



## **Job Application Pack SENDCo**

**Permanent, Full time  
Salary: MPS/UPS  
Plus TLR 1B**

## Welcome from the CEO



Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.

*S. Hampton*

## About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy. We recently welcomed three further secondary schools in Derby to the Trust and opened Bluecoat Trent Academy, a secondary Free School in Nottingham in September 2021.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Community School, Alvaston Moor Academy, Bluecoat Trent Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

## Our Schools

### Bluecoat Aspley Academy

Bluecoat Aspley Academy has approximately 1500 students, including 500 in the Sixth Form, based in the city centre. Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust).

The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds. Believe in yourself, in others, in God centres around everything we do by acting out the values of faith, family, hope and respect. Wellbeing for all is extremely important and the Academy strives to support all.



**Bluecoat Aspley**  
believe in yourself, in others, in God



**Bluecoat Wollaton**  
believe in yourself, in others, in God

### Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.

### Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.



**Bluecoat Beechdale  
Academy**  
Believe, Belong, Achieve



**Bluecoat Primary**  
believe in yourself, in others, in God

### Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children, 26 Nursery pupils and a small focus provision for children with ASD. Like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.

### The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.





## Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.

## Bluecoat Trent Academy

The Bluecoat Trent Academy (BTA) opened its doors in September 2021 with the founding cohort of Year 7 pupils. BTA is an 11-16, non-faith school. For the first year BTA accommodates six forms of entry, growing to eight forms in subsequent years.



The new build for the academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will, for the first two years, be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.

## Lees Brook Community School

Lees Brook Community School (LBCS) based in



## Lees Brook Community School

Lead Believe Create Succeed

Derby has 1,120 students and is a school that puts its students at the heart of everything it does. The school's motto 'Lead, Believe, Create, Succeed' was chosen by its students and is at the core of everything that the school does. Lees Brook is passionate about its extra-curricular provision in particular the thriving Duke of Edinburgh scheme. Lees Brook is a school that cares for the people within it.

## Alvaston Moor Academy

Alvaston Moor Academy has 890 students on roll and places a strong emphasis on the importance of hard work and academic achievement. Our Academy vision is at the heart of everything we do, 'Ambition, Manners and Achievement'. We also recognise the importance of positive relationships, equality and respect. Situated in the heart of the City of Derby, it serves a diverse local community and serves families from many different backgrounds. The curriculum offered is broad and specifically designed to engage and challenge its students.



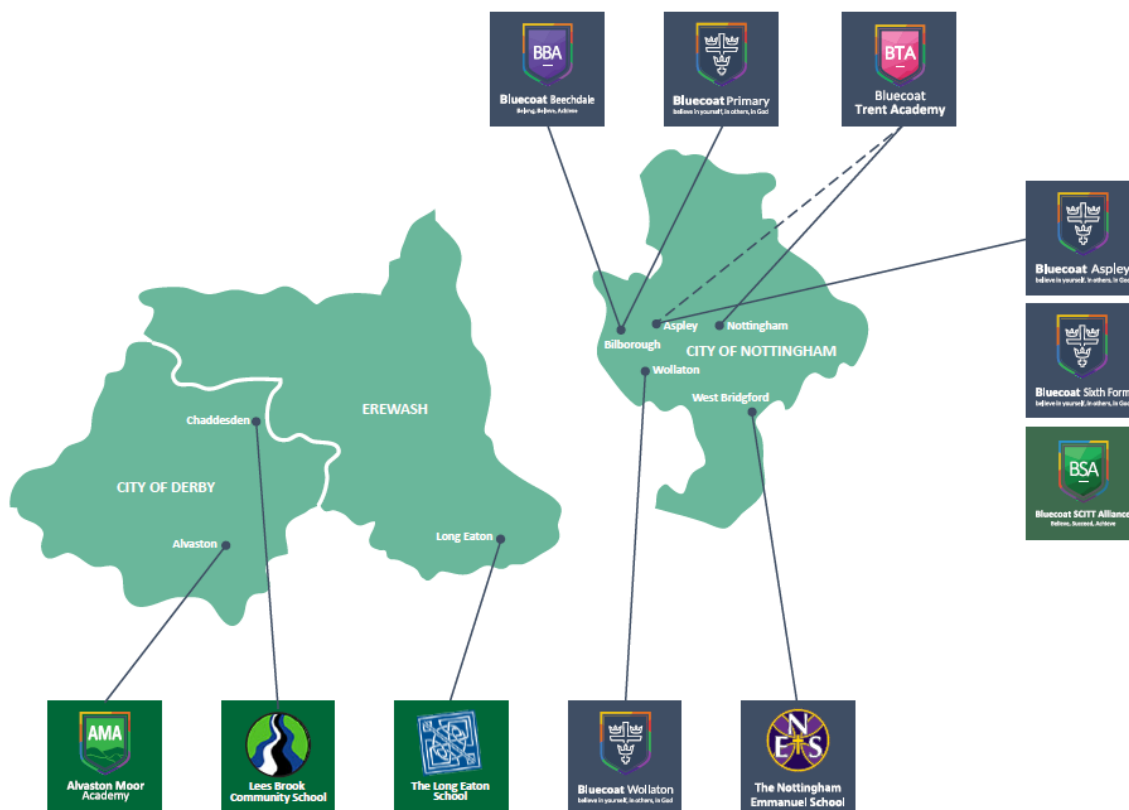
## The Long Eaton School

The Long Eaton School with 1,078 students is built on a long tradition of academic success, dating back to 1910. The school has gained an excellent reputation for the quality of its educational provision and its developments in Literacy and Numeracy have earned the school the prestigious Quality Mark and our approaches have been shared nationally as a model of good practice.





## School Locations



## Welcome from the Principal

Angela Wells delivers Principal leadership to the Trust's successful and passionate Bluecoat Aspley Academy.

Offering a caring, nurturing and secure environment, Bluecoat Aspley Academy enables every member to be the best they can be. We have high aspirations for ourselves, our students and the community we serve. Whilst we are extremely proud of our reputation for academic excellence, we place equal value on ensuring students grow and develop both personally and socially and leave us thoroughly prepared to become well rounded and successful citizens in a modern society.



We make no apologies for the high standards that we have here at Bluecoat Aspley Academy. We expect our staff to role model excellent behaviour, attendance and attitudes to learning for our students. We are absolutely delighted that during our recent Ofsted inspection our Personal Development and Welfare, as well as our Leadership and Management were rated as 'Outstanding' with an overall judgement of 'Good'. All at Bluecoat Aspley Academy are very proud of our rich history, faith and belief as well as our truly inclusive nature. Our vision is to ensure that all students make progress, regardless of their background, ability or starting point and we celebrate the impact of our specialist SEN provision on site.

We also expect our staff to be excellent too, by delivering inspirational teaching that ignites a love of learning and instils a belief in learners that anything is possible. Belief is central to all we do: we believe in ourselves, in others, in God and it is this belief that ensures Bluecoat Aspley Academy continues to offer the best educational experiences possible for our students, our staff and our community.

## The Vacancy

The Trust is seeking to appoint a self-motivated and passionate candidate who can fulfil the position of SENDCo at Bluecoat Aspley Academy, from September 2022.

We have 1400 students on roll from a wide and diverse catchment area. Almost 16% of our student population are currently on the SEND register, this includes 28 students who have an EHCP with a further 33 students who receive HLN funding. We are partnered with the local authority to deliver 6 high funded Focus Provision Placements for students with complex Autism. We currently have 7 placed with us.



We currently provide for students whose needs fall into all four broad areas of SEND need (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs). The school is currently part of a pilot programme called Routes to Inclusion (R2i) which is looking at providing and developing a framework for the identification, assessment and intervention of students presenting with SEMH needs.

Learning Support has a large community area with a number of breakout rooms for small group or 1:1 intervention. We have a medical room shower room for students with medical needs, a sensory room, life skills kitchen and computer suite.

Within Learning Support we run a number of intervention programmes. We also deliver a Foundation Curriculum pathway which is offered to a small number of KS3 SEND students and a cohort of year KS4 and KS5. This includes Entry Level courses in English, Maths, Science, IT, Home Cooking Skills, PSD and Employability. The Foundation Curriculum provides a practical learning pathway for students to develop skills they can carry through to adulthood. Within this pathway students also access a specific PSHE programme which is tailored to develop life skills relevant to adulthood such as personal care, relationships and independence. Additionally Numicon, colourful semantics, Zones of Regulation and other interventions are built into the curriculum. Foundation Programme is taught by a team of Specialist, Teaching Assistants, SEND management and class teachers.

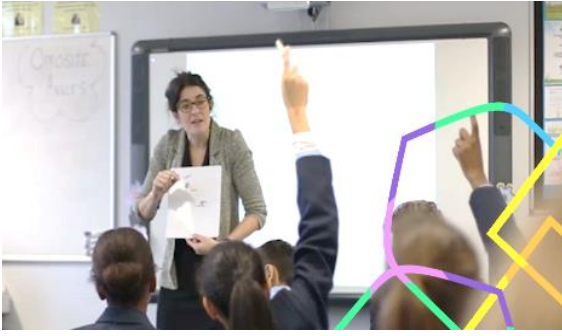
We are seen as the school of choice for many partners and parents in the local authority for students with Special Education Needs. We are looking to appoint a candidate that can embody and continue to drive forward our courageously inclusive ethos. The successful candidate will have a strategic overview of provision for students with SEND across the school, as well as monitor and review the quality of the provision of SEND. This will include compliance with all statutory guidance, designing the SEND curriculum, working alongside the SLT to monitor standards, implementation of the graduated response process, delivery of CPD, role-modelling excellent practice and delivery of improvement in line with the Academy development plan.

Responsible for an experienced team of Teaching Assistants, the right candidate will provide a supportive, stimulating environment and share our high expectations of achievement for all our children regardless of their starting point and be fully committed to going above and beyond to ensure our students receive the very best in terms of opportunity, education, and care.

You will hold the National Award for SEND Coordination, or be working towards this qualification.

Whilst this post holder will be predominantly based at Bluecoat Aspley Academy, they may be deployed across any of the academies within the Trust in accordance with the needs of the Trust as we grow and develop.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.



## Applications

For more information about Bluecoat Aspley Academy and the vacancy, please visit [www.bluecoataspley.co.uk/vacancies](http://www.bluecoataspley.co.uk/vacancies). To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.

**Closing Date: 9am, Friday 20<sup>th</sup> May 2022**

**Interview Date: Tuesday 24<sup>th</sup> May 2022**

Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from us within two weeks of the closing date, please assume that on this occasion your application has unfortunately not been successful.

## Trust Ethos, Mission, Vision and Values

**Telephone:** 0115 929 7445

**Email:** [recruitmentbaa@archwaytrust.co.uk](mailto:recruitmentbaa@archwaytrust.co.uk)

**Website:** [www.archwaytrust.co.uk](http://www.archwaytrust.co.uk)

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



## ***Working Together, Transforming Lives***

### **Safeguarding Children and Young People**

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)



## Job Description

<b>POST TITLE:</b>	SENDCo
<b>GRADE:</b>	MPS/UPS + TLR1B
<b>MAIN PURPOSE:</b>	Strategic leadership for SEND including curriculum design Ensuring excellent provision to support pupils with SEND, enabling good progress to be made Line Management or Teaching Assistants Providing effective CPD, advice, coaching and development of staff
<b>RESPONSIBLE TO:</b>	Principal
<b>RELATIONSHIPS WITH:</b>	Senior Leaders & Trust wide colleagues Local Authority support teams Teaching Assistants Teachers Support staff Parents Local community and educational providers Governors and stakeholders

### GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy
  - Code of Conduct
  - Extremism & Radicalisation Policy
  - Health, Safety and Security Policy & Guidance
  - Keeping Children Safe in Education (Part 1) Guidance
  - Safeguarding Policy and Training Slides
  - Whistleblowing Policy
  - IT Pack including Acceptable Use Statement
  - Health, Wellbeing and Benefits Policy
  - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

### INTRODUCTION

The post holder will be required to work in partnership with other Middle and Senior Leaders to provide professional strategic leadership and operational management for the designated areas of the school curriculum. The post-holder has a duty to promote high quality in all aspects of the work of the team by maintaining high standards of achievement and ensuring that all students fulfil their potential through effective teaching and learning, and high expectations.

The SENCo is also responsible for the development and review of policy and practice in consultation with all members of the faculty. This will involve the establishment of clear principles, aims and objectives for the SEND team within the context of the Academy's mission statement, policies and development plan.

At the Academy we expect middle and senior leaders to be fully committed to:

1. Comprehensive, community education within an urban, multi-cultural environment;
2. The inclusive values and framework of the Academy
3. Working as a mutually supportive team, sharing responsibility, successes and challenges;
4. Exercising positive leadership and creating a shared vision of the purpose and future development of the Academy that reflects our ethos and aims;
5. Maintaining high personal and professional standards in all aspects of Academy life;
6. A consultative and participative approach to leadership and management;
7. Being forward looking and anticipating change;
8. Their own professional and leadership development.

## MAIN RESPONSIBILITIES

Under the direction of the Principal, the SENDCo is responsible for the strategic leadership of SEND across all areas of school.

The SENCo has a duty to promote high quality inclusive education, ensuring students fulfil their potential through effective teaching and learning and high expectations.

- Provide effective direction and leadership to SEND support staff in order to effectively provide support and challenge to pupils with SEND in mainstream classrooms and within the specialist classroom areas.
- Model best practice, lead staff training and support staff to deliver high quality inclusive education.
- Liaise with outside professionals to ensure adequate provision for pupils.
- Arrange effective SEND INSET days/Staff Meeting in collaboration with the leadership team and executive team, supporting colleagues / visitors who do so.
- Prepare and organise SEND timetables and provision plans
- Take a leading role in reviewing / writing SEND policy documentation that reflect the schools practice.
- Assist in the display and dissemination of information to staff / parents and the community for whole school and SEND specific matters.
- Write HLN bids and take a full role in the EHCP process when required.
- Oversee admissions and transitions for pupils with SEND.
- To contribute to the development, monitoring and evaluation of the Academy Development Plan.
- To monitor teaching standards with the SLT.
- To monitor and evaluate standards of learning in the school with SLT.
- Attend Leadership meetings as required.
- Contribute to the creation of a climate that enables all staff to develop and maintain positive attitudes towards their teaching.
- Work collaboratively with the leadership team on identified academy priorities.
- To have responsibility and devolved leadership under the direction of the Principal for the strategic leadership and management of SEND.
- To ensure that the school complies with all statutory requirements in terms of the curriculum, assessment and recording and reporting of pupils' attainment and progress and the code of practice.
- To implement appropriate strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- To ensure that teachers – through short, medium and long term plans – understand how to adapt planning to meet the needs of all learners.
- To use data effectively to establish clear and challenging targets for pupil achievement and improvement, including SEND, pupils with English as an additional language and other learning groups as appropriate and identified.
- To offer support and guidance to staff in the effective teaching of pupils suggesting appropriate strategies and CPD opportunities to ensure high standards.
- To liaise with relevant members of staff including outside agencies,
- Lead CPD meetings and INSET for the school.

- As a member of the Leadership Team - analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- To establish and implement clear policies and practices for assessing, recording and reporting pupils' attainment and progress.
- To write an annual action plan and to monitor and evaluate it against the success criteria and to use this to identify future priorities for development as part of the academy plan.
- To maintain an evidence file for inclusion in the SEF, as appropriate
- To establish staff and resource needs and take responsibility for managing a budget of likely priority expenditure.
- To allocate, deploy and maintain resources to ensure value for money.
- To maintain effective communication with governors ensuring they are well informed about subject plans, policies and priorities.
- To develop appropriate networks with other outside agencies, including cluster groups, network learning communities, business, industry, community groups and ITT providers.
- To provide guidance and support to staff in their written communications regarding SEND, including the annual report to parents.
- To ensure the effective teaching of pupils by overseeing planning, preparation and assessment, and by any other appropriate evaluative activity.
- To develop a clear SEND referral and identification process
- To aid the identification and collection of evidence for appropriate access arrangements.
- To liaise with student support and Year leaders to develop strategies and provision for students with SEMH needs.

These tasks and accountabilities are intended to be a guide to the range and level of work expected of the post-holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be required to undertake any duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

## TEACHER RESPONSIBILITIES

When teaching, all teachers are expected to:

- 1) Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
- 2) Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);
- 3) Keep an attendance register of students in every lesson and following up absence when necessary;
- 4) Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
- 5) Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
- 6) Be able to make use of the performance data available in the Academy in order to determine how much progress their students are making;
- 7) Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
- 8) Make an active contribution to implementing the policies and aspirations of the Academy and Trust;
- 9) Be effective professionals who challenge and support all students to do their best;
- 10) Set and maintain high expectations for student behaviour;
- 11) Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;

## GENERAL NOTES

- 1) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
- 2) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;

These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

## STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

## DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.

## PERSON SPECIFICATION

The Trust invite applications for the post of SENDCo from motivated, experienced and successful leaders who are passionate about ensuring high quality provision for all and have a proven track record for effectively leading SEND.

The post would suit an experienced individual able to provide excellent SEND knowledge. The successful candidate will be a pivotal member of the school's Leadership Team and can expect the support needed to develop his/her career.

You will certainly be a good classroom teacher and leader. You will be interested in developing your practice, and trying out new strategies in your teaching and leadership. You will already be a good user of ICT and able to use data to assess performance and aid strategic planning.

You will love working with young people who have SEND, and you will relish the satisfaction that comes from improving their life experiences through helping them to develop and to learn.

	<u>Essential</u>	<u>Desirable</u>
<b>Qualifications</b>	Relevant 'A' Levels (or equivalent); Qualified Teacher Status;  Evidence of continuing professional development or further professional study;	Good honours degree (2:1 or better);  Accredited Middle Leadership qualification;  SEND Award
<b>Experience</b>	Experience as a middle leader;  Led EHCP, HLN and admissions process;  A proven track record for promoting high standards, particularly in promoting effective SEND provision within the primary phase;  Led and managed others to deliver best practice;  Direct experience of supporting staff and pupils in a mainstream setting;  Effectively led meetings involving a range of stakeholders;  Working with professionals from different agencies;	Currently working in UK Secondary school; Recent experience of teaching in a special school for pupils with ASD;  Involvement in leading the implementation of whole-school initiatives;  Currently undertaking role of Designated Safeguarding Lead or organising support for vulnerable pupils, including CLA children;  Working with focus provision or in special education;  Experience of Mental Health first aid;

	<p>Relevant teaching experience or teaching practice;</p> <p>Record of successful educational leadership, for at least two years within a secondary setting;</p> <p>Monitoring, evaluating and reviewing classroom and assessment practice and promoting improvement strategies;</p> <p>Experience of working with secondary aged children with a wide variety of learning needs;</p> <p>Experience of working in partnership with a wide range of stake holders including parents, governors, and a range of professionals from other agencies;</p>	
<b>Knowledge and understanding</b>	<p>An understanding of current educational developments and a clear grasp of issues relating to Secondary Education in general and in SEND;</p> <p>Excellent knowledge of how to support pupils with SEND, especially ASD;</p> <p>The theory and practice of providing effectively for the individual needs of all children;</p> <p>In-depth knowledge and understanding of the requirements of the secondary national curriculum and tests;</p> <p>Sound knowledge and understanding of Assessment for Learning strategies;</p> <p>The monitoring, assessment, recording and reporting of pupils' progress;</p> <p>A sound understanding of the way in which the environment (both inside and outside) can be used to facilitate children's learning;</p> <p>An understanding of and commitment to learning through a creative curriculum;</p> <p>A sound understanding of school evaluation including the processes within Ofsted;</p> <p>The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN and Child Protection;</p>	<p>An excellent understanding of:</p> <p>Autism Education Trust, Good Autism Practice, SEN Code of Practice, Ofsted Inspection Framework, Routes to Inclusion</p>



	<p>Sound knowledge in the use of ICT across the Curriculum;</p> <p>The monitoring, assessment, recording and reporting of pupils' progress;</p> <p>The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection;</p> <p>The positive links necessary within the Trust and with all its stakeholders and other professional agencies;</p> <p>Effective teaching and learning styles.</p>	
<b>Skills and Abilities</b>	<p>Ability to work effectively with students with a range of needs, including complex and challenging needs</p> <p>Ability to use innovative, active teaching methods;</p> <p>Effective communications and an ability to work in collaborative partnership with the full range of people associated with the Trust – children, staff, parents and other professionals;</p> <p>Ability to use data effectively to drive school improvement;</p> <p>Good interpersonal skills and an ability to work effectively in and support and manage teams;</p> <p>Good organisational skills;</p> <p>Ability to work with students with a range of needs;</p> <p>Ability to lead by example and provide a clear direction;</p> <p>Ability to work as part of a team and motivate others;</p> <p>Ability to monitor and evaluate teaching and learning and implement strategies for improvement;</p> <p>Ability to solve everyday problems by using initiative, flexibility and creativity;</p> <p>Good organisation and time management skills;</p> <p>Ability to work under pressure and remain calm and positive;</p> <p>Good/outstanding classroom practitioner;</p>	

	<p>Ability to use innovative, active teaching methods;</p> <p>Well developed and effective communication skills, written and verbal;</p> <p>Ability to use data effectively to drive school improvement;</p> <p>Good interpersonal skills and an ability to work effectively in and support and manage teams;</p> <p>Ability to use ICT as a learning/admin tool in education leadership;</p>	
<b>Personal Characteristics</b>	<p>Energetic, enthusiastic and enjoys new challenges and leading change;</p> <p>An empathy for students from a wide variety of social, cultural and SEN backgrounds;</p> <p>Ability to be in full support and lead the important Christian values of the Trust;</p> <p>A willingness to work hard with enthusiasm and vision;</p> <p>Ability to engage others in a shared vision and tackle those who are not engaging in a diplomatic way;</p> <p>Resilience;</p> <p>Tact and sensitivity;</p> <p>Integrity, emotional intelligence and good judgement;</p> <p>Confidence, independence and flexibility;</p> <p>Calm under pressure;</p> <p>Well-organised.</p>	