



Olive Academies

Assistant SENDCO

Olive AP Academy – Havering

- £33,165 - £38,828 including Outer London Weighting
- Local Government Pension Scheme
- OA benefits package

To arrange an informal discussion or to visit the academy, please phone 01708 478892

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Olive Academies is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. To this end, both an Enhanced Disclosure and Barring Service check and a Barred List check are required for this role. We particularly welcome applications from under-represented groups.

About Olive AP Academy – Havering

Based in the London borough of Havering, our academy specialises in alternative provision and special educational needs, supporting up to 50 pupils for whom traditional teaching methods have not worked. Students join us following permanent exclusion from a mainstream school or due to medical needs, or social, emotional and mental health needs, that prevent them from attending a mainstream setting.

Our mission is to provide our pupils with creative, nurturing and inspiring opportunities which re-engage them in learning. By providing a safe and engaging environment, we endeavour to remove barriers and promote the opportunity for students to excel and reach their full potential. We provide a broad and ambitious curriculum, catered to the needs of each individual, delivering the knowledge and skills that our pupils need to succeed in education and beyond. The fundamental principles of our curriculum are:

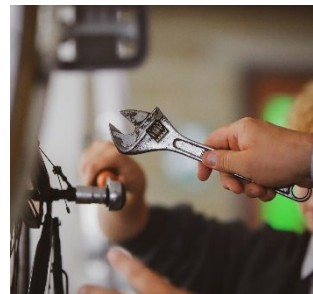
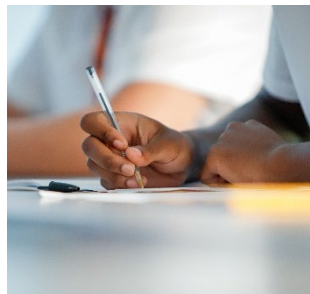
- Giving students real-world experiences.
- Creating a pathway to post 16 education, employment or training.
- Delivering outstanding learning and teaching.
- Offering rigorous and high-quality critique and feedback of students' work.
- Developing dynamic leadership – including staff and student leadership.
- Maintaining a culture of respect.

Working in alternative provision can be challenging but with it comes great rewards. This is your chance to improve the education, and lives, of some of the most vulnerable children and young people in London.

If you have the experience and enthusiasm to make a lasting difference to the students we support, we would love to hear from you.

Thank you for your interest.

Tony Machin
Head of Academy



"Olive Academies is far removed from any mainstream setting. It allows for a **contemporary approach** to teaching and **supporting the individual** and diverse needs of young people. "

"I like the fact that **leaders are open-minded** and always **happy to listen.**"

"Working at Olive Academies is such a **rewarding opportunity**, supporting students with complex needs and **making a difference** in their lives where lots of people have given up on them."

"This is such a **special and unique** place to work."

"I love the **flexibility** that comes with working here. You can **tailor the curriculum** to suit the needs of each student. The young people we support experience many obstacles in their life and it is such a good feeling seeing students overcome these to **succeed in their learning.**"

Job description

We are looking for a suitably qualified individual who will support whole-academy SEND practice, developing partnerships with external agencies and parents/carers in supporting pupils with SEND. Key responsibilities:

- Have a full and detailed knowledge of the SEND code of practice and ensure that the statutory obligations are met in our academy. Champion best practice in SEND provision; demonstrate the highest quality of teaching, learning, and assessment through your practice
- With support from the Senior Leadership Team and SENDCo, take a leading role in developing partnerships with external agencies and parents/carers in supporting pupils with SEND, ensuring that our pupils' views are considered and acted upon appropriately.
- With support from the Senior Leadership Team and SENDCo, support staff in identifying needs and establishing baseline data for pupils on entry to the academy, and ensure this information is recorded and shared with stakeholders
- Support the SENDCo in keeping a system to review, track, and evaluate the progression of EHCPs and SEN support. This will include liaising with all stakeholders, including the local authority and other relevant agencies.
- Using the graduated approach, regularly monitor progress against targets for pupils with SEND; evaluate the effectiveness of teaching and learning by work analysis, and use these evaluations to guide future improvements. This will include making EHCP referrals when appropriate.
- Work with leadership colleagues, including those responsible for literacy and careers, to develop pupil-centred plans and share with all stakeholders.
- Take responsibility for your professional development by actively seeking opportunities for learning and development
- Analyse and interpret relevant academy, local, and national information relating to pupils with SEND and advise the Senior Leadership Team on the level of resources required to maximise achievement.
- To be accountable for promoting and safeguarding pupils' welfare and personal development as part of the academy's approach to SEND support.
- Work with key stakeholders to implement well-considered, efficient, and effective systems and processes for SEND; work with the SENDCos in mainstream schools to ensure effective handover/transition of our pupils.
- To work closely with the academy's Designated Safeguarding Lead and ensure that all due processes are adhered to in regard to child protection and safeguarding procedures.
- Refer children to specialist services and external agencies in discussion with the SENDCo and families.
- Deputise for the SENDCo as appropriate, with regard to meetings and liaising with outside agencies.
- As directed by the Head of Academy/SENDCo, provide advice, strategies, resources, and/or training which enable staff to support children through inclusive approaches with the aim of achieving improved educational outcomes.
- To deliver training and support to OA staff and mainstream colleagues through inreach, outreach, staff meetings, and workshops.
- To lead and deliver some elements of small group/1:1 interventions as directed by the SENDCo.

Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the head of academy to carry out appropriate duties within the context of the job, skills and grade

Person Specification

Measurements: A = Application, I = Interview, R = Reference, T = Task

Qualifications and Training

5 GCSE and A Levels (A*-C) or equivalents	A	Essential
Training in a range of SEND areas of need	A	Essential
Participation in external professional development in the last 3 years	A	Essential
Further relevant qualifications, including a degree or equivalent	A	Desirable
Planning and delivering programmes of professional development to staff	A, I	Desirable

Experience

Experience of delivering and using assessment data to ensure effective pupil progress, raise standards, and achieve outstanding pupil outcomes	A, I, T	Essential
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social, and emotional needs	A, I	Essential
Experience of working collaboratively with others, including other schools and partners	A, I	Essential
Managing and dealing with confidential data/issues appropriately	A, I	Desirable
Experience/evidence of working with external agencies (including referrals)	A, I	Desirable

Knowledge

Excellent knowledge of the SEND Code of Practice (2015) and the Equality Act (2010)	A, I	Essential
Excellent knowledge of safeguarding legislation and best practice.	A, I	Essential
Excellent knowledge of whole-school quality assurance and accountability	A, I	Essential
An understanding of a range of special needs, especially SEMH, ASD, ADHD, and SpLD	A, T, I	Essential

Up-to-date knowledge of specialised curriculum for young people with SEMH and SEND	A, T, I	Essential
An understanding of disadvantage and alternative provision settings	A, T, I	Essential
An outstanding classroom practitioner able to support a range of needs	A, T, I	Essential
Thorough knowledge of statutory requirements for Access Arrangements	A, I	Desirable
Broad knowledge of innovations and strategies for the management of behaviour and attendance in an alternative provision setting	A, T, I	Desirable

Skills and Abilities

Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups	A, I, T, R	Essential
Ability to lead and manage people	A, I, R	Essential
Ability to self-evaluate	A, I, R	Essential
Excellent personal organisational skills and the ability to prioritise workload and work to specific deadlines	A, I, R	Essential
Able to lead, inspire, motivate, and engage groups of staff and pupils	A, I, R	Essential

Personal Aptitude

Personal and professional resilience in the face of challenging situations	A, I, R	Essential
Self-motivated, productive, diligent, and thorough	A, I, R	Essential
Commitment to an open, collaborative style of management	I	Essential
Concern for the development of colleagues and members of the wider school community	I	Essential
Commitment to your personal and professional development and that of all staff	A, I	Essential
Convinced of the transformative nature of excellent education	A, T, I	Essential
Empathy with the needs of children	A, T, I	Essential

Commitment to the safeguarding of vulnerable young people	I	Essential
A personal commitment to promoting inclusion, diversity, and access	A, I	Essential
A commitment to the vision, values, aims, and objectives of Olive Academies	A, I	Essential

Transform young lives with Olive Academies Trust

Thank you for your interest in working with Olive Academies.
We look forward to receiving your application.

[Find out more and apply.](#)

   oliveacademies.co.uk