

Lightcliffe Academy

# Recruitment Application Pack

Assistant SENCo

Ref: NOV20231453

A young woman with braided hair, wearing a school uniform consisting of a grey sweater, a white collared shirt, and a blue and white striped tie, is smiling warmly. The background is a bulletin board covered with various colorful papers, photos, and drawings. The entire image has a soft, blue-tinted overlay.

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# Welcome

Dear Colleague,

Thank you for your interest in this vacancy at Lightcliffe Academy.

We hope you will find all the information you need to inspire you to join our team. This pack contains information about the role, from which we hope you will gain an understanding of our ethos and approach and the high aspirations we have for ourselves and our pupils.

## *To work in partnership to Educate, Nurture & Empower*

*Our vision is that each of our academies, supported by Abbey MAT, will provide an environment which is welcoming, caring, calm, disciplined and purposeful and will stretch our young people academically, support them pastorally and help them develop socially and spiritually.*

*We are committed to raising the skills base across our communities by ensuring a focus on quality, encouraging innovation and strengthening the ethos of the academies as distinctive schools. The framework will strive to maintain academies which will retain their own independent culture and ethos whilst operating within a strategic partnership to improve quality, share best practice and operate effectively and efficiently.*

*If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Abbey MAT has to offer.*

*We look forward to meeting you and reading your application.*



**Helen Pratten & Catherine Garrett**  
Co-Chief Executive Officers

# Welcome

Dear Colleague,

Thank you for your interest in this role at Lightcliffe Academy.

In this pack you will find information that will inspire you to join our team, including details of the role and an insight into our ethos, approach and the high aspirations we have for ourselves and our students.

Lightcliffe Academy has recently moved into the next phase of its improvement journey. As a member of Abbey Multi Academy Trust we aim to provide the best possible environment for staff, students and the community we serve. Together we are both realistic about the challenges ahead, but unswerving in our commitment to tackling them with pace and confidence to achieve rapid change.

The academy has a dedicated and talented team who are committed to achieving the very best for our students. We are working hard to further unlock the potential in Lightcliffe Academy as well as further developing our capacity through the appointment of new members of staff.

Joining us at this exciting time presents a career defining opportunity. We have solid foundations in place that will take us to "good" at next inspection, which will be an incredibly rewarding experience for everyone involved. All staff will benefit from a bespoke CPD offer as well as opportunities to work closely with colleagues in the Abbey Multi Academy Trust. Most importantly, our students will flourish and have a wealth of opportunities available to them.

If you are seeking a truly distinctive role within a unique environment, please arrange to visit us to see first-hand what Lightcliffe Academy and Abbey MAT have to offer.

We look forward to meeting you.

Paul Cooper  
Executive Principal

Jo Hackett  
Head of School

*The focus on character curriculum at Lightcliffe, and the opportunities available to me outside of the curriculum, have really helped me grow in confidence*

Student



**Position:** Assistant Special Educational Needs Coordinator  
**Nature of contract:** Permanent  
**FTE salary:** SO2 SCP 26 – 28, £32,909 - £34,723  
**Working hours:** 37 per week TTO (+10 days)

Are you passionate about providing a high-quality, inclusive education? Are you looking to join a dedicated Academy Trust that genuinely invests in and develops their staff? Then apply today to join **Lightcliffe Academy**.

This is an exciting time for Lightcliffe Academy as it moves into the next phase of its improvement journey.

As a new member of staff, we will nurture, challenge and support you. The post offers an opportunity to join an experienced team where creativity, innovation and the ability to work collaboratively is valued.

We are looking for a dedicated individual who can:

- Encourage and enthuse students to achieve their full potential
- Inspire colleagues and students – sharing best practice
- Develop positive relationships with children, families, colleagues and external agencies
- Work as part of a team to improve organization and effectiveness
- Support the ethos and aims of the academy

You will be:

- Knowledgeable about SEND and experienced in planning and evaluating SEND provision and interventions
- Someone who will support the Trust's Christian ethos as well as our shared mission and values

What our Trust can offer:

- Friendly, welcoming academies with a strong Christian ethos,
- Enthusiastic, well-motivated colleagues,
- A 24/7, confidential employee assistance programme providing support and counselling for home-life and work-related issues, financial and legal support, specialist information and support for managers,
- Free secure onsite parking,
- Membership of a pension scheme,

Abbey Multi Academy Trust is a Trust consisting of eight academies (three secondary, five primary) in the Anglican Diocese of Leeds and in the geographical areas of Leeds and Calderdale. All academies share in the Trust's mission to work:

*In Partnership to Educate, Nurture and Empower*

For more information about us or our academies visit [www.abbeymat.co.uk](http://www.abbeymat.co.uk).

Find out about more about Lightcliffe Academy by visiting [www.lightcliffeacademy.co.uk](http://www.lightcliffeacademy.co.uk). The academy safeguarding and child protection policy is available [here](#).

Visits to our school to meet the team and experience our wonderful atmosphere are warmly welcomed and encouraged. These can be arranged by contacting Stephanie Hardaker via [shardaker@lightcliffeacademy.co.uk](mailto:shardaker@lightcliffeacademy.co.uk). If you have questions about the recruitment process, please email [recruitment@abbeytrust.org](mailto:recruitment@abbeytrust.org).

*Abbey MAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an Enhanced Disclosure and Barring Service check.*

*We promote diversity and want a workforce which reflects our communities.*

## How to apply

Please apply via the advert on the Trust vacancies page. All applications are submitted electronically. CVs are not accepted.

Closing date: 9am on Tuesday 5 December 2023

Interview date: Wednesday 13 December 2023

You are advised to submit your application at the earliest opportunity. Applications can only be submitted up until the closing date. The Trust reserves the right to close vacancies early if sufficient suitable applications have been received.

We will contact shortlisted candidates soon after the closing date with details of the interview and selection process.

Please note, where a role involves engaging in regulated activity relevant to children, it is an offence to apply for the role if you are barred from engaging in regulated activity relating to children.

In order to access our application form, you will be asked to first confirm that you have a right to work in the United Kingdom.

If you are shortlisted, you will be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children. Any relevant information declared will be discussed and considered at interview before the DBS certificate is received.

Shortlisted candidates will also be the subject of online checks in accordance with Keeping Children Safe in Education.

All offers of employment will be conditional on a series of pre-employment checks in accordance with Keeping Children Safe in Education Guidance. Please ensure you can support the checks with correct documentation and evidence, prior to submitting your application.

You are advised to read the [Recruitment Guidance for Applicants](#) in full, prior to completing your application. This contains full details of the recruitment process as well as the pre-employment checks that will be undertaken.

<b>Job title:</b>	<b>Assistant Special Educational Needs Coordinator</b>
<b>Salary scale:</b>	<b>SO2 SCP 26 – 28</b>
<b>Working hours:</b>	<b>37 TTO (+10 days)</b>
<b>Reporting to:</b>	<b>SENCo</b>

### **Overall purpose of the post:**

To support the leadership of the provision for SEND students, raising student attainment and aspiration on a daily basis and ensuring all aspects of the curriculum are accessible to all students. It is expected that all legal and statutory requirements are met for all SEND students. The post holder will be responsible for managing the School's Inclusion faculty.

### **Key responsibilities:**

- Operational direction and development of SEND provision
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, and regularly reviewed.
- Liaise with and coordinate the contribution of external agencies.
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.
- Undertake baseline assessments of all students on entry to the school.
- Ensure that the SEND and access arrangements register are accurate and up to date and shared with all staff.
- Support the SENCo to ensure provision mapping for SEND students is up to date and used for intervention.
- Organise annual reviews for students with EHCP's.
- To evaluate the performance data provided and take appropriate actions on issues arising to support the academic progress of the SEND cohort.

### **Key Tasks:**

#### **Educate**

- Monitor, analyse and report on the progress of SEND students and use the analysis to further guide improvement, following progress tracking points.
- To liaise with subject departments, feeder schools particularly regarding transition, and external agencies such as Exam Boards, Alternative providers etc.
- Assess the needs of students so that access arrangements can be made for examinations.

#### Teaching & Learning

- Influencing the whole Teaching and Learning policy to promote aspects of inclusive teaching.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.

- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND pupils.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Overseeing and monitoring the quality of pupil passports and provision maps and maintaining detailed information for subsequent meetings with parents/professionals.
- Follow systems to monitor and record progress made by pupils with SEND towards the achievement of targets set and support plans.
- Review plans regularly with parents, students, teachers and agree and communicate new targets.
- Supporting the SENCo and the Principal in meeting statutory responsibilities for EHCP's and their Annual Review.

### Leadership & Management

- To lead the team of Teaching Assistants and to be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To manage effectively all staff connected with the department.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.
- Ensure the establishment of opportunities for Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties.
- Provide regular information to the Principal, governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.

### Efficient and effective deployment of staff and resources

- Provide advice to the SENCo relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND department.
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.

### Finance & Resources

- To manage and monitor the allocated budget for the department effectively and appropriately, and keep an inventory of equipment, textbooks and all other resources

- To oversee the provision, maintenance and preparation of effective resources for learning – textbooks, students' materials, equipment, rooms, apparatus etc.
- To be responsible for Health & Safety within the department and to report any related issues to the Facilities Manager.

### Curriculum

- To ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all members of the department.
- To manage the department's financial, teaching and material resources to ensure the effective learning of all students.
- To contribute to the work of the school's Pastoral team.
- To contribute to the work of the school's Curriculum team.
- To construct the timetable of the SEND team.
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.
- Devise and implement risk assessments where appropriate.

### **Nurture**

- To comply with the Academy's Child Safeguarding Procedures and to report concerns
- To ensure high standards of student care, well-being, safeguarding, behaviour and attendance.
- To foster a lively and welcoming ambience in which high standards of behaviour encourage learning and social development
- To support and uphold the Academy's policies on behaviour, attendance, discipline and bullying.
- To follow incident and conflict resolution procedures and undertake meetings with parents/carers where appropriate.

### **Empower**

- To develop, inspire and motivate effective teams in order to raise standards across the school.
- To ensure equality of opportunity for all.
- To contribute to monitoring and leading departments in developing their Self-Evaluation Folder.
- To regularly review own practice, set personal SMART targets and take responsibility for own development and encourage colleagues to be similarly active in their personal and continuous professional development.
- To contribute to and lead on continuous professional development activities for colleagues and evaluate outcomes.
- To support the development of leadership across the Academy.

### Staff

- To develop, inspire and motivate effective teams in order to raise standards across the school.
- To ensure equality of opportunity for all.
- To contribute to monitoring and leading departments in developing their Self-Evaluation Folder.

- To regularly review own practice, set personal SMART targets and take responsibility for own development and encourage colleagues to be similarly active in their personal and continuous professional development.
- To contribute to continuous professional development activities for colleagues and evaluate outcomes.
- To support the development of leadership across the Academy.

### Students

- To ensure equality of opportunity for all
- Ensure a wide range of activities for students to give them confidence in their ability to take on new challenges, raise aspirations and increase self-belief
- To support the development of student leadership across the Academy.

### **Partnership**

- To work with the Head of School to initiate and develop external relationships in support of the Academy.
- To work to promote the positive image of the Academy in the wider community, including with the local community, business partners, Higher Education institutions and other external partners.
- To attend and advise meetings of the Governing Body and associated Committees as required.
- To liaise with outside agencies and take responsibility for official statistics and returns as appropriate.
- To organise and contribute to Academy events and support Academy functions.

### **General Duties**

- To safeguard and promote the welfare of young people and high standards of behaviour and attitude.
- To undertake any professional duties reasonably delegated by the Head of School.
- To accept personal responsibility for supporting the general ethos, atmosphere and progress of the Academy, leading by example.
- To encourage the development of all students and colleagues maintaining an atmosphere conducive to good working relationships.
- To assist with recruitment and selection process, appointments and induction.
- To carry out supervisory duties in accordance with published schedules.
- To take part in appropriate meetings and events with colleagues, parents/carers and governors.
- To contribute to the PHSCE programme as required.
- To provide an excellent role model for colleagues and students, conveying a professional standard of behaviour, punctuality, attendance and appearance, maintaining high morale and confidence within the Trust.
- To undertake any professional duties reasonably delegated by the CEO/Executive Principal/Head of School.
- To ensure a well organised environment, maintain a high-profile presence, being accessible and supportive to students, colleagues, parents/carers and the wider community.
- To take responsibility for line management of designated colleagues and resources in order to achieve objectives.

- To ensure in any undertaking, to act with financial probity and in accordance with financial procedures.

Abbey MAT responsibilities:

- Contribute to the overall aims and values of the academy and Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required,
- Support and promote the health and wellbeing of all colleagues and children,
- Comply with all academy and Trust policies and procedures including child protection, safeguarding. health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person,
- To safeguard and promote the welfare of children for whom you have responsibility, or come into contact, including adhering to all specified procedures,
- To promote and adhere to principles underpinning equalities in terms of employment and service delivery to ensure that colleagues are treated, and services deliver, in a fair and consistent manner.

*The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in this role profile, but which is in line with the general scope, grade and responsibilities of the role.*

Qualifications		Essential			Desirable		
1	GCSE Maths and/or English grades A-C (or other qualifications that demonstrate good literacy and numeracy skills)	A	I				
2	Recognised support assistant qualification				A		
3	Recognised ICT qualification				A		
Professional knowledge, skills and experience		Essential			Desirable		
1	Working knowledge of the SEND Code of Practice	A	R	I			
2	Excellent oral and written communication skills with an ability to negotiate at all levels	A	R	I			
3	Be E-confident and able to understand and sell the benefits of ICT and future technology in an education context	A	R	I			
4	Understanding of what makes 'quality first' teaching, and of effective intervention strategies.	A	R	I			
5	Ability to plan and evaluate interventions.	A	R	I			
6	Data analysis skills, and the ability to use data to inform provision planning	A	R	I			
7	Up to date knowledge of developments in education	A	R	I			
8	Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines	A	R	I			
9	Successful experience of leading and managing change and innovation				A	R	
10	Successful involvement in self-evaluation processes and data analysis as an aid in personal and school improvement, development and change				A	R	
11	Secure knowledge of statutory requirements relating to curriculum and assessment	A	R	I			
12	Knowledge and understanding of the OFSTED statutory inspection framework				A	I	
13	Successful working relationships with students, staff, parents/carers	A	R	I			
14	Experience of developing and delivering a highly exciting and innovative curriculum which is personalised to effectively meet the needs of the most vulnerable learners, including those with SEND				A	R	I
15	Experience of managing, developing, inspiring and motivating staff	A	R	I			
16	A proven track record of working closely with the Local Authority and other external partners				A	R	I
17	Experience of data analysis and the identification of where intervention is required to ensure that students of all levels of ability achieve their full potential and beyond	A	R	I			
18	Successful experience of monitoring, evaluating and improving the quality of teaching and learning				A	R	I
19	Understanding of what excellence looks like within educational leadership, management, teaching and learning.	A	R	I			
20	Evidence of successfully operating at both strategic and operational levels.	A	R	I			
Professional attributes, qualities and values		Essential			Desirable		
1	High personal standards of integrity and probity	A	I				
2	Enthusiasm, vision, drive, adaptability and resilience	A	R				
3	Be confident, positive and approachable	A	R				
4	Be able to secure the loyalty and confidence of students, staff, parents/carers, Governors and others	A	R				
5	Have consideration of the views of others	A	I				



**Lightcliffe Academy**

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**Abbey Multi Academy Trust**

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