



Job Application Pack Deputy SENDCo (Support Staff)

One Year Fixed Term (potential to be become a permanent post)
Full Time (Part Time also considered)
Term Time Only
Start Date: September 2024

Salary: Grade 10, Points 28 to 32, £36,648 - £40,220 (FTE)
Actual Salary: £31,803 - £34,903 per annum

Welcome from the CEO

Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.



School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of Trust's.



S. Hampton

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About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, Bluecoat Bentinck Primary Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Academy, Alvaston Moor Academy, Bluecoat Trent Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

We believe

- That a Christian ethos underpins and informs all that we do.
- That the focus of the Trust is to promote collaboration between schools within a strategic locality in order to secure mutual improvement.
- That through managed collaboration between academies there will be increased and improved opportunities for the development of all staff, students/children, parents and community.
- In the development of a broad and balanced curriculum that supports young people's personal development and preparation in life.
- That the family of academies within the Trust, working together, will secure continuity and progression for all.
- That there should be high expectation for all children/students and young people whatever their circumstances or starting point and addressing disadvantage.
- That, through its structures and work, the Trust can create and support effective Governance for all members.
- That, through the Trust's work across its academies, expertise and capacity will be developed so that they can be support with their development needs and economies of scale achieved.



Our Schools

Bluecoat Aspley Academy

Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust). The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds.



Bluecoat Aspley
believe in yourself, in others, in God

Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.



Bluecoat Wollaton
believe in yourself, in others, in God

Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.



**Bluecoat Beechdale
Academy**
Believe, Belong, Achieve

Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children, 26 Nursery pupils and a small focus provision for children with ASD. Like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.



Bluecoat Primary
believe in yourself, in others, in God

The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.



Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.



**Bluecoat SCITT Alliance
Nottingham**

Bluecoat Trent Academy

The Bluecoat Trent Academy opened its doors in September 2021 with the founding cohort of Year 7 pupils. The new build for the academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will, for the first two years, be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.



The Long Eaton School

The Long Eaton School with 1103 students is built on a long tradition of academic success, dating back to 1910. The school has gained an excellent reputation for the quality of its educational provision and its developments in Literacy and Numeracy have earned the school the prestigious Quality Mark and our approaches have been shared nationally as a model of good practice.



Lees Brook Academy

Lees Brook Academy based in Derby has 1,120 students and is a school that puts its students at the heart of everything it does. The school's motto 'Lead, Believe, Create, Succeed' was chosen by its students and is at the core of everything that the school does. Lees Brook is passionate about its extra-curricular provision in particular the thriving Duke of Edinburgh scheme. Lees Brook is a school that cares for the people within it.



Lees Brook Academy

Alvaston Moor Academy

Our Academy vision is at the heart of everything we do, 'Ambition, Manners and Achievement'. We also recognise the importance of positive relationships, equality and respect. Situated in the heart of the City of Derby, it serves a diverse local community and serves families from many different backgrounds. The curriculum offered is broad and specifically designed to engage and challenge its students.



Alvaston Moor Academy

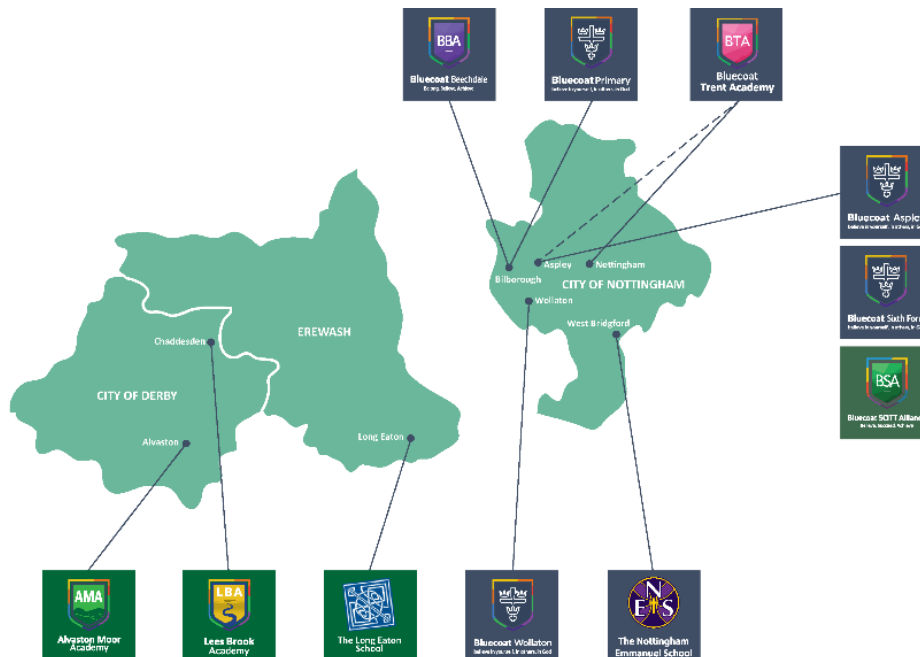
Bluecoat Bentinck Primary Academy

Bluecoat Bentinck Primary Academy officially joined of Archway Learning Trust in September 2023, becoming our second primary academy. The school has a proud and rich history of serving the children and community of Nottingham since 1880; we are delighted to be part of its next chapter! Bluecoat Bentinck is a popular, diverse and multi-cultural Academy in the heart of Nottingham City. The Academy's vision of 'Together We Make a Difference' underpins our commitment to work together to achieve our common purpose of transforming lives of the children we serve. Staff at Bentinck are committed to supporting and teaching the diverse cohort of learners, creating the conditions to enable all children to thrive in their education. Bentinck is a happy, calm and welcoming place to be where children are kind, respectful and are proud to represent Bluecoat Bentinck.



Bluecoat Bentinck Primary Academy

School Locations



Welcome from the Principal, Mr Mark Shipman

Thank you very much for your interest in the role at The Long Eaton School. The school itself is a vibrant place to work and learn. We expect everyone to be the best they can and are supported to achieve this through our values – respect, ambition, academic excellence and the importance of community.

I am extremely proud to be Principal at The Long Eaton School. Our students are wonderful young people, keen to learn. Our staff are hardworking, professional individuals who are committed to the community we serve. The togetherness of students and staff is what makes our school a special place to work. Relationships between staff and students are extremely strong. There is also a close knit and supportive staff team ethic.



Our school is part of The Archway Learning Trust which is an organisation serving Primary and Secondary Academies. As a group of schools we believe in the power of education to transform lives, and are committed to ensuring that all students excel academically, can positively contribute to their community, and are supported in their wider well-being. These values influence every decision taken for staff, for students and our community.

Archway Trust, and Academies within the trust, demonstrate a strong commitment to staff CPD and staff wellbeing. If you join The Long Eaton School, you will be inducted, supported and developed in a deliberate way from before you even take up post.

Above everything we put young people first and seek to recruit adults who share this view. We work with students, parents and families to provide an experience that enables them to achieve as well as they can and prepare them for the next stages of their education and life. We insist on classrooms and corridors that are respectful, orderly places where everyone is expected to display positive and mature attitudes.

Applying for a new job is a huge investment of time and energy. I would encourage you to seek out any information you need to make the important decision to apply and I welcome visits to our school in advance of applications wherever this might be helpful.

I wish you the absolute best with your application and thank you for taking the time to consider The Long Eaton School as a place of employment.



The Vacancy

The Long Eaton School are seeking to appoint a Deputy SENDCo to support our SENDCo in leading the SEND department and ensuring we deliver an exceptional provision for students with special educational needs. This is a vital role and one which we think will prove pivotal in continuing to improve the support we offer our SEND students. It is crucial that the successful candidate is knowledgeable, approachable, and passionate about supporting the SENDCo to lead the SEND provision across the academy.

We have 1103 students on roll from Year 7 – Y13. Over 17.5% of our student population are currently on the SEND register, this includes 59 students who have an EHCP with more at application stage and 4 students who receive HLN funding. The school also has an Enhanced Resource Centre for Autism where the Local Authority commission 15 places for students with a diagnosis and an EHCP.

We currently provide for students whose needs fall into all four broad areas of SEND need (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs). Learning Support has a large community area with a number of breakout rooms for small group or 1:1 intervention. Within Learning Support we run a number of intervention programmes including 1:1 and small group interventions.

We are looking to appoint a candidate that can embody and continue to drive forward our courageously inclusive ethos. The successful candidate will have a strategic overview of provision for students with SEND across the school, as well as monitor and review the quality of the provision of SEND. The Deputy SENDCo will ensure compliance with all statutory guidance, designing the SEND curriculum, working alongside the SLT to monitor standards, implementation of the graduated response process, delivery of CPD, role-modelling excellent practice and delivery of improvement in line with the Academy development plan.

The Deputy SENDCo is responsible for an experienced team of Teaching Assistants; the right candidate will provide a supportive, stimulating environment and share our high expectations of achievement for all our children regardless of their starting point and be fully committed to going above and beyond to ensure our students receive the very best in terms of opportunity, education, and care.

The role will be based at The Long Eaton School but the post holder may at any time be required to support or work at any of the sites within Archway Learning Trust.

Applications

For more information about The Long Eaton School and the vacancy, please visit <http://www.longeaton.derbyshire.sch.uk/>

To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.



Closing Date: 9am, Monday 19th August 2024

Interview Date: Week commencing 9th September 2024

Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from us within two weeks of the closing date, please assume that on this occasion your application has unfortunately not been successful.

Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working Together, Transforming Lives

Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)
- Online Searches

Job Description

POST TITLE: Deputy SENDCo

GRADE: Grade 10, Point 28 to 32

RESPONSIBLE TO: SENDCo

JOB PURPOSE

To Assist the SENDCo in managing and leading the Learning Support Faculty to ensure progress and achievement for the Academy's SEND students. This is a student-focused role, which contributes to ensuring high standards are met for students and staff, across Key Stage 3 to Key Stage 5.

GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust;
2. Demonstrate a commitment to safeguarding SEND children;
3. Be aware of and comply with relevant policies and procedures, including those relating to child protection, health, safety and security, confidentiality and data protection, copyright etc reporting all concerns to line manager;
4. Be aware of and support difference and ensure equal opportunities for all;
5. Contribute to the overall aims of the Trust;
6. Develop own professional skills;
7. Work cooperatively as part of an immediate and wider team to aid effective working practices and a good quality service provision to the Trust;
8. Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

SPECIFIC RESPONSIBILITIES

1. To support the faculty in the implementation of the Special Educational Needs Code of Practice, the academy inclusion policy and the management of the developments highlighted in the faculty Improvement Plan.
2. To deputise for the SENDCo as necessary to ensure the efficient and effective leadership and management of the faculty
3. To manage daily cover staff for the SEND department
4. To support the SENDCo in managing the implementation of an inclusive curriculum at all key stages
5. Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress
6. Responsibility for access arrangements at all key stages, liaising with the Exams Officer and the Year Leaders for each key stage.
7. To deliver, support and sustain effective SEN teaching, evaluating the quality of teaching and standards of students' achievement, and setting targets for improvement

8. To provide all those with involvement in Special Educational Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching
9. To teach classes and groups as allocated by the SENDCo or the leadership of the school
10. To work collaboratively with all teaching and support staff to increase student engagement, achievement and well-being whilst at the same time reducing anxiety and challenging behaviours
11. To initiate and oversee effective school based interventions to ensure individual student progress and attendance
12. To contribute to improvement planning for the academy in relation to inclusion and embedding good practice across a specific setting through modelling of practice and sharing of effective strategies and resources
13. To contribute to the development of a range of high quality, responsive programmes of support for children across all settings in the Academy
14. To support students with significant needs to access the curriculum and a mainstream environment where possible including timetable changes and exam support for SEND students
15. To assist in the assessment, implementation, monitoring and evaluation of individual need in accordance with the Code of Practice 2014
16. To implement top up or HLN funding processes and contribute towards initiating the EHCP process, annual review process and prepare other detailed reports as necessary
17. To implement training around SEND in collaboration with other staff in the inclusion teams
18. To support the SENDCo with the line management of the Teaching Assistants
19. To help in implementing and supporting the provision of extra support to students with special educational needs negotiating the levels of provision with staff and students;
20. Promoting curriculum continuity and Academy links;
21. Liaison with appropriate agencies outside of Academy e.g. LA advisors and inspectors, specialist ASD agencies, CEPS, Speech and Language specialists, behaviour therapists and the wider community.

Strategic direction and development

1. Support staff within the Academy in understanding the needs of students with SEN and the importance of raising their engagement and achievement
2. Ensure the objectives of the SEN / Inclusion Policy are reflected in the work of SEN staff across the Academy
3. Monitor the progress made in setting targets for students with SEN, assist in evaluating the effectiveness of teaching and learning, and use this to guide further improvement.

Teaching and Learning

1. To identify and disseminate good practice and the most effective teaching approaches for students with complex SEN

2. To ensure that SEND students causing high levels of concern in terms of learning and behaviour are the focus of a positive programme of support and that staff and resources are targeted effectively;
3. To monitor the progress made in planning and setting up bespoke programmes of support for complex SEND students, assist in the evaluation of their effectiveness and use analysis to guide further improvement;
4. To identify and adopt the most effective SEN teaching approaches for named students and model excellence through teaching delivery to guide and instil confidence with other staff and help embed bespoke packages of support;
5. To support the development of effective and efficient systems for monitoring and recording progress made by students with SEN;
6. To provide guidance to colleagues on the choice of appropriate teaching and learning strategies to meet the needs of students with complex SEN;
7. Work with the SENDCo team to monitor and track student's progress at the Academy including the use of CAT data, GLS data, reading and spelling ages, classroom and exam assessments as well as liaison with subject leads, Year Leaders, Form Tutors, Curriculum and Support staff and parents / carers
8. To liaise with the SENDCo to support collection of data for specific Annual Reviews from their case load of students including submitting written reports with actions and reviews of progress
9. To support key workers of complex need students and to ensure IEPs are appropriately drawn up and reviewed, Annual Review Reports are prepared and support reports completed termly
10. To coordinate, liaise and chair multi agency meetings, academy review meetings and Looked After Reviews
11. To report on and support EHCP applications for students on their caseload;
12. To ensure the induction of new staff in the Trust includes training, evaluation and feedback to staff and the SENDCo
13. To ensure their own personal and professional development through appropriate participation in job-related learning opportunities and supervision programmes.

Leading and Managing staff

1. To lead, manage and effectively deploy academy staff and resources on a case by case basis around specific students struggling to access their school environment
2. To contribute to the planning and delivery of an induction programme for new teaching assistants to help support their role and introduction to the Academy
3. To develop and maintain close working relationships with key partners across the Trust, LA and other specialist agencies

STAFF CONDUCT

We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community - adults and students.

Employees are in loco parentis and also expected to maintain a professional relationship with students. Staff will be fully supported by the school at all times in carrying out the behaviour policy.

DRESS CODE

At school we expect staff to wear professional, business dress, not casual clothes.

Person Specification	Essential	Desirable
Qualifications and Training		
Relevant academic and qualifications, including	*	
Additional qualification in working with children and young people with SEN and autism		*
Ability to relate well and motivate young people to engage purposefully with school	*	
Evidence of continuous professional development	*	
Skills and Knowledge		
An understanding of current educational developments and a clear grasp of issues relating to education, the National Curriculum and other recent initiatives.	*	
Knowledge and understanding of the principles of inclusive education, of the SEN Code of Practice with particular reference to students with complex SEN	*	
Knowledge and understanding of the Statementing / EHCP process and the evidence needed		*
Knowledge and understanding of the role of the external services that support the provision for SEN students within schools	*	
Ability to create a positive, challenging and effective learning environment	*	

Experience		
Proven experience of supporting students with diverse, complex learning and challenging needs.	*	
Set high expectations of all children and be committed to raising educational achievement.	*	
Successful track record of managing complex projects from inception to completion		*
Experience of setting targets and monitoring, evaluating and recording progress	*	
Professional Skills		
An ability to work in collaborative partnership with the full range of people associated with the Academy – staff, parents, governors, community etc.	*	
Ability to work collaboratively with outside agencies	*	
Ability to negotiate and lead academy/setting based staff	*	

Effective communication and interpersonal skills	*	
Personal Qualities		
A commitment to comprehensive and inclusive education	*	
Commitment to our students and their learning, wellbeing and safety	*	
Resilience, the ability to work under pressure and be able to meet deadlines	*	
Ability to work on own initiative	*	
Ability to work creatively and collaboratively to motivate and challenge colleagues	*	
To demonstrate tact, sensitivity, integrity, good judgement	*	
Commitment to Equal Opportunities	*	