

**Senior Leader with
SENCo responsibility
L9-13 full time,
permanent**



Pride In Excellence Unlocking Academic & Personal Potential

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Welcome

Dear Candidate

Thank you for expressing an interest in working at Great Wyrley Academy.

We are committed to delivering the very best education and fulfilling the academic personal potential of all our students.

Great Wyrley Academy is renowned for its performing arts specialism, with one of the best indoor theatres in the area. We also have excellent sports facilities including our own swimming pool, gymnasium, fitness suite, outdoor football pitches and newly built 3G multi use games area.

Great Wyrley is committed to delivering the very best education for all students. This is demonstrated through the school's motto of "Relentlessly Pursuing Excellence"

We strive for students to have a love of learning and gain the knowledge, skills and attributes to be successful in the world of work. Equally, the Academy endeavours for our students to be good human beings, with a sense of purpose and character enabling them to flourish in life.

We are confident in the quality of education that we provide for our young people.

Our commitment is to fully develop each individual through our broad and balanced curriculum. We want every student to achieve their potential. As such, we offer many opportunities both within the curriculum and as part of our extra-curricular programme to support and foster achievement, success and encourage participation.

We are committed to the professional development of our teaching and professional services staff and have access to the many outstanding innovative courses and development opportunities afforded us as a member of Windsor Academy Trust.

We are really excited for the future of our school. We are proud of our students and their successes. They are the result of close collaborative relationships between staff, students and parents. Our students have taken on the responsibility of developing a set of core characteristics, attributes and behaviours instrumental to their success as learners. It is known as 'ASPIRE' and students aim high and achieve well. Student leadership plays a central part in the growth of our school.



Ian Moreton
Headteacher

About



9 Schools



1,000 Staff



7,000 Students

Windsor Academy Trust (WAT) is a leading multi academy trust that was formed to improve the quality of education through the sharing of ideas and best practice among its schools.

The Trust was established in 2011, when Windsor High School and Sixth Form, one of the first converter Academies, was approached by the Department of Education to be a sponsor. In the past 10 years we have grown into a hugely successful family of nine academies providing outstanding education to over 7,000 students aged 2 to 18.

We currently have five primary schools and four secondary schools located across the West Midlands, and are due to open two new secondary free schools in the next two years.

This is a highly exciting time for WAT as we are due open two new secondary free schools over the next two years.

We are clear that young people achieve their best in a climate of high expectations where teachers are motivated and empowered. At WAT we combine a shared experience of primary and secondary schools and promote student and staff collaboration across all our schools in our search for excellence. Teaching and Learning is at the core of all our work and this is underpinned by an extensive programme of professional learning for our staff.

We are extremely proud of what we have achieved so far, the Trusts vision is that through collaborative leadership, we will continue to grow and provide the highest quality education to enable every student to realise their full aspirations. A powerful component of this success has been the synergy of primary and secondary collaboration.

Goals & Aspirations



01 / Unlocking Personal Potential

To raise aspirations and unlock all children's personal potential; keeping them safe, enabling social mobility and creating happy and successful learners



02 / Unlocking Academic Potential

To maximise progress and attainment so all children can enter into a career or university of their choice, through the WAT curriculum, excellent Teaching and Learning and continued Academy improvement



03 / Empowering People

To attract, identify, develop and retain talent internally and externally so that there are excellent people working collaboratively, who are valued, supported and encouraged to innovate



04 / MAT Growth And Partnerships

To grow local learning communities and partnerships that provide opportunities for more children, within and beyond WAT



05 / Sustainable Finance And Infrastructure

To have strong and sustainable finances a highly effective infrastructure that is scalable, driven by efficient operating systems



06 / Highly Effective Governance

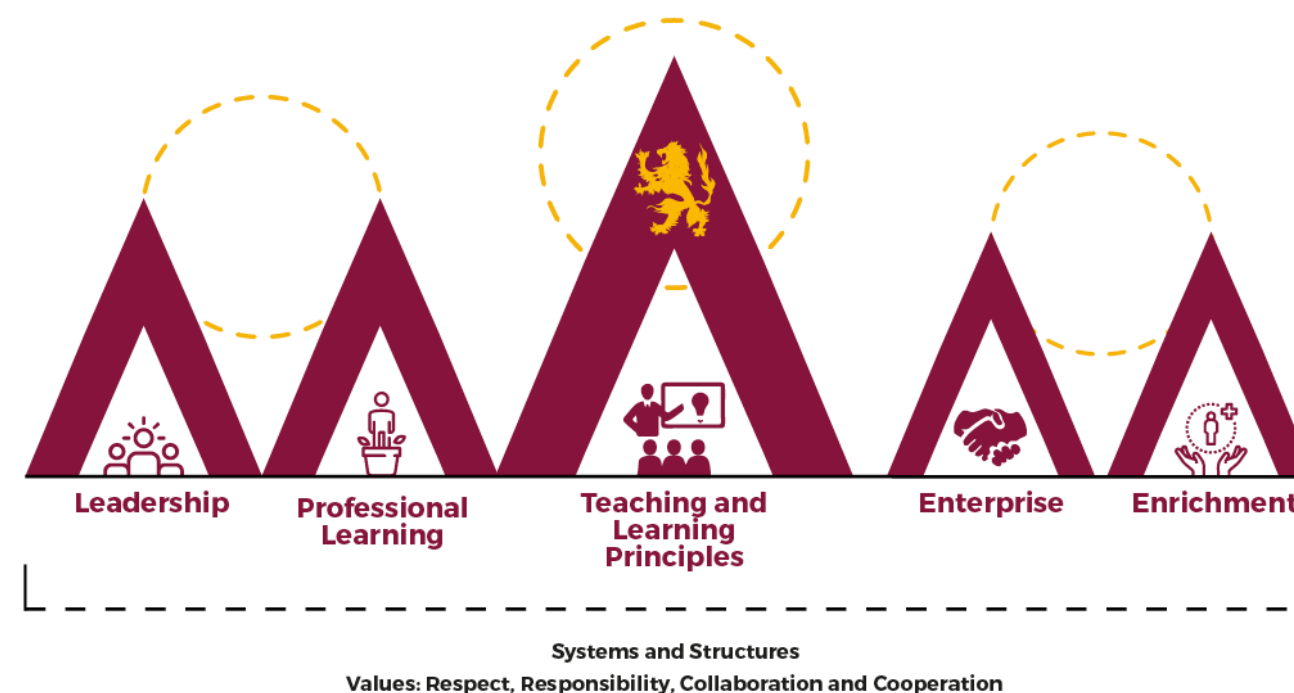
To have governance that has impact, is socially just and is ethically sound at all levels

Why WAT Is Unique

Windsor Academy Trust's strapline is 'Pride in Excellence'. Our aim is to strive for excellence in all we do in order to achieve excellence for the children we serve. We want everyone within our WAT family to feel proud to be part of a very special and unique movement.

Our moral purpose is 'unlocking the academic and personal potential' of our children. We want our children to know how to learn, have a love of learning and to achieve the academic outcomes that will open the door for them to go onto a university or career of their choice. We place equal emphasis on unlocking children's personal potential whereby children have the opportunity to discover their passions and talents, develop as leaders and develop a positive character.

Our lion illustrated in the diagram below represents each child on top of a podium and therefore achieving their academic and personal potential. The podium is underpinned by our values of respect, responsibility, collaboration, cooperation and strong Trust wide systems and structures.



Our five plinths are drivers in unlocking academic and personal potential.

Teaching and Learning - Our aim is to 'enthuse, inspire, engage, every lesson, every day' through our ten Teaching and Learning Principles driven through robust practitioner research.

Professional Learning - For all staff we are 'building leaderships, teaching and professional services staff capability for in-school and school-to-school support'.

Leadership - Where we expect all children to be leaders of themselves and support the learning and personal potential of others. We expect children to be leaders 'always in all ways'.

Enterprise - Here we are 'building an enterprise spirit and supporting children to discover and achieve their career dreams'.

Enrichment - That 'provides exciting opportunities for children to pursue their passions, broaden their horizons and raise their aspirations'.



Benefits of Working for WAT



Professional Learning Programme

Opportunities for professional learning



Pension Scheme

Local Government Pension Scheme for professional services staff and Teachers Pension Scheme for teachers



Free Annual Flu Jab



Salary Sacrifice Cycle Scheme



Holiday Entitlement

Starting at 26 Days Holiday (for professional services staff) and Flexible Family Friendly Policies



Fitness Suite

Access to state-of-the-art fitness suite at Windsor High School and Sixth Form



Free Eye Tests

About Great Wyrley Academy

Great Wyrley Academy is home to over 500 students aged 11 to 18 and became part of the Windsor Academy Trust family in September 2018.

Situated in South Staffordshire, the school serves the communities of Great Wyrley and Landywood, as well as attracting students from Cannock, Bloxwich and North Walsall.

The school's motto is "Relentlessly Pursuing Excellence". This applies equally to the twin objectives of every student achieving academic success and fulfilling their personal potential. Great Wyrley is a school built on traditional values. The ethos and beliefs are evident in "The Wyrley Way". This is a charter committed to by the whole school community and celebrates the characteristics of respect and responsibility. The school's active House system underlines these traits every day.

The school have been on a remarkable journey over the past two years. Our exam results have showed yet more improvement after making significant progress in 2019. This is down to the incredible work of students and staff who worked tirelessly to make this possible.

In addition, we have significantly upgraded the school environment - investing heavily in improving the building to provide better learning facilities for our young people. This summer we have added a state-of-the-art 3G pitch, massively enhancing our sports facilities.

It is an incredibly exciting time to be at Great Wyrley Academy as we look to build on the excellent two years we've had as part of Windsor Academy Trust.



Job Description

General Duties

Carry out “the duties of a school teacher” as set out in the Conditions of Service for School Teachers in England and Wales. Fulfil the role of subject teacher and Form Tutor as appropriate.

To do other reasonable tasks as laid down in the School Teacher Pay & Conditions document and as required from time to time at the discretion of the Headteacher

Great Wyrley Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced criminal records check with barred list check.

Overall Responsibilities:

To contribute to the overall leadership of the school and to be the school SEND Coordinator (SENCO).

Specific Duties:

- To be the school SEND Coordinator.
- To lead on the development of strategy and ensure effective implementation to improve the outcomes of SEND.
- To train as a Deputy Designated Safeguarding Lead.
- To lead on supporting the medical needs of students across school.
- To develop a system to monitor progress rigorously and regularly of safeguarding SEND.
- To plan and implement a wide range of interventions and measure the impact of these for SEND.
- To keep up to date with national strategic developments in SEND and share with stakeholders.
- Identify best practice locally, regionally and nationally and reflect this in new strategy.
- To lead on the development of staff training to improve practice in the classroom to accelerate the progress of SEND.
- To report back to Governors and Leadership Team on impact of strategy and ensure the school’s statutory responsibilities in terms of SEND are met.
- To be responsible for Quality Assurance of SEND.
- To ensure the effective deployment of Teaching Assistants and Learning Mentors.
- To conduct an annual review of SEND in line with the School Faculty Review process.
- To lead on equal opportunities across the school.

To undertake all duties and attendance at school events in line with the expectation of being a member of the School Leadership Team.

General

- Contribute to the overall ethos/aims of the academy
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.
- The post holder is required to be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- The post holder has a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work. This post requires the post holder to undertake an Enhanced DBS check with the barred list check. Evidence of the right to work in the UK is a requirement.

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post.

This job description may be amended at any time in consultation with the post holder.

Person Specification

ATTRIBUTES		
Qualifications	<ul style="list-style-type: none">▪ Degree or equivalent.▪ SENCO qualification (or immediate enrolment)▪ Qualified teacher status▪ Evidence of continuing professional development▪ Degree at 2:1 or above	E E E E D
Work related experience / Specialist knowledge	<ul style="list-style-type: none">▪ Good knowledge of SEND▪ Good understanding of pedagogy▪ Commitment to being involved in the wider life of school through participation in extra-curricular activities▪ Demonstrates commitment to the protection and safeguarding of children▪ Willing to undertake DSL training▪ Experience of effective liaison with a range of outside agencies▪ Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care.▪ Knowledge of a range and types of interventions available	E E E E E E E E
Aptitudes, skills and abilities	<ul style="list-style-type: none">▪ Enjoys working with young people▪ Commitment and enthusiasm for teaching/SENCO▪ Able to engage, enthuse and motivate students of all abilities▪ Maintains high professional standards▪ Ability to identify own training needs and willingness to participate in training and development opportunities.▪ Able to support and improve outcomes for a range of diverse special educational needs▪ Able to train and support teachers to deliver appropriate interventions to improve outcomes for all▪ Able to manage effectively SEN provision throughout the school▪ Able to lead and manage people to work effectively, both individually and in teams▪ Able to promote a welcoming, inclusive and fully supportive learning environment▪ Comply with Trust's commitment to the protection and safeguarding of children.	E E E E E E E E E E E E
Other	<ul style="list-style-type: none">▪ Great Wyrley Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check with barred list check. Evidence of the right to work in the UK.	E



How To Apply

The closing date for completed applications is
Wednesday 8 December 2021 at 12pm

Interviews to be held w/c 13 December 2021

- Applications forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- For more information about this position, or to have a confidential discussion about the role, please contact **Mrs M Newman, PA to Headteacher on 01922 419311.**

We look forward to hearing from you!

Application and Candidate Selection Process

We will:



Provide you with clear, accurate and timely information



Give you the opportunity to ask questions



Respond to enquiries promptly



Adopt a fair and consistent assessment process



Make sure you have all the documentation and details you need for your interview



Provide you with a full insight about what it's like to work for WAT and be a part of our family



Ensure all offers are fair and equitable

In return we will ask that you:



Be honest and upfront about your experience, goals and aspirations



Provide open and accurate information when submitting your application



Prepare yourself for the interview and research who we are and how we work



Safer Recruitment In Education: Information For Applicants

- WAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- We have a number of policies and procedures that contribute to our safeguarding commitment, including our child protection policy which can be viewed at windsoracademytrust.org.uk/governance.
- Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.
- We will ensure that our concerns are discussed with parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.
- We actively support the Government's Prevent agenda to counter radicalism and extremism.



What we will provide:

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post; including safeguarding responsibilities
- a person specification which will include a specific reference to suitability to work with children.

All applications for employment will be required to complete an application form online, containing questions about their academic and full employment history, and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in their employment history.

References

References will be requested with your consent, at the selection stage directly from the referee.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

- An enhanced DBS check is required for all successful applicants.
- Prohibition, overseas and section 128 checks will also be completed if necessary.

Child Protection and Safeguarding Policy

View our Child Protection and Safeguarding policy at windsoracademytrust.org.uk/policies

Leading Academy Trusts: Case Study

People are our most precious resource. We are proud of how we support, develop and retain the best staff to enable our children to unlock their academic and personal potential.

We strive to be an employer of choice and feature as a case study in Sir David Carter and Laura McInerney’s book, *Leading Academy Trusts: Why some fail, but most don’t*. You can read the case study below.

Windsor Academy Trust Case Study

Why developing people within a culture of praise, collaboration and celebration is so critical to the success of Trusts - Keith Sorrell (CEO) and Dawn Haywood (Deputy CEO and Education Director) of Windsor Academy Trust.

People are the most precious resource that a multi-academy trust has, and so core to the philosophy of Windsor Academy Trust (WAT) is to be an employer of choice - recruiting, supporting, developing and retaining the best staff so that we can provide the best experience for our children, enhancing their academic and personal potential. WAT is a family of nine schools - four secondaries and five primaries in the West Midlands - all within 45 minutes’ drive of each other, enabling us to create meaningful collaborations at every level.

One of our core strategic aims focuses on people and leadership to ensure that there is a steady pipeline of excellent and talented staff who have both the capacity and capability across our trust to drive school improvement and create our own self-improving system. But what does this look like in reality?

Our pipeline of excellence starts with our sixth formers. Some of our students know they want to become teachers from a very young age. Many of them have parents and family friends who teach and are role models for them. We help them to prepare for this journey with our “Aspiring Educators” programme. This involves two terms of learning and development that focus on the skills of teaching, the routes into the profession and a series of visits and practical experiences to help them understand how they can make a smooth transition into teacher training.

We have strong strategic partnerships with a focused number of excellent initial teacher training (ITT) providers in the West Midlands. They each have innovative ways to attract teachers - a school experience placement as part of a biochemistry degree or partnership

with a French university for prospective MFL teachers, for example. These initiatives, combined with WAT’s ‘incubator departments’ (excellent departments across the trust where there is the best capacity to train and support early career teachers), mean that our conversion rate of great trainees to fabulous NQTs is growing year on year.

Induction, whether for NQTs or established teachers, is paramount, and we run a series of introductory sessions to explore the WAT ethos and vision and our approach to pedagogy and curriculum. Our aim is to accelerate every new employee towards a successful settling-in and a good awareness of what it means to work in a multi-academy trust. Development of the craft of teaching is central and continuous, in every school, every day. We have a culture of focusing on strengths, not weaknesses, and we want everyone to begin with this in mind. The profile of the wider WAT opportunities is raised early on too, with rapid opportunities to engage in cross-trust collaborative activities to build a collegiate mindset.

Our ‘pedagogy champions’ are one such opportunity: 30-40 excellent teachers and support staff who engage with educational research, not just as consumers, but as generators of new evidence. We ensure they all have access to the fabulous research resources that are available from our partnership with the Chartered College of Teaching, and they select ‘wicked problems’ across education to explore and identify workable and effective solutions for.

The impact of these practitioner-researchers is published annually in a research journal and iteratively becomes more scalable and transferable across schools, year groups and subject areas. Some of these researchers

will go on to join the next cohort of master’s students, following in the footsteps of these groundbreaking staff who are part of the University of Birmingham’s master’s level apprenticeship programme tackling trust-wide challenges and earning an MED in Educational Leadership over two years.

Leadership development is a key focus that enables staff from our family of schools to grow their capacity and also develop alongside delegates from partner schools in the locality. We have a progressive pathway of leadership development. This starts with ‘First Steps’, looking at one’s own readiness for leadership, through preparation for aspiring middle leaders, to the National Professional Qualifications for Middle and Senior Leadership for which we are an accredited provider, and onwards supporting heads and executive leaders on programmes such as Ambition Institute’s ‘Executive Leader’ programmes.

All of our staff know that they have a varied pathway of development opportunities and they feed this back to us in staff surveys. This in turn forms a key part of our succession planning and talent-mapping activities. We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic.

“We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic.”

Directors of subject and lead practitioners develop common curriculum approaches across the trust and spread their subject-specific expertise.

The WAT Associate role enables talented staff to take a sabbatical (one day per week for a year) from their teaching to bring their talents to key developments such as enhancing the trust's Google strategy or embedding character education. This generates fresh and innovative approaches and encourages staff to have an outward-looking perspective, building system leaders of the future.

Staff across Windsor Academy Trust explore together and share together in a multitude of ways. A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel.

One significant moment that demonstrates this is the WAT Conference. On this day, the whole family comes together - every member of staff, in every role, sharing our common moral purpose and vision. We have the opportunity to experience world-class speakers and some of the best of the collaborative work going on across our schools. For our staff, this is a significant opportunity to listen and to contribute to the broader staff experience in a high-class conference venue.

Staff feel valued when they are invited to share a successful or innovative strategy they have been responsible for. We also use this time together to recognise those staff who have gone above and beyond in all they do. We do this through our WAT awards, which publicly share the success not only of the winners but also of the many nominees put forward by their schools.

“A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel.”


When asked if there was anything he would have done differently in his glittering career, the Duke of Wellington replied, ‘Yes, I should have given more praise.’ We celebrate success because professional recognition is so important for all who work in education and we want all our staff to model praise with our children and young people.



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