



Director of Inclusion and Safeguarding Candidate Pack

Candidate Pack



PONTEFRACT
ACADEMIES TRUST

Welcome

Welcome from the CEO and context for this appointment.

Dear applicant,

Thank you for registering your interest in joining Pontefract Academies Trust. I hope the information provided will interest you and help you with the application process.

Pontefract Academies Trust is a cross-phase Multi Academy Trust comprising six primaries and two 11-16 secondary schools. Currently, our schools are located within a tight geographic hub within Pontefract, with pupils drawn from the local community, including different catchment areas.

As the Chief Executive Officer of the Trust, I am excited by the opportunities that the next phase of our development will bring. Our family of schools has moved forward at some pace since 2018, and we aim to continue this trajectory and emerge from the pandemic with excellent outcomes and continuous improvement.

As we enter 2022, the Trust has refreshed its strategic plan to reflect the next phase of its development. The Trust is clear on its strategic priorities and what levers we have to pull to deliver on our mission of running high achieving schools. The Trust is well-positioned with a growing reputation for school improvement across the region, is financially solid and sustainable and all our schools collaborate strongly. I urge you to read the Trust Strategic Plan for 2021-2024 for more detail.

Pre-Covid, our six primary schools, delivered their best SATs outcomes. All primary schools achieved their highest attainment figures in meeting the national reading writing, and maths standards. From a starting position of 12% below the national average, the Trust is now 12% above and is the 22nd highest performing Multi Academy Trust in the country on this measure. In addition, our two secondary schools obtained their best outcomes; the Trust moved one of our secondary schools from special measures to a 'good' Ofsted judgment in just over twelve months. I am delighted that the journey over the last two years has seen our people shape and influence the vision and guiding principles of the Trust.

The geographic concentration of our Trust provides us with unique opportunities. Most of our pupils start their education in a Trust school in nursery or reception and are with us until they are sixteen. Essentially, the Trust and its schools provide an all-through education for most pupils of compulsory school age in Pontefract. The opportunities this affords us are enormous if one sees the journey from the early years to 16. Looking at the opportunities through such a lens and with this mindset, the possibilities become very apparent. We are not there yet, have made a great start in benefitting from the opportunities of a "through school mindset", for example:

- The opportunity to raise attainment in all stages reduces any performance dips when pupils transfer.
- Effective curriculum planning and delivery so that the gaps pupils pick up in a subject, for example, in Year 7, can be traced back to how the subject may have been taught in Year 5. Effective curriculum planning across phases can reduce what Ofsted calls "cumulative dysfluency" – i.e., the dangers of missing knowledge. Planning not bound by phase boundaries can help pupils and staff.
- Improved pastoral care and the transition between phases by a more "joined-up approach" with all pupils, particularly those most vulnerable with SEND and additional needs.
- Improved teaching and learning by developing our rubric, sharing expertise across phases, and creating enhanced opportunities for recruitment, retention, and deployment of staff.

The Director of Inclusion and Safeguarding is a new role, and part of the plan to build our leadership capacity. Inclusion is a strategic priority. As a Trust we have asked ourselves, what is it like to be a vulnerable pupil in our schools? Whatever our current answer is to this question, like most Trusts and schools we know we can be better.

So, what are we looking for? Firstly, we wish to appoint positive people who want to make a difference. Achievement focused, with a strong belief in inclusive schools, you will be passionate, highly driven and will play a significant role in the next phase of the Trusts development. Our most vulnerable pupils, including those from potentially disadvantaged backgrounds, those with SEND and the ablest all have an entitlement to powerful knowledge and a great education.

It is simple really; we run our schools for the benefit of pupils, that is why we do the job. We wish to appoint people that understand and believe in our guiding principles and values. If successful, you will be joining the Trust at an exciting time to help. Of course, it is essential that we get the right people on board – people that are not precious or territorial. We want to hear from flexible people, who with 100% backing and support, will get their hands dirty with some of our biggest school improvement challenges. Succeeding with some of our most significant projects will bring more considerable advancement and rewards for the right person.

Welcome

Welcome from the CEO and context for this appointment.

I hope this introductory letter provides a sense of our culture and ethos and our direction of travel. If you decide to apply, we appreciate how long it takes to apply for jobs, but please do not send a general letter; we are looking for someone prepared to respond to us, respecting where we are at on our journey as a Trust. You can be sure that we will take time and care in reading your application form and covering letter.

Best wishes,
Julian Appleyard OBE
Chief Executive Officer





About the Trust.

Achievement Without Excuses.

We have an unwavering focus on achievement. This is paramount so that all of our children and young people enjoy greater life chances.

We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.

Excellence As Standard.

We set high standards. "Good enough" is simply not. We do not accept second best from our pupils or ourselves.

The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans and simple and precisely executed systems that not only develop and sustain excellent performance, but never stifle individual flair.

Stronger As One.

We take collective responsibility for each other and the results of all of our children and young people. We enjoy sharing our success as a Trust while recognising the strengths of individuals and each school. To this end, collective accountability is rooted in a "if one fails we all fail" mentality.

As a family of schools we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all.

Our Mission.

Running top-quality, high-achieving schools that give our children and young people the chance in life they deserve.

Our Vision.

Where every child and young person makes outstanding progress.

Our People Matter.

We know that our people make a difference to the lives of our 3–16-year-olds. We want to make our schools places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.

We aim to provide professional work environments where our people have the support and tools to do a great job and push our children and young people to scale new heights in a safe and secure environment.

Pupils Come First.

Our schools are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in schools and the central Trust office work to this end.

The Trust aims to keep low priority tasks away from front line teachers and leaders so that they can focus explicitly on our core business of teaching and learning.

Our Schools.

The Pontefract Academies Trust family includes a range of schools across Pontefract. We provide education from nursery, through primary and secondary.

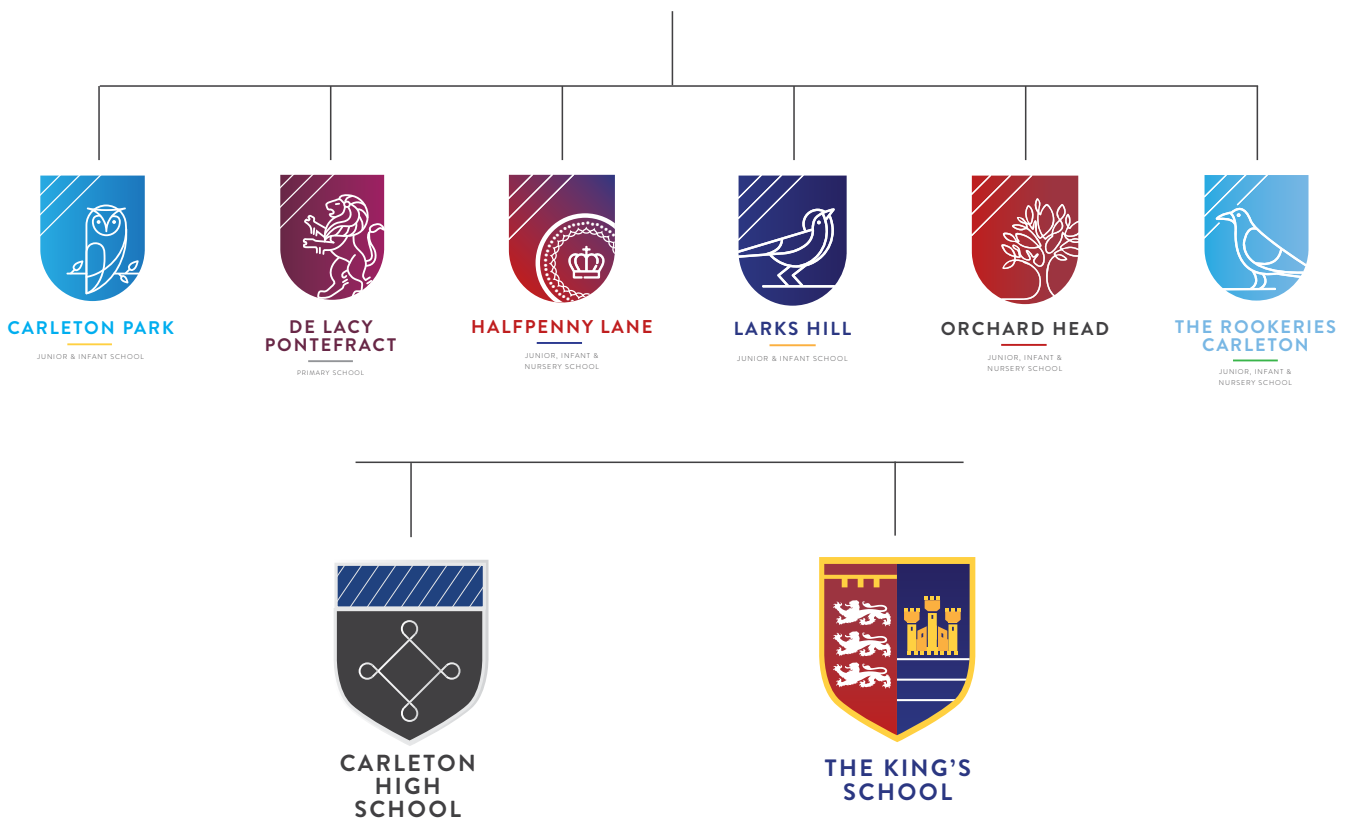
Each school is individual and responds to the needs of its local community to provide the best possible opportunity for its young people. However, being part of a Multi Academy Trust means each school can benefit from shared resources and systems that allow collaboration for the benefit of our children and young people.

8 SCHOOLS

ONE TRUST



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Pontefract Academies Trust is a place for positive, committed and creative people who want to make a difference. You must be achievement focused and must be dedicated to improving pupil outcomes. It is simple really: we run schools for the benefit of pupils, that is why we do the job.

We wish to appoint people that understand and believe in our values and guiding principles and recognise that the best educational institutions inhibit: a number of common characteristics; an achievement focus and a no excuse culture, high quality leadership, true investment in staff development and a resolute refusal to accept low expectations of self and others.

Conditions of service:

The Trust follows the School Teachers Pay and Conditions Document (STPCD) and the Burgundy Book. This means that teachers can be clear on their pay and other conditions of service

We also follow the NJC (National Joint Council) conditions of service for non-teaching staff. Known as the 'Green Book' this documents conditions of service and benefits. We also use the NJC published pay scales and salaries.

Continuous service:

The Trust recognises your previous service within the maintained sector, or other academy employer for calculating your annual leave and family leave benefits (this includes maternity and paternity pay).

Pension:

From your start date you can join either the Teachers Pension Scheme or the West Yorkshire Pension Scheme. Contributions are made based on your salary scale.

Annual leave:

For support staff annual leave starts at 25 days a year plus Bank Holidays and increases after 5 years' service.

Cycle to work scheme:

We offer a cycle to work scheme, this tax beneficial scheme encourages employees to cycle to work or take advantage of the scheme to purchase a bicycle for leisure.

Job Description:

Director of Inclusion and Safeguarding

Reporting to:	Director of Inclusion and Safeguarding
Responsibility for:	Headteacher(s)
Salary:	Leadership L15 – L20 (£59,581 to £67,364 per annum)
Location:	Flexible, required to work at all schools across the Trust

Job Purpose:

- Be a champion for inclusive provision for all young people with SEND across the Trust. Supporting our vision where every child makes outstanding progress;
- Be accountable for the progress and well-being of pupils with SEND, including those with an EHCP and ensure that our pupils with SEND reach their potential academically and become socially responsible young adults;
- Develop and implement the Trust's safeguarding strategy to ensure that all our pupils and staff work within a compliant and robust culture of safeguarding;
- Ensure the delivery of a safe and secure environment for each school and hold responsibility for all aspects of pupil welfare;
- Lead on the development of Trust policy and practice across the Trust, ensuring that safeguarding continues to be effective.

Key Leadership Responsibilities and Accountabilities:

- Lead the Trust SEND network, supporting SENDCos to share best practices and learn from each other;
- Establish clear expectations and constructive working relationships with staff across the Trust, including through teamwork and mutual support, devolving responsibilities, and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability;
- Have knowledge, understanding, and advocacy for the Trusts vision, guiding principles and strategic goals;
- Analyse and interpret relevant national, local, Trust and school data, research, and inspection evidence to inform policies, practices, expectations, targets, and teaching methods relating to SEND;
- Contribute to the strategic plan, operational plans, and evaluation of SEND and safeguarding Trust wide;
- Being responsible for developing and coordinating the whole Trust SEND strategies;
- Ensure that our statutory obligations concerning the administration and implementation of EHCP's are met;
- Ensure that Trust policies regarding SEND remain up to date and reflective of best practices.

Job description continued on next page



Job description continued

Teaching and Learning (working with SENDCos and school leaders):

- Know and understand the characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for pupils with SEND;
- Ensure curriculum coverage, continuity, and progression for pupils with SEND to ensure equality of opportunity;
- Support schools with monitoring the impact of the curriculum for pupils with SEND, making changes to the provision as appropriate;
- Ensure the planning, delivery, and assessment of SEND pupils is consistent, monitored and evaluated through clear policies and practices and use of this information to recognise achievement and assist schools in setting targets for further improvement;
- Establish clear targets for pupils with SEND and evaluate progress and achievement utilising a wide range of Trust information;
- Use data effectively to identify underachieving pupils and, where necessary, help support, create, and implement effective plans to support those pupils;
- Evaluate the provision for pupils with SEND across the schools and use this analysis to identify effective practice and areas for improvement.

Leading and Managing Staff:

- Ensure that staff are trained to support the needs of pupils with SEND through coaching, feedback, and whole school CPD;
- Ensure that the sharing of good teaching and learning practices is a crucial feature of the SEND network;
- Ensure all staff are given constructive feedback, including strengths and areas for development, following school visits;
- To work closely with SENDCo and Middle Leaders across the Trust to ensure that we are using the best interventions to meet the needs of SEND pupils;
- Ensure the SENDCo in each school has an effective management system that values the contributions of teaching assistants and provides professional development opportunities.

SEND & Inclusion Responsibilities (work with SENDCo's to ensure appropriate systems are in place):

- Support the identification of children with special educational needs and disabilities;
- Co-ordinate provision for children with SEND and proactive liaison with parents of children with SEND;
- Liaise with other providers, outside agencies, educational psychologists, and external agencies;
- Ensure that the school keeps the records of all pupils with SEND up to date;
- Undertake annual reviews and any interim reviews of all EHCP pupils;
- Ensure that schools carry out their statutory responsibilities regarding all pupils with an Education and Health Care Plan;
- Complete statutory audits as required, update the Local Offer and SEND policy as required;
- Support Year 5 and 6 Annual Reviews for primary pupils with EHCPs to ensure smooth transition of pupils into Year 7 and to facilitate effective planning of provision by teaching staff;
- Ensure pupils identified as requiring SEND support have termly opportunities to review their needs, including discussions with their families;
- Keep up to date with current good practice regarding inclusive teaching and support whole school training on SEND;
- Manage and develop effective relationships with external professionals, including reviewing service level agreement. e.g., educational psychologists, speech and language therapy, occupational therapists, physiotherapists;
- Provide opportunities for able pupils to work at higher cognitive levels, to develop specific skills and talents as well as coordinating pastoral support for them both socially and intellectually;
- Identify pupils who have special requirements such as visual, speaking or learning difficulties and qualify for examination access arrangements.

Job description continued

Safeguarding (working with designated safeguarding leads and school leaders):

- Provide strategic leadership and management on Trust-wide safeguarding;
- Be the lead officer for safeguarding within the Trust, reporting to other leads and Trustee's as required;
- Design and implement a Trust-wide Safeguarding Policy which is reviewed regularly and updated promptly considering any external updates or advice;
- Monitor and evaluate all data in relation to the safeguarding of pupils;
- Make sure that consistent and meaningful pastoral information is used and monitored effectively to raise standards for all pupils in the Trust;
- Ensure that each school has effective safeguarding improvement planning in place;
- Develop, review then implement a Trust-wide safeguarding strategy considering best practice both from within and outside of the Trust;
- Collaborate with other schools and organisations, in a climate of mutual support and challenge, to champion best practice and secure excellent achievements for all pupils;
- Keep up to date with education and educational safeguarding publications, the Ofsted inspection framework and share this information in the appropriate forums;
- Strategically lead the safeguarding Network of Safeguarding Teams supporting colleagues to work collaboratively and learn from one another;
- Ensure effective safeguarding quality assurance strategies are used across the Trust;
- Report to the Trust leadership on all issues relating to safeguarding;
- Provide an input to support schools managing complex cases.

Core Responsibilities and Duties:

All postholder's are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of pupils as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of a team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

The person specification outlines the main attributes needed to perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Measurements: A=Application, I= Interview, R=Reference, T=Task

			Assessed by	Assessed by
No.	Categories	Essential or Desirable	Application Form	Interview or Task
1.	Qualified Teacher Status;	E	A	
2.	Degree in a relevant subject;	E	A	
3.	Evidence of participation in recent relevant Continuing professional development relevant to a strategic leadership post;	D	A	
Experience				
4.	Significant recent and relevant experience as a substantive Assistant Headteacher or middle leader in a secondary or primary setting;	E	A	
5.	Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement;	E	A	I
6.	Experience of line management and holding others to account with demonstrable positive impact;	E	A	I
7.	Experience of analysing and interpreting assessment data to ensure effective pupil progress, raise standards and achieve outstanding pupil outcomes;	E	A	I/T
8.	Evidence of managing teams and leading progress;	E	A	I
9.	Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social, and emotional needs;	E	A	I
10.	Successful development of colleagues;	D	A	I
11.	Experience of effectively working with others including other schools/Teaching School Hubs;	D	A	I
Abilities, skills and knowledge				
12.	Awareness and understanding of current educational trends and issues, including national policies, priorities and legislation specifically related to SEND and safeguarding;	E	A	I
13.	An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD;	E	A	I
14.	Up-to-date knowledge of specialised curriculum for young people with SEMH;	E	A	I
15.	Knowledge of using restorative justice;	D	A	I
16.	An understanding of disadvantage and difficult settings;	E	A	I/T
17.	A wide and current knowledge of safeguarding legislation and best practice;	E	A	I
18.	Understanding of the importance of partnership working and accepting appropriate support from others, including colleagues and external agencies;	E	A	I
19.	Understand the role of collaborating and networking within the Trust and beyond;	E	A	I
20.	Up-to-date knowledge of specialised curriculum for young people with SEMH;	E	A	I/T
21.	A wide and current knowledge of innovations in behaviour management;	E	A	I
22.	Management of safeguarding within a complex setting and proven success in promoting safeguarding, to ensure the safety of all pupils and staff;	E	A	I
23.	Ability to work with and advise the Trust Board and Local Governing Bodies to enable them to fulfil their role and statutory obligations;	E	A	I
24.	Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes;	E	A/R	I
Personal Qualities				
25.	Strong personal motivation and drive;	E	R	R
26.	Convinced of the transformative nature of excellent education;	E	A	I
27.	Excellent interpersonal skills and the ability to form strong relationships with internal and external stakeholders;	E	A	I/T
28.	Commitment to the safeguarding of vulnerable young people; empathy with the needs of children;	E	A	I
29.	Personal and professional resilience in the face of challenging situations;	E	A/R	I
30.	A commitment to the vision, guiding principles and strategic goals of the Trust.	E	A	I

How to Apply:

For further information about this exciting opportunity please contact the recruitment team at recruitment@patrust.org.uk or 01977 232146.

Please submit your application via the Face-Ed link on our website at pontefractacademiestrust.org.uk/vacancies before the closing date. Please submit a covering letter which fully addresses the competence outlined in the job description and person specification. This should be no longer than 2 sides of A4.

Closing date: Friday 21st January 2022, 10:00am.

Interview date: Week commencing 7th February 2022 however may be subject to change.

Start date: April or September 2022.

We look forward to hearing from you.



Pontefract Academies Trust

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The Pontefract Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant pre-employment checks.