



Moorlands
Learning Trust



THE SKIPTON ACADEMY

A MOORLANDS LEARNING TRUST ACADEMY



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL



**FURTHER
PARTICULARS
FOR THE POST
OF:**

**TARGETED
MAINSTREAM
PROVISION
(TMP) LEADER
(Communication and
Interaction)**

**at The Skipton
Academy**

**MPR/UPR
TLR: 2B**

TARGETED MAINSTREAM PROVISION (TMP) LEADER (COMMUNICATION AND INTERACTION)

Thank you for enquiring about this key post of TMP Leader to lead our brand new 8 place Targeted Mainstream Provision for students with Communication and Interaction difficulties. This is an exciting opportunity for a highly skilled and passionate teacher who has experience of working within a specialist setting or experience of leading SEND in a mainstream school and who is looking for a new, rewarding challenge.

The successful candidate will have the opportunity to work alongside the academy staff to create and develop this exciting new TMP, in collaboration with the local authority and in response to the growing demand for resourced provision for Communication and Interaction within the Craven area.

This TLR 2b post is required from September 2022 and the candidate appointed will work closely with the Assistant Principal/SENCo and the Deputy Principal with strategic overview of SEND (also a qualified SENCo), to establish the new provision in preparation for welcoming our 8 new students later on in the academic year.

We are looking to appoint a TMP Leader who has experience of working with students with Communication and Interaction difficulties, particularly within the area of Autistic Spectrum Conditions to lead this new provision in our academy.

This is an exciting time to be joining the academy as it continues its drive towards achieving a 'good' Ofsted rating and as the academy continues to strengthen and develop its positive reputation for supporting young people with SEND in the local community. As such, this is an excellent opportunity to be a key member of the team in developing and implementing the provision and relevant strategies to support some of our most vulnerable students.

The successful candidate will be responsible for delivering high quality teaching and will have the opportunity also to play a significant role in the strategic development of staff across the academy, as well as be involved in the recruitment of the specialist TMP Teaching Assistant team who will work with our TMP students.

As a leader of the provision, you will be passionate about working with students with Communication and Interaction difficulties and maintain high standards. You will also be well-qualified and experienced, with the ability to lead and inspire teams. Our aim is to ensure that the TMP delivers the highest standard of education for the students in its care and you will be pivotal in ensuring this.

The Skipton Academy is a comprehensive school with the community at the heart of its vision. Our school ethos of 'Belong Challenge Inspire' encapsulates our inclusive approach to working with the young people in our care and the opening of our new TMP is testimony to our ongoing drive to offer young people in our local community the opportunity to thrive and achieve success in our setting.

We recognise the importance of recognising each student as an individual and giving them every opportunity to achieve positive outcomes in their school life, both academically and beyond.

If you are inspired by this post and the opportunity to work in a setting where we continuously strive to ensure that our students feel they belong, they are challenged and they are inspired to achieve their best, then we would be delighted to hear from you.

How to Apply

As part of your online application on **Vacancy Filler**, in the Personal Statement section (no more than 2 sides of A4 font size 11) please explain:

- The experiences, qualities and skills you have that make you suitable for the post, with specific examples of the impact you have had in your current role.

This can be accessed through the school's website:

<https://www.theskiptonacademy.co.uk/vacancies/>

Closing date for applications: 8am Friday 20 May 2022

Provisional interview date: Tuesday 24 May 2022

We hope to contact shortlisted candidates by email no later than Friday 20 May 2022. If you do not hear from us by this time, you may assume that, on this occasion, you have been unsuccessful.

Thank you again for your interest in our school.

Moorlands Learning Trust is an equal opportunities employer and is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The Trust and its schools adhere to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.



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THE SKIPTON ACADEMY

Dear Applicant

Thank you for enquiring about this key leadership post at The Skipton Academy – we very much welcome your interest and hope the accompanying information will encourage you to apply.

The Skipton Academy is undergoing a period of rapid expansion due to the transformational change and improvements achieved over the last four years, including the development of a highly inclusive learning environment supported by our school ethos of Belong Challenge Inspire. We expect all our staff and students to model this through their behaviours so to ensure that all our students can achieve their full potential. Our staff are fully committed to this ethos and have bought into this as a common goal. Our staff and students support each other to make The Skipton Academy a vibrant and positive place to work.

Another of our key developments was the Academy joining Moorlands Learning Trust (MLT) in December 2019, to work alongside the Trust's founding school - Ilkley Grammar School - a large outstanding secondary school, 15 minutes away from Skipton.

Moorlands Learning Trust, Ilkley Grammar School and The Skipton Academy have a vision and values that are fully aligned, with Moorlands Learning Trust being a Multi Academy Trust that recognises and values that each school is unique. We are also a member of the Red Kite Alliance which enables us to work with a range of schools from across West and North Yorkshire to collaborate and share best practice.

One of the benefits from joining MLT was that it unlocked £3 million in capital funding to ensure that the fabric of the buildings and the learning environment were improved in the same way the curriculum and the learning experience have been. Perhaps even more significantly it provided the school with the support of numerous outstanding practitioners to share their knowledge and be able to support the staff at The Skipton Academy to have the capacity to continue to improve and transform the school. This transformation was fully recognised in our most recent Ofsted Section 8 monitoring visit letter, and we would encourage you to read this as part of your research into our school.

Part of the many phases of development for the academy was our bid to North Yorkshire Local Authority to open a Targeted Mainstream Provision for young people with Communication and Interaction needs, which was successful in 2021 and approved by the RSC in April 2022. The success of this bid is testimony to the rapid progress the academy has made in terms of its offer for students with Special Educational Needs and the nurturing environment and expertise that is available for these students. The opening of the TMP will allow us to further strengthen our understanding and expertise in the areas of Communication and Interaction, so that we can continue to offer an inclusive education for the Skipton and Craven communities.

The successful candidate will have high expectations and an unwavering commitment to all staff, students and stakeholders. The successful candidate will be appointed from the start of September 2022 to allow for allocated time to work strategically with the Senior Leadership Team to plan and develop the TMP ready for its opening later during the term. This will also involve participating in the recruitment of teaching assistants for the TMP.

If you have the ability to engage and enthuse our staff and students, as well as the skills, qualities and experiences to be an exceptional TMP Leader, then we would love to hear from you.

We are looking for a TMP Leader who is:

- inspirational with the drive, ideas and vision to help create a highly inclusive and effective provision for students with Communication and Interaction needs
- strategic with a proven track record of delivering significant improvement
- an exceptional teacher with proven success of delivering excellent outcomes for students
- able to support and challenge, hold colleagues to account and deliver excellent outcomes
- committed to demonstrating high levels of presence, impact, transparency, integrity and emotional intelligence
- able to work collaboratively with a range of internal teams and external partners

In return for your commitment we can offer:

- the opportunity to make a real difference at a growing and improving school and as part of the wider Trust
- students who are a credit to their school and community
- personalised CPD with a strong commitment to professional growth and developing individual career paths
- a very calm and orderly school with high expectations and an ethos of trust and care
- a committed and enthusiastic staff
- very supportive colleagues in the Senior Leadership Team and Trust Executive
- a location in beautiful Skipton with good transport links to the rest of Craven, Leeds and Bradford

We look forward to hearing from you in the near future.

Richard McManus
Principal

Amanda Dudley
Assistant Principal: SENDCo (Deputy Principal Designate)



Moorlands Learning Trust

Thank you for your interest in the post of Targeted Mainstream Provision Leader at The Skipton Academy. This is a crucial new role at a fast-growing school, which will impact significantly on the SEND provision for young people with Communication and Interaction needs in the Craven area.

This role provides an exciting opportunity for a colleague to play a lead role in making a demonstrable impact to the lives of a wide variety of children at The Skipton Academy and the wider Craven area, as part of its continued improvement journey, and the successful candidate will join a talented team of leaders and colleagues both at The Skipton Academy and in Moorlands Learning Trust's (MLT) wider network.

Indeed, our partner school, Ilkley Grammar School, already runs a similar 12 place resourced provision for C&I, and the successful candidate will therefore be joining and extending our network of Trust SEND professionals, with C&I experience and expertise already on hand within the Trust.

Our overriding aim at MLT aim is to provide an exceptional comprehensive education for students from all cohorts and demographic backgrounds, in order to ensure that individual context does not affect a student's life chances. At MLT we are aspirational for every student within the Trust and are committed to achieving success and inspiring others to do so too.

We highly value our staff as our biggest asset and invest in their professional development to keep ourselves at the cutting edge of educational development, with staff wellbeing also being extremely important and strategically planned for.

This is an exciting time in the Trust's development as MLT looks to grow further, so that we can play a wider role in the development of our region and its future generations. This will mean that as the Trust grows over the coming years, the range of professional and career development opportunities and pathways for colleagues in our Trust schools will also grow, so that we can continue to recruit and retain an exceptional workforce.

I hope you are inspired by this opportunity and want to become part of our successful, growing Trust; if you have the qualities needed to make a transformational difference at The Skipton Academy then we would be delighted to hear from you!

Helen Williams
CEO Moorlands Learning Trust

SEND at The Skipton Academy

The Skipton Academy provides an inclusive learning environment in which each individual is empowered to flourish and achieve their best and where all students and staff value the unique potential of each and every member of the community.

The SEND policy and annual Information Report outline how the school will ensure that the necessary provision is made for any student who has special educational needs.

The school ensures that teachers are able to quickly identify and provide for those students who have special educational needs through a range of information systems, including ClassCharts and Provision Maps. This enables equality of access to the curriculum and the wider activities of the school wherever possible.

We are also committed to including all stakeholders in decision-making processes, in particular students themselves and their parents/carers, while maintaining appropriate confidentiality.

Our Targeted Mainstream Provision for Communication and Interaction will provide:

- An environment which enables the student to feel a full member of the school whilst receiving additional support for their needs
- The opportunity for students to spend a significant amount of time in the TMP if this is appropriate to their needs
- Supported access to the mainstream school curriculum with additional out-of-class support for particular subjects according to individual need
- Adaptations to the school curriculum and the school environment to accommodate the individual needs of the student, for example: - an individually planned and balanced curriculum - opportunities to access a quiet environment as appropriate - support during unstructured times - flexibility over the number of options studied for GCSE
- Individual and flexible small group programmes to support: - Social skills - Language and communication - Appropriate behaviours - Personal organisation - Individual strengths and interests
- Flexibility to accommodate variation in student anxiety levels with opportunities for emotional development
- A peer group experiencing similar needs
- Regular liaison and planning with parents
- Effective multi-agency support
- Access to extra-curricular activities

TARGETED MAINSTREAM PROVISION (TMP) LEADER (COMMUNICATION AND INTERACTION)

JOB DESCRIPTION

Targeted Mainstream Provision Leader (Communication and Interaction)

Responsible to: Deputy Principal

Overall responsibilities:

- To develop, lead and manage the Targeted Mainstream Provision (TMP) for students with Communication and Interaction needs as an integral part of The Skipton Academy
- To work collaboratively with colleagues to secure the best possible outcomes for students with Communication and Interaction needs across the academy through modelling effective teaching methods and providing high quality training
- To provide line management and performance management to a team of Teaching Assistants.

Summary of core duties:

Leadership and Management

- Take a lead role and contribute to the planning, delivery, strategic development, organisation and evaluation of the TMP
- Establish a clear and ambitious vision for the TMP in line with the vision and values of the whole school
- Evaluate the strengths and areas for development for the TMP and produce a SEF and development plan to develop key strategic priorities
- Use the Ofsted framework as a driver for improvement
- Be responsible for the deployment of all staff within the TMP
- Design an appropriate bespoke curriculum for students in the TMP incorporating time in mainstream, ensuring students are supported appropriately so they achieve their best and are a part of the academy's ethos of Belong Challenge Inspire
- Plan, prepare and lead all Annual Reviews for TMP students, as appropriate and in liaison with the Deputy Principal and Assistant Principal: SENCo
- Regularly review and update students' passports
- Liaise closely with outside agencies as required
- Be an effective role model for the TMP team in terms of teaching and behaviour management
- Support the Leadership Team including the Assistant Principal:SENCo, the Deputy Principal: strategic SEN lead and curriculum leaders in monitoring and reviewing the curricular provision in the TMP in terms of:
 - Breadth of balance ensuring that students have access to the statutory curriculum hours, linked to core subjects.
 - Regular reviewing of student progress to support planning and target setting

- Organisation of all assessment tasks within the TMP
- Organisation, planning and evaluation of the specific educational programmes within the TMP ensuring that programme design is coherent, ambitious and carefully sequenced
- Lead TMP team meetings with team members
- Take the lead in establishing effective behaviour management strategies for students in crisis, reducing the risk of self-harm, harm to other students and staff and communicate these with the Senior Leadership Team and other staff as appropriate
- Implement, track and monitor the effectiveness of specialist behaviour management strategies used in the TMP
- Keep abreast of current developments in SEND and disseminate information as appropriate
- Maintain an inclusive and orderly learning environment through the effective management of resources, lesson planning and positive behaviour support
- Contribute to whole school CPD
- Promote a positive image of the school in the community.

Teaching and Learning

As TMP Leader, you will secure and sustain effective teaching, evaluate the quality of teaching, support, students' achievements and standards and set targets for improvement

- Role model outstanding teaching as the Lead Teacher in the TMP by:
 - setting learning objectives and design lesson tasks that are well-matched to students' needs
 - employing a variety of strategies to motivate and engage students, including the effective use of e-learning and effective questioning
 - presenting new ideas with clear explanations and examples and model or demonstrate new skills with appropriate scaffolding
 - setting regular, high quality homework that encourages independent learning and consolidates prior learning
- Oversee and monitor the quality of learning, teaching and assessment of students working in the TMP
- Oversee discipline and guidance, and ensure all staff follow the academy's ethos of Belong Challenge Inspire
- Ensure consistency of practice in small group teaching sessions and 1:1 delivery with regard to planning, the quality of explanations and modelling, assessment, feedback and homework
- Implement intervention and support strategies for students
- Work closely with the TMP TAs to challenge and support students by scaffolding learning in a variety of ways.

Assessment for Learning/Responsive Learning Strategies

As Lead teacher in the TMP:

- Employ a range of responsive teaching strategies and ensure effective feedback
- Monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- Ensure regular and consistently high-quality marking and feedback so students know how to improve
- Use data for action, intervention and future planning
- Maintain appropriate records to demonstrate student progress, leading and managing staff
- Determine job descriptions within the TMP which are reviewed annually

- Promote a sense of unity across the TMP so all staff are well informed, enthusiastic, supported and working to a common purpose
- Work alongside the Assistant and Deputy Principals to monitor staff performance, supporting, challenging and setting targets
- Advise on appointment of staff to the TMP, drawing up job specifications and sitting on interview panels as appropriate
- Oversee the induction of new staff
- Deploy staff to teaching and support groups
- Ensure that all relevant staff are trained in specific and relevant SEND strategies including Positive Handling training, so they are able to support both teaching and learning
- Oversee and monitor the continuing professional development of department colleagues and manage appraisals as Team Leader of relevant staff
- Set a professional example in terms of teaching, attendance, energy and effectiveness

Parents/Other Communication

- Ensure regular communication with parents/carers and staff to ensure consistency of practice
- Liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of any concerns
- Liaise with Form Tutors, Year Leaders, Inclusion and SEN personnel and the Leadership Team as required
- Liaise with primary schools, outside agencies, industry and others as necessary

Resources Management

- Identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
- Manage any delegated budget and maintain up-to-date accounts in accordance with school procedures
- Support the creation of a safe, stimulating and attractive environment for teaching, learning and support within the TMP

Belong Challenge Inspire and Behaviour

- Promote and manage learning behaviours effectively so students display a thirst for knowledge and a love of learning
- Promote and support student progress and wellbeing
- Establish fair, respectful, trusting, supportive and constructive relationships
- Have high expectations
- Implement the academy's behaviour system consistently and fairly
- Be familiar with health and safety requirements
- Know and follow the Trust Child Protection and Safeguarding guidelines
- Ensure accurate registration of students in the TMP

Enrichment

- Engage with the whole-school programme of extra-curricular and enrichment opportunities and visits in a way that is appropriate to the TMP Leader role
- Contribute to other enrichment opportunities across school – within year groups, in tutor groups and other situations.

Continuing Professional Development

- Participate fully in the appraisal process
- Participate fully in CPD opportunities to develop practice further, share learning and be creative
- Commit to the school's CPD programme, leading sessions where appropriate
- Contribute, as appropriate, to the selection, appointment and induction of new staff, Quality Assurance
- Contribute to the school's self-evaluation procedures, including deep dive processes, book scrutiny and other QA activities

Professional Standards

- Meet the DfE National Teachers' Professional Standards
- Contribute actively to the ethos, values and aspirations of the school
- Attend relevant school and parent meetings, and appropriate school events, including evening events as appropriate
- Ensure high standards of written English
- Meet deadlines and model the highest professional standards in all aspects of school work
- Cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

As the Academy and Trust's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

RECRUITMENT AND SELECTION

Moorlands Learning Trust and The Skipton Academy are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

THE SKIPTON ACADEMY
PERSONNEL SPECIFICATION
TMP LEADER (C AND I)

Qualifications and Training	Essential/Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE <input type="checkbox"/> Honours Degree in related specialism <input type="checkbox"/> Evidence of further study, qualifications in SEND teaching and learning <input type="checkbox"/> Good A-level qualifications <input type="checkbox"/> Recent appropriate CPD <input type="checkbox"/> Willingness to participate in CPD	E E E D E E	Application form and selection process
Experience	Essential/Desirable E/D	How Identified
<input type="checkbox"/> At least 5 years teaching experience of students with SEND and the primary need of Communication and Interaction (ASC). <input type="checkbox"/> Experience of partnership working with agencies, staff, parents, process families, carers to improve outcomes for students with SEND <input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour for students with SEND <input type="checkbox"/> Understanding and use of good teaching practices for students with C and I <input type="checkbox"/> Recent experience of effectively using SEND assessment tools, interpreting and using the results to improve outcomes for students with SEND <input type="checkbox"/> Outstanding special needs classroom practitioner E <input type="checkbox"/> Proven success of implementing specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation and extremes of behaviour <input type="checkbox"/> Proven ability to lead and manage a team of staff <input type="checkbox"/> Achieving relevant outcomes for students with Communication and Interaction difficulties (including autistic spectrum conditions) and complex needs	D E E E E E E D D	Application and selection process
Knowledge, Skills and Abilities	Essential/Desirable E/D	How Identified
<input type="checkbox"/> Working knowledge and understanding of how to personalise learning <input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress <input type="checkbox"/> Working knowledge of formative and summative assessment for students with autistic spectrum conditions and complex needs <input type="checkbox"/> The potential and commitment to be an exceptional teacher <input type="checkbox"/> Shares and develops own expertise and learns from others <input type="checkbox"/> Able to lead, inspire and motivate students	E E E E E E	Application and selection process

<input type="checkbox"/> Good standard of accurate written and spoken English <input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences <input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role <input type="checkbox"/> Self-motivated and takes the initiative <input type="checkbox"/> Able to embrace new approaches and ways of thinking <input type="checkbox"/> Responsive to the individual needs of students and colleagues <input type="checkbox"/> Values diversity and encourages the contribution of others <input type="checkbox"/> Knowledge of effective behaviour management strategies <input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E E E E E E E E E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion <input type="checkbox"/> A passionate commitment to achieving the highest standards for all students <input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective <input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community <input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities <input type="checkbox"/> Values equality, trust, happiness, openness and support	E E E E E E	Application form and selection process
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose' <input type="checkbox"/> Conscientious and committed to high personal and professional standards <input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community <input type="checkbox"/> Enthusiastic about education and learning <input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion <input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary <input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s) <input type="checkbox"/> Abides by the Academy's policies <input type="checkbox"/> Professional appearance <input type="checkbox"/> Emotionally intelligent <input type="checkbox"/> Sense of humour and perspective	E E E E E E E E E E E	Application form and selection process

Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community <input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E E	Selection process
Circumstances-Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). <input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). E <input type="checkbox"/> Will not require holiday during term time	E E E	Selection process
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them <input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people <input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people <input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E E E E	Completion of an Enhanced DBS disclosure

Agreed by:

Post Holder:

Print name Signature.....

Line Manager:

Print Name Signature

Date: