



WE ARE ASTREA

PRIMARY PHASE SENDCO

ASTREA ACADEMY SHEFFIELD

PART OF ASTREA ACADEMY TRUST

APPLICANT BRIEF





WELCOME TO OUR SCHOOL

Dear Candidate,

We are delighted that you are interested in applying for this role at Astrea Academy Sheffield. We are excited to recruit a SENDCO for our Primary phase pupils to help break down barriers and secure success for pupils with additional needs.

It is key to understand the context of our wonderful academy. We are a city centre school, where we serve the local community of Burngreave. 98.5% of our cohort are from Ethnic Minority Groups, 55% of our pupils are disadvantaged, with 46% currently receiving Free School Meals (national is 13.3%). Children with SEN represent 21% of the cohort. The catchment area of the academy is within the 2.5% most deprived areas within the country. This is why we do what we do. We are here to ensure all children receive the outstanding education and life chances that they are entitled to.

The Academy opened its doors for the first time in September 2018. We welcomed our first children in nursery, reception and year 7 as well as a brand new compliment of staff. Since then we have grown each year, in the primary phase we have children in nursery, reception and years 1 to 3 and we increase the school's size by a year group each year as a new intake joins us. It's a joy to be able to build the school's community and identity as our pupil numbers increase.

Our ground breaking campus is truly breath-taking. With the combination of a Grade II listed building and a brand new building, there is a real physical heritage to our new school. With an investment in excess of £25 million, our facilities are cutting edge, including science and technology laboratories, modern classrooms, a 300-seat hall, 4G pitch, an underground sports hall, outside Amphitheatre and forest school learning area (to name a few). Our location is at the heart of a new learning community which will continue to grow as we forge these ever essential relationships with families and businesses in the area.

We work within a supportive learning community of staff, parents and children, enabling a world of learning opportunities which will inspire and motivate scholars of Astrea Academy Sheffield to achieve excellence and create the successful path for their future. We are creating an academy where each day will be a journey of discovery to fire their imagination, establish their sense of worth, and to gain the confidence and courage to take a full part in the wider world.

This is a truly unique and once in a life time opportunity and we are seeking distinctive and exceptional individuals who are able to offer the absolute best they can to enhance the life chances of children at Astrea Academy Sheffield.

#WeAreAstrea

Yours sincerely,

The Astrea Academy Sheffield Team



JOB DESCRIPTION

SALARY	Teacher pay Scale + TLR
CONTRACT TYPE	Permanent
START DATE	Negotiable dependant on successful candidate

Purpose

The Primary SENDCo is responsible for the development, implementation and monitoring of the Additional and Special Educational Needs & Disabilities policy across the primary phase (Nursery to Year 3 currently, growing to Year 6 in future years). The post holder will be expected to take a strategic lead as part of the Senior Leadership Team, in evaluating and developing the Special Educational Needs and Disability provision within the academy and ensuring that each pupil is positively encouraged, supported and challenged to make outstanding progress.

Main Duties and Responsibilities:

1. Effective SEND Provision

- ★ Provide effective coordination and leadership of the Academy's Primary Phase Special Educational Needs and Disability provision
- ★ To work with the Senior Leadership Team and the Trust to ensure the academy is compliant with the SEND Code of Practice and the Equality Act 2010 by providing effective coordination and leadership of the academy's SEN provision
- ★ Be responsible for the day-to-day operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans in the primary phase
- ★ Advise on the deployment of the academy's delegated budget and other resources to ensure the needs of all pupils are met
- ★ Ensure that an accurate SEND register is kept up to date by effective identification and monitoring of progress and development of all pupils
- ★ Be responsible for the preparation of the annual SEND information report and the preparation of key reports to the governing body
- ★ Be responsible for ensuring that a child with SEND gets the right support at the right time by liaising effectively with staff across the academy, including, being the lead on gathering the evidence for and requesting an EHCP
- ★ Ensure that pupils with SEND engage in the activities of the academy alongside pupils who do not have SEND
- ★ Lead and manage interventions, including deploying teaching assistant resource, in discussion with the wider SLT, to ensure effective deployment and efficient use of those resources
- ★ Oversee the planning and production of Learning Plans and their dissemination to all relevant staff
- ★ Coordinate and lead on annual reviews of EHCPs
- ★ Lead on the development and implementation of inclusive practice throughout the primary phase of the academy, including ensuring that appropriate training occurs where necessary
- ★ Work with other leaders and agencies to ensure that Quality First Teaching occurs for all SEND pupils throughout the Academy and that staff are guided on the choice of appropriate teaching and learning methods to meet the needs of pupils
- ★ Provide professional guidance to colleagues and work closely with staff, parents and other agencies.
- ★ Advise on the graduated approach to providing SEND support



- ★ ★ Be aware of the provision in the Sheffield Local Offer and work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching
- ★ ★ Liaise with outside agencies and interpret recommendations in order to support pupil progress as necessary
- ★ ★ Liaise with the Designated Teacher where a Looked After Child or Post Looked After Child has SEND
- ★ ★ Ensure that detailed records are kept for each SEND pupil charting progress made and support given, mapping their provision and their progress, across the key stages, in a way which is useful and accessible to other staff. This will need to be in line with the new GDPR regulations (May 2018)
- ★ ★ Coordinate meetings with parents as necessary
- ★ ★ Be responsible for the baseline assessment of new pupils to aid early identification of SEND
- ★ ★ Arrange the assessment of pupils as required from referrals or enquiries from staff or parents
- ★ ★ Ensure that for those pupils who are entitled to access arrangements in external examinations have access to this in day to day learning within the classroom
- ★ ★ To support and develop initiatives which improve standards of literacy and numeracy across the academy and effectively deploy any associated Funding
- ★ ★ To work with the Pupil Premium Coordinator to ensure a cohesive approach to supporting SEND pupils who are also disadvantaged
- ★ ★ Demonstrate high quality teaching and learning for any groups or classes which they are deployed to teach
- ★ ★ Analyse data generated by academy assessments effectively to inform future pupil progress and strategies for such. Liaise with other areas of the academy ensure this information is accurate and acted upon
- ★ ★ Liaise with other schools or agencies as required to ensure effective and smooth transitions
- ★ ★ Liaise with potential next providers of education to ensure transfer of information and a smooth transition
- ★ ★ Undertake professional development as agreed with academy leaders
- ★ ★ To attend and contribute to termly Astrea SENDCo Cluster meetings and academy based staff meetings, as required
- ★ ★ To maintain a high, visible presence around the academy to ensure that the highest standards of behaviour are upheld
- ★ ★ Work with the Attendance Officer & Attendance Lead to identify those SEND pupils at risk of poor attendance and implement strategies to improve their attendance to ensure all pupils attendance is in line with the academy target
- ★ ★ Champion the academy's rewards system and ensure that pupils with SEND are recognised for their achievements and contributions to the life of the academy

2. Working with Others and Self-Development

- ★ ★ Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- ★ ★ Communicate and liaise with staff, pupils, parents, governors and members of the local community as appropriate
- ★ ★ Actively promote the academy and liaise with outside agencies as necessary, representing the academy as appropriate
- ★ ★ Build a professional and collaborative learning culture within the academy and actively engage with others to build effective learning communities
- ★ ★ Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- ★ ★ Demonstrate a commitment to Equality of Opportunity for all members of the academy's community
- ★ ★ Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- ★ ★ Regularly review own practice, set personal targets with the Principal, and take responsibility for own personal development by participating positively in arrangements made for performance management
- ★ ★ Manage own workload and support others to manage an appropriate work life balance
- ★ ★ To actively engage in projects and/or initiatives across the family of academies as and when directed by the Principal and/or CEO
- ★ ★ Provide INSET and training for staff, as required.



3. Strengthening Community

- ★ Engage with the Astrea Academy Trust community to secure quality and entitlement of provision for all pupils
- ★ Promote the internal and external high expectations, perceptions and standards of the academy to the
- ★ Work collaboratively, where appropriate, with Sheffield City Council services, to secure support for pupils.
- ★ Support an academy culture which takes account of the richness and diversity of our communities
- ★ Create and promote positive strategies for challenging racial and other prejudices and dealing with racial harassment
- ★ Collaborate with other agencies, including other providers in the provision for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- ★ Create and maintain an effective partnership with parents and carers to support and improve pupil achievement and personal development
- ★ Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the academy to enhance and enrich the work of the academy and its value to the wider community
- ★ Co-operate and work with relevant agencies to protect children

4. Conditions

- ★ Perform additional duties and tasks required for the effective operation of the academy as directed by the Principal

5. General

All Astrea Academy Sheffield employees are required to:

- ★ Abide by the Health & Safety at Work Act
- ★ Attend training as required
- ★ Respect confidentiality
- ★ Work within the Academy and Trust policies and procedures
- ★ Comply with the Academy and Trust no smoking policy
- ★ Participate and contribute to team meetings
- ★ Co-operate and liaise with departmental colleagues
- ★ Demonstrate a commitment to their own development, to take advantage of education and training opportunities and develop their own competence
- ★ Support and encourage harmonious internal and external working relationships
- ★ Make a positive contribution to raising the profile of the academy

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.



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ERSON SPECIFICATION

EXPERIENCE

- ★ Experience of working with pupils with SEND to achieve expected and better progress
- ★ Experience of planning and implementing strategies which impact significantly on pupil progress
- ★ Evidence of developing coherent data tracking systems to support interventions and their evaluation
- ★ Experience of working with outside agencies
- ★ Experience of working across different key stages
- ★ Experience of managing a team

EDUCATION & QUALIFICATIONS

- ★ Qualified Teacher Status
- ★ National SENCO Award (or a commitment to working towards)
- ★ Recent first aid qualification

SKILLS & KNOWLEDGE

- ★ Clear understanding of strategies to develop Quality First Teaching for SEND pupils
- ★ Excellent understanding of the SEND Code of Practice (2015)
- ★ Up to date knowledge of good practice in secondary education
- ★ Understanding of related statutory guidance linked to SEND, including:
 - Exclusion from maintained schools, academies and pupil referral units in England (2017)
 - Education for children with health needs who cannot attend school (2013)
 - Supporting pupils with medical conditions at school (2017)
 - Working together to Safeguard children (2018)
 - Promoting the education of looked-after and previously looked-after children (2018)
- ★ Ability to create and lead whole academy change
- ★ A commitment to inclusion in the fullest sense
- ★ An ability to recognise potential safeguarding issues
- ★ An ability to recognise where behaviours that challenge are as a result of an unmet need and an ability to identify and take action in managing this
- ★ Understanding of and commitment to Equal Opportunities and anti-discriminatory practice
- ★ Have a commitment to children, their families and the community
- ★ Demonstrate a commitment to own professional development and a willingness to learn
- ★ Be able to work in partnership with parents
- ★ Excellent written and oral communication skills
- ★ Good organisation and personal management skills
- ★ Be able to work as part of a team
- ★ Be friendly and have a flexible approach to work
- ★ Be able to work on own initiative and be self-motivated
- ★ To be enthusiastic
- ★ Have a calm and confident manner
- ★ Demonstrate personal and professional integrity, including modelling Astrea values and vision



- ★ Commitment to promote and support the aims and value partners of Astrea Academy Sheffield Effective time management

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing recruitment@astreaacademytrust.org