



THE PRIORY
LEARNING TRUST

RECRUITMENT PACK ASSISTANT PRINCIPAL – SENDCO



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ABOUT OUR TRUST

The Priory Learning Trust (TPLT) is a Multi-Academy Trust (MAT) of primary and secondary schools in the South West of England. The Trust was established in August 2016 and currently comprises of three secondary schools, five primary schools and four early years settings. We are a cross-phase MAT with academies across the age range from nursery to sixth form.

	Academy	Age Range	Website
1.	Priory Community School Academy (includes Priory Pre-School)	11-16 years 2½-4 years	www.pcsa.org.uk
2.	Worle Community School Academy	11-16 years	www.worle-school.org.uk
3.	The King Alfred School Academy (includes Sixth Form Centre)	11-18 years	www.tkasa.org.uk
4.	Castle Batch Primary School Academy	4-11 years	www.castlebatch.n-somerset.sch.uk
5.	St Anne's Church Academy (dual site) (includes Little Learners Nursery @WW)	2-11 years	www.stanneschurchacademy.co.uk
6.	Pawlett Primary School Academy	4-11 years	www.pawlettprimaryschool.co.uk
7.	East Huntspill Primary Academy (includes Little Learners Nursery @EHPA)	2-11 years	www.huntspillfederation.co.uk
8.	West Huntspill Primary Academy (includes Little Learners Nursery @WHPA)	2-11 years	www.huntspillfederation.co.uk

TPLT grew from an intent to bring the power of partnership and sharing to bear and provide a first-class education to a wide range of children, from all backgrounds.

At our heart is a passion to put 'Students First' and deliver exceptional education; beyond outstanding for every single child. We do this with a relentless drive for academic excellence, shared moral purpose and values combined with lots of fun and happiness. We believe that happy schools are also high-achieving, successful schools.

We strive for partnerships between students, families, staff and the wider community to create exceptional student outcomes. We also 'cherish' our staff. We believe they are amazing and are passionate to empower them through support, training, and career opportunities. With such brilliant people all aiming for the same goals, we are able to ensure every student achieves all that they are capable of and more, regardless of their background. Alongside this, we have a commitment to our local families and therefore we serve our communities well. We truly believe in Students First, Cherishing Staff and Serving Communities.

TPLT is also a successful Training School Alliance. In 2016 it was awarded the prestigious National Teaching School status - a rare accolade after it fulfilled a wide range of criteria in training teachers and supporting other schools. To become a Teaching School Alliance (TSA), academies must be judged outstanding or good and have a proven track record of delivering exceptional teacher training and supporting other schools. This has been a great foundation on which to build for excellence. We know that this key focus on staff development will deliver exciting and effective learning to our children and young people.

Trust dimensions at September 2021:

Students on Roll: circa 5000 **No. of Staff:** circa 765

JOB ADVERT

ASSISTANT PRINCIPAL – SENDCO AT WORLE COMMUNITY SCHOOL – AN ACADEMY

Hours: Full Time

Grade: Trust Leadership Grade L10 – L14 ()

Contract Type: Permanent

Start Date: 1 September 2022

The Priory Learning Trust (TPLT) is looking to recruit an Assistant Principal to join our leadership team at Worle Community School – an Academy (PCSA) from 1 September 2022. We need an exceptional leader with the ability, passion and enthusiasm to develop, promote and support the vision and direction of the school enabling it to build success through high quality education for all.

WCSA is a thriving 11-16 mixed comprehensive school with 1300 students on roll based in Weston-super-Mare. We are on an exciting journey and we are looking for someone with passion and drive to join our leadership team. We are an aspirational school who are fully dedicated to developing every child to reach their full potential, irrespective of their ability. This is an excellent opportunity for a passionate and talented professional to join a thriving school and work with students who deserve the very best.

To be considered for this role you should have:

- A deep commitment to the education, safeguarding and well-being of children and young people;
- Educated to degree level and QTS;
- National Award for SEND Coordination
- Extensive experience working across the secondary age range;
- Exceptional knowledge of secondary education and how children learn;
- Passion for quality curriculum design leading to positive outcomes for all children;
- Proven ability to lead effectively ensuring that everyone is encouraged to excel;
- Excellent communication skills.

This is an exciting opportunity for an inspirational leader to work within our growing Trust and provide excellent leadership within this great school in the next part of their exciting journey. For further information, please see our school website <https://worle-school.org.uk/> and our Trust website <https://thepilt.org.uk>

For an informal discussion and to arrange a visit to look around the school please contact Tracy Humphries, Principal's PA, via the School office on 01934 510777.

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Neville Coles
CEO

For further information on the benefits of working with The Priory Learning Trust, please see the relevant [page](#) on our Careers Hub.

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

All paid positions which involve working regularly within academies are exempt from the Rehabilitation of Offenders Act 1974. You must declare all convictions (including convictions with Absolute Discharge), cautions or bind-overs you may have, even if they would otherwise be regarded as 'Spent' under this Act and where applicable any disqualifications under the Childcare Act.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service filtering guide.

This role involves working with children on a daily basis and is therefore in regulated activity.

Early applications are encouraged as we reserve the right to close the vacancy early.

Offers of employment will be subject to satisfactory references and Disclosure and Barring Service clearance

Please see the following links to our [Safeguarding and Child Protection policy](#) and [Recruitment and Selection policy](#).

HOW TO APPLY

Applications should be submitted with a covering letter (no more than two sides of A4) addressed to Jacqui Scott, Principal, outlining your expertise and suitability for this role. Once completed, application forms and covering letters should be submitted through our [Careers Hub](#).

Closing date: Wednesday 27th April 2022 at midday

Interview dates: Week commencing Monday 2nd May 2022

Address: The Priory Learning Trust, Queensway, Worle, Weston-super-Mare, BS22 6BP

Tel: 01934 529357

Email: HR@theplt.org.uk

Website: www.theplt.org.uk

JOB DESCRIPTION

Assistant Principal – SENDCO

Line Manager: Vice Principal

Grade/Salary: Trust Leadership Grade L10 – L14

Main purpose of the role

- To have primary responsibility and accountability for the effective development and delivery of SEND and inclusion teaching and learning at the academy, including assessment of content and methods. To monitor the academic standards, ensuring that the SEND strategy and curriculum fulfils the academy strategic and developmental plans and at the same time responds to national demands.
- To have primary responsibility and accountability for the SEND professional development of all staff at the academy.
- To ensure that the academy is meeting the 'good' and 'outstanding' criteria in the Ofsted framework in respect of teaching, learning and assessment.

- To act as SENDCO for the academy and to ensure that all statutory and academy based requirements are carried out including the monitoring and reviewing of IEPs
- To lead, develop and manage the Inclusion team providing support, using day-to-day co-ordination and communications as well as regular and appropriate training and meetings
- To liaise with appropriate colleagues to identify and cater for the needs of all students including the more able and those requiring learning mentor support
- To manage the use and development of the team resources including teaching and learning materials, hardware and accommodation
- To extend the links between the SEND team and partner schools, outside agencies and other relevant organisations
- To liaise with appropriate support agencies and to organise the use of their time in the academy
- To advise on in-service experience for all staff
- To disseminate SEND best practice into all areas of the academy
- To work with the Leadership Team on strategic planning for inclusion and achievement
- To monitor and evaluate academy progress in relation to inclusion
- To assist the Academy Business Manager in monitoring SEND and Inclusion budgets
- To develop and monitor the SEND/Inclusion and Safeguarding policy
- To attend Central Leaders Meetings
- To line manage and coordinate the work of the SEND Key Stage Managers
- To manage Gifted and Talented provision within the academy
- To manage the work of the Learning Mentors
- To teach in a SEND and/or mainstream setting
- To monitor curriculum developments and initiatives at a national and international level to ensure that the academy is at the forefront of effective practice.
- To oversee the compilation, distribution and use of teaching and learning strategies to track students' progress and attainment and monitoring the use of assessment to enhance learning and measure progress.
- To work with teaching staff to ensure that effective intervention strategies are implemented to accelerate learning and to overcome difficulties that students may encounter.
- To be responsible with others for the strategic direction of the academy.
- To monitor and review the implementation of the academy and Trust policies as required.
- To act as a role model for staff and students, to lead by example and through management and by being ever visually present throughout the academy.
- To act as "the public face of the academy" in dealing with parents, members of the community, the Local Authority and relevant agencies.
- To deputise, as necessary, for the Principal.

Main Duties and Responsibilities

Managing / Leading Policy:

- To contribute to the development of the strategic direction of the academy.
- To contribute to the production of the strategic plan and annual academy improvement plan.
- To monitor, review and evaluate the work of teams and individuals in the context of the Academy and Trust policies and plans.
- To support behaviour management systems in line with the policies.
- To ensure that policies and practice are Inclusive.
- To support Academy Council in their policy development and monitoring roles, by servicing sub-committees.

Managing / Leading Learning:

- To lead by example in displaying those qualities expected of outstanding teachers/leaders with regard to subject knowledge, teaching skills, assessment and tutoring.
- To monitor the quality of teaching and learning through lesson observations.
- To stimulate a positive learning environment in the academy in which students receive high quality learning experiences, which are relevant to their learning styles, leading to outstanding standards of achievement.
- To support colleagues in setting and monitoring standards of conduct/progress.
- To ensure that year teams understand student data, set relevant targets and monitor progress against those targets at individual and team level.
- To provide guidance and support to teaching staff in implementing schemes of work related to the national curriculum and ensure that statutory, academy and Trust policies are being met.

Managing / Leading People:

- To act as line manager to colleagues, as required.
- To establish, lead and chair as relevant meetings of groups of staff.
- To take a full and committed part in your own appraisal, in line with the policy.
- To set appraisal / review and development objectives for an agreed group of staff and to monitor performance against those targets in line with the policy.
- To advise the Principal of the performance of staff in link areas, ensuring that good practice is recognised and praised.
- To provide advice and guidance for colleagues in terms of their development within the profession.

Managing Resources:

- To report to the Principal on the staffing and resource requirements of the academy for the effective delivery of the curriculum
- To oversee the work to ensure that staff and resources are appropriately deployed in order to effectively deliver the curriculum
- To monitor the management of accommodation and resources within the academy in order to promote the creation of a stimulating teaching and learning environment.
- To manage budgets for your areas of responsibility.
- To monitor Health and Safety practice and report any issues to relevant staff

Deputising for the Principal / External Relations:

- To represent the academy in meetings and other relationships with parents, members of the community, the Trust, the LA and a wide range of organisations and agencies.
- In the absence of the Principal to take such decisions as may be necessary to ensure that the academy can continue to function in a safe and secure fashion, taking account of agreed policies and working practices.
- In the absence of the Principal to inform / consult with the Executive Principal/ Chair or Vice Chair of Academy Council over such matters that might affect the reputation of the academy or require Academy Council approval.

Safeguarding Responsibilities

- This role involves working with children on a daily basis and is therefore in regulated activity.

FURTHER INFORMATION

Pension

As an employer who supports the Teachers' Pension Scheme, the post holder will be automatically enrolled into the Pension Scheme. The Trust pays a contribution of salary into the Pension Scheme.

Confidentiality	Some of the work undertaken within the Trust is of a highly confidential nature. The post holder must at all times maintain confidentiality and work within the data protection parameters.
Annual Appraisal	All staff undergo an annual appraisal as part of performance management.
Safeguarding	The post holder is subject to the provisions of all child protection legislation, and all policies governing staff that work with children and vulnerable adults.

PERSON SPECIFICATION

Essential	Desirable
Formal Qualifications/Experience	
<ul style="list-style-type: none"> • Qualified teacher status • Degree • Professional development in preparation for the leadership role e.g. experience in leading a team from a senior or middle leadership role • Successful leadership and management experience in a school/academy • Teaching experience across the secondary age range • Involvement in academy self-evaluation and development planning • An awareness of current developments within education and SEND. 	<ul style="list-style-type: none"> • Further qualification in an appropriate subject • Line management experience • Experience of contributing to staff development • Experience within a variety of educational settings
Knowledge, Understanding and Skills	
<ul style="list-style-type: none"> • Relevant teaching experience in KS3 and 4. • Experience of delivering an alternative curriculum where appropriate. • To have a Specialist qualification relevant to external exam concessions with specialist qualification relevant to external exam Access Arrangements. Or be willing to gain this qualification. • An ability to interpret and track student progress through the use of data. - An ability to use statistical data to inform teaching and improve learning. • To be flexible and willing to teach 1:1 or in small groups. 	<ul style="list-style-type: none"> • Ability to successfully lead others

<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Experience of leading teaching and learning to develop others • Experience of leading CPD • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships 	
Personal Qualities	
<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all and promoting the ethos and values of the academy • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding, inclusion and equality • Ability to demonstrate flexibility and tenacity • Ability to liaise with other teaching staff and work in co-operation with colleagues • Ability to motivate students through the use of a variety of teaching methods and the setting of appropriate goals and monitoring of progress • Ability to assess, monitor and report on students' progress • Ability to communicate effectively orally and in writing • Ability to effectively manage, organise and control students' working • Ability to successfully encourage students to reach the highest standards of individual achievement • Ability to adopt flexible teaching and learning strategies • Ability to teach consistently good or outstanding lessons 	

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| <ul style="list-style-type: none">• Ability to build good working relationships with parents and carers | |
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