

# HORBURY ACADEMY RECRUITMENT PACK





---

# DEAR APPLICANT

---

Thank you for your interest in Horbury Academy. We hope that the information contained within this pack will help you decide if you have the right qualities, skills and experience to apply for our vacancy.

I have enormous pleasure in inviting you to consider joining Horbury Academy and join a team of staff committed to the pursuit of excellence.

We are keen to appoint individuals who have vision and creativity but above all else an unrelenting commitment to high expectations and inclusivity.

We believe that outstanding staff, not only teaching staff but support staff as well, are the key to our success. We see all staff, as key members of our team. We are looking to appoint someone who recognises the importance of their contribution to our learning community.

We understand that partnership and collaboration is an important aspect to the on-going development of schools and academies and with this in mind, we work alongside Ossett Academy & Accord Sixth Form, Horbury Primary Academy and Middlestown Primary Academy as part of the Accord Multi Academy Trust. We feel this is both exciting and enriching for the Academy and all staff and pupils.

The vision of our partnership is that the Accord Multi Academy Trust will enhance both our practice and knowledge of learning across primary and secondary education, whilst also providing access for pupils and staff to an even better range of opportunities in order to achieve excellence.

Horbury is a happy Academy and we are keen to appoint like minded individuals who have a positive outlook, a “can do” attitude to all aspects of their role; and colleagues who enrich the lives of learners and ensure they are always at the centre of their thinking.

I am extremely proud to lead Horbury Academy and to work alongside such a talented body of students and staff, who are fully committed to working as a team. If you feel that you have the vision, drive and energy to support and contribute to the Academy’s further continued improvement, then we would be delighted to hear from you.

**Nicola Walker**

Principal



---

## WHY HORBURY?

---

- Horbury Academy is a mixed, 11-16 academy, situated on the outskirts of Wakefield.
- We are immensely proud of our academy, staff and students and strongly believe that all students are entitled to experience the full breadth of education; reflected through our curriculum model that encourages learners to study a broad range of subjects.
- From securing academic success to securing success in extra-curricular activity, our staff are fully committed to ensuring that all pupils make the most of their time at Horbury Academy.
- Alongside our extensive curricular and extra-curricular offer, we provide excellent pastoral care for our students; tailored to their individual needs.
- We work in partnership with parents and carers to ensure that our pupils feel fully supported during their time at the academy, allowing them to achieve their very best.
- Visitors frequently comment on our calm, supportive and friendly atmosphere.
- Our environment and academy building is purpose built, under one roof, allowing for a unique community and supportive feel.
- The Academy has very strong links with the local community in Horbury.
- Our facilities are used during the Academy day and outside of Academy hours by a wide range of community partners including Horbury Churches Together, Horbury Brownies and Guides, Horbury Spice Dancers, Ossett Town Juniors, Pageant Players, Phoenix Netball and Horbury & Ossett Music Centre to name but a few.



---

## ABOUT THE TRUST

---

The Accord Multi Academy Trust is an educational charity established in September 2016 that is currently made up of four academies who were the founding members of the Trust. In September 2016 Horbury Academy and Ossett Academy & Sixth Form College came together, moving away from their stand-alone Trust status and were joined in December 2016 by Horbury Primary Academy and Middlestown Primary Academy.

The overarching vision for the Trust is to work in one 'Accord – celebrating the differences of each academy through strong collaboration in order to inspire all members of our learning community to be the best that they can be.' Our academies work on the following key principles:

- Ambitious for our young people and staff;
- Creating a positive climate and an ethos for learning and success;
- Collaborative to secure the best possible learning experiences for young people and staff;
- Opening doors for parents, carers and the community and being fully inclusive;
- Resilient in order to develop in young people and staff a mind-set for success;
- Dynamic and reflective learning communities.

Our vision and key principles are underpinned by the highest expectations on what every child can achieve regardless of their context or starting point.

Having consolidated our position as a Multi Academy Trust, we are now at a point where we are looking to build on our existing central structures to sustain our improvement to date, but also to ensure that we have the strong educational capacity necessary to welcome more academies to join the Trust. This particular post is therefore a very important feature of our planned growth and development and aspiration to provide a world class education for all young people within our community.

## WHY WORK FOR HORBURY ACADEMY AND ACCORD MAT?

The Accord Multi Academy Trust is a Wakefield based Trust; all four academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. All academies are within a three mile radius of one another and can be found a short drive off junction 40 of the M1.

At Accord we are committed to providing world class education for all young people within our community and as such we recognise the pivotal role that our staff play in this respect.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. We understand that by investing in our staff we will create an organisation with a shared vision and values that will transform education for young people.

The Trust is strongly committed to fostering a positive and healthy working environment with wellbeing and workload management at the forefront of all decision making.

Across the Trust there are a number of opportunities for staff to come together outside of their normal working day in a social or other activity capacity. The Trust and individual academies organise regular staff social events, craft workshops, a staff choir; sporting groups currently include a running club, and weekly staff netball and football matches.

“

*“Joining Accord this academic year has given me a great opportunity to advance my career in a direction I am truly passionate about. Leaders are given the freedom to innovate and trusted to make decisions that will have a positive impact on pupils. I am certain joining Accord was the right choice for me and my career.”*

**Dan**  
Director of  
Mathematics

“

*“Working for Accord provides opportunities to work closely with the wider Trust to develop your skills and knowledge and build positive working relationships. I was a School Business Manager at Middlestown Primary when the school joined the Trust in 2016; the support and development opportunities available to me since then have enabled me to progress to a managerial role in the central team alongside completing professional qualifications.”*

**Jules**  
Finance  
Manager

### As a Trust we are committed to provide the following benefits for employees:

- An opportunity to collaborate with colleagues across academies and within the central Trust teams, with other academies and Multi Academy Trust's on a local or regional basis.
- Formal opportunities arising from collaboration provide:
- Structured and informal opportunities to share best practice that affords colleagues the opportunity to develop their own skills;
- Efficiencies of scale and a joint up approach to working and developing initiatives, agendas and changes to practise.
- Opportunities to lead on developments as a stepping stone to further career opportunities.
- The opportunity to work in a forward thinking and fast paced environment alongside a range of professionals with a proven track record of success in transforming education for young people.
- A specific career stage pathway of professional development with a commitment to support engagement in nationally recognised professional qualifications (NPQ's).
- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and associate staff, and continues to subscribe to local holiday patterns within the local authority of each academy.
- All employees have the opportunity to access a pension scheme.
- All employees have access to discounted rates for self and family members for a range of local and national companies and services, reviewed annually.
- Access to a biannual C2W salary sacrifice scheme.
- All employees have access to the Fitness Suite at one of the academies in the Trust free of charge.

“Twenty years ago I joined Horbury School as a Special Needs Assistant. Five years later I was celebrating becoming a qualified Maths Teacher having completed a degree and my teacher training. Thank you will never be enough for the opportunities, support and encouragement I have experienced over the years. The rewards from my career at Horbury have been a huge sense of pride and achievement knowing I have made a difference to so many young people's lives.”

**Diane**  
Teacher of  
Mathematics

“I started working at Horbury Academy in the school's busy kitchen. An opportunity arose for the Science Technician role which I applied for and was successful! Working in the science department has given me many new skills as well as receiving first class training from experienced staff. I continue every day to develop and grow thanks to the Academy.”

**Jayne**  
Science  
Technician

---

# ADVERT

---



## SENCo

**MPR/UPR + TLR 1A**

**Full Time / Permanent, January 2022 start (or  
sooner)**

Horbury Academy are seeking to appoint an inspiring and passionate SENCo to lead and manage the provision for students with special educational and additional needs, providing professional guidance in the area of SEN.

You will be required to provide leadership to ensure high quality learning and the more effective use of resources to improve outcomes and achievements for all students, ensuring that all legal obligations are met in accordance with statutory practice. You will ensure high standards of achievement and progress for all students of SEND and deliver specialised high quality inclusive teaching, learning and support.

The SEN department at the Academy are an outstanding team of professionals who are vibrant and forward thinking. We value challenge and active participation. You must be innovative with demonstrable resilience, vision and energy.

We offer an extensive programme of academy and Trust CPD, to help you grow and develop as an excellent practitioner. If you have the vision and skills to deliver inspirational teaching whilst having the focus and drive to ensure successful outcomes are reached we'd love to hear from you.

Horbury Academy is part of the Accord Multi Academy Trust which is a Wakefield based Trust; all four academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. All academies are within a three mile radius of one another and can be found a short drive off junction 40 of the M1.

Talk to our staff or pupils and you will find out how proud we are of our unique academy, its supportive atmosphere and strong team ethos. We encourage interested candidates to get in touch and see what makes us great! Contact the HR team on 01924 282748 or [hr@accordmat.org](mailto:hr@accordmat.org) and we'll make the arrangements or would be happy to answer any other questions you may have.

For more details, or if you're ready to apply, visit our website at <https://horbury.accordmat.org/recruitment/> where you will find the application form available to download.

**Closing Date: Monday 11<sup>th</sup> October 2021 at 9am.**

**Interviews likely to be held:** w/c 11<sup>th</sup> October or w/c 18<sup>th</sup> October 2021

Application forms are available from <http://www.horbury.accordmat.org/recruitment>

Completed application forms to be returned to [hr@accordmat.org](mailto:hr@accordmat.org)

*The Accord Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an Enhanced DBS check.*

---

# JOB DESCRIPTION

Job Title: SENCo	Salary: MPR/UPR + TLR 1A
Accountable To: DESIGNATED SENIOR LEADER	Location: Horbury Academy

## OVERALL PURPOSE OF THE JOB:

To lead and manage the provision for students with special educational and additional needs, providing professional guidance in the area of SEN. The SENCo provides leadership to ensure high quality learning and the more effective use of resources, including staffing, to improve outcomes and achievement for all students.

To ensure legal obligations are met with regard to Special Educational Needs and Disability in accordance with statutory practice.

To deliver specialised high quality inclusive teaching and learning and support for students on the SEND register.

To ensure high standards of achievement and progress for all students of SEND and disseminating best practice across the Academy including whole staff training as required.

Carry out the professional duties of a teacher in accordance with this job description, the Teachers Standards and the range of professional duties as set out in the School Teachers Pay & Conditions Document.

Responsibility for the leadership and management of SEN Department; ensuring high standards of leadership and management by post holders, high standards of teaching and learning, the effective use of resources and that the curriculum is managed and developed in accordance with Academy / Trust policy.

## RESPONSIBILITIES AND ACCOUNTABILITIES:

### Policy / Strategic Direction and Development

- Lead the departments policy-making and strategic planning as required;
- Prepare, monitor and update self-evaluation and termly curriculum area plans;
- Ensure that Academy / Trust policies and strategies are embedded in schemes of work and departmental plans.

### Leadership and Management of Others

- Lead and manage SEN across the Academy, including effective line management of all designated staff to ensure that high standards of performance are achieved and maintained;
- To lead and oversee the inclusive curriculum for identified students;
- To support existing networks in liaising and meeting with other schools/academies and external agencies;
- To lead on transition for students with behavioural needs and SEND;
- To lead on annual reviews including overseeing administration requirements for SENART;
- To analyse data and progress of specific students to inform planning and intervention by tracking progress;
- To manage performance of identified staff to ensure a consistent, timely and effective appraisal process, responding to under-performance concerns appropriately;
- Responsible for the efficient and effective management and deployment of SEN staff;
- Responsible for the annual budget for the department, ensuring appropriate and cost effective resources are secured in a timely manner and in keeping with best value
- To ensure the smooth running of public examinations entries with regards to exam concessions in liaison with the Examinations Officer;
- To facilitate, lead and take action as appropriate from SEND team meetings;
- To report to the Principal/Designated Senior Leader as required on SEND matters;

- To keep abreast of national developments and assessment within SEND;
- Provide training opportunities for Learning Mentors and other staff to learn about SEN and keep them updated regarding students' needs as necessary;
- Identify resources needed to meet the needs of pupils with SEN and advise SLT of priorities for expenditure;
- Ensure that rigorous and robust quality assurance procedures are used to appraise impact;
- Ensure rigorous appraisal and performance management of all line managed staff and the wider SEN team;
- Develop colleagues to ensure professional progress;
- Effectively deploy staff to ensure the highest quality learning, teaching and assessment takes place.

#### **Teaching and Learning**

- Promote excellence in teaching and learning to ensure all pupils progress in their learning and their needs are met;
- Identify and adopt the most effective teaching approaches for pupils with SEN;
- Facilitate high quality training for Learning Mentors to ensure good curriculum knowledge to most effectively support pupils in their learning.
- Monitor teaching and learning activities to meet the needs of pupils with SEN;
- Identify and teach study skills that will develop pupils' ability to work independently;
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN;
- Effectively deploy Learning Mentors, ensuring that any programmes that they deliver have impact on student outcomes;
- Ensure that all SEN staff monitor pupils' learning and progress;
- Provide high quality bespoke intervention packages to support pupils with specific needs. Enabling them to become more independent.
- Keep up to date with developments in the curriculum areas and education in general;
- Continue to develop the SEN curriculum to ensure it enshrines best practice and encompasses the needs of all pupils.

#### **Monitoring, Evaluation and Assessment**

- Ensure that individual pupil progress is regularly assessed, recorded, reported and used to inform future teaching;
- Set targets for raising achievement among pupils with SEN and ensure that IEP's and other support plans are appropriate and communicated effectively;
- Collect and interpret specialist assessment data
- Set up systems for identifying, assessing and reviewing SEN
- Update the SLT and governing body on the effectiveness of provisions for pupils with SEN
- Develop understanding of learning needs and the importance of raising achievement among pupils;
- Attend consultation evenings and keep parents and carers informed about their child's progress;
- Attend and chair where necessary, various meetings including OPP, MSP, EHCP, CIN and CP along with any annual reviews and maintain the necessary records through CPOMS;
- Ensure all pupils with additional needs beyond wave 1 have either an OPP or MSP that is shared with staff;
- Ensure Access Arrangements are in place for all pupils in readiness for assessments and examinations in liaison with Curriculum Leaders and Exams Officer;
- Ensure effective assessment and examination systems are in place for students with SEN;
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress to ensure that pupils know their current level of attainment and is expected in order to raise their level of attainment.

#### **Relationships with colleagues, parents/carers and wider community links**

- Maintain positive relationships with parents and carers, calling parents/carers as deemed necessary regarding pupil progress or if there are health and welfare concerns;
- Attend Parents Evenings to keep parents informed of progress and contribute to accurate pupil reports;
- Establish effective working relationships with colleagues and other professionals such as Safeguarding & Wellbeing Officer, Educational Psychologist, SENART and other partners as appropriate;
- Establish and maintain a departmental team that works together and collaboratively to share best practice and learning.

#### **Continuous Professional Development & Extra-Curricular Activities**

- Ensure that training needs within departments are identified, appropriately met, and that all members of the SEN department are active in their own personal and continuous professional development;

- Take responsibility for personal continuous professional development, set personal targets and keep up to date with development in subject(s) area;
- Actively seek appropriate professional learning and development opportunities;
- Contribute to the broader life of the Academy / Trust by supporting curricular and extra-curricular events and activities;
- Contribute to the promotion of the curriculum area within the Academy and wider community to encourage pupils' interest in your subject(s).

#### **Safeguarding**

- To be committed to the safeguarding and promotion of the welfare of young people and to demonstrate this commitment in every aspect of this post;
- To be responsible for the care and guidance for pupils within your form group and also to ensure your classroom is a safe environment for pupils to learn;
- To work in partnership with pupil groups to enhance their learning and widen their experience of education.

#### **Attendance and Behaviour**

- To set high expectations for pupils' behaviour and attendance, establishing and maintaining a good standard of discipline through well-focused teaching, through positive and productive relationships and through consistent use of the Academy's Positive Behaviour System to ensure all pupils are treated fairly and consistently;
- To support pupils and families to ensure attendance of pupils with SEND is good.
- To play a pivotal role in rewarding pupil achievement and good behaviour and ensure all curriculum team are applying the same principles to encourage pupil engagement and attainment.

#### **Generic**

- To play a key role in ensuring all safeguarding and child protection procedures are adhered to;
- Actively seek professional learning opportunities;
- To develop and maintain a positive ethos at the Academy;
- To promote the aims of the Academy and the Accord MAT and work toward achievement of the Academy Strategic Plan;
- To monitor and manage pupil behavior in line with Trust Policy;
- To work collaboratively with the wider community including partner schools/academies within the Accord Multi Academy Trust, within the local pyramid and across the locality;
- To represent the Academy at external meetings as required;
- To maintain professional standards of conduct and appearance at all times providing an excellent role model for other colleagues and pupils.

#### **Other Specific Requirements**

- To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the Principal from time to time, in consultation with the post-holder and in line with the School Teachers Pay & Conditions Document;
- To play a full part in the life of the Academy and community and encourage colleagues and pupils to follow this example;
- Adhere to all policies as set out by the Academy Education Committee (AEC) and the Trust;
- Foster positive and courteous relations with pupils, parents and colleagues;
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality, reporting all concerns to an appropriate person.

*The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.*

## Requirements for the Job/Evidence

The following section is the requirements for the job and lists the essential and desirable requirements needed in order to do the job. Applicants will be shortlisted solely on the extent to which they meet these requirements. Please note A = Application Form I = Interview/assessment process

Competency	Essential	*How Assessed	Desirable	How Assessed
Qualifications:	<ul style="list-style-type: none"> <li>Degree in Relevant Subject</li> <li>QTS qualification</li> <li>Holder of the National Award for Special Educational Needs Co-Ordinator or Specialist qualification relating to SEN</li> <li>Evidence of continuous professional development.</li> </ul>	A/I	<ul style="list-style-type: none"> <li>Further qualification in specialist subject(s)</li> </ul>	A/I
Knowledge, Skills, Experience and Behaviours	<ul style="list-style-type: none"> <li>Knowledge and commitment to safeguarding and promoting the general health, safety and welfare of young people.</li> <li>Sound knowledge of SEND provision</li> <li>An excellent track record or recent, relevant and professional development in SEND</li> <li>Proven track record of making interventions that have had a positive impact on student progress</li> <li>The principles and practices of strategic and operational planning and delivery</li> <li>Knowledge and understanding of effective review and evaluation procedures</li> <li>Knowledge of current education issues theory and practice.</li> <li>Up to date knowledge of specialist subject and curriculum.</li> <li>Excellent literacy and numeracy skills.</li> <li>Ability to apply a range of interpersonal skills adapting to suit specific audience.</li> <li>Demonstrate an innovative approach to teaching and learning.</li> <li>Ability to lead, motivate and develop others.</li> <li>Ability to manage difficult situations and work collaboratively to seek resolutions.</li> <li>Demonstrable ICT skills and ability to analyse data.</li> <li>Ability to evaluate and improve the teaching practice of self and others.</li> <li>Ability to create innovative resources and new learning opportunities.</li> <li>Ability to manage behaviour in the classroom and respond to challenging situations in a calm and professional manner.</li> <li>Willingness to take part in extra-curricular activities.</li> <li>Excellent time management skills and self-motivation.</li> </ul>	A/I	<ul style="list-style-type: none"> <li>Working in partnership with local schools and Academies and the wider community.</li> <li>Liaise effectively with other organisations and agencies</li> </ul>	A/I

	<ul style="list-style-type: none"> <li>• Proven success of effective teaching and learning in specialist subject and curriculum area within a secondary school.</li> <li>• Proven track record of raising standards for pupils of all abilities.</li> <li>• Experience of leading and managing other teaching colleagues</li> </ul>			
--	---	--	--	--

**Characteristics of the post:**

The employment checks required of this post are:

- Evidence of entitlement to work in the UK;
- Evidence of essential qualifications;
- Two satisfactory references;
- Evidence of a satisfactory Enhanced DBS Disclosure;
- Confirmation of medical fitness for employment;
- Registration with appropriate bodies (where applicable).

**Date Completed:** September 2021

**Signature of Jobholder:** .....

**Date:** .....

This is a description of the job as it exists at present; all Accord Multi Academy Trust Job Specifications are reviewed and are liable to variation as determined by the CEO/Principal in consultation with the post-holder in order to reflect future developments, roles and organisational change.

