



SENDCo

Start: Spring/Summer Term

MPS/UPS (Outer London) + TLR 1B (£11, 414)

Application Pack



Wanstead High School

Education with Character

Redbridge Lane West, Wanstead, London E11 2JZ

- Tel: 020 8989 2791 • Email: whs@wansteadhigh.co.uk
- Website: www.wansteadhigh.co.uk



Headteacher: Miss E Hillman

November 2024

Dear Prospective Candidate

Thank you for showing an interest in our school.

I have been Headteacher since September 2022, and am loving the school, the pupils and the commitment to 'Education with Character'. This is a great place to be, with great staff, a welcoming atmosphere, opportunities for growth and development via a robust CPD programme at all levels, and strong links with local schools; including being part of the Seven Kings Teaching Alliance. Behaviour for learning is very good and pupils are polite, engaging and motivated. They really are truly amazing young people with bags of character and creativity.

The school is 100 years old this year and we strive, as then, to be the best local school for the community, providing unparalleled opportunities for our pupils to find their interests and develop a passion for learning, as well as growing to be lovely human beings! The school is clear about its development priorities and aspires to be outstanding in all areas over the next 3-5 years. This is currently a 'good' school and we are clear about our strengths and areas for development. We seek to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap and continuing to develop adaptive teaching. We encourage you to visit or call and learn more about the school and get a better understanding of what we are, what we stand for and the journey we are on.

We introduced a new Behaviour Policy last year, which is being further embedded this year, and have bold plans ahead to ensure all our young people are supported and developed during challenging times and a growing backdrop of mental health needs. We are exploring exciting new models of monitoring, evaluation and review and appraisal to make sure staff really do grow and develop - a high challenge, low threat approach supported by line management and instructional coaching. This is an exciting place to grow and develop as a teacher, staff member or leader.

Whilst we want to ensure change as per our School Development Plan, we are also committed to ensuring this is a truly great place for staff to work - we constantly consider well-being and offer great perks for teachers like the opportunity to leave school if staff have free periods for the rest of the day, as long as directed time is made up elsewhere. We also offer free tea and coffee in the staff room and are looking to develop a much more active staff social life in the future for those who like this sort of thing!!

We are seeking a SENDCo with the drive, imagination and energy to deliver excellence and ensure the best practice for pupils with SEND. The post is a substantive appointment in terms of enhancing and ensuring the most positive experiences and life chances for our pupils with SEND. The candidate will need to deliver a successful strategy that ensures teachers can deliver quality-first teaching and are able to make reasonable adjustments to support our pupils, including those with SEMH needs, and that pupils get the additional support they need to narrow any gaps. The successful candidate will lead our growing SEN Department, where we already have two Deputy SENDCos and a team of HLTAs and Teaching Assistants. There will not be any timetabled teaching in the first year, but moving forward the SENDCo will teach a reasonable loading, and may also lead intervention or support groups.

Wanstead High School seeks to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap. The current Ofsted grade is "Good" and we need to endeavour to retain this in the next inspection and ultimately aim for the stars!

As outlined above, we welcome visits to the school and I am happy to talk over the phone to anyone about the role and/or school. We currently have a large building project taking place, which will add 14 new classrooms and associated facilities, with a dedicated dining hall and commercial kitchen. I hope you will have the vision to look beyond the temporary facade. Please do not hesitate to get in touch and learn more about this amazing school. The summary School Development Plan is available on the website.

Yours sincerely

Emma Hillman
Headteacher

Application Requirements

Please write a statement in support of your application.

This must address the Person Specification

Statements in support of your application should be no longer than two sides of A4.

The closing date for this post is 23:59 on Friday 22 November 2024 although outstanding candidates may be interviewed before the closing date.

Completed applications should be returned by email to recruitment@wansteadhigh.co.uk.

Interview dates TBC.

Candidates should be advised that if they have not received a response within 2 weeks of the closing date, they should assume that they have not been shortlisted.

If you would like to speak to the Headteacher regarding this post or to visit the school, or if you have any questions, please contact HR (recruitment@wansteadhigh.co.uk).



Further Information

Full/Part time: Full time

Start Date: Spring/Summer Term

What We Are Looking For

We are seeking a SENDCo with the drive, imagination and energy to deliver excellence. The post is a substantive appointment in terms of enhancing and ensuring the positive life chances for our pupils with SEND through success and achievement. There is much work to be done in this area and so evidence of impact in your previous roles is essential.

The successful candidate will have experience of working with pupils having special educational needs in a diverse school setting and would be expected to work towards the SENDCo qualification should they be successful after the initial first year in post.

The Special Educational Needs Code of Practice lies at the heart of Wanstead High School's SEND Policy and sets out the processes and procedures that we follow to meet the needs of our pupils. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND and has a focus on quality first teaching. In addition, intervention and care both internally and externally through support, can be put in place to help overcome the difficulties that a child may have.

At Wanstead High School we strive to achieve aspirational outcomes and provision for our children and young people, set within a culture of inclusion and high expectations.

We currently have 40 pupils with EHCPs. We have 815 TA hours as quantified provision on Education Health and Care Plans. 32 out of 40 of our EHCP pupils qualified for top up funding as they have over 18 hours TA support with most having 20-25 hours. HLTAs support with managing the team of TAs and are allocated to year groups and specialist areas.

This is an excellent opportunity for a bright and innovative individual to support our SEND Inclusion Strategy. The SENDCo will lead a team of inclusion staff on various interventions, assessments and processes, promoting best practice and establishing an aspirational culture. Candidates must have a wide knowledge of SEMH needs as this is a growing area where pupils need support.

There is a wide pastoral team, including a counsellor and a mentor, as well as a wide range of external support, that work closely with the SEND area.

What We Offer

This is a great opportunity for an enthusiastic and diligent candidate who is keen to develop their skills in a successful school that will provide great support and encouragement. We offer an outstanding opportunity for the right person to make a real impact on children's lives, and to develop their career in a very pleasant, successful and innovative school. We hope that you will decide to pursue your application and that you will consider a future with us at Wanstead. Whilst you will need to work hard, we value well-being and support all staff with flexible ways of working where possible.

Some of our key benefits are:

- Short walking distance of Wanstead (0.4 miles) and Redbridge (0.6 miles) Central Line stations;
- Close to vibrant high street with cafes, independent shops;
- Close to Wanstead Green and local parks;
- Subsidised access to the Leisure Centre and upcoming Swimming Pool;
- Free parking in the Leisure Centre for staff;

At Wanstead High School, we are committed to staff wellbeing and provide the following benefits:

- Contribution to Eye Care and Cycling Scheme;
- Free access to Counselling Services;
- Free breaktime tea and coffee;
- Termly, free staff breakfasts;
- Catered Inset Days;
- Subsidised school lunches;
- Support of flexible working, where possible;
- Recruitment and Retention;

As part of Seven Kings Teaching School Alliance, Wanstead is able to provide a wide variety of CPD opportunities for staff at all stages of their career, both within Wanstead and the Teaching School Alliance. The post offers an excellent opportunity for the right person to develop their career within an exciting and supportive department and school.

Headteacher's Welcome From [Website](#)

I am an experienced and successful Headteacher having been Head of Heathcote School for 5 years prior to joining Wanstead High in September 2022. I have worked for 27 years in, and with, London schools and love the diversity and ambition of young people in our capital city. I have a 14-year-old daughter, and she drives my passion and ambition for children, ensuring that all pupils have an opportunity to be the best they can be; finding their interests and talents and ensuring they are nurtured.

Wanstead High has so many strengths, not least the inclusive and warm ethos, that I have experienced from day one, as well as the strong academic foundations and exam results. In a pre-Ofsted review in September 2023, a Lead Inspector stated that staff at Wanstead High '*hold children's lives in their hands and hearts*'.

At GCSE in 2024, 31% of entries were assessed at grades 9-7, compared to a national figure of 21.7%, whilst 81% of entries were graded at 9-4 compared to 67.4% nationally. Maths and English results were strong with 65% of pupils achieving a grade 5 or above in Maths and English and 83% a 4 in both subjects. Provisional progress score for GCSE is 0.21.

At A level, there is still some work to do to ensure the best and most consistent outcomes in all areas but there were some excellent subject results.

There was so much positive feedback from our pupil survey in July 2024, for example, one pupil said that what they love most about the school is that 'All the teachers care about how you feel and how you are progressing in class.' Others loved the 'lunch, staff, food, opportunities' and 'the learning in which teachers make the learning most effective and find fun ways to learn to encourage children.'

Parents also rate highly the discipline, diversity, friendship, good education, care from staff and inclusive approach and nearly 90% agree or strongly agree that their child is happy in school. In addition, 90% of staff agree or strongly agree that they really enjoy working at the school.

Some other feedback from pupils that helps to get a better understanding of what the school is about:

- ★ *'The ability to feel accepted.'*
- ★ *'The school achieves good results and there are kind, caring and patient students in the community - you give the school a good reputation.'*
- ★ *'I am proud of being a part of the Wanstead High Community because I am able to learn with the best teachers and I have many learning opportunities to help build a great future.'*
- ★ *'Dance and music opportunities.'*
- ★ *'Definitely the togetherness we have at this school, and it's a really inviting atmosphere.'*
- ★ *'The way how the school runs and makes me feel as if I belong here.'*
- ★ *'Everyone is very nice and supportive especially teachers.'*
- ★ *'Safety and kindness.'*
- ★ *'How close we all are and how much we all support each other.'*

★ *'Being part of a lovely including space where you feel that you can openly talk about your thoughts and feelings, and you feel supported by all members of staff.'*

We know we are not yet perfect, but we will never rest on our laurels. Leaders at all levels in the school are reflective and honest and able to forensically analyse what needs to happen to continually grow and improve. We also encourage feedback to ensure we listen to the voices of our stakeholders. The staff are passionate and dedicated subject specialists, committed to providing 'education with character' for all and capable of ensuring the best quality learning and teaching and results for pupils. It is vital that all pupils have the same opportunities and chances to reach their potential, and we address areas where this is not the case.

We strive to ensure the curriculum is rigorous, but also romantic, and engages pupils at all levels, as well as being diverse and forward-thinking. I am passionate about developing the full person, ensuring enrichment opportunities for pupils of all ages, and enabling excellent mental health and well-being, supporting pupils and staff still, in some cases, affected by after-effects of Covid and for the community to continue to grow and flourish.

School Information

Wanstead High School seeks to enable all pupils to achieve the highest academic standards. Our Progress 8 score has been positive and above average for the past 3 years, and in 2024 is provisionally +0.21. We have significantly narrowed the disadvantaged gap over the last year and are now looking to sustain this moving forward.

A large number of our pupils stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 pupils from the surrounding area.

Our latest OFSTED report confirmed that we are “Good” in all areas.

The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway. It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.

There are currently approximately 1438 plus pupils on roll including 250 pupils in the Sixth Form. Currently there are 150 teaching and support staff. Eight forms of entry (240 pupils) are admitted at Year 7. The school encompasses a rich social and cultural diversity and 35% of pupils speak English as an additional language. There are over 35 languages spoken by the pupils. The school is heavily oversubscribed.

All pupils wear uniform except in the Sixth Form where pupils are required to wear tailored clothing. After much liaison with 40 linked primary schools (7 main feeders), pupils join one of eight mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the pupil's career. The year based pastoral system is central to the discipline and wellbeing of the pupils. Tutors are led and supported by an experienced team of pastoral heads.

The school has some very good facilities, including a good Sixth Form Centre with state of the art study facilities; ten well equipped Science laboratories and a purpose built theatre, a dance studio and music suite. Considerable refurbishment has taken place over recent years, with work still on-going. The school is well-resourced with IT equipment. There is currently a new build project which you will see if you visit - this will be a new Humanities Block and swimming pool and is therefore a joint enterprise between Leisure and Education. This does impact the day to day running of the school and we are very much looking forward to its completion.

The school's sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day. It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area.

School Vision and Aims

Who Are We?

Wanstead High School is a modern, forward-looking school with traditional values maintained over the last hundred years. We seek to provide the best, most inclusive, local education for all our pupils and a thriving and collaborative environment for staff, ensuring no one is left behind. We seek to develop a passion for learning which promotes academic and career success, happiness, personal growth and confidence whilst ensuring everyone is safe and everyone is able to benefit from the right help when they need it.

We all achieve in our learning community by being:

- **Ready**
- **Respectful**
- **Responsible**

What Is Our Vision?

A school that creates.....

- A love and passion for creative and collaborative learning - inside and outside of the classroom - which is encouraged to drive progress and ambition within our school: staff, Governors and pupils alike.
- A curriculum on offer that is engaging, relevant, broad and balanced and is implemented equally for every pupil in every classroom.
- The development of character is fostered in all areas of school life and pupils develop to be kind and respectful of others views and opinions and nobody tolerates bullying or discriminatory behaviour. Pupils also strive to achieve specific character virtues that they have chosen, including integrity and teamwork.
- All pupils are challenged consistently to excel in everything they do, from academic study, sport, artistic skill, through to their personal and group behaviour and attendance.
- Pupil, parent and staff voice and strong relationships help to shape our values and development.

Our Learning Community

- A Wanstead High pupil will develop to be a happy, kind, safe and well-rounded character, able to self-regulate, who has been encouraged, supported and challenged in school to maximise opportunities in all areas. They will be able to make confident, positive and informed choices about their life and role in British society beyond Wanstead High School.
- A Wanstead High parent/carer will support the school at all times and be secure in the knowledge that their child will be treated as an individual, exposed to knowledge, skills and character development in an innovative and forward-thinking way and will be supported on the journey from childhood to a confident, successful and happy adult life.
- A Wanstead High School staff member will be given the opportunities, space and support to become reflective, passionate, energetic and positive about their role, always looking to collaborate, grow and develop and expand their experiences both inside and beyond our learning community.
- A Wanstead High School Governor will be enthusiastic, well-informed and motivated to challenge and support our learning community to deliver our vision and values in a productive, successful and collaborative way.

School Ethos

We expect our staff to:

- Play a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same
- Actively support the school's corporate policies and aspirations
- Adhere to the staff professional code of conduct as developed collectively by staff
- Comply with the school's Health and Safety Policy and undertaking risk assessments as appropriate
- Check emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

School Site and Accessibility

Wanstead High School is committed to providing an inclusive and accessible environment for all members of our community. We recognise the importance of diversity and strive to create an atmosphere that accommodates individuals of varying abilities.

While we are actively working towards improving accessibility, it is important to note that currently, certain areas of the school are not wheelchair accessible. We estimate that approximately 70% of the school premises may pose challenges for individuals using wheelchairs.

We encourage candidates to inform us of any specific accommodation needs during the application process. We are committed to working collaboratively to provide reasonable accommodation that facilitate equal participation in the recruitment and employment process.

Wanstead High School is an equal opportunity employer and encourages applications from individuals of all backgrounds, including those with disabilities.

Safeguarding

Wanstead High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This post will be subject to an enhanced DBS check and Overseas Police checks, if applicable. Online searches will also be carried out for shortlisted candidates.

Successful candidates will undergo full Safer Recruitment checks including, if applicable, Children's Barred List check, Right to Work check, Qualifications check, Section 128 check, Prohibition from Teaching check and Professional References.

Shortlisted candidates are aware that their applications and data submitted will be kept on file for a period of 6 months and will not be disclosed to any third parties without their consent.

Job Title	SENDCo	Salary Range	MPS/UPS (Outer London) <i>plus</i> TLR 1B (£11, 414)
School	Wanstead High School		
Reports to	Headteacher/Deputy Headteacher		
Responsible for	SEND area		

Characteristics of Leaders at Wanstead

Our work is led by our values and beliefs that tie in with the school vision. We are solution-focused, own our own workload and do not wait to act. We are inspired by our purpose to improve the life-chances of our most vulnerable pupils, create genuine education with character and to develop new expertise in our teachers and ensure all teachers improve.

We build relationships into our work, give to others readily and use other strengths alongside our own, to have greater impact in our work. **We are inspirers and facilitators of our teams; able to influence and advocate. We see the big picture and strive for collaboration across the school.**

We are independent thinkers, willing to speak out to challenge others and any views or actions that are inconsistent with our shared aims and values. We are able to take decisions despite ambiguity and are resilient and persistent in the face of challenge.

We **expect the best from people and do not prejudge**; we value quality work, tangible results and feedback to inform continuous improvement.

We are able to recognise the limitations of ourselves and our work and strive for improvements. We are flexible in our thinking, willing to be proved wrong and able to plan for strategic changes, prioritised over short term shallow goals

We are able to be challenged and to learn from experiences and interactions. We are aware of and respectful of others' experiences, insight and knowledge and **constantly look to recognise unconscious bias.**

Main Purpose

The SENDCo, under the direction of the Headteacher/Deputy Headteacher will:

- Determine the strategic development of the Special Educational Needs and Disability (SEND) Policy and provision in the school;
- Be responsible for the day-to-day operation of the SEND Policy and coordination of specific provision to support individual pupils with SEND;
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies;
- To carry out the duties of a teacher and school leader, as set out in the Teachers' Pay and Conditions document.

Duties and Responsibilities:

Strategic Development of the Send Policy and Provision:

- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision;
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND;

- Make sure the SEND Policy is put into practice and its objectives are reflected in the School Improvement Plan;
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice;
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effectively.

Operation of the SEND Policy and Coordination of Provision:

- Maintain an accurate SEND register and provision map;
- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support;
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment;
- Be aware of the provision in the local offer;
- Work with support providers, other schools, educational psychologists, health and social care professionals and other external agencies;
- Be a key point of contact for external agencies, especially the Local Authority;
- Analyse assessment data for pupils with SEND;
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness.

Support for Pupils with SEND:

- Identify a student's SEND;
- Coordinate provision that meets the pupils' needs and monitor its effectiveness;
- Secure relevant services for the student;
- Ensure records are maintained and kept up to date;
- Review the Education, Health and Care Plan (EHCP) with parents/carers and the student;
- Communicate regularly with parents/carers;
- Ensure if the student transfers to another school, all relevant information is conveyed to it, and support smooth transition for the student;
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities;
- Monitor inclusion of SEND pupils in the wider curriculum and leadership opportunities and narrow the gaps where applicable.

Leadership and Management:

- Work with the Headteacher and Governing Body to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements;
- Prepare and review information the Governing Body is required to publish;
- Contribute to the school improvement plan and whole-school policy;
- Identify training needs for staff and how to meet these needs;
- Lead INSET for staff;
- Share procedural information, such as the school's SEND Policy;
- Promote an ethos and culture that supports the school's SEND Policy and promotes good outcomes for pupils with SEND;
- Lead and manage Teaching Assistants working with pupils with SEND;
- Lead staff appraisals and produce appraisal reports;
- Review staff performance on an ongoing basis.

Safeguarding:

To ensure the safety and well-being of pupils in line with:

- The DFE Teachers' Pay and Conditions document.
- The School's Safeguarding Policy.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. After consultation with the Headteacher, other duties may be required. Staff may be asked to teach other subjects, in line with whole school time-tabling which may include Personal Development, Religion and Philosophy and support options or other areas. Where possible, this will be in line with staff personal skill sets, or the needs of the school in exceptional circumstances.

The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties as required by the service.

The job description is current at the date below but will be reviewed on an annual basis and, in consultation with you, may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Name of post holder:

Date:

Signature:

Essential	Desirable
Qualifications and Experience	
<ul style="list-style-type: none"> ● Good degree, preferably at 2:1 or above, plus relevant teaching qualifications; ● At least six years successful experience as a classroom practitioner across the age and ability range; ● National Award for SENDCo or be in process of undertaking or applying for this or the new NPQ qualification.; ● Evidence of continuing professional development in leadership; ● At least three years of successful curriculum or pastoral leadership; ● Successfully led, planned, managed and evaluated change which has had a significant impact at a whole school level; ● Experience of managing a budget. 	
Knowledge and Understanding	
<ul style="list-style-type: none"> ● High-level knowledge of whole school curriculum developments and issues; ● Sound and proven knowledge of the SEND Code of Practice; ● An understanding of the need for both romance and rigour in the curriculum; ● An understanding of effective strategies to improve teaching and learning and the impact of cognitive science on classroom practice; ● Understanding of the new Ofsted framework and the importance of intent, implementation and impact; ● Excellent knowledge and understanding of high quality teaching and learning and effective interventions; ● Ability to plan and evaluate interventions; ● Data analysis skills and the ability to use data to inform provision planning; ● Knowledge and understanding of leadership accountability within the school organisation. 	
Leadership and Management	
<ul style="list-style-type: none"> ● A proven record of the ability to motivate and inspire both staff and pupils; ● A proven record of the ability to delegate and consult effectively; ● A proven record of exceptional organisational and management skills; ● A proven record of successful team management; ● Use data effectively to evaluate pupil and department performance in raising standards. ● Evidence of improving teaching and learning through the implementation of best practice, change and innovation. 	
Teaching and Learning	
<ul style="list-style-type: none"> ● High-level learning and teaching skills; ● A proven record of promoting high pupil achievement; 	

- A proven record of very good pupil examination attainment with classes taught.

Personal

- An unwavering commitment to the achievement and enrichment of disadvantaged children;
- Commitment to equal opportunities and securing good outcomes for pupils with SEND;
- High quality interpersonal skills with the ability to communicate effectively with individuals and a variety of audiences;
- The ability to build productive relationships with pupils, staff, parents and governors;
- The ability and willingness to empathise and listen, and to be self-critical and reflective;
- Enthusiasm, hard work, integrity, creativity, flexibility, sense of humour and emotional resilience;
- An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education;
- A solution-focused approach to dealing with issues.

Safeguarding

- Motivation to work with children and young people;
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours;
- Understand the role of SENDCo in safeguarding as outlined in 'Keeping Children Safe in Education'.