



ASHLYNS SCHOOL



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Reception

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Co-SENCo

Information for Candidates



Welcome from the Headteacher

Ashlyns is a popular and oversubscribed school with over 1500 students including a growing and successful Sixth Form.

The school was rated 'Good' by Ofsted in October 2023, with an 'Outstanding' Sixth Form.

It's our aim that work and study should be joyful; the staff and students at Ashlyns help to create the atmosphere for this to happen. There is a palpable sense of community, professionalism and a culture of high expectations, all of which are underpinned by ethical leadership.

We are a thriving school with a rich heritage. Originally established for the most vulnerable in society, our focus on helping all students to be the very best versions of themselves is central to all we do.

I hope the information here and on our website will give you an insight into our school – the high aspirations, excellent support and opportunities for our students and staff, the scope of the role and the kind of person we are looking for.

If you want to provide outstanding learning opportunities and exceptional pastoral care for students within a forward-thinking, hard-working school community, we would like to hear from you.

We welcome visits from prospective candidates prior to application. We look forward to hearing from you and welcoming you to our school.

James Shapland, Headteacher

Independence

Inclusivity

Integrity



Character Education at Ashlyns School

We have a commitment to character education and we place our values of Integrity, Inclusivity and Independence at the heart of all we do.

Integrity: we act with respect, honesty, courage and justice

Inclusivity: we play our part in the social contract with kindness, service, empathy and gratitude

Independence: we strive to meet our potential with resilience, determination, self reflection and self discipline

All members of the Ashlyns' community are expected to demonstrate these values and play their part in fostering a positive and enriching environment for everyone. We look forward to welcoming staff members who will exemplify these values in their work and serve as genuine role models for our students.



Working at Ashlyns School

Ashlyns School is located in the market town of Berkhamsted in south west Hertfordshire. The town is surrounded by Chiltern countryside and within easy reach of London and commutable from many nearby towns including Aylesbury, Hemel Hempstead, Luton, St Albans and Watford.

Our school is a well resourced, exciting environment. Our systems provide flexibility and a truly collaborative culture. As well as joining an experienced and close-knit team, there are other benefits that come with working at Ashlyns:

Health

- Free use of on-site gym with weekly staff fitness sessions
- Wellbeing (free access to mental health support, physiotherapy etc.)
- Free annual flu jab
- Dedicated and active Staff Wellbeing/Social Team (with leadership focus on teacher workload)

- Excellent staff facilities (ample on-site parking, large staff room, departmental offices)
- Staff Occasional Day (school usually schedules this annually)

Benefits

- London fringe allowance payscale
- Paid lunch duty available plus lunch allowance
- Herts Reward Scheme (savings at supermarkets, on leisure activities etc.)
- Cycle to work scheme

Family

- Children of Staff Admission Rule

Support

- A talented team of support staff who provide expert, whole school support (including Administrators, TAs, Premises Staff, Safeguarding and Pastoral Officers and Technicians)



Personal and Professional

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:

- To support the school's aims, ethos and values
- To provide courteous, prompt and polite service to all members of the school's community including parents, students, all staff and visitors
- To set a good example in terms of professional dress and appearance, punctuality and attendance
- Take responsibility for personal development making full use of the school's professional development opportunities and training
- To attend team and staff meetings as appropriate, contributing actively whenever possible
- To actively contribute to the school's mission statement by forming positive relationships within the school community and working collaboratively and in good humour with other colleagues as appropriate or when directed
- Be aware and comply with all relevant policies and procedures within the school, particularly those relating to child protection, equality, health and safety, staff code of conduct and confidentiality. It is the duty of all colleagues to report breaches of school policies or procedures to the Headteacher.
- The duties outlined in the job description reflect and develop those covered by the latest School Teachers' Pay and Conditions document Job descriptions are subject to review and amendment. This job description may be amended at any time following discussion with the Headteacher and is to be reviewed periodically. Expected "standards" to be reached and maintained are clearly defined within the school's Performance Appraisal (PA) documentation and should be referred to regularly for further clarification and specific detail.

Job Description: Co-SENCo

Reporting to: Deputy Headteacher

Remuneration: TLR1B and SEN Allowance

We are looking to expand the current staffing structure (which is made up of a SENCo, Deputy SENCo and a Teacher of Inclusion) to reflect the school's commitment to ensuring students with SEND are supported as effectively as possible in a large mainstream setting. As such, the post will be split between two SENCos to provide the necessary capacity.

Purpose of Post:

- To ensure that School practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements
- To work with the SLT to ensure an ethos of Inclusion within the School and a culture of high aspirations for students with SEND
- To be responsible, with the SLT, for school policy on SEND ensuring the implementation of the Inclusion Policy
- To ensure that the provision of SEND support is in accordance with the aims of the School and the curricular policies determined by the Governing Body
- To be responsible for maintaining the School's SEND register ensuring that it is an accurate picture of SEND need across the School
- To be responsible for the accurate identification of SEND need across the School, ensuring a rigorous and thorough assessment process
- To liaise with relevant staff to ensure smooth transition for students with SEND
- To be a role model with regard to Quality First Teaching and adaptation within your own teaching practice
- To be responsible for the School SEND Offer, ensuring high quality targeted interventions enabling students with SEND to make better progress
- In consultation with the SLT, to provide a programme of professional development with regard to SEND, that ensures all staff have the knowledge, skills and understanding to plan teaching and learning effectively and enable students with SEND to make expected progress
- To be responsible for tracking the progress of students with SEND, using a wide range of School data relating to progress, attainment, referrals, exclusions, detentions and attendance to identify barriers to learning
- To deploy staff and resources according to the needs of SEND students
- To contribute to a termly report to the Governing body on progress and developments in Inclusion

Operational/Strategic Planning

- To keep up to date with SEND developments and events on a local and national level and ensure that this is distributed in the school
- To ensure that the SEND Faculty Improvement Plan has clear aims and objectives, enabling progression within all areas of SEND Policy and provision

Job Description: Co-SENCo

- To be responsible for ensuring that the Assess, Plan, Do, Review Model is integral to monitoring evaluation and review of SEND provision and that it forms an essential part of whole School monitoring, evaluation and review
- To be responsible for the development of effective provision mapping, tracking the impact of specific interventions to ensure that students with SEND make better progress
- To arrange, coordinate, and monitor high-quality alternative provision for SEND students, ensuring placements are appropriate, meet individual needs, and support positive outcomes in line with EHCP objectives and school expectations
- To be responsible for the day-to-day management, control and operation of SEND provision within the School, including effective deployment of staff and resources
- To be responsible for the identification, assessment and completion of Access Arrangements for internal and external examinations. This includes organising training for readers and scribes, monitoring their practice
- To be responsible for ensuring that the Annual Review process for students with EHCPs is in place and that reports accurately reflect progress within the School
- To be responsible for ensuring that LA consultations for students with EHCPs are responded to in line with the SEND Code of Practice, to the highest standard and within given time constraints
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the area are in-line with national requirements and are updated where necessary, therefore liaising with the School Business Director
- To work with Heads of Department and Faculties (HODs and HOFs) to ensure that Quality First Teaching Strategies are embedded across the School
- To work with HODs and HOFs to ensure that Learning Support Strategies are used as part of the lesson planning process and are integral to teaching and learning across the School
- To work with HODs and HOFs to monitor, evaluate and review the quality of teaching and learning across the School, with regard to SEND students
- To work with HODs and HOFs to monitor the academic progress of students with SEND within the School, ensuring expected progress and the provision of targeted interventions as appropriate
- To work with HODs and HOFs to ensure efficient and effective use of Teaching Assistant support

Curriculum Provision

- To support all staff to understand and fulfil their statutory responsibilities as specified in the Inclusion Policy
- To be responsible for ensuring that all SEND provisions are evaluated to ensure students with SEND are making progress
- To be responsible for ensuring that the outcomes from interventions are integrated into classroom teaching
- To lead the development and implementation of a tailored curriculum that meets the diverse needs of SEND students, ensuring it is inclusive, aspirational, and aligned with both statutory requirements and best practice in special education

Job Description: Co-SENCo

- To be responsible for ensuring that Teaching Assistants have a clear understanding of their roles and that they are providing effective interactions within the classroom, facilitating learning development and independence
- To be responsible for ensuring that teaching staff have a clear understanding of how to manage, organise and work with TAs within the classroom

Staff Development

- To be responsible for the efficient and effective deployment of Teaching Assistants and HLTAs
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the area as directed by the Deputy Headteacher
- To make appropriate support arrangements for classes when Teaching Assistants are absent, ensuring appropriate arrangements for students when staff are absent
- To participate in the interview process for SEND posts when required and to ensure effective induction of new staff in line with School procedures
- To promote teamwork and to motivate staff to ensure effective working relations
- To participate in the School's ECT and SCITT programmes where appropriate
- To be responsible for the day-to-day management of staff within the area and act as a positive role model

Quality Assurance

- To help to implement School quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed School procedures, including evaluation against quality standards and performance criteria
- To seek/implement modification and improvement where required

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems, registers etc.
- To complete the relevant documentation to assist in the tracking of students and use information to inform teaching and learning
- To provide termly reports for governors

Communications

- To communicate effectively with the parents of students as appropriate following agreed policies
- Where appropriate, to communicate and co-operate with persons or bodies outside the School
- To attend all appropriate meetings
- To co-produce the Inclusion newsletter to parent/carers and co-ordinate special events/evenings for parents

Job Description: Co-SENCo

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- To contribute to the development of effective links with external agencies
- To run weekly parent/carers surgeries

Management of Resources

- To deploy related, relevant budgets assessing the needs of the department and where applicable students, when obtaining goods and services that provide "best value" in terms of suitability, efficiency, time, and cost
- To contribute to the process of the ordering and allocation of equipment and materials
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, subject area and the students

Pastoral System

- To apply the Behaviour Management systems consistently so that effective learning can take place
- To promote the general progress and well-being of individual students and of the form tutor group as a whole
- To contribute to the running and delivery of tutor time in the Inclusion Classroom
- To meet with the Heads of Year fortnightly to review behavioral and pastoral support
- To work with with the pastoral Deputy Headteacher and Assistant Headteacher to ensure that the school's behaviour systems maintain high expectations and support for pupils with SEND.

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale/UPS teacher
- To teach students according to their educational needs
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and subject specialisms are reflected in the teaching/learning experience of students
- To ensure a high-quality learning experience for students which meets internal and external quality standards in line with teaching and learning policy
- To maintain discipline in accordance with the School's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To undertake assessment of students as requested by external examination bodies, the subject area and School procedures
- To mark, grade and give written/verbal and diagnostic feedback as required

Person Specification

Personal Qualities	<ul style="list-style-type: none"> ● A passion for helping young people develop and learn ● Integrity in relation to their own and the school's practice ● Decisive, consistent and focused on solutions ● Dedication to school improvement ● A positive, professional role model for staff and students ● An effective self-manager who can prioritise and adapt as required ● Self-reliant and independent worker ● Someone with high expectations of themselves and others ● An ability to complete tasks to a high standard ● Enthusiastic and hard-working ● Resilience and perseverance ● Reflective and self-evaluative – individually and within the context of a team ● Energy, drive and a sense of purpose ● Flexible and adaptable to suit the school's needs ● Creative and innovative ● A good communicator ● Ability and empathy to deal with challenging behaviours ● Commitment to contributing to school life as a whole
Professional and Leadership Skills	<ul style="list-style-type: none"> ● The ability to inspire and motivate others – both staff and students ● Excellent presentation and communication skills ● The ability to think and act strategically ● Excellent problem solving ● Outstanding classroom practitioner ● Clear vision for raising standards ● To lead by example and provide support and challenge to others ● Well-developed sense of school advocacy
Knowledge and Experience	<ul style="list-style-type: none"> ● Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement ● SEN experience in a secondary school ● Understanding of national priorities, current curriculum development and an ability to design and implement an innovative curriculum based on needs ● Working with others including parents, Governors and (where appropriate) external agencies ● Successful line management and holding others to account ● Thorough understanding of quality assurance techniques
Qualifications	<ul style="list-style-type: none"> ● Graduate and Qualified Teacher Status ● SENCO/NASENCO award (or evidence that this is in progress) ● Evidence of continued professional development relevant to SENCO role or willingness to undertake this training

Application and Next Steps

Please complete the online application form via the 'apply for this job' button on [Teach in Herts](#) (you will be required to set up a profile and also submit a covering letter).

We do not accept CVs. Prospective candidates are encouraged to submit their applications as early as possible as the school reserves the right to make an appointment before the closing date.

If you have any queries about the application process, or if you would like to arrange a visit to look around the school, please do not hesitate to contact Clare Richardson, HR Officer: hr@ashlyns.herts.sch.uk.

If you are shortlisted, your references will be taken up before the interview day. We will carry out an online search as part of our due diligence on shortlisted candidates. This post is exempt from the Rehabilitation of Offenders Act 1974; shortlisted candidates will be asked to complete a Criminal Records Self-Declaration Form.

Ashlyns School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates will be subject to an Enhanced Criminal Records Disclosure from the Disclosure and Barring Service, along with other relevant employment checks, including overseas criminal background checks, where applicable. All new employees and volunteers will be required to undertake safeguarding training on induction which will be updated regularly in line with statutory guidance.

Please view our [Safer Recruitment Policy](#), [Child Protection Policy](#) and [Staff Code of Conduct](#).

As an equal opportunities employer, Ashlyns School is committed to the equal treatment of all current and prospective employees and does not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.

We aspire to have a diverse and inclusive workplace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply and join Ashlyns School.

We operate an anonymised shortlisting process.



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