



# **ASSISTANT HEAD OF ACADEMY SENDCO**

Candidate Information Pack

PART OF THE FAIRFAX MULTI-ACADEMY TRUST



## 10 WAYS FAIRFAX MULTI-ACADEMY TRUST PROMOTE A GOOD WORK-LIFE BALANCE

The wellbeing of our staff is paramount to the success of Fairfax Multi-Academy Trust, and we very much strive to achieve a healthy work-life balance amongst our colleagues. Community spirit is at the heart of the Trust and school-to-school support is key to the wellbeing of all employees, regardless of post or career stage.

- ☐ No pressure to 'put on a show' in lessons. A culture of coaching and development is reinforced through no lesson grades.
- ☐ Comprehensive support package for NQTs, and a development package for NQTs + 1.
- ☐ No requirement to work late and emailing after 7pm is strongly discouraged.
- ☐ Centralised behaviour detentions including lates.
- ☐ Everyone has the highest expectations and there is a clear system of sanctions to support staff in managing behaviour.
- ☐ Open door policy to access Senior Leadership support, i.e. accessible and approachable SLT.
- ☐ Flexible working is supported wherever possible.
- ☐ Collaborative planning and co-creation of resources is encouraged, and staff are given regular dedicated faculty time and opportunities to network across Trust academies.
- ☐ A supportive Special Leave Policy.
- ☐ Effective administrative team to support teachers including Reprographics, ICT Support and data analysis completed centrally.

## WELCOME - CEO of the Trust

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Dear candidate,

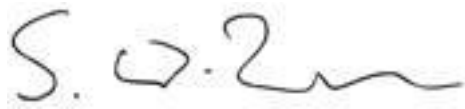
Thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

FMAT was established in 2014 and now comprises four Academies which serve a student community of almost 4500 students. The MAT has a small core team in addition to all the academy-based staff, and the organisation as a whole works collaboratively to ensure that everything we do can positively impact the lives of our students. All of our Academies are located within the West Midlands and are situated within a maximum distance of 14 miles of each other.

I became the CEO of FMAT in February 2020, having previously worked in a wide range of senior MAT roles in other Trusts within the Midlands. I chose to lead FMAT because I genuinely believe in its core mission "enriching lives and transforming futures". We are looking for individuals who share that passion and feel they can make a positive difference to everyone within our community.

I do hope you find this pack informative, and I look forward to hearing from the Head of Academy about your application. You will be joining an organisation that can offer you many opportunities to progress and make a real difference!

Yours sincerely,



**Simon Jones**  
CEO



## WELCOME – *Head of Academy*

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Dear candidate,

Thank you for expressing an interest in Smith's Wood Academy.

At Smith's Wood we do things *the Smith's Wood Way*. This means that we strive for excellence in all that we do; we are dedicated and ambitious for ourselves and each other. We truly believe that there is dignity in hard work and effort and we believe in taking a traditional approach – manners, courtesy and respect are integral to our work. We believe in being open and transparent and in working with absolute integrity. I am proud to say that this is a school where staff and students support each other and take collective responsibility.

Having converted to an Academy on 1<sup>st</sup> April 2017 Smith's Wood is currently at a pivotal point in its long history; this is an exciting opportunity to be involved in transforming the future direction of Smith's Wood to make it one of the leading schools in the country. I am relentless in my drive and ambition to improve the outcomes for all who choose to join us on our journey.

Smith's Wood Academy is a special place to learn and work; I urge anyone considering applying for a post with us to visit us, talk to existing colleagues and to our students to find out exactly what it is that makes us so special. I hope that you like what you read and that you choose to take the first steps in joining the Smith's Wood Team.

Yours sincerely,  
**Richard Cornell**  
**Head of Academy**



## CONTEXT - *Our school*

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Smith's Wood Academy is located in the north of Solihull. There are approximately 900 students on roll. Smith's Wood is located in the north of the borough and falls within one of the most deprived areas in the country; the proportion of pupils in receipt of the Pupil Premium is well above average.

Smith's Wood converted to an academy on the 1<sup>st</sup> April 2017, working in partnership with the Fairfax Multi-Academy Trust (FMAT) – already this partnership is highly effective in bringing about real and sustainable changes to the school and its community. The newly established leadership team is making important and rapid gains in terms of school improvement. We absolutely need to keep this momentum going and hope that you choose to join us as we move forward.

## SENIOR LEADERSHIP

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### *The Team*

#### **Head of Academy**

Richard Cornell

#### **Deputy Head of Academy**

Ms Elena Kkama

#### **Assistant Head of Academy – Student Welfare**

Mrs Jackie Mace

#### **Assistant Head of Academy – Curriculum & Raising Standards Leader**

Mrs Kaye Downing

#### **Assistant Head of Academy – Behaviour**

Daniel Barclay

#### **Assistant Head of Academy – SENDCO**

Vacant

#### **Associate Assistant Head of Academy – English**

Nicole Roach

#### **Associate Assistant Head of Academy - Mathematics**

Edward Trafford

#### **Associate Assistant Head of Academy – Science**

Mr Daniel Haskell

#### **Associate Assistant Head of Academy – Humanities**

Mr Daniel Giles

#### **Associate Assistant Head of Academy – Creative & Performing Arts**

Mrs Louise Ellis

#### **Assistant Head of Academy – Curriculum & Raising Standards Leader**

Mrs Kaye Downing

#### **Academy Teaching & Learning Lead**

Miss Joti Odedra

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must have qualified teacher status and be registered with the Teaching Agency. Any offer of employment will be subject to receipt of a satisfactory DBS certificate.

## **SUBJECT:** Interview Lesson

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Shortlisted candidates will be required to teach a lesson. We are seeking to appoint an outstanding practitioner. When planning for this, please consider the guidance below.

### **WHAT WE WILL BE LOOKING FOR:**

- teaching that engages and includes all students with work that is challenging enough and that meets the students' needs;
- teachers who command the respect of their classes, set out clear expectations for students' behaviour and, where appropriate, start and finish lessons on time and manage teaching resources effectively;
- responses from students within the lesson that demonstrates sufficient gains in their knowledge, skills and understanding;
- teachers who monitor students' responses in lessons and adapt their approach accordingly;
- teachers that seek to assess the effectiveness of their own teaching and adapt accordingly;
- teachers who give the necessary attention to the most able and the disadvantaged, as they do to low-attaining students or those who struggle at school in their education.

### **PLEASE NOTE**

Details of the class and the duration of the lesson will be provided pre-interview.

### **RESOURCES AVAILABLE**

A projector and white board will be available  
Classrooms are set out in rows  
Students will have their exercise books

Any further requirements, please let us know.



**JOB DESCRIPTION**  
**ASSISTANT HEAD OF ACADEMY SENDCO**

**POST HOLDER**

**DEPARTMENT**                      Smith's Wood Academy

**RESPONSIBLE TO**                      Head of Academy

**LINE MANAGEMENT OF**      Teaching Assistants/SEND Pathways Teacher/Deputy SENDCo

**SALARY**                                  Leadership Scale L13-17 (£56,721-£62,570)

**JOB PURPOSE**

To work closely with the Head of Academy, senior management and colleagues in the strategic development of the academy's Special Educational Needs and Disability (SEND) policy. To oversee the day-to-day operation of that policy with the aim of raising SEND pupil achievement.

- To be the nominated Teacher-in-Charge of Looked After Children.
- To ensure the SEND Pathways provision is an effective curriculum resource.

**MAIN DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST**

Strategic Direction and Development of SEND Provision in the academy (with the support of, and under the direction of the Head of Academy and leadership team).

- Exercise a key role in assisting the Head of Academy and Associates with the strategic development of SEND policy/ provision.
- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the Academy Improvement Plan.
- Monitor progress of objectives and targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant academy, local and national data and advise the Head of Academy on the level of resources required to maximise achievement.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Oversee the management of the SEND Pathways and line manage the SEND Pathways teacher
- Use the Trust provision mapping tool to monitor and evaluate provisions in place.
- Be the named teacher for LAC children ensuring funding is appropriately targeted and accounted for and attend PEP meetings as required.
- Manage the SEND delegated budget efficiently and effectively, ensuring value for money.
- Ensure students are screened to identify early SEND need and that evidence is



gathered to support EHCP applications or referrals to other professional bodies.

## **SEND POD**

Together with the SEND Pathways teacher:

- Create and maintain a well-resourced SEND base.
- Formulate the aims and objectives of the SEND Pathways.
- Establish the policies through which they shall be achieved
- Manage staff and resources to that end
- Monitor and review outcomes for children and young people supported by the SEND Pathways
- Teach timetabled lessons in the SEND Pod / mainstream pathway

## **TEACHING AND LEARNING**

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND with a focus on quality first teaching.
- Develop effective ways of bridging barriers to learning through:
  - assessment of needs
  - monitoring of teaching quality and pupil achievement
  - target setting, including IPPs
- Collect and interpret specialist assessment data to inform practice
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies

## **LEADING AND MANAGING**

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings
- Provide professional guidance to staff to secure good teaching for SEND pupils, through written guidance and meetings
- Contribute to the performance management process of SEND teachers and Teaching Assistants
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the Head of Academy and governing body on the evaluation of SEND provision

## **EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

- Advise the Head of Academy and Associates of priorities for expenditure and deployment of staff and utilise resources with maximum efficiency
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of academy and SEND policies

## **OTHER PROFESSIONAL REQUIREMENTS**

- Co-ordinate all Annual Reviews and attend/chair when necessary
- Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme. Liaise with Year 5 pupils requiring advice about provision (Secondary School SENDCo)
- Maintain effective transition arrangements

## **BEHAVIOUR AND SAFETY RESPONSIBILITIES**

- Be familiar with the Academy's Child Protection Policy and to report



- concerns to the designated Child Protection Officer.
- Actively promote the academy's equality agenda for all.
- Ensure the Behaviour policy and systems are implemented consistently in the Faculty so that effective learning can take place.

#### **OTHER SPECIFIC RESPONSIBILITIES**

- Play a full part in the life of the Academy community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and students to follow this example.
  - Continue personal professional development as agreed.
  - Engage actively in the performance review process.
  - Comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
  - Undertake any other duty as specified in the Leadership Section by STPCB not mentioned in the above.
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**NAME OF JOBHOLDER:** \_\_\_\_\_

**SIGNED:** \_\_\_\_\_

**DATED:** \_\_\_\_\_

## PERSON SPECIFICATION ASSISTANT HEAD OF ACADEMY SENDCO

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Fairfax Multi-Academy Trust (FMAT) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Qualified SENDCo</li> <li>• DBS</li> <li>• Evidence of CPD and commitment to further professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of additional studying relation to SEND</li> </ul>
Personal Characteristics	<ul style="list-style-type: none"> <li>• Love working with children and want the very best outcomes for them</li> <li>• Ability to address challenging issues with clarity of purpose and</li> <li>• diplomacy</li> <li>• Knowledgeable and highly competent</li> <li>• Approachable and empathetic</li> <li>• Open-minded and positive</li> <li>• Clear sighted and determined</li> <li>• Organised and resourceful</li> <li>• Committed and resilient</li> <li>• Ability to attend national and regional venues for meetings and</li> <li>• training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>• Qualified teacher with at least 4 years' experience</li> <li>• Teaching experience across the whole Secondary age range 11-16</li> <li>• Experience of working with children with a wide range of SEND</li> <li>• Have experience of working successfully and co-operatively as a</li> </ul>	<ul style="list-style-type: none"> <li>• Have experience of leading a team</li> <li>• Have experience of training other teachers and/or introducing SEND initiatives</li> <li>• Have experience of working alongside other teachers in</li> <li>• the development of teaching and learning</li> </ul>

	<ul style="list-style-type: none"> <li>• member of a team</li> <li>• Have experience of setting targets and monitoring, evaluating and</li> <li>• recording progress</li> </ul>	
Professional Values	<ul style="list-style-type: none"> <li>• The SENDCo will have the ability to:</li> <li>• Establish and maintain good professional relationships with children, parents/carers and colleagues</li> <li>• Set high expectations of all children and be committed to raising</li> <li>• educational achievement</li> <li>• Adopt a flexible approach to working</li> </ul>	