

Special Educational Needs and Disabilities Co- ordinator (SENDCO)

Application Pack

The Nicholas Hamond Academy
Swaffham, Norfolk

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SENDSCO



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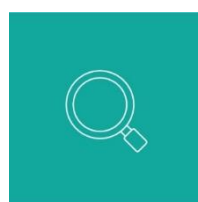
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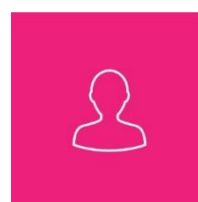
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#TransformingLives



01. About Academy Transformation Trust

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do



FAST FACTS ABOUT OUR TRUST

Our cross-phase group of academies was founded in 2011 and, since that time, we have grown to our current family of 21 academies (primary, secondary, post-16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 12,500 learners; for the careers of almost 2,000 colleagues; and for the most effective spending of over £80 million of taxpayer income each year.

ATT Institute

42 Leadership
Development
pathways across all
our directorates

Strategic Aims

- To plan and deliver a curriculum which enables students to re-integrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance



Finance Headline Figures

- We receive £78 million in funding and other income

Headline Performance Measures

- Record progress scores for many of our primary academies in 2019
- Rising attainment 8 and progress 8 rates for three years running across all secondary academies
- Rising Key Stage 5 average points scores across all academies for three years



ATT | 21 Academies

Local Authority Areas | 10



Staff | 1739

Primary | 429

Secondary | 1145

Special | 28

FE | 67

Other | 70



Learners | 12,505

Primary | 2711

Secondary | 8451

Special | 45

FE | 1298

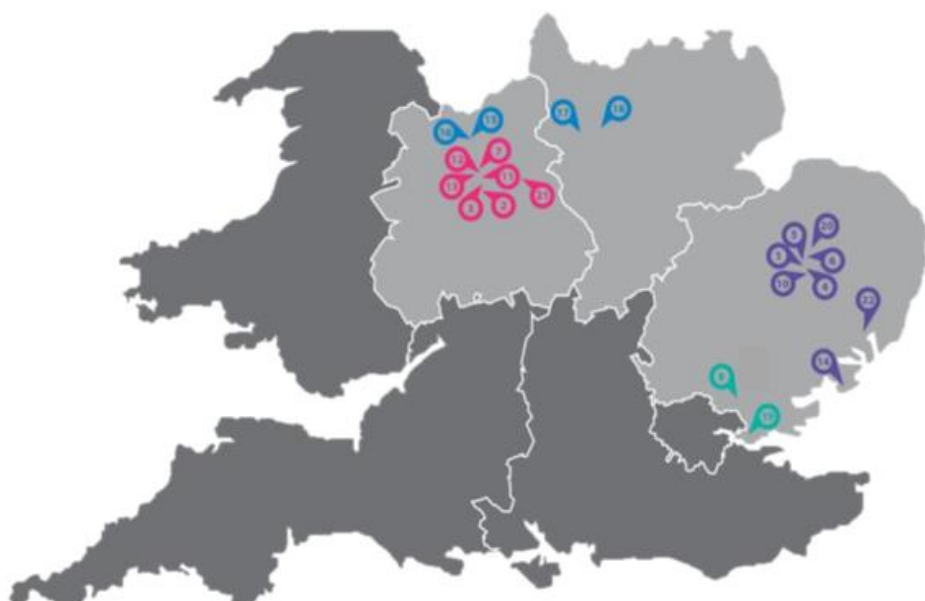


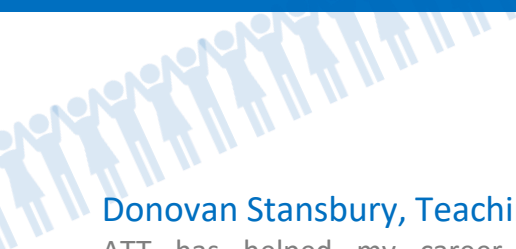
Governance

People Engaged | Over 120

Trustees | 11

Members | 5





Donovan Stansbury, Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Martin Sexton, Lead for Computer Science and STEM Coordinator

Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibility for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

Amy Bills, Regional Education Director

It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

Nicola Powling, Faculty Leader Humanities

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.





02. The Nicholas Hamond Academy Information

The Nicholas Hamond Academy or 'TNHA', is an aspirational 11 – 18 academy. Our students are awesome, the staff passionate and the parents supportive. Together we are 'One Team', "determined to be the best that we can be".

At The Nicholas Hamond Academy, we go the extra mile every day to raise aspirations, help our students realise their full potential and instil a lifelong love of learning that will help them succeed in whatever they decide to do.



We're on quite the journey ourselves, and there's still plenty to do. We're building on firm foundations, as inspectors noted that "the progress pupils make in English and Mathematics is accelerating" and "there are many examples of good teaching and effective practice that are now being shared across the school".

More than just an academy, we're a true community resource, as the only secondary school in the area. We enjoy a genuinely stunning location, close to Norwich and the A1 but surrounded by beautiful countryside and not far from some of the best beaches in Britain.

This is the kind of place where people set down roots, so it's little surprise that our staff turnover is remarkably low.

03. Our Institute



What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

Available people development opportunities for all employees:

Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.



04. Job Description

SENDCO

Main purpose

The SENDCO, under the direction of the Principal/Vice Principal, will:

- To develop and lead on outstanding teaching and learning for students with Special Educational Needs or Disabilities (SEND)
- Determine the strategic development of special educational needs (SEND) policy and provision in the academy
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND across the academy, monitoring and reviewing the quality of provision
- Lead on implementation of the academy's SEND policy in line with the SEN Code of Practice and current legislation.
- Contribute to the academy evaluation and improvement planning, particularly with respect to provision for pupils with SEND
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the academy improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the academy's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support
- Advise on the use of the academy's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools and academies, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness
- Attend the ATT SEND SDG and work with the other SENCos/SENDCOs in ATT

04. Job Description

Support for pupils with SEND

- Identify a students' SEND
- Co-ordinate provision that meets the students' needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the student
- Communicate regularly with parents or carers
- Ensure that if the student transfers to another school or academy, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the academy community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEND

Leadership and management

- Work with the Principal and Local Academy Committee (LAC) to ensure the academy meets its statutory responsibilities
- Prepare and review information the LAC is required to publish
- Contribute to the academy improvement planning and whole-academy policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the academy's SEND policy
- Promote an ethos and culture that supports the academy's SEND policy and promotes good outcomes for pupils with SEND
- Lead and manage teaching assistants working with pupils with SEND
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

General

- To carry out related duties in relation to whole academy pastoral policies to ensure the safety and well-being of students.
- To attend relevant pastoral and curriculum meetings to ensure that staff are aware of the needs of students.
- To undertake a share in general supervisory duties in accordance with the academy's organisation of duty rosters.
- To attend relevant parental events to ensure that staff are aware of the needs of students.

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow academy policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal.



05. Person Specification

SEND CO

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none">• Qualified teacher status• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment• Degree• Evidence of continuous professional development	
Experience	<ul style="list-style-type: none">• Relevant teaching experience• Evidence of work with colleagues to support students with SEND• Involvement in self-evaluation and development planning• Experience of conducting training/leading INSET	<ul style="list-style-type: none">• Experience of conducting training/leading INSET• Experience of leading a team of on a curriculum or pastoral initiative• Experience of leading and line managing colleagues in an organisation• Experience of working at a whole-academy level
Competencies	<ul style="list-style-type: none">• Sound knowledge of the SEND Code of Practice• Strategies for meeting SEN in a mixed ability class situation• Good understanding of curriculum and pedagogical issues related to extending pupil performance• Understanding of what makes 'quality first' teaching, and of effective intervention strategies• Ability to plan and evaluate interventions	

05. Person Specification

	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to inform provision planning • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills • Be able to present clearly to a wide range of audiences • Good communication skills, both written and oral • Excellent classroom practitioner 	
Values	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEND • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Willingness to address challenging issues with clarity of purpose and diplomacy 	



06. How to apply

SEND CO

The Nicholas Hamond Academy

Status:

Full-time

Applying:

Please apply by visiting

[www.academytransformatio
ntrust.co.uk/vacancies](http://www.academytransformatio
ntrust.co.uk/vacancies)

Salary:

Leadership scale points 6-10
£47,735-£52,723

Closing Date:

Friday 23rd April @ 10am

Start Date:

ASAP/September

Interviews:

Week commencing 26th April 2021

#TransformingLives

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