

Candidate Information Pack



Director of Primary SEND for Cavendish Learning Trust Chesterfield, Derbyshire



Communities Learning Together

Cavendish Learning Trust, Netherthorpe School, Ralph Road, Staveley, Derbyshire, S43 3PU
Tel: 01246 479013 e: info@clt.org.uk www.clt.org.uk

Welcome from the CEO of Cavendish Learning Trust

Dear Applicant,

Thank you for showing an interest in joining the Cavendish Learning Trust. We believe that this is an extremely exciting time to join the Trust, as the process to re-launch many aspects of our work has commenced and the successful applicant will be an integral part of this strategy for the Trust.

The Trust currently has four academies that are geographical based in Chesterfield, with over 1,600 children attending from the ages of 2 to 18. Our academies are:

- Barrow Hill Primary Academy
- Dunston Primary and Nursery Academy
- Gilbert Heathcote Infant School
- Netherthorpe School

We are very fortunate to be a cross-phase multi-academy Trust, which gives us the opportunity to share a wide range of knowledge and expertise for the benefit of the children within all of our academies.

The Vision and Values of the Trust have recently been reviewed in order to give a clear focus to the work we do and are built around our vision statement;

We are a family of schools working together focused on supporting the needs of our individual communities, providing excellent education to maximise children and young adults' life choices.

The Trust also has a framework for operation entitled 'Our Commitments', which ensures that all academies within the Trust are providing an equitable education to the children in the communities in which they serve. More information on both these key areas can be found by visiting our website www.clt.org.uk

Our academies are supported by a Shared Services Team which supports in the following areas:

- Education Strategy including monitoring and evaluation
- Budget setting and monitoring
- Contracts and project management
- Facilities
- Human Resources
- Data Protection and Compliance
- Health and Safety

Thank you again for your interest in joining us and the best of luck with your application. We look forward to welcoming you to the Trust and sharing with you, our commitment to support the children and communities that we serve.

Dave Williams

Director of Primary SEND

Permanent – Full Time Leadership Scale 4 – 8 (£45,434 -£50,151)

Cavendish Learning Trust are looking to appoint a Director of Primary SEND to lead and develop high quality SEND provision and implement early intervention strategies to help all pupils achieve their full potential across three of its schools.

The Director of Primary SEND role is alongside a permanent position and offers a genuine opportunity to lead. We are happy to consider an experienced or an aspiring SENDCO with a working knowledge of the SEN Code of Practice and current SEN legislation. As well as having a good understanding of the needs of pupils with SEND and of the needs of their parents.

We are looking for somebody who:

- Enjoys working with children and is driven in making a difference in their lives
- Is an outstanding classroom practitioner, able to model good practice and advise other staff
- Is positive and forward thinking
- Is keen to develop professionally
- Is committed to working in partnership and able to communicate effectively with a range of stakeholders

We expect the successful candidates to:

- Be knowledgeable about all aspects of SEND- cognition and learning, communication and language, SEMH, physical difficulties
- Have experience of or the capability of developing and delivering programs for pupils with SEND
- Have an enthusiastic and creative approach to supporting children with SEND and are able to support colleagues in developing a strong inclusive practice
- Have knowledge of the EYFS and the National Curriculum as well as national strategies related to teaching pupils with SEND
- Have proven excellent behaviour management skills
- Have strong interpersonal skills and an ability to communicate clearly both orally and in writing
- Be a good team player, with a caring and dedicated approach and with the ability to motivate others
- Have a good knowledge and understanding of effective record keeping and how to present data effectively
- Have a positive professional attitude and the ability to build effective working relationships with a range of partners and stakeholders.
- Be flexible and willing to try out new initiatives and able to manage your own time effectively.

In return, we can offer:

- opportunities to work with colleagues and leaders from across the trust
- a commitment to your professional development as a leader
- a supportive staff team who are committed to working together to make a positive difference for every child
- Dedicated SENDCO release time

If you have any further questions or you would like a discussion about the role or would like to arrange a visit, please see the section below on **'How to Apply and Visit our Academies'**.

Job Description

Overview

The Director of Primary SEND will work under the guidance and direction of the Executive Primary Lead.

The main purpose of the Director of Primary SEND role is:

To support the Head of Academies across the three primary schools in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.

1. Vision, Direction and Development of SEND.

The Director of Primary SEND will work with the support and direction of the Executive Primary Lead and the Academy Improvement Board to develop a vision and strategic view for SEND across the Primaries, which will inspire and motivate pupils, staff, parents and wider members of the academy community.

It is the responsibility of the Director of Primary SEND to work to achieve the strategic objectives set and to ensure the vision for SEND is clearly articulated, shared, understood and implemented effectively by all.

Main Duties:

- To be the named SENDCO for the three Primary Schools
- Strategic direction and development of SEN provision across the schools
- Co-ordinate, with the support of the Head of Academy and within the context of the school's aim and policies, the development and implementation of the SEND policy in order to raise achievement and improve the quality of education provided

Key tasks across the schools include:

- Strategic development of SEND policy/provision
- Support staff in understanding needs of SEND pupils
- Ensure objectives to develop SEND are reflected in the school improvement plan
- Monitor progress of SEND pupils
- Evaluate effectiveness of teaching and learning for SEND pupils
- Analyse and interpret relevant school, local and national data and report to Head of Academies and Governance.
- Liaise with staff, parents and external agencies and other schools to co-ordinate their consultation

2. Teaching and Learning

The Director of Primary SEND role is to develop, with the support of the Head of Academies and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

Key tasks include:

Identifying and adopting the most effective teaching approaches for pupils with SEND monitoring teaching and learning activities to meet the needs of pupils with SEND through:

- Monitoring of teaching quality and pupil achievement.
- Target setting, including IEPs and provision maps.
- Developing a recording system for progress.
- Identifying and teaching study skills that will develop pupils' ability to work independently
- Liaising with other schools to ensure continuity of support and learning when transferring pupils with SEND
- Undertaking day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies.

3. Leadership and Management

The Director of Primary SEND's role is to support staff who are involved in working with pupils with SEND by ensuring all have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

The Director of Primary SEND's role is to identify, with the support of the Head of Academies and the Academy Improvement Board, appropriate resources to support the teaching of pupils with SEND and monitor their use in terms of efficiency, effectiveness and safety.

Key tasks include:

- Ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND.
- Contributing to the professional development of staff, including whole-school / trust wide CPD provision.
- Providing regular information to the Head of Academies and the Academy Improvement Board and Trust Leads on the evaluation and impact of SEND provision.
- Identifying resources needed to meet the needs of pupils with SEND and advise the Head of Academies of priorities for expenditure.
- Advising Head of Academies and the Academy Improvement Board on the efficient and effective deployment of staff.
- Maintaining and developing a range of resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies.

4. Pastoral Care

- To help promote and safeguard the welfare of all children
- To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to implement policies and procedures to foster them
- Ensure that a high standard of care and good order for all children is maintained.

Communication and Community Links

- To fully support the life and work of the trust
- To develop and maintain positive and effective professional relationships with colleagues, parents, the local community and Trust Governance.
- To develop and maintain links with the LA Advisory and Support Services
- To provide information to the Academy Improvement Board to enable it to meet its responsibilities
- To ensure that parents and pupils are well informed about Special Educational Needs, attainment and progress and are able to understand and contribute to targets for improvement

5. Accountability

The Director of Primary SEND accounts for the effectiveness of the SEND provision to the Executive Primary Lead and the Academy Improvement Board. All three are ultimately accountable to the CEO and the Board of Cavendish Learning Trust.

It is the responsibility of the Director of Primary SEND to rigorously monitor and evaluate the performance of the academy and provide honest, informative reports to the Executive Primary Lead and governance at all levels.

6. Generic Requirements

- a) It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of duties
- b) All employees of the Trust are required to uphold the Equality Policy and the Code of Conduct.
- c) All staff will ensure the safeguarding of young people by the implementation of Child Protection and other safeguarding policies.

Person Specification

	Key Requirements	Essential	Desirable
Qualifications	Right to work in the UK	✓	
	Qualified Teacher Status	✓	
	Evidence of professional development in preparation for school leadership.	✓	
	SENDCO Qualification		✓
Knowledge, Skills and Experience	Experience of teaching across the range of the primary phases including the Early Years Foundation Stage	✓	
	Extensive experience of delivering exceptionally high standards in teaching and learning and inspire and coach those around you to do the same	✓	
	In depth knowledge and understanding of the primary curriculum and wider education system	✓	
	In depth knowledge and understanding of the Special Needs Code of Practice	✓	
	Experience of developing and implementing whole school strategies to raise standards		✓
	Proven track record of successful classroom practice, identifying pupil needs and monitoring and evaluating standards	✓	
	Experience of working within a senior leadership post in a primary setting	✓	
	Experience working in a multi-academy trust or federation of schools		✓
Skills, Abilities and Personal Qualities	A strategic thinker who can work with the staff and other stakeholders to implement the Trusts vision and values, underpinned by a strong moral purpose	✓	
	Committed to education and to raising the academic standards amongst children and young people	✓	
	Confidence, clarity and decisiveness in making and carrying out decisions	✓	
	Experience of leading and supporting CPD e.g. mentor for NQTs, planning and delivering in-school programs/training	✓	
	Excellent people skills – motivating, inspiring and challenging adults to produce best outcomes for all pupils	✓	
	A leader who can analyse and process complex information and data quickly and rigorously to make the best opportunities	✓	
	Demonstrate flexibility and adaptability in juggling a range of different tasks and work effectively to achieve tight and/or changing deadlines	✓	
	To be able to hold others to account and provide support and challenge	✓	

How to Apply and Visit our Academy

Visits to our Trust and Academies are highly recommended and warmly welcomed.

To arrange an appointment, please contact our Executive Primary Lead, Joanne Mappin via email to jmappin@clt.org.uk or by calling 01246 479013.

Please submit a fully completed application form, which can be found on the Cavendish Learning Trust website www.clt.org.uk supported by a personal statement which details your reasons for applying and how your experience meets the requirements outlined in this pack.

Completed applications should be addressed to our Executive Primary Lead, Joanne Mappin and sent via email to jmappin@clt.org.uk.

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

All staff are required to complete an enhanced DBS check and all job offers are subject to satisfactory references, a health screening questionnaire and proof of eligibility to work in the UK.

Closing Date for applications: 19th September 2021

Interview Dates: 28th September 2021

Please note: References for all short-listed candidates will be requested before the interview.

Start Date: January 2022 or earlier if available

Safeguarding & Child Protection at Cavendish Learning Trust

This handout provides a brief introduction to Safeguarding and Child protection issues. It should be read in conjunction with the Safeguarding and Child protection Policy for each academy which can be found at www.clt.org.uk

Safeguarding

Safeguarding is everyone's responsibility

Cavendish Learning Trust are required to ensure a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed and any allegations are dealt with appropriately.

This means:

- Protecting children from maltreatment
- Preventing impairment of health or development;
- Ensuring circumstances consistent with provision of safe and effective care
- Taking action to enable all children to achieve the best outcomes

Child Protection

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Child Protection is part of safeguarding and promoting welfare.

All our academies have a senior member of staff as Designated Safeguarding Lead (DSL) and several Deputy DSL's who work alongside them.

Key Areas

- Early Help
- Four Categories of abuse
- Signs and symptoms of abuse
- Receiving / dealing with disclosure
- Making referrals
- Safe working practice

Early Help

Our Early Help Team work together across the academies and are supported by our Early Help Manager to identify concerns early and provide help for children, to prevent concerns from escalating

Abuse

Maltreatment of a child, by inflicting harm, or by failing to prevent harm

Categories of abuse

1. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs including failure to:

- Provide food, clothing, adequate supervision;
- Ensure access to appropriate medical care;
- Protect child from danger

2. Physical abuse or injury

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm.
- inducing illness, carer fabricating symptoms

3. Sexual Abuse or injury

- Forcing or enticing a child to take part in sexual activities;
- May involve penetrative/non penetrative/non-contact activities.

4. Emotional abuse

- Persistent emotional maltreatment;
- The child may be made to feel worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- May involve seeing or hearing the ill-treatment of another person.

Signs and symptoms of abuse

The list below is a few examples of possible signs and symptoms;

- Visible marks e.g. bruises, burns, cuts on body
- Inappropriate state of clothes, poor hygiene
- Behaviour e.g. centre of attention, aggressive & bullying, very withdrawn
- Relationships e.g. isolated with no peer group interaction, clingy/inappropriately close
- Patterns of behaviour or a change in behaviour
- Patterns of absence or punctuality

If you have a concern about a child, NEVER underestimate your information – PASS IT ON TO YOUR Designated Safeguarding Lead (DSL)

Receiving / Dealing with disclosure

Disclosure is often what a child deliberately communicates to you in words or actions.

1. Receive

Listen, remain neutral, accept what the child says

2. Reassure

Stay calm, reassure the child that they have done the right thing, don't make promises including promises on confidentiality, try to alleviate feelings of guilt and shame, empathise with the child.

3. React

Only use open questions, don't criticise the perpetrator, explain what happens next, inform DSL.

4. Record

Make notes asap and use child's actual words where possible, be objective, keep notes safe.

5. Support

Create space and time for child throughout and after the process, get support for yourself.

Examples of open questions

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Can you tell me about it in your own words?

Confidentiality

Staff must NEVER promise total confidentiality to a child. However, that does not mean that you can tell ALL colleagues about a disclosure. Pass any information on to the DSL but do not tell anyone else. The DSL will inform other staff if they need to know any information about the child.

Making Referrals

The DSL will usually decide whether or not to make referrals. However, it is important to note that **any** staff member can refer their concerns to children's social care directly

Safe Working Practice

- Be visible and open in your practice
- Let pupils do as much for themselves as they can
- Offer support / help rather than assume the child needs it
- Keep physical contact to a minimum and be able to justify it
- Think about the level and type of contact
- Staff are in a position of trust with pupils. Inappropriate behaviour with or towards children is unacceptable
- A concern about a colleague must be passed to the Headteacher or DSL. A Concern about a headteacher should be passed to the Chair of the Academy Improvement Board. In either case a discussion with the Cavendish Learning Trust's Executive team of designated officers, is appropriate.

If a child is in immediate danger call the EMERGENCY SERVICES ON 999.

If you are concerned that a child is suffering or is at risk of significant harm please contact
THE DSL AT YOUR ACADEMY
or **CALL DERBYSHIRE** on Tel: 01629 533190

Short Privacy Notice for Application Forms

This notice explains what personal data we will hold about you, how we collect it, and how we will use and may share information about you during the application process. We are required to notify you of this information, under data protection legislation.

Please ensure that you read this notice as well as our privacy notice which can be found on the Cavendish Learning Trust Website www.clt.org.uk which detail how we use your information.

Why Do We Collect This Information?

Once you have submitted an application form, the School use this information in order to take a decision on recruitment and to take steps to enter into a contract.

What Information Do We Collect?

We collect the following information from the application form in order to take a decision as to recruitment:

- Personal information and contact details such as name, title, addresses, date of birth, marital status, phone numbers and personal email addresses;
- Emergency contact information such as names, relationship, phone numbers and email addresses;
- Information collected during the recruitment process that we retain during your employment including proof of right to work in the UK, information entered on the application form, CV, qualifications;
- Details of your employment history including job titles, salary and working hours;
- Information regarding your criminal record as required by law to enable you to work with children;
- Details of your referees and references;

How we may share the information

We may also need to share some of the above categories of personal information with other parties, such as HR consultants and professional advisers. Usually, information will be anonymised but this may not always be possible. The recipient of the information will be bound by confidentiality obligations. We may also be required to share some personal information as required to comply with the law.

How long we keep your information

We keep the personal information that we obtain about you during the recruitment process for no longer than is necessary for the purposes for which it is processed. How long we keep your information will depend on whether your application is successful and you become employed by us, the nature of the information concerned and the purposes for which it is processed. Full details on how long we keep personal data for is set out in our data retention policy.