



# Teacher / SENCo Plymouth



**Giving every learner  
the opportunity to  
succeed**





**Teacher / SENCo  
Plymouth**

Dear Prospective candidate,

Thank you for taking the time to look at our advert for the SENCo position based in Plymouth where we have several bases to meet the needs of different cohorts of children with additional needs.

You will oversee and shape the lives and education of primary and secondary aged children who receive a personalised curriculum. You will monitor and support our learners in meeting the outcomes stated in their EHCPs and the assessment and support of children without EHCPs.

You will be responsible for ensuring each young person's educational needs are met and that they are provided with as many enriching curriculum and extra-curricular experiences as those young people who are in traditional education settings.

There is a strong team of subject specialists at ACE who support teachers at other bases across Cornwall and Devon and you will be part of several teams who work collaboratively to ensure our curriculum meets the needs of our pupils and all teaching staff and mentors have what they need to deliver high quality teaching and learning.

Our core curriculum focuses on Maths, English, Science and PSHE and we particularly welcome applications from staff who specialise in these areas. Other areas of the curriculum are often delivered thematically and through practical learning out in the local community.

We are keen to meet experienced candidates from special and mainstream settings, with either primary or secondary specialism, who have completed or are completing their SENCo qualification and want to take on the challenge of supporting young people whose needs can only be met by the exceptional staff at ACE.

You will be at the forefront of making life changing differences to a group of young people who deserve the same high level of education as their peers.

If you believe that you could play a key role in a team of people that will shape the lives of the students we serve in the southwest we would love to hear from you.



Ruth Westwood  
Headteacher  
01752 396148



*"My daughter was a student with you during the pandemic and remained with you until taking and passing her GCSE's and wanted to take the opportunity to say a very sincere thank you! My daughter struggled through her school years until she joined your school. She thrived with you. The support she received was fantastic.*

*I just wanted to let you know while at your school she decided she wanted to join then Navy and today she is passing out! I believe the dedication and hard work the staff she had put into her has given her the skills she needed to start this journey, you all gave her the time and effort to support her, even during lockdown.*

*You have turned my daughters life around and made her believe in herself, for this I will be forever grateful.*

*It's important you all know how much of a difference you make. So thank you again."*

**Parent of a former pupil**

## ACE Schools - who we are

ACE schools is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.

The school is based on 11 sites across the three localities and these sites are divided into three primary areas of need. These include: bases to support young people's health and welfare needs, this can include mental and/or physical illness that prevents them from attending school; reintegration, and intervention bases to support young people with challenging behaviour and social emotional needs back into school; WRAP bases where we provide one to one support for pupils with Education Health Care Plans (EHCP).

We currently employ over 200 members of staff across the school in a range of positions. At present in the school, we have 23 different roles and responsibilities across the team ranging from welfare, curriculum, and professional development leads as well as teachers, teaching assistants and mentors.

In February 2019 Ofsted inspected the whole school rated us as a 'good school' and we are incredibly proud of the report. Below are some of the highlights.

### **This is a good school**

- Leaders are passionate that every pupil, whatever their previous education history, deserves another chance to succeed. As a result of their commitment to providing high-quality provision, pupils do well.
- Leaders have developed strong systems of management across sites. There are common expectations and systems of accountability. Individual sites are, therefore, well organised.
- Leaders work very hard to safeguard pupils. They are very aware of the many risks to their pupils. They have established good relationships with outside agencies. There is a very strong safeguarding culture throughout ACE.
- Teaching is of high quality on most sites. It is tailored precisely to individual needs and underpinned by very strong relationships between adults and pupils. This quality is not as consistent on the Bretonside site.
- Leaders offer a bespoke curriculum tailored to individual needs and aspirations. This means that pupils are much more likely to engage and succeed.
- Pupils' attendance improves considerably. Pupils learn to manage their emotions and behaviour. Pupils develop pride in their work.
- Pupils make good progress. They frequently gain a range of qualifications and leave ACE for a variety of appropriate destinations. Pupils with special educational needs and/or disabilities (SEND), including those with mental health needs, do well.
- Trustees have overseen the successful establishment of the multi-academy trust and a period of expansion. They identified themselves that governance required strengthening. They have taken appropriate action but there is still work to do to ensure that leaders are rigorously held accountable for all sites.



***"I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important"***

**Pastoral Lead**







# WELCOME

Thank you for your interest in a role within Transforming Futures Trust. This is an exciting time for the organisation. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of four academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The trust was first formed some time ago. It is now an innovative, secure organisation that is increasingly working alongside local areas to contribute more to the SEND system across Devon, Cornwall and Plymouth.

Although all our academies meet the needs of children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all learners, whatever their ability or background, get the best education possible.

Under the strong, collaborative and considered leadership in our academies, staff benefit from being members of tight communities that work together to achieve the best possible outcomes for children and young people.

As the trust develops, so does the way we plan to ensure all staff meet their full potential. Professional development and protecting staff wellbeing are priorities for the trust. This means you can rely on the fact we will ensure you will benefit from a smooth induction and suite of training tailored specifically for you.

As a trust we pride ourselves on the impact we have had on many pupils' outcomes. I hope this introduction demonstrates why we think this is a great trust to work for.

We would strongly encourage you to visit our academies see first-hand the purposeful environments within them.

**Matt Sambrook**

Chief Executive Officer



# ABOUT US

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.



# GOVERNANCE, RESPONSIBILITY & LEADERSHIP

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a new Chair and a number of new Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

## OUR VISION

We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our pupils at the heart of everything we do.

## OUR VALUES

**Valuing the individual  
and our service to them**

**Compassion and  
caring for everyone**

**Professional  
excellence in all we do**

**Valuing growth and  
releasing potential**

**Celebrating Success**

During the academic year 21/22 we asked staff what it was like to work at ACE and here is what they said;



I am proud to work for ACE?

[More Details](#)

 Insights

169

Responses



4.46 Average Rating

***“The relationships we have with the students are really strong” Teaching Assistant***

***“It's been so nice having him at ACE, with all the support he has been given.” Parent***

***“The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised” Teacher***

***“ACE is just brilliant. I couldn't ask for a better school. You work miracles” Parent***

***“I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures” Teacher***

***“Having worked for ACE for only a short time and I have been impressed at how the students are supported” Teaching Assistant***

***“The work we do at ACE is brilliant and I am delighted to have joined the team this September” Teacher***

***“My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner” Parent***

***“I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important” Pastoral Lead***



***“My son enjoys coming to school which is so nice to hear after years of struggling to get him into the right place where he can get a good education”***

**Parent at ACE Schools**

## **About the role**

**Job Title:** Teacher / SENCo

**Base:** Plymouth Bretonside

**Hours:** This is a flexible part-time role – 0.6FTE

**Salary Range:** MPR 3-6 / UPR1 (£33,814 - £43,688 FTE ) + SEN allowance (£2,561) Actual salary: £20,288 – 26,212 + £1536

**Contract Type:** Permanent

**Closing Date:** 8 July 2024

**Interview Date:** 15 July 2024

**Start Date:** September 2024, or as soon as available, pending pre-employment checks

## **Job Description**

As a teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment and acutely aware of the strategies required to achieve the highest standards. You will be focused on achieving the best possible outcomes for our pupils in terms of externally accredited qualifications and in personal development.

As SENCo you will provide early intervention to enhance curriculum attainment and social inclusion. The role will predominantly be non-teaching, with some involvement in interventions and classroom-based support to promote inclusive practice through modelling of effective strategies and provision.

A key aspect of the role will be to prepare paperwork, arrange assessments, referrals, reviews and consultations with staff and other professionals, linking directly with students and families in a child-centred, collaborative model of working, including contributing towards statutory processes as appropriate.

You will be joining a team of SENCos who work with our Assistant Head responsible for SEND to provide support across our ten sites. You will predominantly be working at our Plymouth sites with some involvement at our WRAP base in Exeter (more information about these provisions is available on our website).

## **Responsibilities**

- To be an outstanding teaching and learning practitioner who is able to model and lead by example, offering advice and support to other staff.
- Use a trauma informed approach to positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem
- Maintain/establish good order and discipline among the students and safeguard their health and safety
- Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views and by challenging bullying or harassment, following relevant policies and procedures.
- Contribute to the work of the department teaching teams.
- Be a role model to pupils through personal presentation and professional conduct
- Establish effective working relationships with professional colleagues and associate staff
- Keep up-to-date with research and developments in pedagogy
- Provide advice to bases to facilitate staff addressing the particular language, communication, cognitive, social and developmental needs of individuals or groups of children



- Co-deliver above interventions with individuals and groups to improve learning outcomes, participation, inclusion and enhance ACE provision
- To assess / monitor and evaluate identified children's baseline and progress
- To provide oral and written assessments and reports regarding pupils progress as necessary.
- To disseminate inclusive practice through training, advice and modelling appropriate teaching strategies (individual and group)
- To promote effective transitions for targeted pupils.

To provide relevant resources and strategies to support parents as appropriate.

## **Principle Accountabilities**

### **Children & Families:**

- To assess, monitor and regularly review children's individual educational needs in consultation with parents / carers and other professionals
- To work closely with the base team to devise and develop learning programmes for pupils in consultation with professionals and parents
- To provide records and reports describing pupils needs and progress
- To liaise with parents through reports, formal and informal contact
- To provide training opportunities for parents as appropriate

### **Other Agencies:**

- To encourage a co-ordinated approach with other agencies to support individual pupils and families and to safeguard children and young people
- Attend multi-agency meetings and provide written reports as appropriate

### **Within school:**

- To support the base when implementing statutory assessment advice
- To provide ongoing advice and support for school staff specific to the needs of the pupils on the base
- To develop and deliver inset training on a range of SEND issues
- To work with staff in the classroom to develop effective strategies and interventions in relation to individual pupils
- To demonstrate the effectiveness of specific interventions using appropriate data
- To work closely with colleagues to support the SEND team and Statutory Assessment process across the bases
- To participate in the administrative and organisational tasks related to such duties as are described above
- To ensure that all activities conform to corporate policies and procedures

## **Other Duties & Responsibilities**

A JOB DESCRIPTION CAN NEVER BE FULLY DESCRIPTIVE AND EXHAUSTIVE OF UNFORESEEN CHANGES OR CIRCUMSTANCES. IT IS EXPECTED THAT STAFF WILL, WITHIN REASON, RESPOND TO UNFORESEEN CIRCUMSTANCES AND EMERGENCIES AS THEY ARISE, COMMENSURATE WITH THEIR QUALIFICATIONS, EXPERIENCE AND THE SITUATION.

## Experience & Skills

### Essential

- Experience supporting/ teaching pupils with complex SEND/ASC/ Mental Health/ SEMH, experience of leading on SEND within your previous setting
- Experience of using specific assessment tools and strategies for pupils with SEND and of contributing to multi-agency working
- Experience of working effectively as a practitioner with young people who would be considered disadvantaged and hard to engage
- Evidence of continually improving the teaching and learning of their pupils' individual needs
- High expectations for accountability and consistency.
- Commitment to the safeguarding and welfare of all pupils.
- Outstanding classroom practitioner.
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards. If not already used to working in a trauma informed setting, willingness to learn and embrace this framework.
- Good communication, planning and organisational skills.
- Demonstrates resilience, motivation and commitment to driving up standards of achievement.
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice
- Ability to work under pressure, handle a variety of situations and people and self-manage time
- Experience in using IT and Microsoft Office
- Demonstrative ability to communicate in written and oral context with wide cross section of social and cultural backgrounds.

### Desirable

- Experience of working in more than one Key Stage
- Experience of leading on SEND in whole school development
- Experience of successfully managing staff effectively
- Knowledge of and experience in using emotional and behavioural concepts, anger management, emotional literacy etc
- Knowledge of attachment specific teaching strategies and Trauma Informed Practice
- Willingness and experience of teaching and supporting core subjects or PSHE
- A clear understanding of the needs of children and young people with SEND
- A willingness to participate in Continuing Professional Development.
- Ability to carry out the full range of teaching responsibilities, planning, delivery, assessment, monitoring, evaluation and reporting if required

## Qualifications

### Essential

- QTS and at least 3 years teaching experience including significant recent experience of SEND
- Undergraduate degree within your subject area or equivalent
- GCSE (A\*-C) in English or (A\*-C) in mathematics or equivalent
- Knowledge of relevant procedures and practices relating to working with young people
- Knowledge of SEND Code of Practice, Child Protection Procedures, keeping children safe in Education
- Clean driving license

### Desirable

- Further relevant professional qualifications
- Honours degree
- SEND related qualifications such as NASENCo
- Further qualification in dealing with young people – Coaching qualifications, youth work or PGCE, PTTLs, KTTLs, DTTLS or equivalent.
- Minibus driving license

## Person Specification

### Essential

- Outstanding classroom practitioner
- Operational experience of working with young people with additional needs in special settings or mainstream
- Recent experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of progress and achievement and personal development and wellbeing.
- Experience of working with parents/carers and other agencies
- Demonstrated commitment to the safeguarding and welfare of all pupils on site.
- Demonstrates resilience, self-motivation, and commitment to driving up standards of achievement.
- The ability to work as part of a team with an understanding of the impact of change and different leadership styles on individuals and organisations.
- Ability to articulate a sound educational philosophy consistent with the school aims.
- Experience in using IT and Microsoft Office 365
- Full driving license

### Desirable

- Knowledge of and experience in using emotional and behavioural concepts, anger management, emotional literacy, Adverse Childhood Experiences and Trauma Informed Practice.
- Understanding of the use of PACE to support pupils
- MAPA/CPI trained
- Working knowledge of CPOMS/Arbor

## Personal Qualities

- The ability to remain calm in stressful situations.
- High expectations for accountability and consistency
- Uncompromising personal and professional integrity, including modelling values and vision.
- Ability to model effective and systematic behaviour management, with clear boundaries, sanctions, praise, and rewards.
- Think analytically and creatively and demonstrate initiative in solving problems.
- Have good communication, planning and organisational skills.
- Ability to work under pressure, handle a variety of situations and people and self-manage time.
- Demonstrate resilience and optimism.
- Excellent interpersonal skills
- A sense of humour
- Must be a good role model for students and staff.
- Must be adaptable and willing to accept guidance and support.
- Able to motivate staff and hold them to account.
- Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others.
- Enthusiasm for learning
- Empathy with young people
- Uncompromising personal and professional integrity, including modelling values and vision.
- Think analytically and creatively and demonstrate initiative in solving problems.
- Demonstrate resilience and optimism.
- Excellent interpersonal skills
- A sense of humour
- Must be a good role model for students and staff.
- Must be adaptable and willing to accept guidance and support.
- Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others.
- Enthusiasm for learning
- Empathy with young people



# Our schools

Alongside ACE Schools, Transforming Futures Trust is made up of other academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs. Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



Courtlands Special Academy in Plymouth supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs from across Plymouth, Devon and Cornwall.



Mount Tamar in Plymouth supports children who have an Educational, Health and Care Plan (EHCP) describing Social, Emotional and Mental Health (SEMH) and/or an Autism Spectrum Condition (ASC). Mount Tamar supports approximately 100 children from Year 3 – Year 11 over 4 sites in the Plymouth area.

Our passion is meeting the needs of every child, however complex, and seeing them flourish into well rounded members of the community.



*“Coming to Exeter WRAP has enabled me to reclaim many of the things that had been lost to the profession in mainstream teaching: the autonomy of planning creatively, an opportunity to get to know the whole child and the day to day reward of knowing that I am making a real difference to the lives of the young people.”*

*Teacher at Exeter WRAP*



# WORKING WITH US



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust we can offer you as future employees many exciting benefits:

**SCHOOL DAY:** The school day for most pupils in Cornwall runs from 9:00am - 2.45pm, except on Fridays when they finish at 1.30pm.

**HEALTH ASSURED** Health Assured provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information

**CPD:** All members of staff have CPD sessions that take place on a Friday afternoon that are finished by 3:30pm, meaning that none of our training takes place after the school day. Each week we run a wide variety of 'drop in' sessions to allow staff to tailor their professional development.

**CAREER PROGRESSION:** As a school that covers three counties, staff can move between bases and progress their careers into one of 23 different roles in the school.





**MULTI AGENCY WORKING:** Due to the high level of need for a number of our pupils there will often be occasions where you get to work with professionals from other organisations.

**WELL-BEING ACTIVITIES:** Once a term staff are given opportunities to take part in well-being activities ranging from sporting or cultural to social.

#### **INDUCTION AND QUALIFICATIONS:**

When you join ACE, you will be given an induction to our school and provided with Team Teach (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which may include first aid certificates, activity leadership as well as a thorough explanation in our systems, trauma informed practice and in-depth safeguarding training.

**DELT SHARED SERVICES:** Delt provide management and assistance in IT, HR, Finance and Estates functions for

Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely. We encourage the staff on our bases to design their own wellbeing activities.

**STAFF SUPERVISION:** As a school, we purchase the support services of a local Psychology service so that all members of staff can receive supervision from trained professionals when staff need support for issues inside and outside of school.

**IT EQUIPMENT:** Whatever job role you join ACE in, you will be provided with the IT equipment required to carry out your work.



If you have an understanding of, and capacity to support, young people with learning and communication challenges or emotional, social and mental health needs and you have a

desire to help make a difference to young people's lives then we would like to hear from you.

You can view our available opportunities on the **Current Vacancies** page on our website. However, if there is nothing currently matching your skill set or location then don't worry, there's good news, you can sign up to our **Candidate Pool**.

Joining our Candidate Pool is the best way to express your interest in joining the Trust in the future and ensure you are first in line to receive a notification when a suitable vacancy arises.

It's easy to register, simply download the registration form, answer 6 questions to help us identify suitable skills and experience for any future vacancies and return it to [TFTRecruitment@deltaservices.co.uk](mailto:TFTRecruitment@deltaservices.co.uk).

We will hold your details on file for 6 months and use the information you have given us to notify you of suitable vacancies arising.

**Transforming Futures Trust C/O ACE Tiverton School  
Orchard Way, Tiverton, EX16 5HB**

**[admin@transformingfutures.org.uk](mailto:admin@transformingfutures.org.uk)**

