

HEATHCOTE SCHOOL



JOB APPLICATION PACK
HEAD OF DEAF SUPPORT



Welcome from the Headteacher

Thank you for taking an interest in our school. This is a great place to work and is a very exciting time for the school as we work to build on our good Ofsted judgement and move the school forward to the next stage of its development ensuring that Heathcote provides the best possible education academically and also emotionally and socially as reflected in our vision.

We are working towards 6 key objectives this year:

- Through a new Behaviour Policy and consistent approach, pupils develop respect for learning, self and others which leads to a positive learning environment and improves pupils' conduct and leadership in the school and local community.
- Pupils and their families take responsibility for school attendance leading to attendance levels above the national average for all groups of pupils.
- Through bespoke CPD, the school ethos and a broad and balanced curriculum, teachers invest in ensuring lessons are typically at least secure resulting in challenging and inspiring lessons that improve progress for all.
- The school has a positive ethos backed up by clear systems and safeguarding which leads to a happy, ambitious and stable staff group which leads to a reduction in absence and reduced sickness
- Leadership, including governance, is clearly focused on ensuring the right curriculum, progress and outcomes for all groups of learners which are in line with, or above, national average .
- The financial deficit is reduced in line with robust targets by ensuring the best deployment of physical and human resources

We ensure that as part of these objectives, your development is at the heart of our journey, enabling you to be the best you can be, whilst allowing you to grow and develop from taking risks and reflecting on outcomes. We have a very supportive and collegiate staff group and pupils comment regularly on the great relationships they build with staff. Ensuring staff well-being in a difficult and challenging profession is at the heart of what we do and are always open to further suggestions and ideas.

If staff need help and advice, we encourage them to speak up and ask questions. None of us can do this in isolation and we are all part of the team that will change the lives of the young people in our community.

Emma Hillman , Headteacher



Benefits of working at Heathcote School

- Close to Epping Forest with good travel links by road or public transport
- Access to a free Employee Assistance Programme and Occupational Health.
- On site gym
- Excellent maternity and paternity packages
- Pension scheme for all staff
- Enhanced sick pay
- Cycle to Work scheme
- Requests for flexible working are always considered
- Supportive to staff who have dependent caring responsibilities.



Staff Wellbeing

Wellbeing and work-life balance are important to us at Heathcote. We realise working in a school can be extremely stressful at times with workload being an area for constant review. We strive to make Heathcote an organization where staff are valued and have a voice, where they feel supported and appreciated and where we understand that sometimes life happens and staff need time to deal with issues outside of work. We have a Staff Wellbeing Group that meets each term and looks at priorities for the year and discuss ideas to continually improve things for our staff. We also have a variety of staff social events. Ultimately we aim to create a culture where staff want to come to work and are happy and able to say if they are struggling or need help. This, in turn leads to our pupils receiving the best teaching and support we can provide.

Our Vision and Values

Encourage

We encourage our pupils to take pride in their learning and community – to work hard, pursue continual improvement and achieve to the best of their abilities. Pupils seek and embrace feedback and show tolerance and mutual respect to each other.

Challenge

We challenge our pupils to take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

Succeed

We succeed when all pupils reach their academic potential and are thoughtful, caring and honest citizens; leaving Heathcote fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment where they take a proactive role and develop socially.



Heathcote School and Science College - *Encourage, Challenge, Succeed*

JOB DESCRIPTION

Job Title:	Head of Deaf Support Department
Responsible to:	SENDSCO
Responsible for:	Teacher of the Deaf/Deaf Instructor/Communication Support Workers
Grade/Pay Range:	TMS / UPS + TLR 2a + 1 SEN point

Job Purpose

All teachers at Heathcote School are expected to uphold the school vision and ethos on a daily basis through their professional conduct.

All teachers' job descriptions define the responsibilities of the postholder as being:

Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD)

To comply with Health and Safety at Work Legislation

All staff will be responsible to their Heads of Department, the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of the School Improvement Plan (SIP) and all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

To co-ordinate Provision for Deaf Pupils by:

- Liaising with the SENDSCO to input into the monitoring, evaluation and review processes for provision for deaf pupils
- Liaising with feeder schools to ensure the school is ready to meet deaf pupil needs on arrival
- Liaising with Post 16 providers to ensure that transition is smooth and effective
- Identifying and contributing to the assessment of individual deaf pupils' needs

- Keeping staff informed of deaf pupils' SEND
- Working with the SENDCO to contribute to the system for monitoring and reviewing deaf Pupil Profile information
- Monitoring effectiveness of teaching and learning activities for deaf pupils
- Monitoring the acoustic environment in the school environment and advising on ways to improve it for the deaf learner
- Monitoring the hearing, language and communication levels of the deaf learners including use of sign and spoken language and any modes of communication through a range of specialist assessments as well as interpreting information from other professionals (such as audiologists, speech and language therapists etc.) and planning lessons and interventions to support progress
- Overseeing specialist interventions
- Contributing to KS4 options for deaf pupils
- Liaising with SENDCO and other staff to ensure appropriate special arrangements for exams are in place. Providing coaching and support for deaf pupils to use appropriate access arrangements for examinations effectively as well as providing specialist assessments or reports where necessary.
- Holding Annual Review meetings in line with LEA requirements for deaf pupils with EHC Plans
- Promoting the active involvement of pupils in their learning
- Ensuring deaf pupils are adequately and proportionally represented in the school community
- Attending referral meetings and other processes in place to ensure relevant external agencies are in place for deaf pupils where needed

To contribute to strategic planning for SEND within the whole school by:

- Working with the SENDCO to support the inclusion of deaf pupils is an integral part of the school's SIP
- Providing information to the SENDCO for producing and evaluating an annual department improvement and the school SEF
- Using school, local and national data effectively to inform planning for deaf pupils
- Setting targets for raising achievement among deaf pupils

To liaise with subject and pastoral staff, other professionals working within school, primary feeder schools, parents and outside agencies by:

- Giving information / advice on learning and teaching and effective ways of ensuring the impact of responsive teaching, differentiation and overcoming barriers to learning
- Disseminating information on deaf pupils to relevant parties
- Attending planning meetings for deaf pupils
- Contributing to any reports to governors and outside agencies
- Attending in-school referral meetings and acting as a keyworker where appropriate and monitoring impact of other key workers
- Liaising with other pastoral staff to ensure needs of all deaf pupils are met
- Facilitating referrals to outside agencies

- Attending consultation evenings and keeping parents informed about their child's progress

To promote staff development in relation to deaf pupils by:

- Delivering whole school CPD
- Keeping up to date with research, resources, policy etc. by attending courses, conferences etc. and disseminating good practice deaf education across the school
- Encouraging all members of staff to recognise and fulfil their statutory responsibilities to deaf pupils
- Prioritising staff training needs in the area of SEND, presenting and / or organising school INSET by external specialists and mentoring of CSWs
- Providing induction for new staff / NQTs
- Monitoring the development of support staff as part of the school's departmental monitoring and performance management cycle
- Using the expertise in local schools to support areas for development and supporting local schools where appropriate

To manage SEND resources by:

- Identifying resources needed to meet the needs of pupils with SEND and advising the SENDCO of priorities for expenditure
- Line management of Teacher of the Deaf, CSW, BSL instructor
- Holding regular team meetings.
- Timetabling of support staff to provide in class support
- Organising the recruitment of and interviews for new support staff

Teacher of the Deaf responsibilities:

- Supporting deaf pupil progress through the flexible delivery of support and teaching in a wide variety of ways including whole class teaching, small group teaching, team teaching within the mainstream classes, 1:1 with the deaf learners, pre and post tutoring and producing individualised learning programmes. Working flexibly across the range of curriculum subjects offered at Secondary level, whilst always having a focus on development of language and literacy skills as needed
- Providing high level language models for the deaf students across the range of communication modes (speech, British Sign Language, Sign Supported English etc.)

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Specific responsibilities for all teachers:

- Teaching high quality lessons that are secure or better under the school's self-evaluation process.
- Teaching with due regard to current Health and Safety legislation.
- Planning and preparing schemes of learning and lessons
- Teaching the full range of KS3, KS4 and KS5 classes according to their educational needs, the pupils assigned to her / him, including the setting and marking of work to be carried out by the pupil in the school and elsewhere
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to her / him
- Advising and co-operating with the Headteacher and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials
- Taking such part as may be required of her / him in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school

Appraisal & Continuous Professional Development:

- Ensuring adherence to the Teacher Standards and Teacher of the Deaf standards.
- Participating in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers
- Reviewing from time to time her / his methods of teaching and programmes of work
- Participating in arrangements for her / his further training and professional development as a teacher
- Thinking about our body language and demeanour
- Praising in public and challenging in private
- Working within an ethos of high challenge and low threat

Equal Opportunities Statement (Recruitment & Selection Guidance)

Overview

1.0 Equal Opportunities

Good government is important to the community and how we provide our services. In Waltham Forest we recognise the impact that the School activities can have on the quality of life of the people and communities that we serve. It's our role (in partnership with others) to protect the environment; improve public health; support the vulnerable; educate for life; improve the quality of homes people live in; develop the economy of the area; promote and foster choice and democracy.

What we do can make a real difference to the lives of the people that we serve. We are determined to be a modern School, working with the community for the community – and equality of opportunity is at the heart of our thinking and effort.

Equal opportunity in service delivery means that we recognise the different and varied needs of the individuals and communities that we serve. We aim to meet these needs in a fair, objective and open way.

Equal opportunity in employment means offering genuine equivalent treatment to our staff and job applicants across our employment and recruitment practices.

Our aim is to enable all our employees to make their distinctive contributions to the service we provide for the benefit of the people of Waltham Forest.

Therefore, the School is determined and dedicated about developing a working culture that is fair and inclusive. Sadly, prejudice, whether conscious or unconscious is still a matter of fact within to day's society. However, we must not underestimate the power that positive influences can have within the workplace which can promote equality of opportunity in organisations, institutions and for individuals.

We believe that a commitment toward equality and diversity is right for society, right for the School, right for staff, right for customers, and right for our community as a whole. We will regularly review the effectiveness of our employment practices to ensure that they are appropriate and fair for all. We will encourage our staff and partners to welcome diversity, respect each person's individuality and value their creativity. We expect our managers to champion our values, challenge prejudice and be an example of appropriate and positive behaviour.

We will regularly assess our progress, using a variety of measures. We will ask our staff, customers, suppliers and partners what they think and as appropriate take the necessary actions to development positive outcomes. We are committed to improving our performance, and people's perception of it, consistently over time.

2.0 Employment Initiatives for those applications with Disabilities

All information submitted on the School's recruitment application, Monitoring Disability section will be assessed to if the applicant has met the essential **minimum** requirements of the post. This is in line with the positive action, ÖÖ Disability Scheme that is fully supported by the School. This Job Interview Guarantee means that all applicants with disabilities who meet the **minimum** requirements for the post will be interviewed.

POLICY STATEMENT ON RECRUITING EX-OFFENDERS AND SAFEKEEPING OF DISCLOSURES

The policy objective of London Borough of Waltham Forest on disclosure information is:

- to ensure that disclosure information is used fairly in the recruitment process to prevent discrimination against staff, volunteers, service users, potential employees and ex-offenders on the basis of conviction or other details.
- to maximise the protection for children in Waltham Forest schools and other vulnerable people against those who might wish to harm them.
- To achieve our policy objectives and to comply with the Criminal Records Bureau (CRB) Code of Practice under Section 122 of the Police Act 1997, London Borough of Waltham Forest, as a Registered Umbrella Body for Disclosure, undertakes to implement the following general provisions.

GENERAL PROVISIONS ON DISCLOSURE POLICY

Recruitment Process

London Borough of Waltham Forest will carry out risk assessments for each position and encourage managers to adopt an open mind in recruitment decisions. In making recruitment decisions our managers will:

- Assess the nature and relevance of the offence, the potential risks involved in employing the offender, and how these could be sensibly and effectively managed.
- Focus on a person's abilities, skills, experience and qualifications.
- Consider the nature of the conviction and its relevance to the job in question.
- Identify the risks to our business, customers, clients and employees.
- Recognise that having a criminal record does not always mean a lack of skills,
- Note that high-quality training, leading to qualifications is available in prison
- State the level of Disclosure applicable to any posts that requires a Disclosure
- Discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- Ensure that where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within your school and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.
- Only ask about "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974, unless the nature of the position allows London Borough of Waltham Forest to ask questions about your entire criminal record.
- Include in application forms or accompanying materials a statement to the effect that a criminal record will not necessarily be a bar to obtaining a position. Where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of

Recruitment of Ex- Offenders

Unless the nature of the work demands it, ex-offenders will not be asked to disclose any convictions 'spent' under the Rehabilitation of Offenders Act 1974. Having an 'unspent' conviction will not necessarily bar an individual from employment. This will depend on the circumstances and background of the offence(s).

London Borough of Waltham Forest meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, therefore all applicants for positions of trust who are offered employment will be subject to a criminal record check from the Criminal Records Bureau before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions.

Declaration of Convictions

Applicants will be actively encouraged to declare any convictions, or any other information that may be relevant, at an early stage in the recruitment process. Failure to declare a conviction, caution or bind-over may, however, disqualify an applicant from appointment, or result in summary dismissal if the discrepancy comes to light.

Training

We ensure that all those in London Borough of Waltham Forest who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Storage & Access

Disclosure information is never kept on an applicant's personnel file and is always kept separately and securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Documents are kept in lockable and non-portable storage containers. Keys or combinations for such storage units are only available to named individuals. Access to rooms containing storage containers are restricted to staff engaged in recruitment work.

No photocopy or other image of the Disclosure is retained, nor is any copy of the contents made or kept. However, records will be kept of the date of a Disclosure, the name of the applicant, the type of Disclosure, the post in question, the unique number issued by the Bureau and the recruitment decision taken, as well as a written record of the names to whom disclosure information has been revealed.

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and we recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

There may be circumstances where a recipient of Disclosure information is asked to reveal details of a Disclosure to a third party in connection with legal proceedings for example, in a case submitted to an Employment Tribunal. In such instances London Borough of Waltham Forest will inform the Bureau of any such request immediately and prior to the release of any information.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, Disclosure information is kept for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the CRB about this and will give full consideration to the Data Protection and Human Rights of the individual subject before doing so.

London Borough of Waltham Forest will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, we will retain the top part of the Disclosure certificate as proof of having received the document once the six-month retention period has elapsed. This contains the details of the applicant along with a reference number known to the CRB, but does not contain details of any convictions. (References in this section to Disclosures include relevant non-conviction information supplied by the police but not included on Disclosures.)

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

Lost Disclosures

If Disclosure information (or information contained within the Disclosure) is lost, the Bureau will be informed immediately. The Bureau will consider whether to issue a replacement, if this is requested.

Availability of Policy

A copy of London Borough of Waltham Forest's Policy on employing people with criminal records is included in recruitment material. We make every subject of disclosure aware of the existence of London Borough of Waltham Forest's full disclosure policy and handling of disclosures and the CRB code of practice. These will be made available to staff, potential employees and service users on request.

Assurance checks

London Borough of Waltham Forest will implement internal audit checks on the disclosure process and cooperate with the Criminal Records Bureau in respect of any compliance enquiries and related matters.



How to apply for the post:

Thank you for your interest in this post. If you wish to apply please complete the application form that can be found alongside this pack on our website www.heathcoteschool.com

Applications must be completed fully and emailed to recruitment@heathcote.waltham.sch.uk or posted to HR, Heathcote School, Normanton Park, London, E4 6ES

We do not accept CV's.

We will only contact those applicants who have been shortlisted for interview.
