



Assistant Principal- Inclusion Recruitment Pack



March 2023

Dear Applicant

Thank you for responding to our advertisement for the post of Assistant Principal - Inclusion. We are looking to appoint a compassionate and optimistic colleague to join our school and wider Trust community, who will play a role in moving our school to Good and beyond.

Stratton is a vibrant Upper School with around 900 students on roll. Due to considerable housing development within and around Biggleswade, the school is set to grow significantly, including a longer term plan to admit students at Y7 to an overall capacity of 1650 students. We are proud of our large and successful Sixth Form and the breadth of curriculum we are able to offer our post-16 students. In every respect we are a truly comprehensive school with a full ability range. As the only provider of Key Stage 4 and 5 education in the town, our challenge is to move effortlessly between preparing Year 13 students for top universities to working with students who, without our support, would have rejected the concept of education. Our students are our best advertisement, although closely followed by our dedicated, creative and passionate staff.



Stratton Upper School joined Meridian Trust in October 2020. The successful applicant will not only join a strong and growing team at Stratton Upper School but also be part of a wider network across our family of schools.



If you think you can make a contribution to our community of staff and students and would like to work and learn in a continuously improving school and as part of a wider trust, then we would be delighted to receive your application. We ask that letters of application do not exceed two sides of A4.

The closing date for applications is Monday 27th March 2023 – 9am

We hope you will want to work with us and look forward to hearing from you. Whatever your decision, we wish you good fortune in your search for the right post.

Sam Farmer
Principal

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 www.stratton.school

Principal: Mr Sam Farmer, Executive Principal: Mr Andy Daly

Stratton Upper School is part of Cambridge Meridian Trust, a Charitable Company limited by guarantee.

Registered in England & Wales. No.7552498. Registered Office: Gibraltar Lane, Swavesey, Cambs, CB24 4RS





Welcome from our CEO, Mark Woods



Thank you for your interest in joining the Meridian Trust family.

The success and growth of our Trust has been based on remaining focused on some critical principles:

- Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

- We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to our common values, practices, curriculum approaches and operational systems

Since 2011, thanks to the fantastic work of our staff, our Trust has grown from 1 to 28 academies whilst retaining our focus on working within an area that enables easy movement between our schools. From first developing an application in 2007 to open schools in the new town of Northstowe, we have been committed to the vision of being an all-through and all-inclusive Trust. Our Trust currently consists of 14 primary schools, 12 secondary schools and 2 special schools. We are also currently developing 3 free school projects within our region.

Meridian also plays a key role in the wider development of education in the region. We are the home to the Cambridge and Peterborough Teaching School Hub and operate a vibrant Initial Teaching Training provider that trains upwards of 100 teachers annually. In addition, our commitment to the local community as an extension of our village college ethos means that we host a range of activity in our schools, including providing leisure and educational opportunities.

If being part of a dynamic, compassionate and dedicated group who believe we can really improve young people's life chances and opportunities by working together appeals to you, we very much look forward to receiving your application.





A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

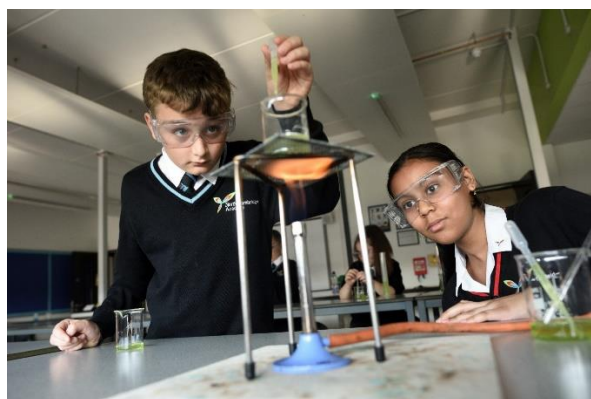
Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

We are currently a family of 28 academies (including 14 primary, 2 special and 12 secondary schools). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. As a lead partner in the Cambridge and Peterborough Teaching School Hub and an ITT provider through the Cambridge Partnership we retain a strong commitment to growing and supporting staff throughout their training and career development. We

have a proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. No trust academy has ever undergone an OFSTED inspection resulting in anything other than an improved outcome. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.





Trust Vision, Mission and Values

Meridian Trust Vision

Meridian Trust exists to provide, support, and champion high-quality education at the heart of local communities.

As members of the Meridian family, Trust academies aim to unite their pupils, families and other local stakeholders around this common purpose to share experience and resources, to improve standards and to maximise our contribution to their wider communities.

Our vision, mission and values guide and bring together each of the Trust's academies.

Our Vision:

High-quality educational provision for all at the heart of local communities.

Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Every child is a successful learner, confident individual, and responsible and employable citizen
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders

Our Values:



Achievement for all

We offer a curriculum that supports all our students. We provide you with the opportunities to maximise your potential in the Trust



Valuing People

Staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported



High Quality Learning Environment

Students develop a lifelong love of learning. We offer you excellent targeted provision for professional development at each career stage



Pursuit of Excellence

Our curriculum stretches and challenges students. You will be similarly encouraged to develop aspirational personal and professional goals



Extending the Boundaries of Learning

We provide a breadth of experience through the curriculum and beyond. Staff can access a range of learning opportunities that go beyond traditional training





Stratton Upper School

Stratton Upper is a 13 to 19 school with a roll of around 900 students. This includes approximately 200 students in our Sixth Form. We are the only upper school serving Biggleswade and the surrounding villages. This has both advantages and responsibilities. Our unequivocal responsibility however, is to ensure that we support the needs of all students within our catchment. It follows that we accommodate students from across the full spectrum of ability and that we are truly inclusive.

A consultation has recently been undertaken by Central Bedfordshire to move school in Biggleswade from three tier to two tier and as part of this consultation CMAT and Stratton Upper School have developed plans for Stratton Upper School to admit students in Year 7 and 8 and continue to provide an excellent sixth form offer for the whole of Biggleswade. The timing of this change is under discussion, but we hope this will be in, or before, 2024.

Information concerning our 2019 exam outcomes can be found on the school website. We are continuing an ambitious programme to raise standards, transform our curriculum and help our students realise what they are truly capable of achieving. Our ambition for school improvement continues with even more purpose, driven by our commitment to open as many opportunities for our students as we can.

To achieve our vision we guide our students to be self-motivated, enthusiastic learners who are equipped and inspired to love learning throughout life as much as we do.

In practice, our approach is based on high expectations, high aspirations and high levels of trust. Our starting point is our working assumption that staff and students alike are committed to personal fulfilment and expect to work in an environment of success and respect.

We recruit professionals who share our vision, knowing that schools thrive on quality relationships between staff and students.

The holistic experience of being a Stratton student is of vital importance to us. Our staff are incredibly giving of their time, which means

we can offer a vibrant, extracurricular range of activities. In 2014, we took part in a humanitarian expedition to Peru, in 2016 students returned from a similar expedition to Borneo and our latest humanitarian visit returned in August 2018 from Costa Rica. Unfortunately, our planned trip to Cambodia in 2020 had to be cancelled.

Performing and visual arts are a strength with regular multimedia exhibitions, drama, music and dance productions. Our sports facilities are excellent and support a full range of individual and team sports and we have recently





partnered with the Norwich City FC Regional Development Programme to offer a football programme to our post-16 students. We also have an ambition and drive to become a centre of STEM excellence within the local authority.

General Information

Our Stratton catchment area incorporates the town of Biggleswade and a number of small villages in the Bedfordshire and Cambridgeshire countryside.

Biggleswade lies on the A1 and mainline railway, making it an ideal town for commuting into London (35 min to King's Cross). Other centres of employment include Cambridge, Bedford, Stevenage, Milton Keynes and Peterborough. Each of these towns and cities are accessible within 45 min travel time from Biggleswade. Employment in Biggleswade has traditionally been in market gardening and engineering. Both these industries still have a presence in the area but are no longer the significant employers they once were.

Biggleswade is set to expand over the coming years. Population is expected to rise by at least 25% and we are already seeing significant economic investment in the town. Biggleswade has been featured in a number of national newspapers as *the* place to live, combining with its strong communication links, reasonable house prices and of course, good schools!

The school is ready for an expected expansion in numbers due to these demographic changes. Our new science centre was opened in September 2017 and has provided the additional 13 classrooms needed.

The welfare and well-being of all members of our community is of central importance and we expect staff, pupils and students to give high priority to the needs of others and their development. The school is known for its strong pastoral care and support for students with special educational needs and disabilities.

We aspire to be a school where learning is fun and fosters the joy of learning within the boundaries of good order and discipline.

Staff Development

Stratton Upper School places a great deal of emphasis on the continual development of its colleagues. We are an outward facing school and play a significant role in the following organisations that are beyond the comprehensive support and professional development delivered through our Trust which can be seen on the CMAT website (<https://www.cmatrust.co.uk/jobs-and-training/career-personnel-development/>) :

The Biggleswade Community Union of Schools (BCUS) an association of all education providers in our area





dedicated to developing seamless education provision from ages 0 to 19;

Central Bedfordshire Upper Schools Heads Group;

Central Bedfordshire Teaching School;

The Academy of Central Bedfordshire, an alternative provision free school established by the Central Bedfordshire Upper Schools;

Cambridge University Department of Education;

Colleagues expect to engage in professional development through a mixture of school-based training, addressing holistic priorities and an individual assessment of needs.

Final Comments

We are fastidious in our recruitment of new colleagues. Potential applicants must share our vision and commitment to providing the very best education to our students that we possibly can and promote our ethos. Applicants must be team players who are able to see how their contribution fits into the bigger picture. They must be dedicated, skilled, highly professional individuals who are passionate about their work and enjoy working with others that share these values.

Choosing to apply for a job is potentially life changing. It is important that we assist you as much as we possibly can in assessing whether we are the right environment for you, as much as we

assess whether you have the right skill set and attitude for us. Please do not hesitate to contact us if you require additional information, or would like to visit us as part of your application process

Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

Benefits:

Working with us brings with it a range of attractive benefits, including;

- Generous employer contributions to Local Government or Teacher Pension Scheme
- Free on-site parking
- Eyecare vouchers
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support to staff
- Cycle to work scheme
- Reduced staff membership to the facilities at Academy Leisure, Sawtry
- Free tea and coffee making facilities
- Generous sick pay and annual leave





Ann Hunt

AHunt@stratton.school

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure.

We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships.

Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.

How to apply

To apply please complete the online form on the TES. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date:

Monday 27th March 2023 – 9am

Shortlisting Date: Monday 27th March

Interviews: Wednesday 19th April 2023

For any questions about the application process please contact:

JOB DESCRIPTION

Job Title:	Assistant Principal – Inclusion
JD Reference:	
School/Academy:	Stratton Upper School
Salary:	Leadership Spine 11-15
Responsible to:	Principal

Role:	<p>Support the Principal and Vice Principal with the leadership of the Academy.</p> <ul style="list-style-type: none">• SEND Leadership (to be the named SENCo)• Appropriate Provision Strategic Oversight• Inclusion Strategic Oversight, including LAC and PP
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Purpose of job:

Day to day running of roles and responsibilities within the Senior Leadership Team.

Determine the strategic development of special educational needs (SEN) policy and provision in the school and be responsible for day-to-day operation of the SEN and Inclusion policy and co-ordination of specific provision to support individual pupils with SEN or a disability

Provide professional guidance to colleagues, working closely with staff, parents and other agencies

Contribute to the overall leadership and management of the Academy and be active in promoting its aims, supporting its ethos that promotes achievement and high standards.

Responsibilities and Accountabilities:
Assistant Principal:

- Support the SLT in establishing a vision for the future of the school and partnerships, demonstrating inspirational leadership.
- Play a lead role in the Academy improvement planning process, taking account of the agreed priorities of the Academy and how these link with national and local initiatives.
- Contribute to the identification of key areas of strength and weakness in the Academy.
- Work to a high standard in implementing agreed policies, priorities and expectations, so to set a good example to other colleagues.
- Promote a culture of teamwork, in which views of all members of the Academy are valued and considered.
- Be a key member of the Leadership Team, contributing to the leadership, management and development of the Academy.
- Deputise for the Vice Principal and take responsibility for the everyday running of the Academy in their absence.
- Attend SLT and Academy Council meetings, supporting in the leadership, management and development of the Academy.
- Be a visible presence around the Academy including the duties and assembly rotas.
- Line manage a Senior Tutor ensuring that their team of tutors and associate staff are professionally managed, effectively led and focussed on high quality provision and outcomes.
- Line manage Curriculum Leaders ensuring that their areas of responsibility are well managed, effectively led and focussed on high quality provision and outcomes.



- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.



- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
 - Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
 - Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
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Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage Inclusion effectively to ensure a good and safe learning environment:

- Have clear routines and expectations for inclusive classrooms
- Support staff with regular CPD



- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.



Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: January 2023



Person Specification

Person Specification – Assistant Principal	<p>Assessment Key:</p> <p>A = Application Form</p> <p>I = Interview</p> <p>RE = Reference</p> <p>AS = Assessment</p>
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Education and Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status.	✓		A
2	Good educational background including a good Honours Degree or equivalent.	✓		A
3	Evidence of continuing professional development.		✓	A/I
4	Hold the National Award for SEN Co-ordination, or confirm a willingness to complete it within 3 years of appointment	✓		A
Experience		Essential	Desirable	Assessment
	Excellent classroom practitioner.	✓		A/I/RE/AS
	Excellent subject knowledge.	✓		A/I/AS
	Sound knowledge of the SEND Code of Practice	✓		A/I/RE/AS
	Experience of conducting training/leading INSET	✓		A/I/AS
Knowledge and Skills		Essential	Desirable	Assessment
	Evidence of both curricular and pastoral responsibilities.	✓		A/I/RE/AS
	Understanding of and commitment to teaching standards.	✓		A/I/RE
	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE
	Ability to contribute to team meetings and contribute ideas.	✓		A/I/RE
	Ability to plan and evaluate interventions	✓		A/I/RE
	Effective data analysis skills and the ability to use data to inform provision planning	✓		A/I/RE



Personal Qualities		Essential	Desirable	Assessment
	High personal standards in terms of attendance, punctuality and organising workload.	✓		I/RE/AS
	Willingness to undergo further training and development.	✓		I
	Excellent interpersonal and communication skills.	✓		I/RE/AS
	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/RE/AS
	Positive and enthusiastic approach towards work.	✓		I/AS
	Professional approach when dealing with all issues, students and staff.	✓		I/AS
	Clear, fully inclusive, educational philosophy.	✓		A/I/RE
	Commitment to continual improvement and challenging norms.	✓		A/I/AS
Child Protection		Essential	Desirable	Assessment
	Support the Academy policies on safeguarding and child protection.	✓		A/I
	Advanced training in safeguarding/ Safeguarding as part of a leadership team		✓	A/I
	Safer Recruitment Training, or demonstrates a willingness to be trained	✓		A/I
Other		Essential	Desirable	Assessment
	Flexibility of working hours	✓		A/I



