design Technology and Triple Science. All students also study Maths, English Literature/Language and Combined Science.

Our students join us in September of Year 9 or Year 12, where they are introduced to our technical subjects alongside the traditional GCSEs that go to make up our curriculum offer. We are very fortunate to be based in a purpose-built facility in the heart of the Chatham Waters redevelopment area. Our students come from as far away as Whitstable, Faversham, Sittingbourne, Maidstone and of course Medway.

I am particularly proud of our exam outcomes which have improved year on year as we continually strive for excellence. These outcomes have meant that 100% of our students leave at the end of Year 11 or 13 and are placed in their chosen destination and career path, proving that we are doing, works!

Mrs McLean
Head of School



About Waterfront UTC



NOR
268



Age Range
14-19



PP+FSM
26.8%



SEN
38%



EAL
9%



OFSTED Rating:
Good



Gender of Pupils:
Mixed

Job

Description

Job Title:	Assistant Headteacher - SENCo & Safeguarding Lead (£5k Golden Hello)
Department:	Leadership Team
Remuneration	STPC LPS point 4-9 (£50,807 - £57,481)

General description of the post

The holder of this post is expected to carry out the professional duties of an Assistant Headteacher - SENCo & Safeguarding Lead as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head of School. The post-holder is required to fully support the vision, ethos and policies of the school.

School Improvement Plan Priorities

Teaching Staff within the school are expected to make a valuable contribution to the School Improvement Plan priorities for the current academic year:

- Enhance the quality of our teaching.
- Increase the level of challenge and support for our students.
- Improve the amount of progress all groups of students make.

Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Personal and professional conduct

The teacher is expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
 - democracy, the rule of law, individual liberty and mutual respect, and
 - tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teaching Staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

Responsibilities

The post-holder is accountable to their line manager in all matters. The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

SENCO Duties

KEY PURPOSE:

To lead on Special Educational Needs (SEN) throughout the School and to implement, monitor and evaluate the effectiveness of tracking the incremental stages of academic, social and emotional progress and disseminate quantitative and qualitative findings to key staff.

To assist staff in acquiring skills of good practice to identify students with SEN and to deliver the curriculum to them.

To lead on SEN provision throughout the school and have day to day responsibility for the co-ordination of SEND provision to support individual pupils:

- Responsible for the EHCP assessment of identified students.
- Manage the annual review process for students with EHCP.
- Attend any planning meeting as required for students with EHCP.
- Assist the Senior Leadership Team with all matters relating to EHCP.
- Be the key point of contact and liaise with outside agencies (e.g. Educational Psychiatrist, Autism Support) to ensure adherence to legislation and improve good practice for students with EHCP and that these links are actively promoted.
- Manage the day-to-day special examination requirements for EHCP students, following the guidance given by the Examination Manager.
- Ensure the effective transfer of EHCP information for Year 8 students. Plan the EHCP provision for these students and assist in the formation of balanced teaching groups across the curriculum.
- Produce reports and statistics relating to EHCP students as required by Senior Leadership Team.
- Liaise with potential next providers of education to ensure pupils and their parent(s) are informed about their options, and that a smooth transition is planned.
- Ensure that the school keeps an accurate record of all pupils with EHCP and that this remains up-to-date.
- To assist staff in acquiring the skills of good practice in order to identify students with EHCP and effectively deliver the curriculum to them. Undertaking training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure procedures are in place and followed inform staff on a daily basis of any changes to the needs of EHCP students.
- Responsible for EHCP student files, ensuring information is current and relevant and that information is shared across the school as appropriate.
- Responsible for the production of Profiles and the completion of the APDR process as required for students with SEN.
- Assist/advise/lead on SEN training for whole school staff as appropriate and ensure the

EHCP provision is inclusive at all levels.

- Help to cater for the needs of pupils with SEND by contributing to the effective deployment of TAs.
- Ensure that TAs are supervised effectively.
- To lead as part of the Senior Leadership Team:
- To contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with key stakeholders.
- Take a lead in supporting senior leaders in developing and implementing the school's vision for learning and teaching.
- Coordinate and support the full EHCP team.
- Model outstanding practice as a teacher and leader.

Assessment of Performance

1. Achievement and Standards

Promotes good progress and outcomes by pupils

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study.

Adapts teaching to respond to the strengths and needs of all pupils

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with PE as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Performance Expectations

- Supports others in calculating class performance and progress measures, group performance and progress.
- Ensures all students taught are able to understand their capabilities and track their own progress.
- Works with the team to ensure that students have a conscientious attitude towards the subject and work hard at all times.
- Has a good understanding of the learning needs of a wide range of learners including those

- with SEN, those of high ability, those with EAL and those with disabilities.
- Consistently makes secure and accurate assessments of students' competencies and progress.
- Is highly effective in using assessment in lessons.
- Provides feedback to students and giving them opportunities to respond to this feedback.

2. Behaviour and safety of pupils

Standards

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.

Manages behaviour effectively to ensure a good and safe learning environment

- Has clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Performance Expectations

- Provides a stimulating learning environment through excellent, interactive classroom display.
- Supports other colleagues in their consistent application of the schools data and tracking processes.
- Adopt high expectations for all classes and groups.
- Supports colleagues in having high standards of professionalism and to support the team in being clear about the quality and standards they want to be known for.

3. The Quality of Provision Standards

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard PE, whatever the teacher's specialist subject.

Plans and teaches well-structured lessons

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

Performance Expectations

- Is a source of updating student knowledge as well as supporting others in the way to update knowledge.

- Supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject.
- Prepares and delivers consistently good and outstanding lessons.
- Is a role model for teachers in promoting students' love of learning and their intellectual curiosity.
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches.
- Shares with others how to gauge the impact of teaching and learning activities.
- Provides expertise and suggestions for improvement of the curriculum.

4. Leadership and Management

Standards

Fulfils wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being.

Performance Expectations

- Works in partnership work with other colleagues, within schools and from partners.
- To be the form tutor of an assigned form and to carry out the related duties in accordance with the general job description of form tutor.
- To contribute to the regular review and formulation of all departmental policies and documentation.
- Actively seeks ways to engage with partners to bring in practice and learning that will enhance the effectiveness of the team.
- Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice.
- Works effectively with parents.
- Supports others in working effectively with families.

This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School and following consultation with you.

Person Specification

Post: Assistant Headteacher - SENCo & Safeguarding Lead

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
Education and Qualifications	
<ul style="list-style-type: none"> Teaching Qualifications Degree or equivalent 	<ul style="list-style-type: none"> Evidence of Professional Development National SENCo award or willingness to study
Experience	
<ul style="list-style-type: none"> Outstanding teaching experience Understands the SEND code of practice Experience of working and caring with students who hold EHCPs Experience of implementing strategies to raise student attainment with evidence of success A track record of success in student behaviour management Experience of promoting highly effective communications within and between teams and other stakeholders in the community 	<ul style="list-style-type: none"> Experience of working within a Multi-Academy Trust
Knowledge and Understanding	
<ul style="list-style-type: none"> Knowledge of the delivery of the SEND framework High degree of accuracy Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment Good understanding of effective procedures for managing and promoting positive behaviour among pupils Equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools To undertake any relevant training 	<ul style="list-style-type: none"> Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards Knowledge of child protection and safeguarding policies Knowledge of support services available to young people

Characteristics and Competencies

- Ability to promote the school's aims positively
- Ability to develop good personal relationships within a team; making an effective contribution to high morale
- Ability to create a happy, challenging and effective learning environment
- A solution-focussed mindset and determined "no-excuses" approach to raising standards
- A personable nature to build effective relationships with parents and all members of the school community
- A creative and good humoured approach to all aspects of teaching, management and leadership
- Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description
- Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion
- Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads
- Ability and keenness to promote the school's positive culture and ethos