



Job Application Pack SENDCo

Required from January 2024

Permanent, Full time, All Year Round

Salary: Leadership Pay Scale, L01-L07, £44,305 - £51,470

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 Academy, 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 Academy

Lees Brook Academy (LBA) based in 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.

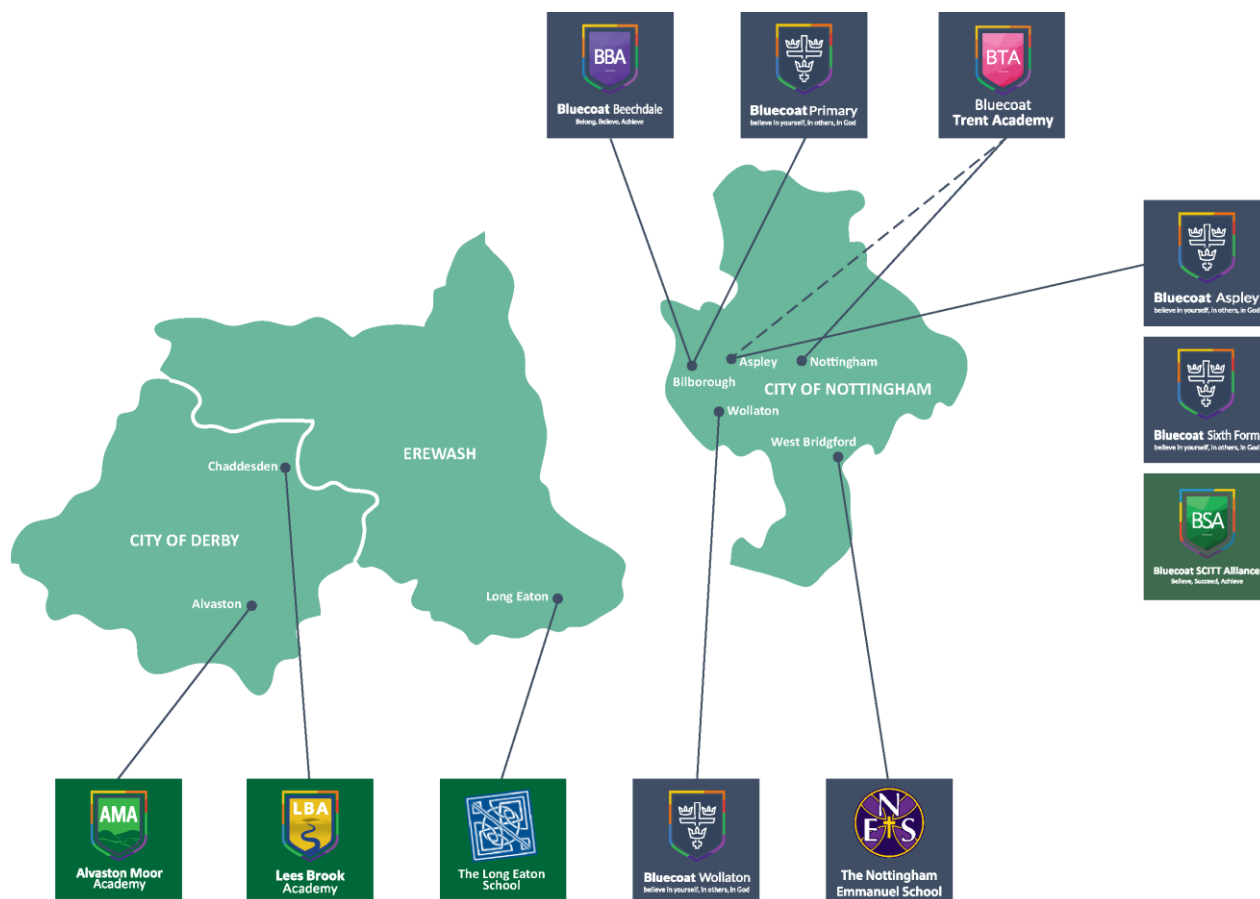


The Long Eaton School

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

We are thrilled that, in October 2022, Ofsted recognised the many wonderful opportunities that we are providing for our students and agreed that our school continues to be 'Good'. In particular Ofsted recognised the impact that our unwavering high expectations are having on the development of our young people stating that 'Expectations are high. Pupils know where they stand because expectations are very clear.' They also recognised how inspiring curriculum is designed to enthuse and engage students to prepare them for their next steps in 'The curriculum aims to bring the richness of the world into the classroom. Teachers support pupils to make ambitious choices for future work and study.' Unlike other academies within Archway Learning Trust, Bluecoat Beechdale is not formally designated as a Church of England academy, but shares the ethos and many of the Bluecoat values.



"This is a happy, caring school. Pupils feel safe. Staff are proud of their pupils and enjoy working with them. The school rewards pupils for being kind, curious, resilient and positive. That is 'the BBA way'."

"Expectations are high. Pupils know where they stand because expectations are very clear. Classrooms and corridors are calm and orderly. Most pupils behave well and want to learn. Bullying is rare and staff deal with it swiftly. If they need it, pupils get effective help to improve their behaviour."

"The school wants every pupil to aim high in education and in life. The curriculum aims to bring the richness of the world into the classroom. Teachers support pupils to make ambitious choices for future work and study."

"Leaders have brought about rapid improvements to the provision for pupils with special educational needs and/or disabilities (SEND). Teachers get the right information to support pupils."

"Staff and pupils all contribute to a strong culture of safeguarding. Safeguarding leaders are knowledgeable and skilled. They know pupils and their families very well."

Ofsted, October 2022

As Principal, I am passionately committed to excellence for all. At BBA we believe that living by the values of kindness, positivity, resilience and curiosity will secure success for all students. We recognise the privileged position we are in as educators to transform lives of our young people and be their champions of success. Our staff are experts in delivering inspirational teaching and igniting a love of learning, so that students can believe that anything is possible. Our team also work to provide our students with experiences that go beyond the classroom through our extensive and comprehensive enrichment offer.

Mrs R Frearson
Principal

The Vacancy

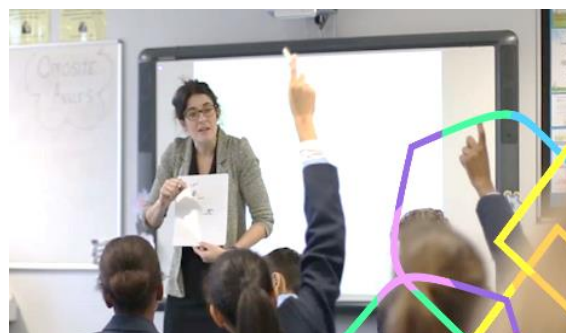
The post holder will be responsible for providing strategic leadership for SEND at the school and implementing the SEND provision. This will include meeting all the statutory guidance, designing the SEND curriculum, liaising with families and key stakeholder to build relationships and BTA's reputation within the city. They will also work alongside the SLT to monitor standards; deliver CPD; role model excellent practice; and deliver improvement in line with the Academy Improvement Plan. They will work hard to ensure that all children in the school excel from whatever their starting point and will be fully committed to going above and beyond to ensure our students receive the very best in terms of opportunity, education and care. Equally as important will be a desire to be part of the founding cohort of staff and an ambition for the growth and success of the school.



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. The role will be based at the Trust's Bluecoat Beechdale Academy but the post holders may at any time be required to support or work at any of the sites within Archway Learning Trust.

Applications

For more information about Bluecoat Beechdale Academy and the vacancy, please visit www.bluecoatbeechdale.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 22nd September 2023

Interview Date: Week Commencing 2nd October 2023

If you have any queries, wish to discuss the role informally or undertake a visit to the Trust, please do not hesitate to contact us via email recruitmentbba@archwaytrust.co.uk or telephone 0115 913 5211.

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 the HR Department within two weeks of the deadline, please assume that on this occasion your application has unfortunately not been successful.

Trust Ethos, Mission, Vision and Values

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)
- Online Searches

Job Description

POST TITLE:	SENDCo
GRADE:	L1 – L7
MAIN PURPOSE:	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
RESPONSIBLE TO:	Principal
RELATIONSHIPS WITH:	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 SENCo 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 at Bluecoat Beechdale Academy 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 SENCo 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>
Qualifications	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; NASENCo Award
Experience	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;

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

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

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