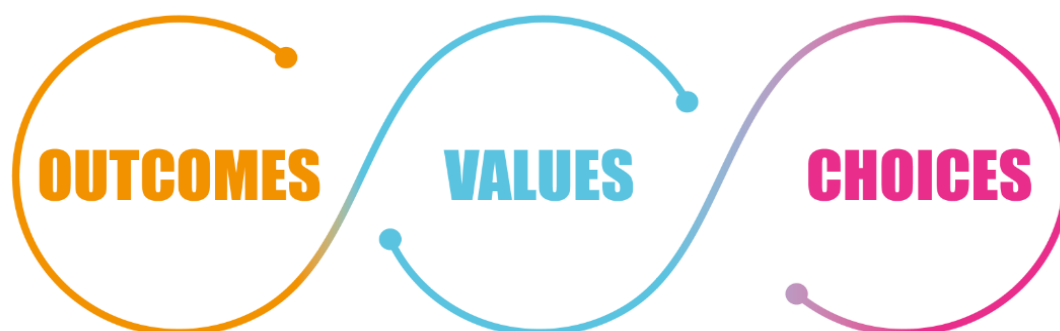




**Ormiston
Sheffield**
Community Academy

Assistant Principal - SENDCO

Candidate information



Welcome

Ormiston Sheffield Community Academy is a popular and oversubscribed 11-18 mainstream school. We are part of the Ormiston Academies Trust, joining the Trust in 2009. The school is a larger than average secondary school and has an annual intake of 240 students in each year group. The school is oversubscribed with waiting lists for each year. Our core drivers of outcomes, values and choices are at the heart of our daily actions and interactions. Our aim is simple; by rigorously instilling our values, students achieve positive outcomes enabling them to make considered life choices which open doors to the opportunities they deserve.

Our team shares the vision. We all work to make a difference for our students every day. We pride ourselves on building strong relationships based on mutual respect, at all levels. Our relentless desire to deliver high quality teaching and pastoral support combined with an array of opportunities both inside and outside of the classroom, enables our students to develop the knowledge, skills and character to lead successful, fulfilling lives.

All students have access to a wide range of extra-curricular activities with every student being encouraged to get involved and to fulfil their passions and talents; the programme includes sport, the arts, homework and study clubs, and the Duke of Edinburgh (DofE) award scheme, as well as social action projects through the OAT #WeWill programme.

Ormiston Sheffield Community Academy is the first and only school in Ormiston Academies Trust to be awarded Artsmark Platinum Award and in Walsall since 2015 and one of only 9 schools nationally to get the Artsmark Platinum award in 2022. The school also has a partnership to be one of only three schools in the country to collaborate with the National Theatre and to be pioneers with their School Touring Partnership.

Thank you for the interest you have shown in the position of Assistant Principal – SENDCO at Ormiston Sheffield Community Academy. I hope this information pack will be helpful and convey exactly what we are looking for – an exceptional SENDCO who shares our vision and is fully committed to excellence for all of our students and their families.

Mr Michael Riley
Principal

Our Vision and Values

We create a safe and happy environment where students are nurtured academically, socially, and emotionally so that they are ready to tackle academic challenges and have the values to become responsible members of our society.

Outcomes:

- We educate our students to understand that 'outcomes' means academic attainment and progress, development of values and character and progression to their preferred destinations.
- We support our students to achieve academic qualifications that empower them to seize opportunities and advance to the next stage of their chosen educational journey.
- We empower our students to have the knowledge, skills, personal traits and experiences in order to seize career and life opportunities.

Values:

- We are ready, respectful and responsible.
- We are honest. We do what we say we'll do and do not make excuses.
- We are a team. Helping a member of our team is helping ourselves.

Choices:

- We develop our students to have the strength of character and courage to do the right thing because it is the right thing to do.
- Our values support our students to make the life choices that will have a positive impact on their future and contribution to society.
- Being outcome focused and values driven, students take responsibility for their learning and actions which opens doors for them to have a breadth of choices when they leave school.
- Our mission is simple: we aim to raise achievement, remove barriers to learning and most importantly, open doors for our young people to allow them to have the life choices and opportunities that they deserve.
- Our students will become confident, motivated, skilled and happy learners, inspired, supported and challenged to achieve success.

Our ethos

At Ormiston Sheffield Community Academy we are committed to delivering our core drivers of 'outcomes, values, choices' and firmly believe that these are central to our success in developing an ever improving school for each and every one of our students. We have high expectations and ambitions for our students:

- To challenge social and economic disadvantage.
- To make the difference for our students so they can thrive and prosper throughout life.

We pride ourselves on celebrating difference and working together as a team. We want all our students to take pride in their appearance, be caring, honest, resilient and to work hard to achieve their personal best. We want every Ormiston Sheffield Community Academy student to make a positive contribution to the communities in which they work and live.

Our mission is simple: we aim to raise achievement, remove barriers to learning and most importantly, open doors for our young people to allow them to have the life choices and opportunities that they deserve.

Our students will become confident, motivated, skilled and happy learners, inspired, supported and challenged to achieve success.

Our sponsor

Ormiston Academies Trust (OAT) is a leading, not-for-profit, multi-academy trust which has been sponsoring primary and secondary academies across the country since 2009, and which champions the academic achievement and all-round development of the young people it serves. OAT's vision is to provide pupils with access to the highest academic, social and practical skills required to achieve their full potential. Working across the country in over 40 academies, OAT's sole purpose is to provide OAT pupils with excellent learning opportunities, both inside and outside the classroom. It has always tackled the toughest challenges in education and is now moving to the next level, so that even more children and young people can benefit from the high-quality education within the network. OAT has a central office in Birmingham and works closely with its academies throughout England, clustered into north, east, west, south and alternative provision/special regions. There is also an additional office in Wolverhampton situated at Ormiston NEW Academy. The senior team has a proven track record of designing and executing high-quality education at national, regional and institutional levels. This team is overseen by a board with a wealth of national experience and expertise in business and education policymaking, delivery, governance and finance.

Strong and aspirational leadership is central to our academies' success, and OAT has always developed new leaders from within, with nearly a third of OAT academy leaders being home-grown. Additionally, to enhance the strength of our own talent, we recruit high-quality, external academy leaders with experience of raising aspirations, and ensuring the highest standards of performance and behaviour. OAT is also proud to have several academy leaders nationally recognised for their excellence, including national leaders in education. Achievement is always locally led but regionally and nationally governed, encouraged and supported, and the OAT approach seeks to combine a highly specialised hub with inspirational regional and institutional leadership. Individual academy leaders are trusted to make decisions based on their expertise and knowledge of their school. The small and expert central team works closely with academy principals and local governing bodies directly through a wide network of regional and local advisors.

OAT has a strong commitment to the continuing professional development (CPD) of all staff, including our principals. Our comprehensive regional and national CPD offer is designed to develop and retain talented staff in our schools. We run many CPD development networks, specialist training, briefings, meetings and forums/events at all levels to share information and best practice. Our CPD programme is built around emerging needs, subject specific content and leadership development, with all programmes involving explicit discussion, reflection and research. National training is available at all levels with the opportunity for principals to complete the NPQH and NPQEL programmes, as well as being involved in regional and trust wide school improvement projects. The Trust recognises the importance of training and investing in our own teachers and offers the Initial Teacher Training (ITT) programme through The OAKS and fully supports the early career framework, through its hubs. OAT is one of the leading academy sponsors in the country and is playing an increasingly significant role in the development and delivery of the education strategy nationally. With the school's academy status, successful applicants will be able to contribute to the further development of the network, as well as leadership of their own academy.

OAT is part of Ormiston Trust, a national charity formed in 1969 to improve the life-chances of children and young people so they can fulfil their potential and lead happy and productive adult lives. To find out more about OAT, please visit the website at www.ormistonacademiestrust.co.uk.

Assistant Principal-SENDCo – Full Time, Permanent (L16-L20)

£64,225 - £70,773

Ormiston Sheffield Community Academy

Closing Date – 12pm, Friday 29th September 2023

Ormiston Sheffield Community Academy is looking for an energetic and dynamic Assistant Principal that will work to ensure that all Sheffield students receive the very best support and education possible to meet their individual needs.

The role is offered as an Assistant Principal ensuring that the needs and interests of SEND students are represented in every decision made. The role will be ideally suited to someone who is well informed by current educational research and practice, understanding how to maximise impact in an inclusive way.

As an Assistant Principal the role also requires you to support the leadership of the academy, being a presence around the building and helping to create the climate for outstanding teaching and learning. You will work closely with SLT in the development of the academy improvement plan and in self-evaluation activities. The role reports to the Vice Principal for SEND and Inclusion.

All students at Ormiston Sheffield Community Academy receive the full curriculum entitlement. As SENDCo, the successful candidate will work closely with the Assistant Principal: Teaching and Learning to provide strategies and training for classroom teachers to ensure that their pedagogy meets the needs of all.

The core purpose of this role is in helping the academy develop our SEND provision. Whilst there is an expectation to be teaching as part of the role, the subject you offer is not a limiting factor.

This is an ideal opportunity for career progression, and a chance to lead the way in developing highly effective approaches to SEND provision.

To arrange an informal discussion about the post or to visit the academy please contact Mrs Stokes, the Headteacher's PA, at H.Stokes@scacademy.co.uk or on (01922) 685777.

Please submit your application through the OAT careers page: <https://oatcareers.co.uk/>

Your letter of application/supporting statement should be included within the electronic form at the section entitled "cover letter/personal statement". Please ensure that you address the selection criteria detailed in the person specification earlier in this pack.

Job Description:

Post Title	Assistant Principal - Special Educational Needs and Disability Coordinator (SENCO)
Purpose	<ul style="list-style-type: none"> To provide professional leadership and management of staff within the SEND department and wider academy. To work with senior and middle leaders to monitor, evaluate and improve the quality of education and raise achievement across the academy for students with SEND. To work with senior and middle leaders to provide effective personal development and improve behaviour, attitudes and attendance of students with SEND. To be involved in the development of a whole academy self-evaluation process. Helping to formulating the aims and objectives of the academy. Establishing policies for achieving these aims and objectives. To deliver high quality lessons as a teacher and secure outstanding progress and engagement for all students. Support with the day-to-day management of the academy.
Reporting to	<ul style="list-style-type: none"> Vice Principal-SEND and Inclusion
Line managing	<ul style="list-style-type: none"> SEND Team plus other relevant personnel within academy as directed by the Principal.
Liaising with	<ul style="list-style-type: none"> Leadership group, curriculum leaders, Key Stage progress co-ordinators, Year group progress co-ordinators and relevant staff with cross-academy responsibilities, relevant non-teaching support staff, LEA staff, parents, Governors, Partner academies and all stakeholders.
Core Duties	<ul style="list-style-type: none"> With the Principal, SLT and staff of the academy develop a strategic plan for the academy over the next 3-5 years. To lead the strategic development of the academy's SEND provision Secure accountability. To implement all relevant partnership and academy policies. To determine academy policies for students with SEND, medical needs and EAL. To ensure all statutory responsibilities are carried out for students with SEND. To lead the creation of the SEND Development Plan and its implementation. To contribute to the implementation of the Academy Development Plan. To produce the SEND Information report annually and provide feedback to Governors as required.
Leading across the academy.	<ul style="list-style-type: none"> To develop strategies for raising achievement and achieving excellence with SEND students. To develop a culture of personalised learning within the academy. To implement the use of new and emerging technologies to support teaching and learning for SEND students. To develop strategies for ensuring inclusion, diversity and access. To use research evidence to inform teaching and learning. To implement strategies for developing effective teachers. Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.

	<ul style="list-style-type: none"> • To work with middle leaders to support collaborative planning so teachers produce high quality lesson plans with supporting resources that meet the needs of students with SEND. • To share best practice in curriculum planning so teachers learn from the effective practice of others. <p>Committed to:</p> <ul style="list-style-type: none"> • The raising of standards for all in the pursuit of excellence. • The continuing learning of all members of the academy community. • The entitlement of all students to effective teaching and learning. • Choice and flexibility in learning to meet the personalised learning needs of every child. <p>Able to:</p> <ul style="list-style-type: none"> • Demonstrate personal enthusiasm for and commitment to the learning process. • Demonstrate the principles and practice of effective teaching and learning.
Monitoring and evaluation	<ul style="list-style-type: none"> • To monitor and evaluate academic and pastoral provision for students with SEND across the academy. • To provide feedback and support to Curriculum Leaders to improve academic provision for students with SEND in the academy • To provide feedback and support to Progress Co-ordinators to improve pastoral provision for students with SEND in the academy. • To ensure all key documents and policies relating to meeting the needs of students with SEND are read, understood and acted on by all
Teaching and learning	<ul style="list-style-type: none"> • To work with middle leaders to monitor and evaluate the quality of teaching and learning to ensure it leads to high levels of progress, engagement and enjoyment for students with SEND. • To provide regular training for all teaching staff on how to effectively meet the needs of students with SEND. • To deploy SEND Practitioners and Apprentice SEND Practitioners to meet the Education and Health Care Plans (EHCPs) and provide the most effective support for teaching, learning and engagement for students with SEND, those with low prior attainment or eligible for the student premium.
Assessment	<ul style="list-style-type: none"> • To use student voice to evaluate the impact of assessment on students with SEND to ensure students know their strengths (WWW), areas for improvement (EBI) and they act on the feedback they receive to improve (DIRT). • To monitor progress, behaviour, attendance and engagement using information on the Academy Information Management System (SIMS) through class charts.
Academic and pastoral support	<ul style="list-style-type: none"> • To coordinate the provision of small group intervention lessons and mentoring by Teaching Assistants and Teachers to raise achievement, improve behaviour, attitudes and attendance of students with SEND.

Performance and line management	<ul style="list-style-type: none"> • To lead the recruitment process for Apprentice, SEND Practitioners and SEND Practitioners and ensure the effective induction of new staff in the department. • To undertake Performance Management reviews for SEND Practitioners and Support Staff in the SEND department. • To ensure staff development needs are identified and that appropriate provision is in place to meet their needs. • To be responsible for the day-to-day management of staff in the SEND department and act as a positive role model. • To promote teamwork and to motivate staff within the SEND department and staff working to support students with SEND across the academy.
Communication	<ul style="list-style-type: none"> • To ensure effective communication with parents of students with SEND, medical needs and EAL. • To undertake referrals to outside agencies as required and work in collaboration with education, health and social care agencies. • To organise effective transition between Years 9 and 10 and Years 11 and 12 for students with SEND, medical needs and EAL.
Classroom teacher	<ul style="list-style-type: none"> • To deliver high quality lessons as a teacher and secure outstanding progress and engagement for students in own classes.
Safeguarding	<ul style="list-style-type: none"> • To promote and safeguard the welfare of children and young persons you are responsible for or come into contact with. • To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • To be aware of, support and ensure equal opportunities for all. • To contribute to the overall ethos, work and aims of the academy.
Additional duties	<ul style="list-style-type: none"> • To play a full part in the life of the academy community, to support its vision, mission and ethos and to encourage staff and students to follow this example. • Every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Variation in role

This job description is current at the date shown below, but in consultation with you, may be changed by the Headteacher to reflect changes to job or academy priorities, commensurate with the grade and job title. The duties specified above are therefore neither exclusive nor exhaustive and may change over time.

Equality, diversity and inclusion

The academy is committed to equality and diversity for all members of staff. The academy will take action to discharge this responsibility, but many of the actions rely on individual staff members embracing their responsibilities with commitment and ensuring a positive and collaborative approach to equality and diversity. This requires all staff to support initiatives on equality and diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to the academy, with an all-inclusive approach that celebrates differences.

Ormiston Shelffield Community Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person Specification:

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good honours graduate • Qualified Teacher status • The National SENCo Award 	<ul style="list-style-type: none"> • Evidence of substantial professional development in preparation for assistant headship.
Experience	<ul style="list-style-type: none"> • Successful teaching experience, including experience of at least of working in a mainstream 11-16/ 18 setting. • Significant whole academy responsibility at middle leadership level. • Experience of raising standards, expectations and achievement. • Experience and knowledge of effective teaching and learning strategies for students with SEND. • Experience of securing high standards of attainment and achievement for all students including those with SEND. 	<ul style="list-style-type: none"> • Special Educational Needs Coordinator in a secondary. • Knowledge of the development of Teaching & Learning. • Experience of planning for academy improvement with a clear commitment to audit and monitoring.
Skills	<ul style="list-style-type: none"> • An excellent classroom practitioner. • Effective communication skills both written and oral. • Ability to motivate, lead and inspire staff and students, and to work effectively with all the academy's key partners. • Ability to delegate. • Ability to use IT as a management tool. • An aptitude for curricular development based on understanding of pedagogy. • Show clarity of thought and ability to analyse 	<ul style="list-style-type: none"> • Experience of working with governors and an understanding of their role. • An aptitude for creative management.
Personal qualities	<ul style="list-style-type: none"> • Have a vision and the ability to innovate. • Be committed to a fully inclusive academy. • Ability to cope resiliently with the duties and responsibilities of the post. • High levels of personal ambition, motivation and commitment. • Ability to demonstrate sound and balanced judgement, decisiveness and flexibility. • Enthusiastic and positive outlook. • Sense of humour. 	

This position is subject to an enhanced Disclosure and Barring Service Check and suitable references for the successful applicant.



Ormiston Sheffield

Community Academy

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