

RECRUITMENT PACK



HEARTS
ACADEMY
TRUST

SENDCo

HAPPINESS, ESTEEM, ACHIEVEMENT, RESPECT AND RESPONSIBILITY, TRUTH, SPIRITUALITY AND SERVICE

10th May 2022



HEARTS ACADEMY TRUST

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Dear Applicant

Thank you for your interest in the position of Cluster-SENDCo / Part-time SENDCo at HEARTS Academy Trust.

HEARTS Academy Trust is an education charity that has a proven track record of school improvement and transforming schools in challenging circumstances, particularly in areas of White British disadvantage.

This post is a key appointment that will deliver hugely positive life chances for our pupils in their studies and personal development. This is a unique and exciting role; a real opportunity working across up to three of our schools. We are looking for an outstanding, dedicated and ambitious professional who will add value to our schools both in and outside the classroom.

You will be joining a highly innovative, inspirational and ambitious organisation, working alongside a wide group of professionals such as SEND leads, Learning Mentors, Mental Health First Aiders, the trust counsellor, qualified SENDCos as well as admin support. We are seeking outstanding candidates who can realise the highest possible quality of services to support our educational vision. You will help develop strong leadership in the schools and effectively support colleagues and pupils, to enable the organisation to achieve the best possible outcomes for pupils.

This is an exciting and very rewarding role and we look forward to receiving your application.

If you would like an informal discussion about working for HEARTS or about this role or would like to arrange a visit, please contact Louise Allbury the Trust Business Manager, in the first instance on recruitment@heartsacademy.uk

Yours faithfully



Debbie Rogan
Executive Head and CEO

Ethos and Vision

HEARTS Academy Trust Vision

The Trust places our pupils at the centre of everything we do, with a focus on creating a culture of success, achievement, happiness, hope, confidence, respect and responsibility, reflection and service to others. We create positive climates for learning, increase pupil attainment/ achievement and provide highly effective social and emotional development opportunities. This includes enhanced provision and 2 and 3-year-old nursery settings. The Trust is also a Teaching school partner with a wide range of links across the East of England and internationally.

The Trust is a high-quality sponsor of schools. Our CEO received an OBE in the queen's 90th birthday honours list for services to education. The schools have a long history of support and collaboration with schools beyond HEARTS.

The Trust has developed an ethos in which decisions are made on the values set out above and our commitment to the service of our pupils and their families. Pupils are at the heart of all that we do. It is an absolute priority that every pupil, irrespective of their starting point, succeeds and achieves. In order to do this, a high-quality educational experience will be an entitlement for every pupil, with pupils, staff, parents/carers, and the wider community working together to achieve these goals for young people.

Leadership development, succession planning, and capacity building are also major priorities for the Trust and the Trust has an entitlement CPD programme for all staff.

The trust values its staff highly. We have a workload charter which has eased some pressures felt by staff, we have an additional week's holiday attached to the October half term, free access to our HEARTS counsellor, and an CPD programme that is bespoke to each member of staff. The Trust has a highly successful track record of securing Erasmus+ funding for staff to attend courses, visits schools and build links with education institutions in Europe. Our pay policy rewards staff who take on short term additional responsibilities or projects. Every member of staff receives training for child protection, fire awareness and health and safety. On top of this we want every member of staff to be successful in their chosen career and will carefully consider every request for accredited training. Each year, during the summer term, the entire trust gathers to attend an awards night to celebrate successes in our schools. This is held at an external venue and includes a three-course meal and evening entertainment.

Academies within the Trust

The Wickford Church of England School
Briscoe Primary School & Nursery
Waterman Primary School
Stambridge Primary School
Hilltop Junior School
Hilltop Infant School
The Atrium enhanced SEMH provision

Job Description

The main responsibilities will be to ensure that all pupils are given the opportunity to achieve their full potential in all subjects.

The Cluster-SENDCo / SENDCo will be expected to demonstrate high quality teaching, successful outcomes for pupils and an ability to coach others successfully (including support staff). They will also have an exceptional understanding of the primary curriculum and assessment as it relates to primary key stages and to pupils with additional needs. They will know how to research and develop best practice, work at a pace and inspire others in the endless goal to do better for our pupils so that they can lead lives now and in the future that puts learning and achievement at the heart of what they do.

The SENDCos within the trust, supported by the Lead Practitioner for SEND and SEMH, support the development and progress of our SEND and SEMH strategy across our schools. They are further supported in this by the Head of Schools and by the Directors of Curriculum, Learning and Assessment.

Purpose of the Post:

- To manage the already effective systems we have to support pupils with additional needs
- To advise and support school staff in establishing effective systems for delivering a range of provision for pupils with additional needs
- To lead across the school(s) on all aspects of SEND and provision
- To promote the raising of aspiration and high-quality teaching for all pupils across the school(s)
- To teach pupils within the school(s) and carry out such other associated duties as are reasonably assigned by the Lead Practitioner
- To ensure effective assessment systems are in place for identifying additional needs
- To support teaching staff in adapting learning resources for pupils with additional needs
- To provide training and support for school staff across the school(s)
- To support the delivery of the SEND and SEMH strategy and monitor its impact alongside the enhanced provision team, the HEARTS school counsellor and schools' pastoral teams.

Relationships

The post holder is accountable to the Heads of School in respect of carrying out duties. The post holder will interact on a professional level with colleagues and seek to establish and maintain productive relationships to promote mutual understanding of pupil progress, with the aim of improving the quality of teaching and learning and pupil support in the schools.

Particular Responsibilities

The post requires you to:

- Teach pupils within the age range 2-11 in accordance with the professional duties of a teacher when appropriate
- Carry out your duties in line with the management and working practices of the school(s)
- Take a lead role in intervention strategies, including tutoring SEND pupils
- Providing training for all staff in delivering effective support and monitor the effectiveness of these
- Take a lead role in research and development and share good practice across the school(s)
- To promote and model the ethos of the Trust and the HEARTS values
- Model teaching key groups of pupils to support raised attainment in key year groups and train staff in best practice in teaching pupils with additional needs

Strategic Direction and Development of an Intervention Programme:

- Use relevant academy, local and national data to inform targets for development and further improvement for individuals and cohorts of pupils
- Develop and implement high quality teaching materials which promote raised levels of achievement through effective teaching and learning
- Support professional learning groups of staff and encourage a shared understanding of the contribution the appropriate subject can make to all aspects of pupils' lives
- Contribute to self-evaluation
- Keep up to date on SEND/ SEMH good practice/ policy including national research and development/ policies

Supporting and Developing:

- Motivate and enable staff to plan for and support raising achievement in all cohorts and monitor outcomes
- Promote strategies which support curriculum adaptations, inclusion and positive behaviour
- Ensure staff are well informed about innovation and developments in intervention/ support programmes
- Provide appropriate help and support to those colleagues who may experience difficulties supporting pupils in the classroom
- Work with colleagues in the Trust to develop relationships and research and development practice
- Support SENDCo assistant/ SEMH leads in delivering policies/ strategy and practice

Teaching and Learning:

- Promote a positive climate for learning
- Act as a role model, guide and coach in the development of teaching and learning
- Set clear and ambitious targets for interventions and classroom practice
- Promote inclusion
- Use your own practice as an example of high-quality teaching and learning
- Disseminate materials relating to best practice and educational research
- Keep parents and staff informed of the progress of intervention pupils
- Ensure that during online learning pupils who have additional needs are well supported
- Monitor the work of school staff for effectiveness
- Take part in school risk visits focused on SEMH and SEND
- Ensure the curriculum is representative of all groups including SEND and minorities

Effective Deployment of Resources:

- Contribute to academy improvement through participation in meetings/working groups and systems necessary to support the management of the academy
- Take responsibility for own professional development
- Help colleagues to create a stimulating learning environment

Any other tasks which may be reasonably required without changing the general character of the post.

Disclosure level:

Enhanced: The provisions of the Rehabilitation of Offenders Act relating to the non-disclosure of spent convictions do not apply to this job. YOU MUST, THEREFORE, DISCLOSE WHETHER YOU HAVE ANY PREVIOUS CONVICTIONS ON THE DISCLOSURE FORM. We support safe recruitment and therefore, if successful, you will also be required to apply for an Enhanced DBS Check from the Criminal Records Bureau.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
Education and Training	<ul style="list-style-type: none"> A graduate qualification in a relevant discipline. Qualified teacher status 	<ul style="list-style-type: none"> Proficiency in ICT Post graduate leadership or teaching qualifications Engaged in research and best practice SEMH knowledge and experience SENDCo qualification or willingness to gain upon appointment 	Qualifications Research CV
Teaching Proficiency	<ul style="list-style-type: none"> Willingness to undertake continuous professional development A confident, well organised and outstanding classroom practitioner An ability to transmit enthusiasm for learning to pupils of all abilities Active teaching and learning strategies and lessons in line with modern pedagogy Ability to build exciting and engaging teaching environments Clear understanding of the new curriculum as it relates to mastery of basic skills Understanding of a range of assessment systems for pupils' additional needs and progress. 	<ul style="list-style-type: none"> Proven record of success with pupil achievement and progress Understanding of the statutory assessments and their benchmarks nationally across primary schools – GLD, phonics, year 2 and year 6 Understanding of the end of year expectations for primary pupils as relevant to your key stage Teaching across a range of ages and key stages 	Pupils' work Assessment systems Provision maps
Experience	<ul style="list-style-type: none"> Experience of teaching in the primary phase Raising achievement strategies in any key stage Experience of high quality CPD including reading, research, observation of others and training Experience of high-quality outcomes for pupils Leadership experience Experience of coaching others successfully Team leadership Proven ability to positively impact outcomes for children with SEND 	<ul style="list-style-type: none"> Teaching across more than one key stage Significant experience as a SENDCo (minimum 3-5 years) 	
Interpersonal Skills	<ul style="list-style-type: none"> The ability to form appropriate and positive working relationships with pupils, parents and colleagues 	<ul style="list-style-type: none"> Experience of working effectively within a team A willingness to contribute to the broader life of the academy 	

	<ul style="list-style-type: none"> • The ability to motivate and lead colleagues and to contribute to their professional development • Commitment, reliability and high professional standards 	<ul style="list-style-type: none"> • Positive attitudes to challenge, accountability and working in a trust 	
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Advertisement

SENDCo

Required for: September 2022

Salary Range: Consultant Teacher Low – High (FTE £38,690 to £41,604)

National Equivalent U1 – U3

We would welcome applications from individuals who are interested in either full-time or part-time as follows: -

- Waterman and Stambridge Primary Schools

Two days per week

Actual salary range: £15,476 - £16,641

FTE range: £38,690 to £41,604 pro-rata

- Briscoe Primary School

Three days per week

Actual salary range: £23,214 - £24,962 plus fringe allowance

FTE range: £38,690 - £41,604 plus fringe allowance pro-rata

- Full time, five days per week, covering all three schools

Actual Salary £38,690 - £41,604 plus fringe allowance pro-rata

All schools within the HEARTS Academy Trust, share the same values and an ethos and belief that all pupils have an equal right to a full and rounded education, that every pupil matters. Our support for all pupils within our care, extends to those pupils with additional needs that require assistance to help them fulfil their full potential. School communities will work together in nurturing environments to provide each pupil with challenging opportunities that encourage a desire for life-long learning.

We have a fantastic opportunity, for a like-minded individual to join our HEARTS team. The successful applicant will be an experienced SENDCo who has innovative, inclusive ideas to drive forward our vision and values for pupils with special educational needs and disadvantaged children.

You will be experienced in motivating and guiding a team in the area of inclusion, to include leading and managing the creation and implementation of strategies to identify areas of focus for each child. You will encourage, promote and demonstrate effectiveness in securing improvements and take responsibility for the implementation of initiatives and interventions that enable pupils to progress both academically and emotionally, preparing them for their onward journey.

We are looking for a colleague who has the ability and passion to transform our vision for our children into reality across three of our schools within the trust, Stambridge and Waterman in Rochford and Briscoe Primary in Basildon. You will work closely with a large group of skilled trust SENDCos and the leaders from The Atrium, our early intervention, enhanced provision for children with social, emotional and mental health challenge, meeting termly to share skills and work towards the strategic plan for the trust. You will work closely with a SEND assistant who will provide support for admin, monitoring and support with assessment of pupils.

Our ideal candidate will:-

- prioritise the development of positive, trusting relationships with learners, parents and other professionals in order to form genuine partnerships and work together towards meeting outcomes;
- empower our colleagues to take responsibility for learners with SEND by up-skilling them to remove barriers to learning;
- promote inclusive high-quality teaching as the first step towards meeting the needs of learners with or without SEND;

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www.heartsacademytrust.co.uk

- support the implementation of a more personalised and relevant approach to the curriculum for identified learners, based on their individual needs;
- model high expectations and aspirations for all learners and challenge limiting assumptions about children's capacity to learn.

The person we are seeking to appoint will be dedicated, enthusiastic and motivated in developing the life chances of our young people through inspirational and successful teaching, high expectations and support and care.

The post is line managed by the heads of school but will have significant interaction with heads of school and school SENDCo's.

The HEARTS Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Application packs can be downloaded from www.heartsacademytrust.co.uk.

Closing date for applications: Midnight on Friday 20th May 2022
Interviews: Wednesday 25th May 2022

Child Safeguarding Policy

The Trust is committed to Safeguarding and promoting the welfare of all of its pupils. Each pupils' welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g., those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Safeguarding Children & Young People

We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

- Candidates should be aware that all posts in HEARTS Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate, be answered not applicable if your duties have not brought you into contact with children or young people.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and DBS checks as well as accessing references and developing appropriate induction and probationary periods.

Information for Applicants

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours;
- Attitudes to the use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory DBS Disclosure;
- Verification of professional status such as QTS Status, NPQH (where required);
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period (where relevant);
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

For teaching posts:

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999);
- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

How to apply

To apply please complete HEARTS application form. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification and Job Description.

Completed application forms may be returned in electronic format to:

recruitment@heartsacademy.uk

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