SENDCo

Recruitment Pack

ETHOS ACADEMY TRUST

Nurturing inclusive learning communities

CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital new post of SENDCo at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We currently have four academies (Ethos College, Reach Academy, Evolve Academy and Engage Academy) and we have high aspirations for future growth. In addition to the academies, the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees Local Authority.

Thank you for your interest in Ethos Academy Trust.

Jayne Foster

Jayne Foster
CEO, Ethos Academy Trust

DIRECTOR WELCOME

Dear Applicant

Ethos Academy Trust Outreach Service comprises of teaching and support staff, supporting in and in partnership with mainstream primary and secondary schools. The service is commissioned by Kirklees Council who have a commitment to children and young people with special educational needs being educated in their local mainstream school as far as possible, and as such strives to provide strong support for families, children and young people during their transition to and from their local school.

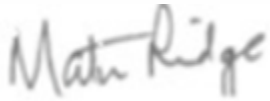
Outreach staff work effectively with partners, including health & social care, to ensure early identification and ongoing assessment of children and young people with social, emotional and mental health needs is in place as soon as possible. Experienced teachers offer advice to schools through our Outreach Advice portal and through Single Point Referral.

The service also provides transition support through experienced Inclusion Workers for children who have been permanently excluded from school and children with Education, Health and Care Plans who require a bespoke transition into a new setting.

The support for our children, young people and families is part of Ethos Academy Trust continuum of SEMH provision.

Thank you for your interest in working in the Outreach Service. Visits to our base at Reach Academy are always welcome, so please do not hesitate to contact the main office for further information.

Kind regards



Martin Ridge
Director of Offsite Provision

TRUST MISSION

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities.**

To enable us to achieve this, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.

Leading
with integrity

- Championing honesty and transparency
- Building trusting relationships

Encouraging
freedom and responsibility

- Working collaboratively
- Investing in effective partnerships

Thinking
innovatively

- Finding creative solutions
- Meeting individual needs

Improving
continuously

- Raising standards
- Developing strong and effective leaders

Celebrating
achievement

- Improving academic progress
- Enriching personal development

ETHOS ACADEMY TRUST

Nurturing inclusive learning communities

Ethos College provides long term full time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Additional 1:1 teaching is also available for a small number of pupils across Key Stages 1 to 4 who are referred with medical needs or for those whose needs are more complex.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.

Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. Some have been permanently excluded from Kirklees secondary schools. A high proportion of children make a successful return to their local or another mainstream school following their time at Reach Academy, while some progress to special school provision in order that their long term needs can be met.

We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.

Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) who are at risk of permanent exclusion and / or are permanently excluded from a mainstream school. A high percentage of our children have Social, Emotional Mental Health (SEMH) needs along with undiagnosed complex needs. All pupils are assessed whilst with us and the majority receive an Educational Health and Care Plan (EHCP) prior to going to their next school ensuring their needs are met in the future.

We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have a broad, creative curriculum that enables all pupils, regardless of need, to achieve their potential and thrive in their new schools.

Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.

Outreach Teaching and support staff within Ethos Academy Trust provide Outreach Services in Kirklees, supporting and working in partnership with mainstream primary and secondary schools. Our team members also work effectively with wider partners, including health & social care, to ensure early identification and ongoing assessment and timely support for children and young people with wide-ranging social, emotional and mental health needs. Experienced teachers offer advice to schools through our Outreach Advice portal and through Single Point Referral.

The Outreach Team also provides transition support through experienced Inclusion Workers for children who have been permanently excluded from school and children with Education, Health and Care Plans who require a bespoke transition into a new setting. The support for our children, young people and families is part of Ethos Academy Trust's continuum of SEMH provision.

WHY WORK FOR THE TRUST?

Ethos Academy Trust is based in West Yorkshire, with all of our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield and Bradford. The proximity of our Academies is such that it lends itself to close and collaborative working.

At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all of the young people within our community at the heart of what we do. Our staff are pivotal in this and also in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for young people.

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff, and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- All employees have the opportunity to access a pension scheme.
- All employees have access to Healthline which includes 24/7 Employee Assistance Programme and services such as physio and counselling for employees and their dependants
- An opportunity to collaborate with colleagues across academies and within the central Trust teams, with other academies and Multi Academy Trusts on a local or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted gift cards.

I started working for Ethos College around eight years ago, as a grade 7 Inclusion Worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was so proud to take up the post of science teacher. Since then I have not looked back!! I am now working in a leadership position, helping to develop our offer to young people educated around the local authority. Working at Ethos College and being a part of the transformation of the lives of our young people is an absolute privilege.

EMMA GANNON, TEACHER

I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust eleven years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification and, most recently, training to become a SENDCo. I am currently the Deputy SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, DEPUTY SENDCO - REACH ACADEMY

During my 6 years of employment within Ethos Academy Trust, I have been supported to access a number of professional development opportunities. I gained my PGCE over a 2-year period and, after securing a teaching role two years ago, I am now a middle leader within Ethos College and currently undertaking the NPQSL, in order to further enhance my leadership skills, undertstanding and practice

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, TEACHER - ETHOS COLLEGE

ADVERT FOR SENDCo

Role: SENDCo based in Batley and throughout the Kirklees Local Authority
Salary: MPS 1-6 + SEN allowance + TLR2a (£25,714 - £36,961 + £4,479 + £2,873)
Hours: Full time, permanent

About Ethos Academy Trust

Ethos Academy Trust is located within Kirklees and Wakefield, West Yorkshire. The overarching aim of the Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

In addition to our four academies (Ethos College, Reach Academy, Engage Academy and Evolve Academy), the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees and Wakefield Local Authorities.

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils from across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint an influential SENDCo to join our passionate and hardworking Outreach Team and hard-working team which covers the Kirklees Local Authority. The role will include working with students who may be experiencing social, emotional and mental or physical health issues. The students who require support could be based in one of the Trust's Academies or within a local authority school in Kirklees. The role will cover our sites in Batley and the Outreach Service.

You will model best practice and lead on promoting the Graduated Approach within the Trust and across the local authority. You will carry out professional duties of a Teacher as described in the School Teachers' Pay and Conditions document and as requested by members of the Senior Leadership Team.

Visits to the academy are encouraged. If you have any questions about the role or would like to arrange a visit please contact Sue Wight at swight@eat.uk.com or Alison Ward at award@eat.uk.com

You can apply for the vacancy at https://www.eat.uk.com/recruitment-portal/current-opportunities/

Closing date: 12 noon, 4 February 2022
Interview date: 14 February 2022

SENDCo
JOB DESCRIPTION

Job title	SENDCo
Location	Trust Academies in Batley and the Outreach Service
Hours	Full time, permanent
Reports to	Head Teacher and Assistant Head/SENDCO for Outreach
Staff responsible for	Support Staff
Closing Date	12 noon, Friday 4 February 2022
Salary/Grade	MPS 1-6 + SEN allowance + TLR2a (£25,714 - £36,961 + £4,479 + £2,873)
Job Purpose	You will be required to model best practice and lead in the monitoring, evaluating and improving the Quality of Education across the academy. You will be leading professionally, actively promoting effective teaching, to model best practice on SEN across the academy and across the Trust.

KEY OBJECTIVES AND ACCOUNTABILITIES

Leadership and Management

- Playing a significant role in setting aims and objectives and in formulating, implementing and reviewing the impact of the Graduated Approach.
- Inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of pupil discipline, offering guidance and support to colleagues.
- Take a significant role in the implementation of the Trust's Performance Management and Appraisal policies, to secure school improvement and individual professional development.
- Identify and address aspects of training needs for the staff team ensuring that continued professional development has a direct impact on the development of provision outcomes for pupils.
- To make a significant contribution to the provision's continuing professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.
- Contribute and lead elements of provision self-evaluation and developing planning processes.
- Assist members of the Senior Leadership Team, having a direct impact in raising achievements to the highest-level for all children through uncompromising high ambition.
- Develop, implement and quality assure effective systems of communication, including reports to key stakeholders.
- Teach and undertake the professional responsibilities of the role in accordance with Teachers Pay and Conditions document and as directed by members of the Senior Leadership Team.
- To maintain an informed view of standards and the quality of teaching across the academy by monitoring pupils' work and teachers' planning and teaching in line with the SEN Code of Practice.
- To actively promote equality of opportunity by assisting members of the Senior Leadership Team in ensuring the provision's curriculum provides the best possible education for all its pupils.
- Be a lead professional and positive role model within our community, helping others recognise difference and respect diversity.
- Have a direct impact in raising achievements to the highest level for all children through uncompromising high ambition of staff and pupils.

Teaching and Learning

- Strategically lead, develop and manage Quality Assurance processes to monitor and evaluate standards across the provision and be leading professionally, actively promoting effective learning teaching and learning practices.
- To carry out teaching duties, as agreed with members of the Senior Leadership Team , providing a model of excellence for colleagues. A teaching commitment is required for this post.
- To provide support for colleagues (teachers and support staff) with regard to teaching and learning, specialising in the personalised curriculum.
- To undertake a significant role in maintaining a high standard of pupils' behaviour and discipline, within the framework of the academy policy and supporting staff as necessary.
- To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline, offering guidance and support to colleagues.
- To liaise effectively with parents and carers to ensure good relationships between the provision , home and mainstream settings in order to improve teaching, learning and behaviour.
- Influencing the whole Teaching and Learning Policy to promote aspects of inclusive learning.
- Leading INSET regularly and where appropriate, this may include chairing and be part of working parties.

- Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.
- Collect and interpret assessment data gathered on pupils and use to inform practice.
- Set the highest possible standards of classroom practice and management as an exemplar to other colleagues.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.

Behaviour and Attitudes

- Lead on behaviour and attitudes to ensure consistency of behaviour management strategies.
- Lead on the rewards delivered within school and the wider community to promote positive behaviour and engagement in learning.
- Develop systems for recording and monitoring incidents of behaviour and intervention in line with the Graduated Approach.
- Collate and analyse data at least termly.
- Create strategies to enable pupils with exceptional needs to remain in the group setting.
- Develop and implement policies to ensure a whole school focus on positive behaviours.
- Work with key staff to ensure restorative strategies are implemented and all necessary plans including support to self-regulate (STSR) plans are reviewed regularly and implemented effectively.
- Ensure that all staff are TeamTeach trained and that all related procedures are implemented effectively.

Other duties and responsibilities

- Provide advice to members of the Senior Leadership Team and CEO relating to resource requirements, the deployment of staff and development priorities.
- To attend meetings, in accordance with the Trust policy and to lead such meetings as required:
- To prepare and present reports, as required, to LA officers, parents, outside agencies etc.
- Organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of SEN support and statutory documentation.
- To keep abreast of developments in SEN and share knowledge and experience.
- Participate in training and other learning activities and performance development as required as part of ongoing CPD.
- Work effectively and professionally with all stakeholders, promoting the Trust positively at all times.
- Maintain confidentiality always in respect of school-related matters and to prevent disclosure of confidential and sensitive information in line with data protection.
- Understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children’s welfare at all times.

PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	Hold qualified teacher status	**E**
	Hold a National Award in SEN Co-ordination	**E**
	Have evidence of recent CPD to fulfil the requirements of the role	**E**
	Up to date knowledge of understanding child protection issues and procedures	**E**
	Evidence of post graduate study	**D**
Relevant Experience	Extensive experience of understanding and the application of Quality First Teaching Principles within a mainstream school	**E**
	Successful experience in a teaching role, within a mainstream setting, with broad experience of successful whole school responsibility	**E**
	Have experience of leading, developing, delivering and evaluating effective strategies for learners with SEN, in particular children with SEMH needs with a focus on positive behaviours	**E**
	Knowledge of Ofsted inspection criteria and processes	**E**
	Experience of leading on staff development initiatives including mentoring staff	**E**
	Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work	**E**
	Understanding of how the role of parents and the community in school improvement can be promoted and developed	**E**
	Experience of improving the quality of teaching and learning through processes of monitoring and support	**E**
	Experience of initiating and implementing strategies to improve parental involvement in their child's learning	**E**
	Understanding of current theory and practice of best practice in teaching and learning	**E**
	Understanding of effective strategies for gaining and maintaining high standards of discipline at whole school level	**D**

	Experience of implementing clear policies and practices throughout the school, including monitoring and evaluating their impact	D
	Experience of using pupil data and tracking data bases	D
Aptitudes, skills and competencies	Ability to provide a model of best practices, through teaching in own or others' settings	E
	Demonstrate leadership qualities, resilience and the ability to enthuse, empower, motivate others and work flexibly as part of a team	E
	Articulate a clear vision for high quality education in an AP context	E
	Effective communication skills both orally and in writing to a diverse range of audiences internally and externally of the academy maintaining an effective network of contacts	E
	To relate well and be responsive to the needs of the pupils with SEMH needs	E
	Work effectively under pressure and ability to prioritise to meet deadlines	E
	Good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions and present school performance and financial data	E
Any additional factors	The post holder may be required to work outside of normal school hours on occasions, be flexible and adaptable in a variety of situations with due notice	E
	Willingness to undergo an enhanced DBS check and sign up to the DBS service on an annual basis	E
	Commitment to ongoing personal training and development	E
	Willingness to work offsite with pupils and families	E
	Full driving licence and willingness to transport pupils on own vehicle and obtain business insurance	E
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	D

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

GDPR

A copy of our Privacy Notice is available via our website.
www.eat.co.uk

ETHOS
ACADEMY TRUST

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Ethos Academy Trust
c/o Reach Academy
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