



# Information Pack for Applicants

Senior SEND Learning Support  
Teacher (Lead Practitioner)



From the CEO



Dear Applicant

Thank you for your interest in Cascade Multi Academy Trust. Choosing the right School and Trust to work with is a very important decision. We would recommend that you visit the school and take a tour before submitting your application to understand the vision and values of our Trust.

### Who we are?

Cascade is a Trust of collaboration, challenge and support to achieve the best possible outcomes for the children and communities we serve.

We are four primaries situated in the North of Sheffield. Our Schools include Beck, Hucklow, Owler Brook and Whiteways Primaries.

### Our Vision

- To transform the life-chances of our children.
- To ensure safe and secure learning environments.
- To create inspirational places for our staff to work.
- To be an influential part of our local communities.

We are committed to professional development for all our staff. We work with Sheffield College, Hallam University, SCITT, The Teaching School Alliance and The National College to offer a wide range of qualifications to enable staff to develop further in their professional career. We have a proven track record of training teaching assistants to become HLTAs and teachers as well supporting staff in to leadership positions.

We care about the wellbeing of all our staff and hope they feel happy to come to work each day because they feel valued and supported. We offer a wellbeing package for all staff, which includes wellbeing days, access to The Listening Service and private counselling.

If you would like to more about us please visit our website

<https://www.cascademat.co.uk> and come have a look round to meet the team.

Thank you for showing an interest in working with us.

Sue Bridges  
CEO Cascade Multi Academy Trust

[Our Vision](#)

To transform the life-chances of our children by ensuring an increasing number of pupils are secondary ready.

To ensure safe and secure learning environments by constantly improving our facilities on an annual cycle

To create inspirational places for our staff to work in and to effectively recruit and retain high quality staff

To be an influential part of our local communities finding ways to contribute to their health and wellbeing

As our Multi Academy grows our Trust will enjoy the benefits of: -

- A shared focus on education, which raises achievement across all schools to the highest levels.
- A shared business platform which makes best use of resources and benefits from economies of scale.
- A shared ethos within which the unique identity and character of each school can flourish.

## Our Principles

In our schools we will ensure: -

### An Enriched and Exciting Curriculum

- Children enjoy their learning and want to come to school to learn. Enjoyment of learning is crucial to success.
- Learning is real, purposeful, exciting and relates to the world the children live in and will contribute to as they grow up.
- **Educational visits and visitors, enrich children's education experience on a regular basis.**
- Our learning environments will enhance the learning and curriculum opportunities we provide.
- Specialist teaching ensures all children have opportunity to learn a musical instrument, take part in sporting competitions and learn to swim.
- Community involvement is part of the life of our schools and the children impact on the life of the community.
- Equal opportunities through the curriculum, inspire all children to succeed.

## High Quality Provision

- High quality teaching and learning in the all subjects leads to the acquisition of the best set of life and learning skills for every child.
- Early identification of need leads to intervention which supports and challenges children to access all of the curriculum.
- Rigorous assessment, tracking and expert teaching promotes accelerated progress.
- Continual process of School Self Review/Peer Review and evaluation as we strive to provide outstanding provision.
- Behaviour and reward systems which promote exemplary behaviour.

## A shared ethos of Care and Respect

- Understanding and celebrating diversity.
- Include and nurture everybody.
- Celebrate and encourage everybody.
- Provide opportunities and success for everybody.
- An understanding of how we can contribute to and shape the world around us on a local and global scale.
- A curriculum which enhances the health, safety and wellbeing of all our school communities.
- Our children are well prepared for learning in the next stage of their educational journey.

## We believe that everyone is a Leader

- Pupils are leaders of their own learning and have opportunity to develop their interests and become experts.
- We offer our communities opportunities to take on leading roles within our schools.
- We will support and champion family learning and learning together.
- We value every member of staff and will develop them through high quality training and an investment in their professional development.
- Our leadership teams keep learning at the heart of their work, recognising the uniqueness of each and every learner.
- We become an organisation of evidence-driven experts.



## Who We Are

Cascade Multi Academy Trust is a Trust of collaboration, challenge and support to achieve the best possible outcomes for the children and communities we serve. We believe that by working together, we can provide shared expertise, resources, and opportunities for everyone within the MAT. We are a Trust where commitment, participation, involvement and achievement are expected of all.

Cascade is currently a Trust of four primaries situated in the North of Sheffield. Our focus is one of partnership working to continually improve the educational offer for our children and their families. We aim to create opportunities for all our children regardless of their needs, and strive help them fulfil their potential.

## Our Schools

### Beck Primary School

We offer provision for pupils from 2+ in Early Years up to age 11 in Year 6. Our aim is to provide a high-quality education for all with a broad and balanced curriculum. We want children to be excited about their learning and to enjoy coming to school.

### Hucklow Primary School

Our aim is to provide a high-quality education for all with a broad and balanced curriculum. We want children to be excited about their learning and to enjoy coming to school. We recognise that we cannot achieve our aims in isolation and therefore we value the involvement of parents as partners in the education of their child.

### Owler Brook Primary School

We pride ourselves on providing an environment where children feel safe and happy. We celebrate diversity and creativity, recognising the skills that every child has. We warmly welcome parents into the life of the school and work with the whole school community to instil a sense of belonging and ownership and guide our children to be responsible citizens of the future.

### Whiteways Primary School

We are committed to building strong links with the local community and services to ensure we work holistically for our children. We provide unique learning opportunities through a bespoke curriculum that fosters children's interests, and challenges them to become the best that they can be.

As a Trust, we are a developing vibrant community in which all children and staff are able to thrive. Our strategic vision is to move this Trust forward by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.



## Cascade Multi Academy Trust

Hucklow Primary School

The Lodge

17 Hucklow Road

Sheffield

S5 6TB

Contact Us

0114 242 6736

[recruitment@cascademat.co.uk](mailto:recruitment@cascademat.co.uk)

CEO – Sue Bridges

## Vacancy for Senior SEND Learning Support Teacher (Lead Practitioner)

The postholder will be employed by Cascade Multi Academy Trust to work across a group of schools who collaborate closely:

St Catherine's, Watercliffe Meadow, Hucklow, Owlter Brook, Oasis Fir Vale, Beck, Whiteways, Abbeyfield and Astrea Byron Wood. The successful applicant must hold a UK driving licence and have their own transport.

### Fixed term for 3 years initially

Hours: 32.5 hours / 5 days – full time

Grade and Salary LP1 to LP5 - £50,025 to £55,209

The purpose of the job is to:

- Champion Inclusion, to celebrate strengths across our collaboration of Schools and to drive improvement in provision and outcomes for children in all schools;
- Develop and implement Teaching and Learning initiatives and strategies across the Schools which raise the teaching practice of all members of staff and therefore raise standards and progress for all pupils with SEND;
- Be a model of excellent practice, maintaining a clear focus on outstanding delivery to teachers, teaching assistants and learners ensuring a model of best practice and excellence across our Schools;
- Take a lead role, working closely with the senior leadership teams and other leading practitioners in developing, implementing and evaluating policies and practice that lead to improved outcomes for pupils with exceptional needs, SEND and other vulnerable groups;
- Take an active role in all locality panels.

- Undertake research into best practice in other schools, to be committed to removing barriers to learning for all pupils;
- Research and evaluate innovative special needs practices and draw on research outcomes, work of relevant agencies (SALT, MAST, CHAMS, Hearing Impaired, Autism Service, Dyslexia Specialists) and other sources of external evidence to inform own practice across the Family of Schools;
- Work with the Locality B SEND Lead Headteacher to further develop meaningful systems to monitor and measure SEND pupil progress and to use this tool to a) action plan and b) gain consistent practice and provision across our Schools;
- Audit inclusive provision across our Schools, to use outcomes to challenge and support schools in order to achieve the best possible provision for all pupils and to support staff in gaining the confidence, knowledge and techniques to support all children;
- Work with all relevant agencies to increase your knowledge and skills, be proactive in seeking out solutions for pupils and staff;
- Assess individual pupils and to effectively use assessments to provide advice and support for staff in devising and implementing consistent use of SSG, Extended Support Plans and EHCPs;
- Provide training for staff both on a school by school basis and across the collaboration of Schools;
- **Work effectively with other "Lead SENDcos" across Locality B.**

#### **Specific duties and responsibilities include:**

##### **Strategic Direction and Development**

- Take a lead role, working closely with other SEND specialists in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation across the Fir Vale Family of Schools and to ensure high quality, inclusive experiences for all SEND pupils which lead to excellent outcomes.
- Analyse national, local and school data, research and inspection findings to inform SEND developments across the Family of School. Advise the Exceptional Needs Management Group of examples of best practice, and seek out ways to implement across the Family of Schools.
- Use local and national data and other information in order to provide: a comparative **baseline for evaluating SEND learners' progress and attainment; a means of judging** the effectiveness of practice across the Family of Schools; a basis for improving inclusive provision.
- Know how to and take a lead role to improve the effectiveness of SEND assessment, action planning, CPD and to evaluate the effectiveness of teaching and learning for all pupils.

## Teaching and Learning

- To demonstrate highly effective, inclusive teaching. To be able to model strategies effectively for other staff. To identify areas for staff CPD and to work strategically to organise this across the Family of Schools.
- To maintain excellent communication with the Exceptional Needs Management Group and Headteachers across the Family of Schools.
- To be innovative and outward looking in order to develop your own subject knowledge and to use this to provide highly effective support for class teachers and for designated SEND teaching assistants.

## Leading, Motivating & Developing

- Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons focussed on the inclusion of all pupils.
- Take an active role in Family of Schools and Locality B Moderation using the SSG.
- Carry out inclusion quality assurance activities e.g. classroom observations, inclusion audits, monitoring of environments, and the quality of feedback to parents.
- Contribute to the professional development of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction).
- Disseminate materials and advise on practice, research and CPD provision.
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.



## Person Specification

### Essential

#### Qualifications

- Qualified Teacher Status
- Degree or equivalent
- Established and evidenced practice as an effective and inclusive teacher over a prolonged period
- Accomplished teacher of pupils with high levels of additional need
- Evidence of a commitment to own professional development

#### Professional Development Teaching & Learning

- Proven ability to raise standards in classrooms other than their own, for pupils with a high level of additional need
- Experience of leading teaching and learning initiatives beyond their own classroom
- Excellent understanding of the components which comprise outstanding teaching and learning for SEND pupils
- Experience of giving effective feedback to colleagues about professional performance
- Experience of coaching and mentoring colleagues
- Experience of conducting lesson observations, audits and system analysis

#### Knowledge

- Use of assessment and attainment information to improve practice and raise standards for all pupils
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the developments of Teaching and Learning for the most vulnerable pupils
- Strategies to enhance teaching and learning for the most vulnerable pupils
- Use of intervention strategies to address identified issues for development
- Awareness of the latest developments and initiatives in education with a focus on SEND

## Skills and experience

- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience and across schools
- Proven experience of collaboration leading to successful outcomes across schools
- Developing high quality learning strategies and monitoring learner progress to raise attainment for SEND pupils
- Evidence of high achievement in teaching vulnerable pupils
- Working effectively as a middle manager or currently leading a key responsibility/development within a team
- Experience of contribution to the professional development/mentoring of colleagues
- Effective use of Assessment for Learning to engage learners as partners in their learning
- Ability to establish curriculum development, assessment, coordination and coaching
- Ability to plan and resource effective interventions to meet pupil, staff and school needs
- Development of partnerships with other schools, business and the community
- Have up to date knowledge on current inclusive practice, and the new SEN code of practice. Be able to work collaboratively across the FoS to identify strengths and to work robustly on areas for development

This organisation is committed to safeguarding and promoting the welfare and safety of all our children. We expect all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All shortlisted candidates will be asked to disclose any cautions or convictions prior to interview. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020)) provide that when applying for certain jobs and activities, certain spent convictions and cautions are protected, so do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website:

[https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide.](https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide)

In addition, an online search will also be conducted for all shortlisted candidates prior to interview. If appointed, the successful candidate will be required to complete various vetting checks, including an enhanced DBS criminal records check, a Childrens Barred List check and

a prohibition from teaching check. Please note that it is a criminal offence to apply for this post if you have been placed on the Childrens Barred List. Before applying, candidates are asked to read the schools safeguarding policy, which is available on the Cascade website.

#### **How to apply:**

If you wish to discuss this role or for more information, please contact Fiona Rigby at [frigby@stcatherines.academy](mailto:frigby@stcatherines.academy)

You can download the word version of the application form from Cascade's website. Please do not use Sheffield City Council application form

[www.cascademat.co.uk](http://www.cascademat.co.uk)

Your completed application should be emailed to [recruitment@cascademat.co.uk](mailto:recruitment@cascademat.co.uk)

**Closing Date: Friday 24<sup>th</sup> January 2025 at 12pm (Midday)**

**Interview Date: Thursday 30<sup>th</sup> January 2025**

## The Appointment Process

These notes are intended to guide you when making an application

### Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand make sure that it is legible and that you use black ink. Indicate clearly on the front page, the post you are applying for and submit a concise application.

Please read the application form, job description, person specifications carefully, so that you understand what the position involves. This information is designed to help you complete the application form as thoroughly as possible.

When completing your application, give as much information as you can that is relevant to the job for which you are applying. Please check that the information you provide is accurate. If you conceal or misrepresent relevant information at any stage during the recruitment process you will be disqualified

The decision to shortlist you for interview will be solely based on the information you provide in the application form.

### Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is

### Previous Appointments

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work. This is a requirement under our recruitment and safeguarding policies.

### Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses, including emails and telephone numbers.

## The Supporting Statement within your Application Form

The supporting statement is regarded as a very important part of your application. You should make statements that demonstrate how your qualification and experience match the requirements of the post. You should take particular care to demonstrate how you meet the person specification included in this pack. Please limit your supporting statement to two sides of A4 in size 11 font

## Arrangements for Assessment

Shortlisted candidates will be contacted as soon as possible after the closing date.

Referees are contacted prior to the interview stage, unless you have specified in your application a reason not to do so.

A variety of assessment methods are used for different posts and candidates will be invited for Interview and Task(s) associated with the role

The interview panel will include a Safer Recruitment trained member and within the interview process you will be asked questions to explore your suitability to work with children.

## Disabled Candidates

We are committed to ensuring that applicants with disabilities or impairments receive equal opportunities and treatment. If you have a disability or impairment, and would like **us to make adjustments or arrangements to assist if you're called for an interview**, please state the arrangements you require. Following the questions at interview there will also be time to discuss any reasonable adjustment that may be required to enable you to carry out the job.

## Feedback

Verbal feedback is offered to shortlisted candidates who were unsuccessful in securing the post following the assessment process.

## Selection for Appointment

A conditional offer is made subject to 2 satisfactory references and satisfactory completion of pre-recruitment checks.

## Completed Applications

When you have completed your application form, this should be returned via email by the closing date specified in the advert.

[recruitment@cascaemat.co.uk](mailto:recruitment@cascaemat.co.uk)

If you have not been contacted within four weeks of the closing date, please assume your application has been unsuccessful.

## Privacy Notices

Our privacy notices for recruitment can be found on the Trust website

<https://cascaemat.co.uk>

## Safeguarding

The Safeguarding policy can be found on the Trust website

<https://cascaemat.co.uk>

## Complaints Procedure

If you have a complaint regarding the recruitment process, please Email: [hr@cascaemat.co.uk](mailto:hr@cascaemat.co.uk) giving full details. We will investigate and respond within 28 working days.