



# Candidate Information Pack

Specialist Teacher – Cognition & Learning (UQT/MPS)

The Birley Academy, Sheffield



L.E.A.D. Academy Trust



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## Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

**Diana Owen CBE**

**Chief Executive Officer**





L.E.A.D. Academy Trust  
comprises of:

**24**  
primary

..... and .....

**3**  
secondary  
academies

..... across .....

**5**  
geographical  
regions

..... with .....

**11,000**  
pupils

..... and .....

**1,500**  
members  
of staff







## Our Academies

### Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct.
- Outstanding teaching and learning.
- A fully inclusive approach in which all children are equally important.
- A climate of mutual respect between the children, staff and community.
- Positive relationships.
- High aspirations for all involved with the school – a 'can-do' attitude.
- A wide range of enrichment opportunities for all to get involved in.
- A celebration of all the cultures and faiths represented in the school.
- An organisation in which there are no excuses for underachievement.

*"The headteacher is a visionary leader. Leaders, including subject leaders, are a united team."*

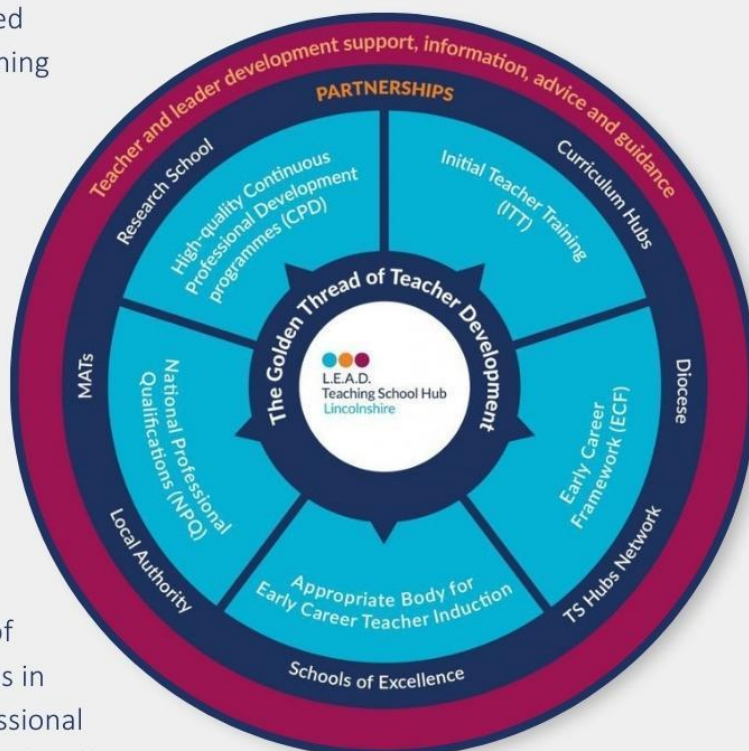
Witham St Hughs  
Academy  
Ofsted Report, 2012

## L.E.A.D. Teaching School Hub

**'Working together to lead the highest outcomes for all.'**

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust. It supports every school type and phase, including nursery, primary, secondary, special and alternative provisions.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.



## A message from the Headteacher

I am very proud to be the Headteacher of The Birley Academy and feel honoured and privileged to work with our pupils, parents, carers, colleagues and community to be part of the team who are making The Birley Academy a brilliant place to learn and work.

I am passionate about working with our staff in school and with colleagues across L.E.A.D. Academy Trust to ensure that the education we provide our pupils is of the highest quality, studying a broad range of subjects complemented by a clear personal development and wider curriculum offer.



**Victoria Hall, Headteacher**

## Our students

Our students are amazing; they are hugely rewarding to work with and very capable of fantastic achievements. By supporting teaching practitioners and the senior leadership team, you will help to ensure students receive the best education available.

## Strategic and supportive leadership

The senior leadership team have a clear strategic plan for the academy. As a group of leaders, we strive for continual improvements in standards and to provide the best learning experiences for all students. We are firmly focused on making the academy the best it can be.

Every member of staff works tirelessly to ensure that learning is relevant, purposeful, engaging and rewarding.

We offer an excellent professional development package aimed at supporting staff at every stage of their career.

We work with partners such as L.E.A.D. Teaching School Hub and Learn Sheffield, as well as a host of other nationally recognised providers.

If you join our team, you will be part of a group of enthusiastic and dedicated professionals who believe in the power of learning to shape and change the lives of young people.





## Our vision and values



**We believe that our students are entitled to nothing but the best.** At The Birley Academy we challenge ourselves to always **strive for more**. It is our aim to ensure that students are **ready, respectful and resilient**. We believe that instilling these values will help all to **succeed in life**.

Our vision is simple: to ensure that we constantly challenge ourselves and our students to aspire to our very best, enjoying learning and being active members of the learning community. As part of the L.E.A.D. Academy Trust, we work with all stakeholders including parents, local businesses, community leaders and our partner primaries to represent and best meet the needs of our students.

## Working at The Birley Academy

Working at The Birley Academy is an incredibly rewarding and fulfilling experience.

Here is what you can expect:

- **Inclusive and supportive environment:** Our academy is dedicated to creating an inclusive and welcoming atmosphere for all staff and students. You will find a strong sense of community and collaboration here, where everyone is valued and supported.
- **Passionate and dedicated colleagues:** You will be supporting a team of passionate and dedicated educators. Collaboration and sharing best practices are highly encouraged.
- **Professional development:** You can expect opportunities for training, workshops, and access to resources to enhance your skills and career development.
- **Strong leadership:** Our academy is led by experienced and supportive leaders who are committed to fostering a positive work environment and ensuring the academy's success.
- **Community involvement:** The Birley Academy is deeply rooted in the local community, and you will have opportunities to engage with parents, guardians, and community members to build strong partnerships.
- **Work-life balance:** We recognise the importance of maintaining a healthy work-life balance and offer support in achieving this; staff well-being is a top priority.
- **Challenging and fulfilling work:** Working with 11-16 year olds is incredibly fulfilling. You will have a direct impact on their educational journey and personal growth.
- **Celebration of achievements:** We celebrate both staff and student achievements, big and small. Recognition and appreciation for hard work are part of our culture.



## Benefits of being part of L.E.A.D. Academy Trust for Teaching staff

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

### Employee benefits from day 1

1. National teacher pay and conditions, including generous TPS scheme with minimum 23% employer contribution rate.
2. Superb CPD opportunities via various established routes including dedicated Teaching School Hub.
3. Access to Trust EAP service: 24/7 free advice on range of issues and wellbeing counselling.
4. Free eyecare vouchers and flu jabs.
5. Access to free Occupational Health Service, including physiotherapy service.
6. Access to free staff discounts and cashback for a huge range of products.

### Ofsted feedback

*"Leaders and staff are highly ambitious for all pupils. They take their responsibility to the pupils and the community very seriously. This is seen in their careful work to develop a knowledge-rich curriculum that promotes character development and raises aspiration."*

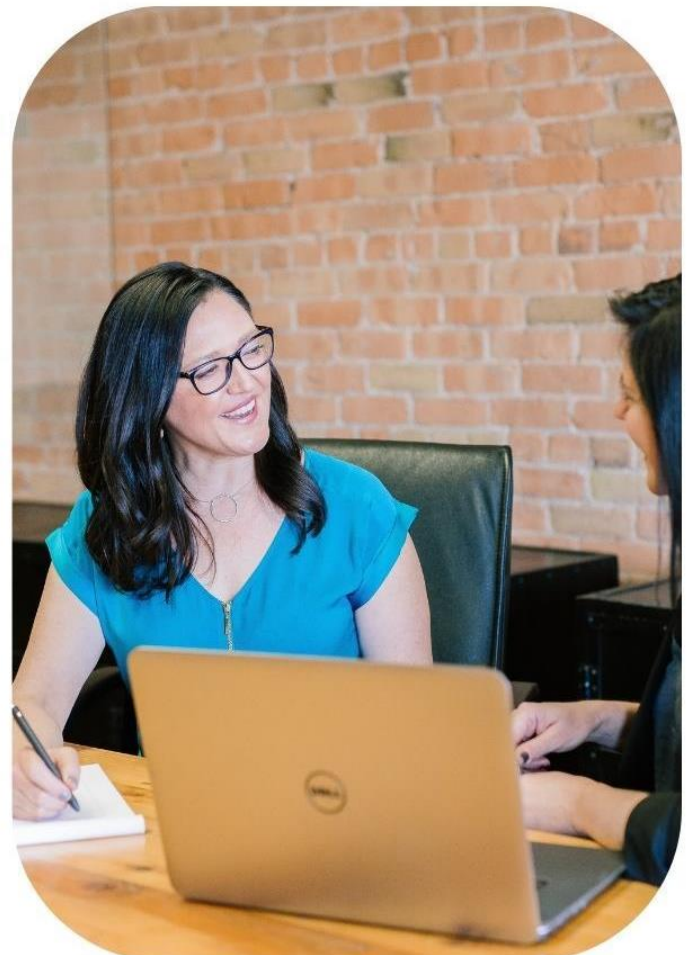
**Radford Academy Ofsted Report, Jan 2023**

*"Staff feel that leaders are considerate of their well-being. They talk about leaders being approachable."*

**Bishop Alexander Academy, March 2023**

*"Staff value the training that they have had and the time to develop subject leadership roles. Teachers at the early stage of their career feel well supported and valued as members of staff."*

**Forest Lodge Academy, June 2022**





***“Leaders are  
dedicated to  
ensuring pupils  
are safe and  
well cared for.”***

***Ofsted report, March 2023***



## How to apply

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to: [HR@birleysecondaryacademy.co.uk](mailto:HR@birleysecondaryacademy.co.uk)

**CLOSING DATE:** 12 noon on Friday 10<sup>th</sup> May 2024

**INTERVIEWS:** We expect interviews to take place on Thursday 16<sup>th</sup> or Friday 17<sup>th</sup> May 2024

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email:  
[HR@birleysecondaryacademy.co.uk](mailto:HR@birleysecondaryacademy.co.uk)



*"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."*

Rebecca Riley, Deputy Headteacher,  
Huntingdon Academy



## Job description

### Key responsibilities and accountabilities

#### Specialist Teacher – Cognition & Learning

**Salary: Unqualified or Main Pay Scale depending on qualifications and experience**

**Start date:** September 2024 or as soon as possible.

As the Specialist Teacher for Cognition and Learning, you will play a pivotal role by supporting key senior leaders and the SENDCo to coordinate and deliver outstanding academic and personal support to designated children, so that they can play a full and active part in the life of the school and make outstanding progress in their learning.

Under the direction of senior leaders and the SENDCo, you will help to strategically evaluate the effectiveness of the strategies used by reading specialists, teaching and learning assistants or equivalent to rapidly improve academic outcomes for identified students. A proportion of your timetable will be allocated to assist in the coordination of reading and numeracy intervention programmes, and you will provide the first point of call for support for reading specialists, teaching, and learning assistants (or equivalent), so that they are able to conduct support to the highest standard.

Working closely with students, you will become familiar with those that you support and be able to gain a deeper understanding of their specific needs, allowing you to work with their teachers to support their personal development and to improve their academic achievement.

At L.E.A.D. Academy Trust, we have a strong vision and four core principles, to lead, empower, achieve and drive. These principles underpin the day-to-day culture for support to our academies.

#### Main Responsibilities:

##### Job purpose:

- Work with senior leaders, the SENDCo and relevant stakeholders to identify those students who need additional support, both personally and academically.
- Work with senior leaders, the SENDCo and other relevant stakeholders to coordinate and timetable the deployment of specialist support staff and teaching and learning assistants (or similar) so that support can be put in place quickly.
- Work with senior leaders and other staff to coordinate and deliver a strategic programme of reading and numeracy support for designated students. This includes allocating and delivering specific intervention programmes, allocation of resource and allocation of Teaching and Learning Assistants (or equivalent) based on student need.
- Ensure that all teaching, assessment and practice materials used for the various intervention programmes by Teaching and Learning Assistants (or equivalent) are filed and kept orderly, clearly labelled, accessible and up to date.
- Ensure that team members maintain appropriate levels of supply for any items which require copying or printing.

- Ensure that all lesson protocols for intervention packages, including entry and exit testing and evaluations are followed accurately and completely.
- Model best practice to specialist teaching and learning assistants (or equivalent) to ensure effective delivery of intervention programmes.
- Deliver one-to-one and small group reading, mathematics and numeracy intervention to identified students.
- Work with senior leaders, the SENDCo and other relevant stakeholders to evaluate the effectiveness of support provided by the teaching and learning assistants (or equivalent), providing support where required.
- Research and review best practice in enhancing reading, mathematics and numeracy capability to ensure provision is of the highest quality and up to date.
- Provide support to staff to employ teaching strategies that encourage students to work with increasing independence within a group and class.
- Adapt or modify materials and resources to ensure full access to a broad and balanced curriculum.
- Support student access to the curriculum by adapting learning activities where appropriate.
- Develop a positive relationship with the student to support progress and attainment and promote self-esteem and independence.
- Provide feedback to the students on their progress and attainment either directly or through their designated support.
- Define and support the use of ICT in learning activities.
- Provide advice and support to teachers and other support staff as to the most effective methods of support for students with learning needs.
- Liaise with senior leaders, the SENDCo and other specialist staff (e.g., Occupational Therapist or Speech and Language Service) as needed in order to receive and disseminate advice given to effectively support students across curriculum areas.
- Liaise with the complex needs service as requested to receive and disseminate advice given to effectively support students across curriculum areas.
- Liaise sensitively and effectively with parents and carers and participate in feedback meetings with parents.
- Assist the SENDCo in the development, monitoring and review of pupil passports/profiles.
- Attend specific training as and when required or requested by senior leaders and/or the SENDCo.
- Assist in student supervision and management of student behaviour, in line with school procedures.
- Be responsible for keeping and updating records as agreed with Senior Leaders and/or the SENDCo.
- Report on student achievement, progress and issues the format requested by your line manager.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre – determined learning objectives.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Define and administer standardised tests and one-to-one diagnostic assessments for appropriate intervention programmes.
- Administer diagnostic assessments to set starting points accurately and to monitor progress according to programme protocols.
- Engage in continuing professional development through the internal CPD and opportunities for external CPD as directed.
- Liaise with parents so that they are aware of what support is being provided to their children.



- Fully support the SENDCo in their commitment to ensuring that students with additional and complex learning needs achieve well in their years at school and lead happy and fulfilled lives.

### **Other Responsibilities**

- Champion the Trust's principles of 'Lead', 'Empower', 'Achieve' and 'Drive'.
- Contribute to the wider life of the Trust and the L.E.A.D. community.
- Carry out any such duties as may be reasonably required by the Trust.
- Comply with policies relating to safeguarding and child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- Participate in appraisal, training and professional development opportunities as required to fulfil the role.
- To act as a responsible person on a first aid rota system.
- Fire Marshall duties in the case of fire and/or emergency evacuation where applicable.
- Undertake other duties consistent with the scope of the post and within the competence of the post holder as required, in accordance with the Academy's aims and objectives.

### **Records Management:**

- All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.
- As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.
- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to any relevant national Standards and other requirements of the professional role.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

## Person specification

The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The two right-hand columns provide guidance as to whether these items are essential (E) or desirable (D) criteria.

		E	D
<b>Qualifications and Attainments</b>	• Qualifications to A-Level or equivalent	E	
	• A-Level or higher in English Language		D
	• Qualified Teacher status or demonstrable unqualified teacher or equivalent experience	E	
<b>Skills and knowledge</b>	• Knowledge of how memory works and the science of learning.	E	
	• Excellent communication skills, both written and oral, with the ability to communicate effectively with people at all levels.	E	
	• Ability to maintain positive relationships with students and other adults.	E	
	• Ability to design and deliver effective planning and preparation for lessons.	E	
	• Ability to evaluate pupils' progress through a range of assessment activities.	E	
	• Ability to work effectively within a team.	E	
	• Effective classroom and behaviour management skills.	E	
	• Knowledge of strategies to support students with visual and/or hearing impairment(s).	D	
	• Excellent record keeping skills.	E	
<b>Experience</b>	• Working with children in a school setting.	E	
	• Experience with working to a schedule, meeting deadlines, providing accountability data.	E	
	• Contributing to development, monitoring and review of pupil profiles.		D
	• Working within a secondary school.		D
	• Supporting students who have specific learning difficulties.		D
	• Working with students who have physical disabilities.		D
	• Knowledge of the secondary curriculum.		D
	• Knowledge of the primary curriculum		D
<b>Personal Attributes</b>	• Highly organised.	E	
	• Self-motivated.	E	
	• Eye for detail.	E	
	• Commitment to engage in continuing professional development and training where required.	E	
	• Personal resilience, persistence, and perseverance.	E	
<b>Beliefs and values</b>	• Believes that all children can learn with the right teaching.	E	
	• Does not regard intelligence or 'potential' as a fixed quantity.	E	
	• Has a moral commitment to ensuring that all children leave school able to read well.	E	
	• A strong belief in the value of education.	E	
<b>Additional Requirements</b>	• This role is subject to an enhanced DBS	E	





**L.E.A.D. Academy Trust**

**Lead • Empower • Achieve • Drive**

L.E.A.D. Academy Trust  
5a The Ropewalk  
Nottingham  
NG1 5DU

**Email address:**

[HR@birleysecondaryacademy.co.uk](mailto:HR@birleysecondaryacademy.co.uk)

**Phone number:**

01142 392 531