

Assistant Principal SENDCo

Application Pack

The Nicholas Hamond Academy,
Swaffham

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01. About Academy Transformation Trust

Our Mission

Transforming lives by *putting education first*.

Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.

Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.

Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

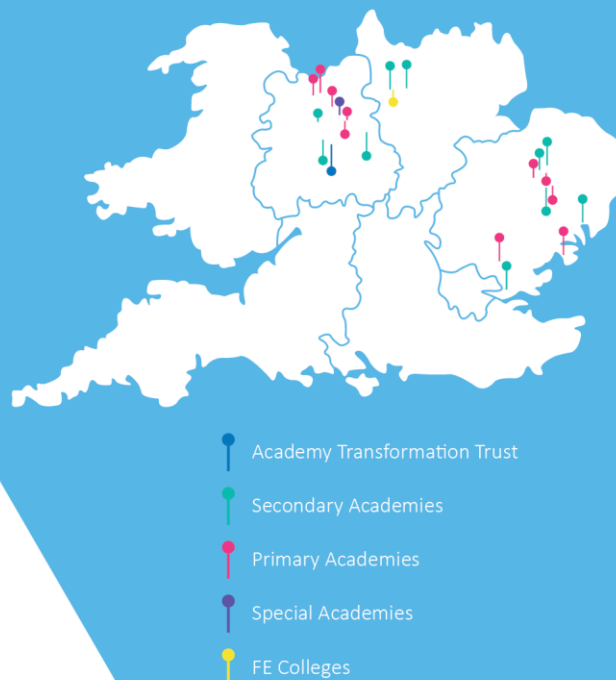
To learn more about our story/journey, please read our [ATT Magazine](#)

Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 21 academies (primary, secondary, post 16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

Strategic Aims

- To plan and deliver a curriculum which enables students to reintegrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience.
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims.
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance.



ATT | 21 Academies

Local Authority Areas | 10

Staff | 1720

Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 10
Members | 4

Finance

£78 million in funding and other income

ATT Institute | 38 Leadership Development Pathways across all our directorates

Headline Performance Measures

- **Record progress scores** for many of our academies in 2019.
- **Rising Attainment 8** and **Progress 8** rates for three years running across all secondary academies.
- **Rising Key Stage 5 average points scores** across all academies for three years.

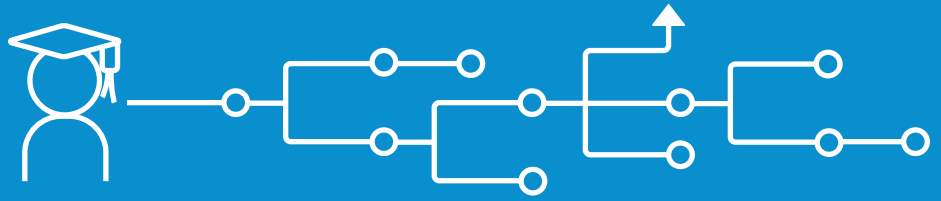
Academy
Ofsted
Ratings

18 Good

2 Requires Improvement

1 Inadequate

02. Career Testimonials



Donovan Stansbury | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Martin Sexton | Lead for Computer Science and STEM Coordinator

Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Nicola Powling | Faculty Leader, Humanities

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.

Cat Rushton | Director of ATT Institute

ATT has offered me the exciting opportunity to experience a wider scope of influence over academies, to collaborate with other leaders, and to work with a range of colleagues and stakeholders in various contexts.

03. Academy Information



Rated as 'Good' by Ofsted in January 2022, here at The Nicholas Hamond Academy, we are "determined to be the best that we can be".

As a team, we are dedicated to delivering a high-quality education that enables students to make rapid progress and achieve transformational academic targets. We have high expectations of our pupils and every student matters to us.

We work closely with our local community, including parents and carers, who actively support the work we are doing to achieve and maintain the highest possible standards.

At TNHA we aspire to provide every member of our community with the opportunity to be the 'best that they can be', by offering experiences that encourage the development of high attaining, self-confident, resilient, tolerant, and happy young people.

We are 'one team' - students, staff, governors, and parents - committed to working together to achieve our aim.

More than just an academy, we're a true community resource, as the only secondary school in the area. We enjoy a genuinely stunning location, close to Norwich and the A1 but surrounded by beautiful countryside and not far from some of the best beaches in Britain.

This is the kind of place where people set down roots, so it's little surprise that our staff turnover is remarkably low.



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

[Click to Learn More](#)

Transformational Teaching

[Click to Learn More](#)

Transformational Services

[Click to Learn More](#)

Professional Development at ATT:

04. The ATT Institute

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description



Assistant Principal SENDCo

Reporting to: Principal

Responsible for: SENDCo

Main Purpose

The Assistant Principal, under the direction of the principal, will take a role in:

- Formulating the aims and objectives of the academy
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the academy's aims and objectives
- The Assistant Principal will also have a timetabled teaching commitment of up to 50% complying with the teachers' standards and modelling best practice for others.
- They may also be required to undertake any of the duties delegated from the Principal.

Duties and Responsibilities

Leadership

Under the direction of the Principal or Vice-Principal:

- Support the Principal and Vice Principal in the day-to-day management of the academy.
- Communicate the academy's vision compellingly and support the Principal's strategic leadership.
- Lead by example, focusing on providing excellent education for all pupils.
- Lead on particular whole-academy strategies and policy areas.
- Build positive relationships with members of the academy community.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet own needs.

Managing Staff

Under the direction of the Principal or Vice-Principal:

- Assist with the selection and recruitment of new teaching staff.
- Performance manage middle leaders, including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance.
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge.

- Commit to their own professional development, proactively identifying development opportunities.

Modelling Best Practice for Teachers

- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct.
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others.
- Systems and Processes.

Under the direction of the Principal or Vice-Principal:

- Ensure that the academy's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safe-guarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Work with the governing board as appropriate.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Support distribution of leadership throughout the academy.

Other Specific Areas of Responsibility

The SENDCO, under the direction of the Principal/Vice Principal, will:

- Develop and lead on outstanding teaching and learning for students with Special Educational Needs or Disabilities (SEND).
- Determine the strategic development of special educational needs (SEND) policy and provision in the academy.
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- The SENDCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND across the academy, monitoring and reviewing the quality of provision.
- Lead on implementation of the academy's SEND policy in line with the SEN Code of Practice and current legislation.
- Contribute to the academy evaluation and improvement planning, particularly with respect to provision for pupils with SEND.

- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the academy improvement plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the academy's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support.
- Advise on the use of the academy's budget and other resources to meet students' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools and academies, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for pupils with SEND.
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness.
- Attend the ATT SEND SDG and work with the other SENCOs/SEND COs in ATT.

Support for pupils with SEND

- Identify a student's SEND.
- Co-ordinate provision that meets the student's needs and monitor its effectiveness.
- Secure relevant services for the student.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan with parents or carers and the student.
- Communicate regularly with parents or carers.
- Ensure that if the student transfers to another school or academy, all relevant information is conveyed to it, and support a smooth transition for the student.
- Promote the student's inclusion in the academy 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 SEND.

Leadership and management

- Work with the Principal and Local Academy Committee (LAC) to ensure the academy meets its statutory responsibilities.
- Prepare and review information the LAC is required to publish.
- Contribute to the academy improvement planning and whole-academy policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the academy's SEND policy.
- Promote an ethos and culture that supports the academy's SEND policy and promotes good outcomes for pupils with SEND.
- Lead and manage teaching assistants working with pupils with SEND.
- Lead staff appraisals and produce appraisal reports.

- Review staff performance on an ongoing basis.

General

- To carry out related duties in relation to whole academy pastoral policies to ensure the safety and well-being of students.
- To attend relevant pastoral and curriculum meetings to ensure that staff are aware of the needs of students.
- To undertake a share in general supervisory duties in accordance with the academy's organisation of duty rosters.
- To attend relevant parental events to ensure that staff are aware of the needs of students.

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow academy policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal.

06. Person Specification



Assistant Principal SENDCo

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> • Qualified teacher status. • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment. • An honours degree (or equivalent). • Evidence of continuous professional development. 	
Experience	<ul style="list-style-type: none"> • A proven track record working as a successful Middle Leader in one or more secondary school. • A proven track record of providing vision and leading change and effective improvement strategies to raise standards for students of all abilities. • Line management experience. • Evidence of work with colleagues to support students with SEND. • Involvement in self-evaluation and development planning. • Experience of conducting training/leading INSET. 	<ul style="list-style-type: none"> • Experience of conducting training/leading INSET. • Experience of leading a team in a curriculum or pastoral initiative. • Experience of leading and line managing colleagues in an organisation. • Experience of working at a whole-academy level.
Competencies	<ul style="list-style-type: none"> • Excellent and effective communications (including written, oral and presentation skills) and interpersonal skills. • Ability to work effectively as part of the Academy team and with Governors, Sponsors, students, parents/carers, stakeholders, and partners beyond the education sector. • Sound knowledge of the SEND Code of Practice. • Strategies for meeting SEN in a mixed ability class situation. • Good understanding of curriculum and pedagogical issues related to extending pupil performance. • Understanding of what makes 'quality first' teaching, and of effective intervention strategies. • Ability to plan and evaluate interventions. 	

	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to inform provision planning. • Ability to build effective working relationships. • Ability to influence and negotiate. • Good record-keeping skills. • Be able to present clearly to a wide range of audiences. • Good communication skills, both written and oral. • Excellent classroom practitioner. 	
Values	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school. • Commitment to equal opportunities and securing good outcomes for pupils with SEND. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality. • Willingness to address challenging issues with clarity of purpose and diplomacy. 	
Other	<ul style="list-style-type: none"> • Highly approachable, very grounded and makes sensible judgments. • Mature approach to emotionally demanding work. • Relishes accountability and takes personal responsibility for their own actions. • Able to build trust and mutual respect between pupils, families, and staff. • Strong interpersonal written and oral communication skills. • Able to work flexibly as a member of a team. • Clear understanding of health and safety requirements. • Adaptable to change. • Demonstrable good organisation skills. • Ability to use ICT effectively in a professional environment. 	

07. How to Apply

Assistant Principal SENDCo

Applying:

Please apply by visiting
www.academytransformationtrust.co.uk/vacancies



Status:

Full Time
Permanent

Salary:

Pay Scale: L11 – 15
Actual Salary: £56,796 - £62,561
(Pending pay award)



Closing Date:

28 November 2023 at 9am

Start Date:

01 April 2024



Interviews:

To be confirmed



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