

CANDIDATE PACK

Director of Inclusion (Incorporating Role of SENDCo)





Richard Fletcher
Chief Executive Officer



Welcome

My name is Richard Fletcher and I'm the CEO of the New Collaborative Learning Trust. My job involves working with Trust Leaders and Directors, to set the vision and values for the Trust, agree its strategic priorities, along with building a culture where each College and school sees itself as being part of something bigger. This is how we strategically fulfil our expectation that every young person in the Trust matters.

On a day to day basis I work with the Principals and senior staff in each of the Trust's 3 Colleges: New College Bradford, New College Doncaster and New College Pontefract, our 3 Secondary schools, Brinsworth Academy, Dinnington High School and Wingfield Academy, and our 3 Primary Schools: Anston Greenlands Primary School, Redscope Primary School and Thorpe Hesley Primary School, all based in Rotherham/Sheffield.

One of the reasons why we formed the Trust was to share the successful educational model established at New College Pontefract. This journey has now taken us to the communities of Doncaster, Bradford, Rotherham and Sheffield, in the heart of Yorkshire. We genuinely believe in the power and influence of education and everything we do centres around our students receiving a first-class education and student experience.

We want to make a significant difference to the lives of young people and ultimately make a positive contribution to social mobility. We also believe that working in a Multi-Academy Trust significantly benefits all of our students and staff, and enables us to achieve the goals we set ourselves each year.

I'm proud to say that we are a successful Trust, because we ensure our students are taught by the very best teachers. Our educational model is distinctive, evidence-based and proven to work.

In all of our institutions, student outcomes remain a priority, as achieving outstanding results will open doors in the future and allow our students to progress to their preferred destinations. The question we have asked ourselves many times over the years is 'Are strong outcomes enough?' and the answer is simply no! This is why the Trust's strategic plan for the next 3 years states that we must establish a moral balance between pursuing outstanding outcomes and developing our students both personally and socially. This is why we offer many experiences in and outside of the classroom. We hope every young person will benefit from achieving academic success whilst at the same time, developing as a well-rounded individual, ready to contribute positively to society.

The ultimate aim is that students leave our Colleges and Schools exceeding expectations, building the necessary skills and progressing to their next phase of education or meaningful

employment. Because our Trust is committed to collaboration, our teachers regularly share good practice and work together to ensure our students are in a strong position to compete against the highest performing students in the country. We strongly believe that no young persons' future should be determined by the circumstances into which they are born.

To finish, I feel it's important to outline the Trust's Teaching for Learning vision, as this is what really underpins our culture.

With this, we aim to:

1. Equip every student with the knowledge, skills and behaviours necessary to achieve outstanding outcomes.
 2. Build a deep understanding and common language around how we learn.
 3. Bring together the best available evidence around memory and learning, in a coherent set of actionable principles.
 4. Foster a culture of continuous improvement in which it is every teachers' obligation to improve their practice.
 5. Provide personalised, evidence-informed CPD, to focus the development of teachers on aspects of their practice that will have the greatest impact on their students.
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Wingfield Academy

Wingfield Academy has become an oversubscribed and high performing secondary school, placing it as one of the highest performing schools in Rotherham and in the top 5% nationally for progress. Wingfield has also been named a national lead school as part of the DFE's behaviour hub programme. The Academy is looking to expand and develop further, attracting the best people to work alongside our dedicated and ambitious staff who go the extra mile to make a quantifiable and powerful contribution to social mobility. We focus on the things that matter.

Wingfield Academy offers a 'child centred, progress focused' academy ethos, we have a cohort of students with high standards of behaviour and a willingness to learn. We have a welcoming and supportive community where staff really do matter. Wingfield offers a supportive and committed leadership team with a clear vision of raising standards of teaching, learning and positive behaviour.

About the Trust

Our vision can only be achieved through collaboration. Our shared belief is that raising outcomes, narrowing gaps and improving social mobility will be accomplished through proactive collaboration across all teams in the Trust, and between the Trust and its key stakeholders. The Trust's culture is further exemplified by its five core values, which characterise the way we seek to work.

Care – To be considerate of others and their needs

Challenge – To have high expectations of ourselves and each other

Collaboration – To learn from each other for the benefit of all

Commitment – To be dedicated, resilient and strive for continuous improvement

Candour – To be open, honest and fair to everyone



Vision and Culture

WHY?

Our Vision: Our Colleges and Schools will make a significant difference to the lives of young people. As a result, together we will make a positive contribution to social mobility.

Our Commitment: To provide an outstanding, consistent student experience through collaboration.

Our 4 Priorities

WHAT?

Student Achievement



Student Personal Development



Contribution to Social Mobility



Student and Staff Well-being



Our Values: The 5 Cs

HOW?

Candour

To be open, honest and fair to everyone

Challenge

To have high expectations of ourselves and each other

Collaboration

To learn from each other for the benefit of all

Commitment

To be dedicated, resilient and strive for continuous improvement

Care

To be considerate of others and their needs

Our Schools and Colleges

NCLT currently comprises of 9 Schools and Colleges including three sixth form colleges, three secondary schools and three primary schools.

Colleges



Secondary Schools



Primary Schools



Employer of Choice

- NCLT was crowned 'Employer of the Year' at the 2023 MAT Excellence Awards - these national awards celebrate the very best performers from over one thousand MATs across the country
- A strong commitment to staff wellbeing as outlined in our staff wellbeing charter
- Access to high quality professional training, both in-house and externally, to support your professional development
- Attractive pension scheme
- Additional benefits such as a cycle to work scheme and a technology scheme
- A culture of self-reflection and improvement to meet the needs of our staff



Employer of the year

How to apply

All applications should be made by completing the NCLT application form, these can be downloaded from the vacancies page on our website. Completed application forms should be submitted to recruitment@nclt.ac.uk.

If you have any questions about the recruitment and selection process please email recruitment@nclt.ac.uk, alternatively you can call 01977 802783.

NCLT has a commitment to safeguarding the welfare of students and all successful applicants will be subject to pre-employment checks including an Enhanced DBS check. All shortlisted candidates will also be subject to online checks in accordance with safer recruitment guidance. It is an offence to apply for this role if the applicant is barred from regulated activity relevant to children.

Job Description

Responsible to: Headteacher

Paid On: L08-L12

Start Date: January 2025

OVERALL PURPOSE OF THE POST

- As director you play a vital role of the extended leadership team and as such will advocate for students with SEND needs ensuring that the quality of provision effectively meets their needs to exceptional progress.
- As nominated SENDCo you will ensure that the Special Education Needs provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENDCo regarding provision and coordination is outlined below
- Take strategic oversight and leadership of the alternative provision across all three secondary schools, leading and supporting other school SENDCo's and support the promotion of inclusive practices and the reduction of suspensions.
- Ensure all legal and statutory requirements are met for students with SEND under the statutory code of practice.
- Alongside the Headteacher and Governing Body, take all responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provides professional guidance in SEND to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students.
- Line management of ASENDCo, SEND Administrative Assistant, SEMH and LSA Team.

MAIN DUTIES

Areas of Accountability

Shaping the future: Strategic Direction

- To make a significant and notable contribution to the strategic development of the Academy as well as taking personal responsibility for the day to day management, control and operation of SEND provision including effective deployment of LSA's, exam access, SEMH team and Alternative provision (Internal and external)
- To actively support as well as strategically develop and maintain Academy policies and practices and to ensure that the voice of the SEND student is heard. This will include being responsible for equal opportunities, disability equality policy and inclusion/ SEND policy.
- To energetically support the leadership of SEND including those students with SEMH need: to raise standards and outcomes in all areas of Academy life as it moves to become outstanding.
- To develop and implement plans for school internal alternative provision to better meet the needs of the most complex SEMH children.
- To coordinate the work of SENDCo's across all three secondary schools in the development of the trust's secondary external alternative provision.
- With the Headteacher, ensure that plans for SEND children are rigorously evaluated and result in courses of action that are competently implemented and thoroughly embedded to effectively evidence impact.
- To work with the Headteacher to develop and sustain a challenging and clearly articulated vision for the Academy, which sets high standards for all students and which is understood, shared and acted upon effectively by students, staff and the Trust Board.

- Demonstrate the Mission and Values of Wingfield in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- To actively engage and forge supportive partnerships with all stakeholders including parents, members of the Trust Board, learning community partnership schools, other secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with Academy strategic objectives.
- To maintain an agenda of high standards that is 'child centred, progress focused', and do so without complacency or compromise.
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, nurturing and innovative lifelong education environment.

Quality of Academy Provision

- To be a visible presence and high profile member of the Academy's senior leadership team modelling the highest professional standards and supporting all staff to maintain an environment that allows students to grow and thrive.
- To ensure the quality of educational provision for our SEND students including a broad and balanced curriculum, inspiring teaching and assessment that is fit for purpose providing memorable learning experiences that prepare students for the next stage of life.
- Ensure the delivery of an inclusive and equitable curriculum, irrelevant of students' social disadvantage, which takes into account the unique needs and qualities of every young person; supporting them to grow in character, resilience and confidence.
- Promote spiritual, moral, social, cultural, mental and physical development of students, and prepare them for the opportunities, responsibilities and experiences of later life.
- To have high expectations for behaviour and establish clear and consistent routines to ensure a calm and orderly environment where student's exemplary behaviour allows them to thrive.
- To promote and secure good and outstanding teaching, effective learning, high standards of achievement, good behaviour and discipline, which enables teachers to meet their professional standards.
- Undertake a teaching commitment and model outstanding classroom practice.
- To actively seek opportunities to collaborate with other academies, innovative and high achieving schools in and beyond the locality to share and develop excellent pedagogies.
- Overseeing and monitoring the quality of student profiles and other support plans and maintaining detailed information for subsequent meetings with parents.
- Oversee the review meetings for all SEND students
- To work closely with the Pastoral and Reengagement Teams to ensure all student needs are met through the wide range of provision available including Family CAFs and multi-agency meetings.
- Lead on the Academy's Y6 bridging provision.

Securing Accountability

- To secure cost-effective provision for all pupils with EHCP's through effective use of provision map and liaison with the local authority.
- To ensure personal leadership provides a strong sense of direction and is relentless in its pursuit to improve the quality of education and experience for all students.
- To set high standards as a leader, modelling at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
- To work actively with other members of the Academy Leadership Team in monitoring the performance of both professional and co-professional staff in line with the Academy's appraisal policies, strategies and practices.

- Work with the Trust Board and the Headteacher (providing robust updates against key performance indicators and objective advice and support) to enable both to meet their responsibilities.
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Develop and present a coherent, understandable and accurate account of the Academy's performance in relation to specific area of responsibility to a range of audiences including Trustees, parents and carers.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Monitoring the quality of SEND provision by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed
- To work closely with the Designated Person for Safeguarding and attend training and meetings, when necessary and complete written reports.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.

Developing Self and Working with Others

- Motivate, inspire and enable all staff to carry out their respective roles to the highest standard.
- Ensure a high standard of professional development for all staff and for self, taking into account, needs identified through appraisal process, latest educational thinking and research; workload and staff wellbeing.
- Develop a culture of responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Academy appraisal and capability policies and procedures.
- To build a collaborative professional learning culture within the Academy.
- In conjunction with the Headteacher endeavour to recruit and retain ambitious, hardworking and well qualified staff.
- Develop and maintain effective strategies and procedures for staff induction.
- Reflect on personal performance and contributions made to Academy achievements, whilst taking account of feedback from others in order to improve practice.
- To work, through the Academy's line management system, with appropriate staff, in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health and Safety regulations.
- Treat everyone within the Academy fairly and equitably.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the SEND Team.

Strengthening the Community

- Create and maintain a trusting partnership with parents and carers that will actively and positively improve students' achievement and educational experience;
- To seek opportunities to invite parents and carers, community figures, and those from the wider community, business or other organisations into the Academy to enhance and enrich the Academy and its value to the wider community.
- To seek opportunities to positive promote the Academy on a variety of social media networks or through the local press.
- To be present at events/activities where representation of Academy staff is required as directed by the Headteacher.

Safeguarding children and young people

- Wingfield Academy is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Equal opportunities

- To take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equality Act 2010.

Health and Safety

- To work in compliance with the academy's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the academy;
- To ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

- To ensure compliance with all relevant legislation and GDPR regulations.

Other Duties

- The post holder will be subject to appraisal objectives agreed annually.
 - The post holder is expected to carry out such other duties as may reasonably be assigned by the Headteacher.
 - To take on any whole school initiative or responsibility that the Headteacher may direct.
 - The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
 - To conduct daily duties during instructed times as instructed by the Headteacher.
 - To attend weekly Senior Leadership Team meetings.
- To attend any activity out of school time as directed by the Headteacher.

Person Specification

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • A proven record of successful, middle or senior education management. • Ongoing engagement on leadership development. • Track record of providing inspiration, strategic thinking, planning and strong leadership and achieving successful outcomes for students, staff and governors. • Track record of delivering and sustaining progressive improvements in areas of responsibility. • Evidence of successful management of data provision. • Experience of successful and robust staff management. 	
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Educated to degree level • Evidence of ongoing professional development 	
Special Skills and Knowledge	<ul style="list-style-type: none"> • Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. • Knowledge of effective technologies to support teaching, learning and management. • Full knowledge of the current Ofsted Framework. • Detailed knowledge of areas included in the job description. 	<ul style="list-style-type: none"> • Knowledge and understanding of the role of the Governing Body. • Successful experience of working with Governors.

	<ul style="list-style-type: none"> • Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets. • Knowledge of legislation and best practice in academy management and development. • Up to date knowledge of suspensions and permanent exclusion legislation and processes. 	
<p>Personal Skills and Qualities</p>	<ul style="list-style-type: none"> • Ability to develop effective relationships with students and staff. • Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively, to achieve desirable outcomes. • Strong ability to present to a wide range of audiences. • Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information. • High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities. • Strong resilience to operate in a challenging environment. • Readiness to seek and respond to advice and guidance. • Excellent collaborative working skills to perform effectively as part of the wider leadership team. • Expert and robust people management and leadership skills; to lead by example. • Determination to promote equality of opportunity throughout all aspects of academy life. • Ability to set, expect and monitor excellent standards. • Strong ability and drive to achieve challenging personal and organisational goals. 	