

The Archer Academy

Realising potential. **Inspiring creativity.** Engaging with our community.



Applicant Information Pack SEND Lead Practitioner



The Archer Academy is an outstanding secondary school at the heart of our community, providing students from all backgrounds with the inspirational education they need to live successful and fulfilling adult lives.

Summer Term 2022

www.thearcheracademy.org.uk



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The Archer Academy
Stanley Road Campus
Eagans Close
East Finchley
N2 8GA

May 2022

Dear Candidate,

Thank you for your interest in the Archer Academy and the post of **Lead Practitioner**. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further background information is available on our website and in our prospectus – I would encourage you to review both.

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for local children that will prepare them for adult life. We cannot know exactly what the future will bring for our students, but by giving them a love of learning, adaptable skills and the determination to succeed, we will enable them to rise to whatever challenges they face.

We are a maturing 11-16 secondary school which opened in September 2013 in East Finchley, serving families in the surrounding areas of North London. The school was created to meet the needs and desires of parents, primary school governors and the local community, for a first-choice, non-denominational, coeducational secondary school.

We are significantly over-subscribed, with over 1100 applications for entry in September 2022. We became a complete school in September 2017 for the first time, with students in years 7 through to year 11. Our pioneer year group sat our first set of GCSE examinations in the summer of 2018. We have now secured four sets of GCSE results, which confidently place us in the top 10% of all schools nationally. We were graded 'outstanding' by Ofsted in June 2019.

We are a campus school, a model which we believe allows us to create a distinctive atmosphere on each site. Our students complete Lower School, Years 7 to 9, at our Stanley Road campus, a state of the art building with incredible facilities. Our students graduate to our Upper School at Beaumont Close, just a few minutes' walk away, in Year 10. Our campus provides each cohort the chance to grow and develop amongst their closest peers and creates a real sense of progress when students graduate to the college-like atmosphere of Upper School, a rite of passage they aspire towards. Our campus model also reinforces the small, community feel of our school.

We currently have 486 students in years 7-9 and 324 students in year 10-11. We are currently an 11-16 school working in a strategic partnership with Woodhouse College and Barnet and Southgate College for post 16 education. This partnership is dynamic and evolving rapidly, securing a third transition point for our students and professional development opportunities for our staff. We are ambitious to continue to develop this provision over the coming years and see ourselves very much as an evolving 11-18 school.

We are now confidently in our ninth year as school, we are firmly established, with a strong, experienced team in place. We are exciting about the opportunities ahead of us as a school as we seek to be beyond outstanding.

As Headteacher one of my greatest responsibilities and priorities is the recruitment and development of staff. At the Archer Academy we are evolving our exceptional school and to do that, of course, we need an exceptional, fulfilled staff team. I ask a lot from my staff, but in return I can promise extensive support and

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development opportunities, and the space and freedom to extend your skills which would be hard to find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at www.thearcheracademy.org.uk within the "Join us tab". Tours of the school are encouraged, with an opportunity to meet staff and students, and we would be delighted to welcome you to our school. Please contact Jessica Scott (details below) to arrange a visit.

Please submit your application by email to, Jessica Scott, Headteacher's PA & HR Manager, at recruitment@thearcheracademy.org.uk. Please do not hesitate to contact Jessica with any questions or to arrange a tour of the school.

Interview dates are as advertised.

Deadline for application: Noon on Monday 4th July 2022

Provisional interview date: Monday 11th July 2022

This is undoubtedly an exciting time to join the Archer Academy, as we move confidently into our next phase. We very much look forward to hearing from you and thank you for your interest in our school.

With my very best wishes,

A handwritten signature in black ink, appearing to read 'Lucy Harrison', is written over a set of horizontal dotted lines.

Lucy Harrison

Headteacher

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Our vision

Our three-fold vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and ambitious education for local children, an experience that they will relish and that will prepare them for adult life. It underpins every aspect of life at the Archer Academy, and is the benchmark against which we measure our success.

Realising potential:

Helping students to achieve personally, socially and academically to the best of their abilities. Our outstanding teachers set high standards and challenge each and every student to fulfil their individual potential, both in their studies and through extra-curricular activities.

Inspiring creativity:

Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated. This commitment to creativity and analytical thinking applies across the whole curriculum as well as our extra-curricular opportunities.

Engaging with our community:

Ensuring that students respect others and value working with others for mutual benefit. The Archer Academy is a school with its roots in the community, and so responsibility and participation are fundamental to our ethos.

Supporting our students

We create a culture that celebrates achievement in all aspects of school life. For the school, good behaviour and firm discipline underpin a happy, respectful and productive learning environment.

We also offer an extended day twice a week, during which students take part in extra-curricular activities. We provide a broad enrichment programme that covers: sports clubs and teams; creative arts societies; media and politics; vocational and entrepreneurial societies; voluntary work and awards schemes.

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Our School

We want to ensure that our students enjoy their learning and make good progress. We promote an active and inclusive culture of learning, ensuring that our students are inspired and fully involved in developing their skills, knowledge and understanding across all areas of school life and believe that a strong pastoral ethos and structure is a core component in achieving this.

We have high expectations of all our students and motivate them to have the high aspirations which drive a desire to achieve more than they thought possible. Our students are respectful and purposeful in their learning.

We aim to ensure that each student realises their potential whilst at the Archer Academy. We have a creative and academically rigorous curriculum which is designed to support, stretch and challenge all students.

We have high expectations of all our students and motivate them to have the high aspirations which drive a desire to achieve more than they thought possible. Our students are respectful and purposeful in their learning.

Our students receive regular guidance from their subject teachers and form tutors on their progress, they know their current attainment and what they need to do to improve. Our students are developing their skills as independent learners and their abilities to be empowered and successful students.

We focus clearly on developing our students as lifelong learners with the skills they need for their futures. Students' literacy and numeracy skills are explicitly developed both within, and outside, the classroom.

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SEND Lead Practitioner Job Description

Post: Lead Practitioner

Pay: Scale Point 9 - 13 pro rata
(actual salary £20,672 -
£22,204)

Hours / Weeks: 36 hours per week, 39 weeks per year.

Reports to: Head of SEND & Inclusion.

Responsible for: Teaching Assistants (there is the opportunity to include some line management responsibilities within the role if required/desired)

Annual Leave: To be taken during Academy closure periods.

Purpose of Post:

Take a lead role within the Department and wider school on **one** of the following key areas of our Special Educational Needs and Inclusion provision:

- Social, emotional and mental health
- Communication & Interaction (autism).

We are keen to receive applications from candidates with experience of working with young people and who are interested in developing knowledge and expertise in one of these two areas of need. Final decisions on the area of responsibility will depend on the experience and professional background of the successful candidate and the structure of the Lead Practitioner team.

Duties and responsibilities:

Keyworker:

- To be a Keyworker for identified students within the specified Area of Need, ensuring that their strengths and needs have been clearly identified and understood throughout the school and interventions are in place to overcome or remove barriers to learning;
- To act as a key point of contact for the student(s), meeting with them on a regular basis to monitor their progress and welfare in school;
- To act as a key point of contact for families, external professionals and staff for that student and/or their area of need;
- To ensure that key information about that student is communicated to staff and external agencies using a Pupil Passport or other agreed communication tools;
- To identify and implement appropriate interventions to overcome barriers to learning and keep an Intervention Record for the named student(s) and update this regularly;
- To organize and support Annual Reviews for the students within that area of need, ensuring that provision and intervention maps are up to date and appropriate feedback has been secured from teaching and support staff, as well as external agencies and the student and their family
- To ensure that all communication is recorded on the student's SEN file (i.e.: telephone conversations, meetings, emails, etc)
- To attend and contribute to Keyworker meetings as arranged by the Head of SEND & Inclusion.

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Support for the Students

- Using existing process for identification and assessment, support the identification of students who may be in need of particular help or intervention
- Develop and deliver interventions for targeted students
- Ensure all interventions include baseline assessment, tracking progress and half termly reporting
- Challenge and motivate students, promote and reinforce self-esteem
- Provide feedback to students in relation to progress, achievement, behaviour, attendance, etc;
- Attend to students' personal needs and assist in their social, health and personal care where necessary
- Attend school trips as necessary to provide support to SEND students
- On occasion, to attend overnight residential trips when students with complex SEND or medical needs are attending. You will be given reasonable notice of this

Support for School Staff

- Support Teaching Assistants and teaching staff in managing the needs of specific students and to provide advice on particular strategies to help address these
- Support Teaching Assistants and teaching staff in working towards the targets set for the students;
- Contribute to the delivery of an Induction Programme for new Teaching Assistants to help support their role and introduction to the school and department
- Carry out lesson observations of Teaching Assistants to support them and help them develop their skills within their role
- Regularly communicate information about Annual Review Meetings to the Teaching Assistant team and ensure they provide feedback and attend meetings for EHCP students they support
- Undertake appraisal for other Teaching Assistants under the direction of the SENDCo
- Work collaboratively with teaching staff on making effective use of Teaching Assistants in lessons;
- Ensure good communication and attend meetings for named departments
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

Supporting the School

- Helping to secure funding to support learners' additional educational needs
- Managing your own professional development through undertaking relevant training and sharing best practice with other SEND & Inclusion Team members
- Helping with transition activities for learners moving from primary school or on to further education.

Communications

- To fulfil the aims of the school and work towards maintaining its ethos
- To participate in relevant directed time meetings
- To meet statutory and school policy requirements
- To cover support lessons for absent colleagues when required.

Resources

- To maintain an appropriate learning environment in any assigned teaching room
- To use and develop ICT as a tool to enhance the teaching and learning in the Department
- To be responsible for resources used in lessons, including equipment, worksheets and text books
- To produce resources to enhance or supplement text books, within a team committed to sharing good practice
- To comply with Health and Safety procedures.

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Administration

- To be responsible for carrying out designated school duties.

Other clauses

- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- To provide a positive role-model in terms of timekeeping, dress code and work ethos.
- To demonstrate commitment to the role through continuous professional development
- To maintain confidentiality in all Academy related matters
- There may be occasions when it will be necessary to cover other roles and give support within the Academy when there are peaks and pressing issues
- There may be occasions when it is necessary to deliver intimate care for individual students as needed following appropriate professional advice
- This job description may be varied to meet the changing demands of the Academy at the reasonable discretion of the Headteacher/Line Manager

Personal Specification – Lead Practitioner

Skills and Abilities	Essential	Desirable
Ability to communicate and interact effectively with children and young people	<input type="checkbox"/>	
Ability to recognise and identify problems and take appropriate action	<input type="checkbox"/>	
Ability to understand and develop intervention programmes	<input type="checkbox"/>	
Ability to deal with pupils' physical, emotional and behavioural needs as well as provide individual support as appropriate	<input type="checkbox"/>	
Knowledge		
Awareness of child development and the range of behaviours expected at different ages and stages of development	<input type="checkbox"/>	
How to support a child whilst encouraging independence	<input type="checkbox"/>	
The importance of planning and evaluation of learning activities	<input type="checkbox"/>	
The importance of adults as role models and the importance of this for Teaching Assistants	<input type="checkbox"/>	
Record keeping systems and procedures used within schools	<input type="checkbox"/>	
School behaviour policies	<input type="checkbox"/>	
Schools' Health and Safety, confidentiality and Equal Opportunities policies	<input type="checkbox"/>	
The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process		<input type="checkbox"/>
The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying		<input type="checkbox"/>
Understanding and expertise in an area of Special Educational Needs		<input type="checkbox"/>
National policies for literacy and numeracy	<input type="checkbox"/>	
The resources used to develop literacy and numeracy skills	<input type="checkbox"/>	
Qualifications and Experience		
At least one year's experience of comparable work in a similar setting	<input type="checkbox"/>	
NVQ Level 2 in Teaching/Classroom Assistance (or equivalent qualification)		<input type="checkbox"/>
Relevant GCSE or 'A' level qualifications or equivalent		<input type="checkbox"/>
First Aid Qualification		<input type="checkbox"/>

Safeguarding

The Archer Academy is committed to safeguarding all children. Candidates must be suitable to work with children and young people. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and a criminal record disclosure will be required prior to appointment- DBS/CRB check. Members of the Panel have undergone Safer Recruitment training.

Diversity and Inclusion

The Archer Academy is also committed to promoting equality and diversity, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community. The Archer Academy is also committed to promoting equality and diversity, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.