

SEND 1:1

Application Pack

Kingsmoor Academy
Harlow

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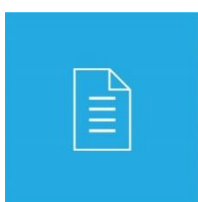
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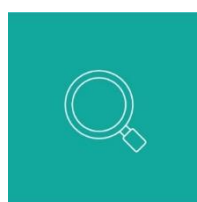
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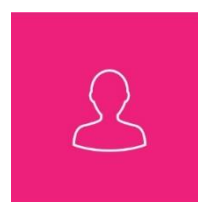
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#TransformingLives



01. About Academy Transformation Trust

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!) Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.

Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 21 academies (primary, secondary, post 16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

Strategic Aims

- To plan and deliver a curriculum which enables students to reintegrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience.
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims.
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance.



ATT | 21 Academies

Local Authority Areas | 10

Staff | 1720

Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 10
Members | 4

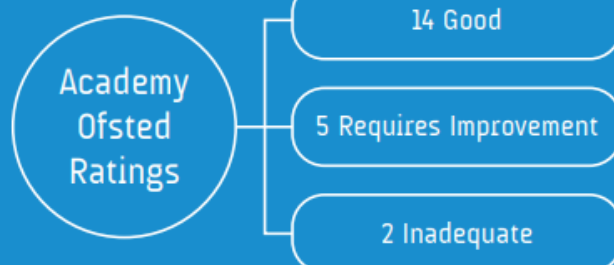
Finance

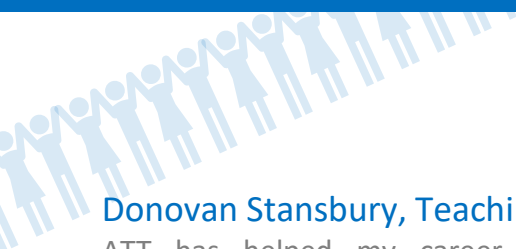
£78 million in funding and other income

ATT Institute | 42 Leadership Development Pathways across all our directorates

Headline Performance Measures

- **Record progress scores** for many of our academies in 2019.
- **Rising Attainment 8** and **Progress 8** rates for three years running across all secondary academies.
- **Rising Key Stage 5 average points scores** across all academies for three years.





Donovan Stansbury, Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Martin Sexton, Lead for Computer Science and STEM Coordinator

Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibility for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

Amy Bills, Regional Education Director

It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

Nicola Powling, Faculty Leader Humanities

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.



02. Kingsmoor Academy



The Academy Transformation Trust sponsors Kingsmoor Academy. We are a caring, inclusive Academy with high expectations for all of our pupils, whereby we aim to provide a calm and stimulating learning environment, rooted in mutual respect and where everyone is valued.

Our recent Ofsted inspection in February 2020, confirmed that we continue to be a good Academy. They highlighted that: 'Pupils feel proud to attend Kingsmoor Academy and they enjoy learning. Staff have high expectations. The school's mission for every child to be 'equipped with the knowledge, skills and understanding they need to be the best they can be' is a reality for all pupils.'

We take pride in the wider curriculum that we provide for our children which offers enriching opportunities throughout their learning journey at our Academy. Our pupils are encouraged to explore and be inquisitive learners both in the classroom as well as in our Forest school. The wellbeing of our children is paramount at Kingsmoor and we provide children with 'circle time' opportunities to talk freely. We provide a range of clubs to support character building and to enable them to develop life skills. We provide all of our pupils' with meaningful opportunities to understand how to be responsible, active citizens who contribute positively to society. Pupils also have opportunities to take part in talent shows, sporting events and residential trips.

At Kingsmoor Academy, we are very proud of the excellent relationships that exist between our pupils, parents, staff, governors and the wider community.

We look forward to welcoming you to Kingsmoor.

03. Our Institute



What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

Available people development opportunities for all employees:

Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders

Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

Research, Design and Accreditation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.



04. Job Description

SEND 1:1

Responsible for:

- To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- To develop knowledge of the particular needs of the child and seek advice from the SENCO, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials and resources as required e.g. Cause and effect games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the SENCO, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day to day class activities.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the pupil in the playground and outdoor area and to encourage safe interactive play.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.
Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with complex needs.
- Provide support and facilitate interaction with peers in the classroom and around school.
- To work as part of the team to ensure that the well - being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENCO and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behavior and communication skills.
- To provide regular feedback to the class teacher, SENCO and relevant outside agencies about the pupil's difficulties and progress.
- To contribute to the pupil's annual reviews by writing a brief report and attending the meeting.
- To communicate regularly with the child's parents/carers about the progress of their child.
- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the Academy and the Local Authority.
- To carry out duties as directed by the SENCO or Principal.

Specific Responsibilities

Overview

You will:

- Attend to the pupil's personal needs, and implement related personal programmes including; social, health, hygiene, first aid and welfare matters
- Supervise and support pupils whilst ensuring their safety and access to learning
- Establish good relationships with pupils, acting as a role model by being aware of and responding appropriately to the pupil's individual and complex needs
- Promote the inclusion and acceptance of all pupils
- Encourage the pupil to interact with others and engage in activities led by the teacher
- Encourage the pupil to act independently as appropriate
- Prepare classroom as directed for lessons and clear afterwards
- Assist with the display work of pupils
- Be aware of pupil problems/progress/achievements and report to the teacher and SENCO as agreed
- Undertake pupil record keeping as requested
- Gather/report information from and to parents or carers as directed
- Provide clerical/admin support e.g. photocopying, filing etc.
- Support the pupil to understand instructions
- Support the pupil in respect of local and national learning strategies and interventions e.g. EAL G&T, literacy, numeracy, as directed by the teacher or SENCO
- Support the pupil in using basic ICT as directed
- Prepare and maintain equipment/resources as directed by the teacher and assist the pupil in their use
- Be aware of and comply with policies and procedures related to child protection, health, safety, security, confidentiality and data protection – reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings as required, within normal contractual hours
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times
- Promote equality as an integral part of the role and to treat everyone with fairness and dignity
- Recognise health and safety is a responsibility of every employee by taking responsibility for the care of self and others by complying with the academy's H&S policy and any academy specific procedures/rules that apply to this role
- other adhoc duties



05. Person Specification

SEND 1:1

Job Purpose: The Teaching Assistant's (SEND TA) main role is to provide support for a pupil with complex needs who has an Education, Health and Care Plan. The TA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress with their individualised targets. Duties will include running specific programmes and activities to assist the pupil's individual learning and social needs. The TA will be responsible for implementing the targets on the pupil's Individual Plan in liaison with the class teacher and SENCO.

Please note this post is linked to external funding and would cease if the pupil were to leave the academy or the funding arrangement changed.

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none">• L2 Teaching and Learning NVQ or equivalent• 5 GCSEs (minimum C) or equivalent, including English and Mathematics	<ul style="list-style-type: none">• Evidence of a continuous professional development
Experience of	<ul style="list-style-type: none">• Successful experience of dealing with the complex needs of SEND children (in particular Speech, language and Communication)• Creating and adapting resources to support the needs and inclusion of children with SEND and those with complex needs• Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for pupils with SEND/complex needs• Proven ability to deal with a wide range of student behaviours	<ul style="list-style-type: none">• Recent work in a UK primacy school/academy• Proven ability to effectively work with a range of stakeholders including parents and external organisations• Experience of a range of strategies to aid communication and inclusion for children with complex SEN Eg: Makaton• Understanding and knowledge of pupils who may be on the Autistic spectrum
Safeguarding	<ul style="list-style-type: none">• Displays commitment to the protection and safeguarding of children and young people• Has up to date knowledge and understanding of relevant legislation and guidance in relation to	<ul style="list-style-type: none">• Holds relevant training and qualifications

05. Person Specification

	<p>working with, and the protection of, children and young people</p> <ul style="list-style-type: none"> • Will co-operate and work with relevant agencies to protect children 	
Shaping the future	<ul style="list-style-type: none"> • Vision aligned with the academy's high aspirations and high expectations of self and others • Demonstrate commitment to the highest standards of teaching and learning • Can articulate the values and mission of the academy • Commitment to the safeguarding and welfare of pupils • Demonstrable positive commitment to equality and diversity 	<ul style="list-style-type: none"> • Commitment to continuous improvement, both personal and organisational
Leading, Learning and Teaching	<ul style="list-style-type: none"> • Demonstrable understanding of a variety of strategies to support the learning of children with complex needs • Demonstrable ability to engage with learners in a variety of ways • Demonstrable ability to move pupils' learning forwards • Able to effectively evaluate own practice to further improve learning of pupils • Able to effectively articulate the importance of healthy living in early childhood • Demonstrable knowledge of good or outstanding behaviour management • Demonstrable knowledge of SEN code of practice 	<ul style="list-style-type: none"> • Ability to produce accurate reports • Ability to articulate a good understanding of how children learn to read, write and acquire number skills in Early Years • Able to articulate a good knowledge of the National Curriculum and EYFS requirements • Able to demonstrate knowledge of planning, curriculum and assessment procedures



06. How to apply

SEND 1:1

Kingsmoor Academy

Status:

15 hours per week
39 wks per year - Term Time Only

Salary:

Band 1 – with Fringe
£18970.00(FTE)
£6458.51 Actual

Closing Date:

27/05/22

Start Date:

Sept 22

Interviews:

07/06/22

Applying:

Please apply by visiting

<https://www.eteach.com/careers/kingsmooracademy-attrust/>

#TransformingLives

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