

The Shared Learning Trust

THE LINDEN  
ACADEMY

RECRUITMENT BOOKLET

# SENDCO AND CLASS TEACHER



# SENDCO AND CLASS TEACHER

We are looking for a special educational need coordinator (SENDCo) with KS1 and KS2 teaching experience to work with children in our primary school setting who need extra support or require an advanced programme of learning in order to reach their full educational potential. Working with individuals who have physical disabilities, sensory impairments (i.e., hearing or visual), speech and language difficulties, learning difficulties such as dyslexia, conditions such as autism, social, emotional and mental health needs, or have a combination.

A key aspect of working in this field is identifying individual needs and being responsible for creating a safe, stimulating and supportive learning environment.

**Ofsted 2022: 'Pupils' wellbeing is a priority at The Linden Academy. Pupils benefit from the care that adults provide. Because of this, pupils feel happy and safe in school.'**

**Ofsted 2022: 'Pupils are well prepared to become members of the wider community. They are encouraged to think about the decisions they make and consider the feelings of others. Pupils are proud of their achievements and are keen to celebrate the success of their peers.'**

As part of the Trust's Primary Partnership programme, you will have access to extensive on-line training (at every level), and programmes to significantly develop your own skills through internal and external training.

The successful candidate will be an experienced/aspirational teaching professional, who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners. If you are highly motivated, respond well to a challenge and have excellent communication skills, this could be the job for you!

*Visits are warmly welcomed to the school.*

## The successful candidate will:

- Qualified teacher status
- National Award for SEN Co-ordination, or a willingness to complete it
- Advocate for SEND children
- An excellent classroom practitioner
- At least four years teaching experience
- Experience of working at a whole-school level
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET
- Ability to plan and evaluate interventions
- Data analysis skills, and the ability to use data to inform provision planning

## Job specifics

|                   |  |
|-------------------|--|
| <b>Start date</b> | September 2022   |
| <b>Salary</b>     | MPS/UP + SEN allowance - £25,714 - £43,873 + £2,269 - £4,479 (dependent on experience) |
| <b>Job Role</b>   | Full-time (with class-based teaching)  |

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.





# WHY WORK FOR THE LINDEN ACADEMY?

## ABOUT US

- At The Linden Academy, we put our children at the heart of everything we do, to serve our local community
- You'll be working alongside a collaborative, forward thinking, friendly and supportive team of around 50 staff
- Unparalleled CPD opportunities with The National College catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding Trust
- Fantastic children with a wonderful desire to learn
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- 15% off annual membership for Active Luton Gym

## SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

## WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on:

<https://www.thesharedlearningtrust.org.uk/vacancies3/60982.html>

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or [j.powell@thesharedlearningtrust.org.uk](mailto:j.powell@thesharedlearningtrust.org.uk)

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.



## HERE'S WHAT OFSTED HAVE TO SAY

*"Pupil's wellbeing is a priority at The Linden Academy. Pupils benefit from the care that adults provide. Because of this, pupils feel happy and safe in school."*

*A well-developed culture of trust encourages pupils to share their worries. Pupils are valued members of a respectful school community where difference and diversity are celebrated."*

*Ofsted January 2022*

# WELCOME TO THE SHARED LEARNING TRUST



Cathy Barr,  
CEO

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right staff help us to achieve the goals we have set out for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our academies. For this reason, we try and clearly articulate our vision, values and expectations when putting together information for applicants.

## **We aim to recruit staff who:**

- Are excited by their role and by the prospect of working with young people, even those who are less motivated
- Love the processes of learning and teaching are keen to continually develop their own skills
- Recognise that teaching can be a demanding job but react positively to those demands rather than complaining
- Will subscribe to the ethos of the trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people
- See break duty as an opportunity to talk to children
- Are quick to praise and slow to criticise and are not afraid to admit to seeing themselves as potential leaders of the future

I am conscious that this may be first your contact with trust and first impressions are very important. I hope what you have read, coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes, Cathy

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust as principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength, employing some 500 fantastic staff members who serve over 3,700 children within our communities. It is my privilege to be CEO of our family of schools and work with each principal or head of school to ensure the best possible education in their own academy.

Our ethos is simple; to build a collaborative partnership of academies and schools that will provide exceptional educational provisions, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged, ensuring that their learning experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider community. They are role models and young leaders, who contribute to collegiate ethos with maturity.







## ABOUT US

Along with our family of 5 academies, we also offer a fantastic sixth form provision for students aged between 16-19 and this is based at both The Chalk Hills and Stockwood Park Academy. Included in our sixth form provision is our Football Academy partnered with Luton Town FC and our brand new Cricket Academy, partnered with Northamptonshire Cricket Club.

Our trust is vibrant and friendly, supported by 3 state of the art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

- The Vale Academy, Dunstable 2-11
- The Rushmere Park Academy, Leighton Buzzard, 2-9
- The Linden Academy, Luton 4-11
- The Chalk Hills Academy, Luton 11-18
- The Stockwood Park Academy, Luton 11-18

### CPD AND TRAINING - WE INVEST IN YOU!

We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualifications for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As The Linden Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

# VISION & VALUES



## 'STRIVE, ACHIEVE, BELIEVE'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

### STRIVE

We will:

- Provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be
- Continue to work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff
- Have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets
- Focus on the development of all our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression

### ACHIEVE

We will:

- Aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative
- Shared strong trust approaches to our key issues, e.g. teaching, assessment, attendance and curriculum development
- Offer an interesting yet challenging curriculum in each of our academies
- By our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all
- Continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence
- Place emphasis on collaboration with partners outside of our trust to maximise opportunities for all in our trust

### BELIEVE

We will:

- Enable all of our learners to develop and flourish, through close working and regular communication with our families and local community
- Care for our families beyond the school day, supporting the development of high self-esteem and belief
- Ensure that every child in our trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom
- Promote can-do attitudes and resilience across the trust that develop belief and high expectation



# WELCOME FROM THE DIRECTOR OF PRIMARY EDUCATION

---



**BEX HOWE**  
**EXECUTIVE PRINCIPAL**  
**'MRS HOWE' BY EVIE, YEAR 1**

As a team, we pride ourselves on providing good quality support and education. The Linden Academy is continuing through an exciting period of adaptation to accommodate our ever-increasing new community.

Teachers are well supported through performance management and external and internal CPD. Aspiring leaders, middle and senior, have access to nationally accredited qualifications such as NAML and Senior Leader programmes. We work closely in partnership with the Luton Authority to provide opportunities for individuals to be recognised as Subject Leaders in Education and Local Leaders in Education.

The Linden Academy works in close partnership with its two sister primary academy's, The Vale Academy and The Rushmere Park Academy, and this partnership provides a wealth of opportunity for moderation, events, external and internal training and professional working.

In joining The Linden Academy, you would be joining a supportive staff team who place the children's needs at the centre of everything they do.

I look forward to meeting with you.

Best wishes,

Bex



## ABOUT THE LINDEN ACADEMY

Converting to Free School status in 2012, Moorlands Free School was previously a fee-paying independent school. Now welcoming children from across the whole of Luton under the name 'The Linden Academy'. Many of the traditions and values of the previous preparatory school remain as we believe in traditional values in a modern context.

Our curriculum is bespoke to our children and our aim is for both teaching and learning to be exciting, relevant and enjoyable. With a healthy emphasis on the core curriculum and a commitment to learning through modern technologies, TLA children receive a broad and balanced education. A strong element of this is also our care for the children; small class sizes and highly trained staff ensure that our children are safe, happy and healthy throughout their time with us.

In 2016 we finally relocated to our new, purpose-built building located in South Luton (next to Venue 360) and will expand to 504 pupils over the coming 2 years with class sizes not exceeding 26 – enabling us to further enrich our curriculum offer and to serve even more Luton children and their families.

This is such an exciting time for the school and there is no better time to join us!



# STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. Ranging from an extensive **Wellbeing package**, to free tea and coffee, you can be reassured that we have your best interests at heart.



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers for all staff members



Free, onsite car parking at all academies



Reduced gym membership



Cycle to work scheme



Support for all staff with an experienced licensed counsellor



Free tea & coffee plus a reusable Bamboo coffee cup for new starters



Enhanced pension employer's contribution & death in service payment



Support with relocation, including a range of information and contacts



Online delivery drop off service, including Amazon deliveries



Refer a friend £500 bonus scheme

## CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at The Shared Learning Trust.

To continue our support for all members of our staff community, we have partnered with the Teacher Development Trust, offering our colleagues the opportunity to further their professional development by studying for specialist NPQs which are all completely funded.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.

When it's your birthday, you can also choose from a wide range of birthday boxes, complimentary of us!



Perkbox also provides access to 24/7 access to GP appointments, confidential support and guidance through our Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a **wellbeing portal**, full of resources and videos.

# JOB DESCRIPTION

|                |   |
|----------------|---|
| JOB TITLE      | Special educational needs coordinator (SENCO) and Class Teacher |
| RESPONSIBLE TO | Head of School  |
| SALARY         | MPS/UP + SEN allowance  |

## PURPOSE OF POST

The appointed candidate will be qualified and experienced in Primary teaching. We are looking for candidates with a passion and proven success of working with children.

Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students. They should be good communicators and should be able to engage effectively.

The SENCO, under the direction of the Head of School, will:

- To be an advocate for children and their families with SEND needs and champion their individual needs
- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

The School Teacher's Pay and Conditions Document gives details of the role and professional responsibilities of teachers. This job description is set within that framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

| RESPONSIBILITIES               | KEY TASKS MPS1-6  | TASK EVIDENCE   |
|--------------------------------|---|---|
| TEACHING / SEND RESPONSIBILITY | <ul style="list-style-type: none"><li>• Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision</li><li>• Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability</li><li>• Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan</li><li>• Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice</li><li>• Analyse school, local and national data and develop appropriate strategies and interventions</li><li>• Line manage SEN staff, including teaching assistants and support staff to improve pupil progress and attainment</li><li>• Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective</li><li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li><li>• Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils</li><li>• Plan and prepare lessons to meet the needs of all pupils.</li><li>• Use teaching time and resources effectively to promote learning objectives.</li><li>• Use appropriate classroom organisation for curriculum objectives.</li><li>• Set/mark appropriate, differentiated/challenging work and monitor completion.</li><li>• Record and report on the progress and attainment of pupils.</li><li>• Provide appropriate homework.</li></ul> | <ul style="list-style-type: none"><li>• Planning file.</li><li>• Lesson observations.</li><li>• Work sampling.</li><li>• Tracking date and pupil report</li></ul> |



# JOB DESCRIPTION

| RESPONSIBILITIES                    | KEY TASKS MPS1-6  | TASK EVIDENCE   |
|-------------------------------------|---|---|
| PASTORAL CARE AND SUPERVISION       | <ul style="list-style-type: none"> <li>Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>Maintain an ordered and disciplined working atmosphere in lessons.</li> <li>Provide guidance to pupils on social and behavioural issues.</li> <li>Supervise pupils in lessons, breaks, moving around the school and off-site.</li> <li>Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness, raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff to do so</li> <li>Secure relevant services for the pupil</li> <li>Review the education, health and care plan with parents or carers and the pupil</li> <li>Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil</li> <li>Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities</li> <li>Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability</li> </ul> | <ul style="list-style-type: none"> <li>Lesson observations.</li> <li>Planning file and behaviour logs</li> </ul>  |
| COMMUNICATION AND LIAISON           | <ul style="list-style-type: none"> <li>Inform parents of half-termly curriculum plans.</li> <li>Attend parent evenings to discuss curriculum issues and pupil progress.</li> <li>Liaise with parents and outside agencies to support pupils.</li> <li>Provide relevant information to other schools.</li> <li>Provide information for Governors and educational agencies.</li> <li>Attend staff meetings and work collaboratively with colleagues.</li> <li>Work in partnership with support staff and provide clear guidance for class helpers which promotes learning objectives.</li> </ul>  | <ul style="list-style-type: none"> <li>Parent meetings</li> <li>Communication to parents</li> <li>Liaison meetings/transfer forms.</li> <li>Committee / staff meeting minutes</li> <li>Communication books</li> </ul> |
| PERFORMANCE MANAGEMENT AND TRAINING | <ul style="list-style-type: none"> <li>Be accountable for pupils' attainment, progress and outcomes</li> <li>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>Make a positive contribution to the wider life and ethos of the school</li> <li>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>Communicate effectively with parents with regard to pupils' achievements and well-being</li> <li>Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> <li>Attend agreed professional development courses/school INSET to update skills.</li> <li>Participate in school performance management.</li> <li>Proactive role in keeping PM file containing suitable evidence for teaching standards and targets set.</li> </ul>   | <ul style="list-style-type: none"> <li>INSET / Training record.</li> </ul>  |

# JOB DESCRIPTION

| RESPONSIBILITIES                     | KEY TASKS MPS1-6   | TASK EVIDENCE   |
|--------------------------------------|--|---|
| CURRICULUM AND SEN MANAGEMENT DUTIES | <ul style="list-style-type: none"> <li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and policies.</li> <li>• Set up resource areas and manage a curriculum budget.</li> <li>• Monitor planning for the provision of PP, SEND, More able and EAL.</li> <li>• Monitoring quality and standards of implementation.</li> <li>• Contributing to school planning and self-evaluation.</li> <li>• Providing professional support to other teachers and support staff.</li> <li>• Lead appropriate professional development sessions. Maintain an accurate SEND register and provision map</li> <li>• Provide advice, guidance and training to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support</li> <li>• Carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents</li> <li>• Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans</li> <li>• Provide regular updates on pupil progress through written reports and meetings with parents</li> <li>• Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists</li> <li>• Support teachers to develop schemes of work and learning programmes for pupils with SEN</li> <li>• Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom</li> <li>• Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date</li> <li>• Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment</li> <li>• Be aware of the provision in the local offer</li> <li>• Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies</li> <li>• Be a key point of contact for external agencies, especially the local authority</li> <li>• Analyse assessment data for pupils with SEN or a disability</li> </ul> | <ul style="list-style-type: none"> <li>• Policy, scheme of work</li> <li>• Subject leader monitoring sheets</li> <li>• Subject portfolio</li> </ul> |



# JOB DESCRIPTION

## UPS 1 & 2

Teachers in the Upper Pay Scale are expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards.

Teachers are expected to contribute significantly to implementing work based policies and practice.

- Teachers are expected to deliver consistently good and outstanding teaching.
- Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them.
- Teachers are expected to play a proactive role in leading the professional development of key stage colleagues.

## UPS 3

As above and:

UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

**Whilst every effort has been made to explain the accountabilities and responsibilities for this post, each individual task may not be identified.**

**We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post**

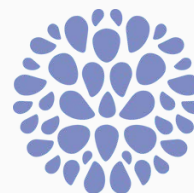
# PERSON SPECIFICATION

Please make sure, when completing your application, you give clear examples of how you meet the essential and desirable criteria.

| CRITERIA                     | ESSENTIAL   | DESIRABLE   |
|------------------------------|---|---|
| PROFESSIONAL                 | <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• An enhanced DBS certificate</li> </ul>   | <ul style="list-style-type: none"> <li>• Additional professional qualifications</li> <li>• National Award for SENDCo-ordination</li> </ul>  |
| EXPERIENCE                   | Experience of teaching within primary education   |   |
| SKILLS, KNOWLEDGE & APTITUDE | <ul style="list-style-type: none"> <li>• Ability to create a stimulating learning environment</li> <li>• An understanding of the role of assessment in teaching and learning</li> <li>• An ability to communicate effectively with parents and other members of staff both orally and written</li> <li>• Willingness to involve parents in their child's learning</li> <li>• A caring and supportive attitude towards all children and a commitment towards meeting the needs of children of all abilities</li> <li>• Ability to manage appropriately children's behaviour.</li> <li>• Ability to teach in a fully inclusive environment</li> <li>• An ability to plan coherently and seek further opportunities to enhance the curriculum</li> <li>• A sound Knowledge of National Curriculum at Key Stage 1 and 2</li> <li>• Positive role model with strong leadership skills.</li> <li>• Self-motivated, creative and confident</li> <li>• Willingness to learn, share experiences and influence the work of others</li> <li>• Ability to work effectively and flexibly both independently and as part of a team and meet deadlines</li> <li>• Ability to lead, advise and manage other staff within the classroom environment</li> <li>• Confidence and appropriate training</li> <li>• Computer literate</li> <li>• Experience of leading an area of the curriculum</li> <li>• Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development</li> </ul> | <ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• A good understanding of school self-evaluation</li> <li>• Ability to demonstrate a clearly identified personal educational philosophy</li> <li>• A clear vision of their immediate professional development needs</li> <li>• A sound understanding of different learning styles</li> <li>• Experience of leading the development of SEND policy</li> <li>• A good understanding of work-life balance and how to achieve this</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Experience of building relationships with parents of SEND pupils, teachers, and external professional</li> </ul> |
| PERSONAL                     | <ul style="list-style-type: none"> <li>• Well organised and efficient</li> <li>• Ability to work on own initiative</li> <li>• Ability to work as part of a team within a busy environment – good team player</li> <li>• Excellent verbal and written skills</li> <li>• Enthusiastic with a positive approach to new ideas and developments</li> <li>• Flexible to meet the changing needs of the school</li> <li>• Energy, drive and enthusiasm to support change in the future development of the school</li> <li>• Self-motivated</li> <li>• Demonstrate commitment</li> <li>• Approachable and compassionate</li> <li>• Aspirations for the future</li> </ul>  |   |



# RECRUITMENT BOOKLET



The Shared Learning Trust

THE LINDEN  
ACADEMY

The Shared Learning Trust  
THE CHALK  
HILLS ACADEMY

The function of education is to teach  
one to think intensively and to think  
critically. Intelligence plus character  
that is the goal of true education.

Martin Luther King. Jr

THE SHARED  
LEARNING  
TRUST

SEE MORE AT

[WWW.THESHAREDLearningTRUST.ORG.UK](http://WWW.THESHAREDLearningTRUST.ORG.UK)