



Assistant Head Teacher / SENDCo

# Recruitment Pack



Nurturing Inclusive learning communities



---

## CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital new post of Assistant Head Teacher / SENDCo at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We currently have four academies (Ethos College, Reach Academy, Engage Academy and Evolve Academy) and we have high aspirations for future growth. In addition to the academies, the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees and Wakefield Local Authorities.

Thank you for your interest in Ethos Academy Trust.



Jayne Foster  
CEO, Ethos Academy Trust



---

## HEADTEACHER WELCOME

Dear Applicant

Evolve Academy is based in Wakefield, West Yorkshire and is a part of the Ethos Academy Trust. Evolve Academy is a well-established pupil referral unit in Wakefield, specialising in supporting Key Stage 2/3 pupils with wide-ranging social, emotional and mental health (SEMH) needs.

At Evolve Academy, we believe that all pupils deserve the opportunity to be supported to re-engage with learning and school life. We achieve this within a stimulating, safe and welcoming environment, where the curriculum is personalised to meet the differing needs and interests of all our pupils. Our staff pride themselves on offering a nurture-based approach and a high-quality educational provision that supports pupils to achieve positive outcomes and become ready to move onto further success in their next educational setting.

We are committed to ensuring that our staff are fully equipped to deliver a personalised, aspirational offer that meets the needs of all pupils. We therefore have a comprehensive staff training programme to enable our team to continue to develop their knowledge, skills and practice, with a high focus on supporting all aspects of SEMH needs.

We are seeking to appoint an inspirational Assistant Head Teacher / SENDCo to join our strong and dedicated team. The successful applicant must be dedicated to supporting our young people reach their full potential. I would like to thank you for your interest in Evolve Academy and I look forward to receiving your application.

Thank you for your interest in Evolve Academy.



David Kiss  
Head Teacher, Evolve Academy



# TRUST MISSION

**Nurturing inclusive learning communities:** Focussed on maximising the life chances of all children, Ethos Academy Trust embraces a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths and needs of our pupils, parents / carers, local schools and the wider community.

## ETHOS CORE VALUES

### LEADING with integrity

- Championing honesty and transparency
- Building trusting relationships

### THINKING innovatively

- Finding creative solutions
- Meeting individual need

### IMPROVING continuously

- Raising standards
- Developing strong and effective leaders

### ENCOURAGING freedom and responsibility

- Working collaboratively
- Investing in effective partnerships

### CELEBRATING achievement

- Improving academic progress
- Enriching personal development



**Ethos College** provides long term full time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Additional 1:1 teaching is also available for a small number of pupils across Key Stages 1 to 4 who are referred with medical needs or for those whose needs are more complex.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



**Reach Academy** is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. Some have been permanently excluded from Kirklees secondary schools. A high proportion of children make a successful return to their local or another mainstream school following their time at Reach Academy, while some progress to special school provision in order that their long term needs can be met.

We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



**Engage Academy** is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) who are at risk of permanent exclusion and / or are permanently excluded from a mainstream school. A high percentage of our children have Social, Emotional Mental Health (SEMH) needs along with undiagnosed complex needs. All pupils are assessed whilst with us and the majority receive an Educational Health and Care Plan (EHCP) prior to going to their next school ensuring their needs are met in the future.

We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have a broad, creative curriculum that enables all pupils, regardless of need, to achieve their potential and thrive in their new schools.



---

## WHY WORK FOR THE TRUST?

Ethos Academy Trust is based in West Yorkshire, with all of our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield and Bradford. The proximity of our Academies is such that it lends itself to close and collaborative working.

At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all of the young people within our community at the heart of what we do. Our staff are pivotal in this and also in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for young people.

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff, and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- All employees have the opportunity to access a pension scheme.
- All employees have access to Healthline which includes 24/7 Employee Assistance Programme and services such as physio and counselling for employees and their dependants
- An opportunity to collaborate with colleagues across academies and within the central Trust teams, with other academies and Multi Academy Trusts on a local or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted gift cards.





# STAFF JOURNEY

I started working for Ethos College around eight years ago, as a grade 7 Inclusion Worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was so proud to take up the post of science teacher. Since then I have not looked back!! I am now working in a leadership position, helping to develop our offer to young people educated around the local authority. Working at Ethos College and being a part of the transformation of the lives of our young people is an absolute privilege.

**EMMA GANNON, TEACHER**





A close-up portrait of a man with short brown hair and a light beard, smiling. He is wearing a white shirt and a blue lanyard with 'ETHOS STAFF' printed on it. The background is blurred. The image is framed by a large blue circle on the left and a smaller blue circle on the right.

“

I feel that my views and opinions are valued and that I am trusted to be the kind of teacher I want to be. The support and training I have received has been both timely and relevant. I have been given information that means I follow the Ethos methods when delivering a service whilst having the space and opportunity to use my own initiative and work in a way that suits me.

Staff Testimonial

March 2019



---

## ADVERT FOR ASSISTANT HEAD TEACHER / SENDCo

Assistant Head Teacher / SENDCo, Evolve Academy

Salary: L7-L11, £49,019 - £54,091

Hours: Full time, permanent

### About Ethos Academy Trust

Ethos Academy Trust is located within Kirklees and Wakefield, West Yorkshire. The overarching aim of the Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

In addition to our four academies (Ethos College, Reach Academy, Engage Academy and Evolve Academy), the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees and Wakefield Local Authorities.

### Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils from across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint an inspirational Assistant Head Teacher / SENDCo to join our passionate and hardworking team at Evolve Academy. Evolve Academy is an Alternative Provision for Key Stage 2/3 pupils. The pupils we work with may be experiencing social, emotional and mental or physical health issues.

As a member of the Senior Leadership Team, you will model best practice and to lead on SEND provision. You will carry out professional duties of a Teacher as described in the School Teachers' Pay and Conditions document, including those duties particularly assigned by the Head Teacher.

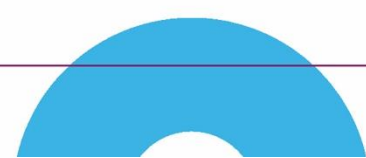
The role will cover our sites in Lupset and Castleford.

Visits to the academy are encouraged. If you have any questions about the role or would like to arrange a visit please contact David Kiss at [dkiss@eat.uk.com](mailto:dkiss@eat.uk.com)

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>

Closing date: 13 October 2021

Interview date: 20 October 2021



---



---

## ASSISTANT HEAD TEACHER / SENDCo

### JOB DESCRIPTION

<b>Job title</b>	Assistant Head Teacher / SENDCo
<b>Location</b>	Wakefield (Lupset & Castleford), West Yorkshire
<b>Hours</b>	Full time
<b>Reports to</b>	Head Teacher
<b>Staff responsible for</b>	Teaching Support Staff
<b>Closing Date</b>	12 noon, Wednesday 13 October 2021
<b>Salary/Grade</b>	L7-L11, £49,019 - £54,091
<b>Job Purpose</b>	As a member of the Senior Leadership Team you will be required to model best practice and lead in the monitoring, evaluating and improving the Quality of Education across the academy. You will be leading professionally, actively promoting effective teaching, to model best practice and to lead on SEN across the academy and across the Trust.



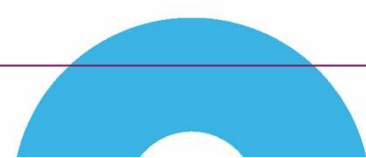
---


## KEY OBJECTIVES AND ACCOUNTABILITIES

### Leadership and Management

- Lead, develop and implement quality assurance processes to monitor and evaluate standards across the whole school and activity model and promote effective teaching and learning.
- Assist the Head Teacher in shaping a vision for the curriculum for all groups of pupils, exemplifying high expectations and with a clear focus on teaching, learning and progress.
- Playing a significant role in setting aims and objectives and in formulating, implementing and reviewing the impact of School Development Plans.
- Inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of pupil discipline, offering guidance and support to colleagues.
- Take a significant role in the implementation of the Trust's Performance Management and Appraisal policies, to secure school improvement and individual professional development.
- Identify and address aspects of training needs for the staff team ensuring that continued professional development has a direct impact on the development of provision outcomes for pupils.
- To make a significant contribution to the academy's continuing professional development programme, including co-ordinating training programmes, delivering INSET and working it individuals and teams in a variety of professional development activities.
- Contribute and lead elements of Academy self-evaluation and developing planning processes.
- Assist the Head Teacher, having a direct impact in raising achievements to the highest-level for all children through uncompromising high ambition.
- Develop, implement and quality assure effective systems of communication, including reports to key stakeholders.
- Take full responsibility for leading and managing a significant aspect of the strategic leadership and performance of the academy under the overall direction of the Head Teacher.
- Teach and undertake the professional responsibilities of the Assistant Head Teacher in accordance with Teachers Pay and Conditions document and as directed by the Head Teacher.
- To assist the Head Teacher in the day to day running of the Academy and deputise in their absence.
- To maintain an informed view of standards and the quality of teaching across the academy by monitoring pupils' work and teachers' planning and teaching.
- To actively promote equality of opportunity by assisting the Head Teacher in ensuring the academy's curriculum provides the best possible education for all its pupils.
- Be a lead professional and positive role model within our community, helping others recognise difference and respect diversity.
- To play a significant role in setting aims and objectives and in formulating the Academy Improvement Plan, taking responsibility for monitoring implementation and impact.
- Have a direct impact in raising achievements to the highest level for all children through uncompromising high ambition of staff and pupils.

### Teaching and Learning

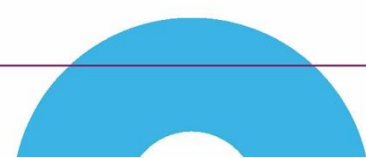
- Strategically lead, develop and manage Quality Assurance processes to monitor and evaluate standards across the Academy and be leading professionally, actively promoting effective learning teaching and learning practices.
  - To carry out teaching duties, as agreed with the Head Teacher, providing a model of excellence for colleagues. A teaching commitment is required for this post.
- 
-

- 
- 
- To provide leadership and support for colleagues (teachers and support staff) with regard to teaching and learning, specialising in the personalised curriculum.
  - To undertake a significant role in maintaining a high standard of pupils' behaviour and discipline, within the framework of the academy policy and supporting staff as necessary.
  - To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline, offering guidance and support to colleagues.
  - To liaise effectively with parents and carers to ensure good relationships between the academy, home and mainstream settings in order to improve teaching, learning and behaviour.
  - Influencing the whole Teaching and Learning Policy to promote aspects of inclusive learning.
  - Leading INSET regularly and where appropriate, this may include chairing and be part of working parties.
  - Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.
  - Collect and interpret assessment data gathered on pupils and use to inform practice.
  - Set the highest possible standards of classroom practice and management as an exemplar to other colleagues.
  - Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.

### **Behaviour and Attitudes**

- Lead on behaviour and attitudes to ensure consistency of behaviour management strategies.
- Lead on the rewards delivered within school to promote positive behaviour and engagement in learning.
- Develop systems for recording and monitoring incidents of behaviour and intervention.
- Collate and analyse data at least termly.
- Create strategies to enable pupils with exceptional needs to remain in the group setting.
- Develop and implement policies to ensure a whole school focus on positive behaviours.
- Work with key staff to ensure restorative strategies are implemented and all necessary plans including support to self-regulate (STSR) plans are in plan, reviewed regularly and implemented effectively.
- Ensure that all staff are TeamTeach trained and that all related procedures are implemented effectively.
- Develop and lead a parent network including training and personal development.

### **Other duties and responsibilities**

- Provide advice to the Head Teacher and CEO relating to resource requirements, the deployment of staff and development priorities.
  - To attend meetings, in accordance with the academy policy and to lead such meetings as required:
  - To prepare and present reports, as required, to LA officers, parents, outside agencies etc.
  - Organising/coordinating INSET to be delivered by other professionals.
  - Disseminate procedural information such as recommendations of SEN support and statutory documentation.
  - To keep abreast of developments in SEN and share knowledge and experience.
  - Participate in training and other learning activities and performance development as required as part of ongoing CPD.
  - Work effectively and professionally with all stakeholders, promoting the Trust positively at all times.
  - Maintain confidentiality always in respect of school-related matters and to prevent disclosure of confidential and sensitive information in line with data protection.
- 
-

- 
- Understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children's welfare at all times.



## PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
<b>Knowledge, Education and Training</b>	Hold qualified teacher status	<b>E</b>
	Hold a National Award in SEN Co-ordination or be prepared to undertake the relevant qualification	<b>E</b>
	Have evidence of recent CPD to fulfil the requirements of the role	<b>E</b>
	Up to date knowledge of understanding child protection issues and procedures	<b>E</b>
	Evidence of post graduate study	<b>D</b>
<b>Relevant Experience</b>	Experience of understanding and the application of Quality First Teaching Principles	<b>E</b>
	Successful experience in a teaching and leadership role, with broad experience of successful whole school responsibility	<b>E</b>
	Have experience of leading, developing, delivering and evaluating effective strategies for learners with SEN, in particular children with SEMH needs with a focus on positive behaviours	<b>E</b>
	Knowledge of Ofsted inspection criteria and processes	<b>E</b>
	Experience of effective leadership and management both within and external to the academy in relation to raising pupils' attainment and academia, school improvement and social outcomes	<b>E</b>
	Experience of leading on staff development initiatives, mentoring staff and taking a lead on systems for managing performance and under performance	<b>E</b>
	Understanding of effective strategies for gaining and maintaining high standards of discipline at whole school level	<b>E</b>
	Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work	<b>E</b>
	Experience of implementing clear policies and practices throughout the school, including monitoring and evaluating their impact	<b>E</b>
	Understanding of how the role of parents and the community in school improvement can be promoted and developed	<b>E</b>



	Experience of improving the quality of teaching and learning through processes of monitoring and support	E
	Experience of initiating and implementing strategies to improve parental involvement in their child's learning	E
	Understanding of current theory and practice of best practice in teaching and learning	E
	Experience of using pupil data and tracking data bases	D
	Contribution to the day to day demands of a Senior Leadership Team	D
<b>Aptitudes, skills and competencies</b>	Ability to provide a model of best practices, through teaching in own or others' settings	E
	Demonstrate leadership qualities, resilience and the ability to enthuse, empower, motivate others and work flexibly as part of a team	E
	Articulate a clear vision for high quality education in an AP context	E
	Effective communication skills both orally and in writing to a diverse range of audiences internally and externally of the academy maintaining an effective network of contacts	E
	To relate well and be responsive to the needs of the pupils with SEMH needs	E
	Work effectively under pressure and ability to prioritise to meet deadlines	E
	Good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions and present school performance and financial data	E
<b>Any additional factors</b>	The post holder may be required to work outside of normal school hours on occasions, be flexible and adaptable in a variety of situations with due notice	E
	Willingness to undergo an enhanced DBS check and sign up to the DBS service on an annual basis	E
	Commitment to ongoing personal training and development	E
	Willingness to work offsite with pupils and families	E
	Full driving licence and willingness to transport pupils on own vehicle and obtain business insurance	E
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	D





---

### Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

### Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

### Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

### GDPR

A copy of our Privacy Notice is available via our website.

[www.eat.co.uk](http://www.eat.co.uk)



---



Nurturing inclusive learning communities

Ethos Academy Trust  
c/o Reach Academy  
Field Hill Centre  
Batley Field Hill  
Batley  
WF17 0BQ