

James Montgomery Academy Trust

Education Psychologist Recruitment and Information Pack



June 2022



Contents

- Letter of welcome from the Chief Executive Officer
- James Montgomery Academy Trust
- Current School Information
- JMAT's Approach to Inclusion
- Job Description
- Person Specification
- Application Process



Letter of welcome from our Chief Executive Officer



Dear Candidate,

Thank you for your interest in this role within the James Montgomery Academy Trust. We have 17 schools in our Trust, with an additional one soon to convert. Our Trust vision is to ensure that our schools are child centred, inclusive and distinctive, delivering excellence in education, sharing best practice and building aspiration. This demonstrates our commitment to put inclusion at the heart of our Trust and we aim to achieve this through supporting and developing the highest quality practice in our schools. This new appointment will join a central Inclusion Team determined to make a difference to the lives of children and young people across our diverse family of schools through applying psychological understanding to the educational world to have an impact in the short, medium and long term. This impact will be delivered through work with individuals, groups and educational settings through systemic and direct work. It will be to work strategically with the Inclusion Team to build capacity, provision and practice, setting out a Trust wide training plan to upskill colleagues and build a consistent delivery approach. We want our Trust Educational Psychologist to promote the educational and personal development of children, action research projects and support the development of excellent inclusive practice across the Trust.

As a Trust, we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual schools to flourish with real identity and distinctiveness, whilst also ensuring a strong ethos of support and collaboration across our schools. Employees within JMAT belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. JMAT provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. I hope you are as excited by this proposition as we are and if so, we look forward to meeting you.

Mr David Silvester



James Montgomery Academy Trust

Our Trust has officially been in existence since 2016 and we have, in that time, grown from an initial group of 5, to now be working across 17 converted schools. All our schools are in the primary phase, encompassing primary, infant and junior, and are all based in South Yorkshire.

The Trust Board is determined to see a high performing and successful Multi-Academy Trust that delivers the very best educational experience for the pupils attending our schools. Our schools play a key role in the community supporting our families and offering our children opportunities to grow and thrive, academically, socially and emotionally. We want our children to be confident and resilient.

Trust Vision and Values

Our schools are child centred, inclusive and distinctive, delivering excellence in education, sharing best practice and building aspiration.

Trust Core Principles

Together we will:

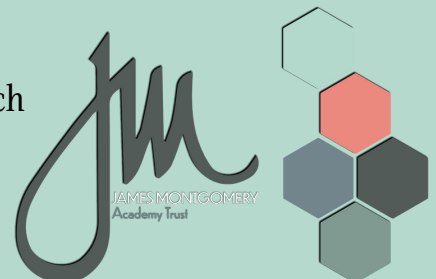
- Consistently put children at the heart of decision making
- Champion school individuality
- Continually improve through innovative and research driven practice

School Improvement Strategy Goal

The school improvement strategy of JMAT aims to create a self-improving school led system through collaboration, support and challenge.

Together we will promote and secure:

- Individuality
- Good levels of achievement for all
- High quality teaching and inclusive practice underpinned by research
- Aspirational leadership and governance
- Access to high quality CPD
- Best practice across the Trust and wider partnerships
- Value for money
- Safe schools



Current School Information

School	Local Authority	Date Joined Trust	Age Range	Ofsted Grade
Anston Hillcrest Primary School	Rotherham	May 2021	3-11	Outstanding December 2013
Brampton Cortonwood Infant School	Rotherham	June 2017	2-7	Good November 2021
Brampton 'The Ellis' C of E Primary School	Rotherham	April 2017	3-11	Outstanding October 2013
Brinsworth Howarth Primary School	Rotherham	December 2019	3-11	Good July 2016
Ferham Primary School	Rotherham	October 2021	2-11	Special Measures February 2020
Harthill Primary School	Rotherham	April 2020	4-11	Good June 2018
Hooton Pagnell All Saints C of E Primary School	Doncaster	April 2018	4-11	Requires Improvement January 2017
Kiveton Park Infant School	Rotherham	December 2018	3-7	Good July 2016
Kiveton Park Meadows Junior School	Rotherham	December 2019	7-11	Good June 2017
Laughton Junior and Infant School	Rotherham	October 2018	3-11	Good January 2015
Mexborough St John The Baptist C of E Primary	Doncaster	December 2016	3-11	Good October 2019
Meadow View Primary School	Rotherham	December 2021	3-11	Requires Improvement December 2019
St Ann's Junior and Infant School	Rotherham	October 2020	3-11	Requires Improvement March 2018

Current School Information

Continued . . .

School	Local Authority	Date Joined Trust	Age Range	Ofsted Grade
Thurcroft Infant School	Rotherham	February 2021	3-7	Outstanding November 2014
Wath C of E School	Rotherham	March 2017	3-11	Good February 2020
Wath Central Primary School	Rotherham	March 2017	3-11	Good May 2022
Wath Victoria Primary	Rotherham	June 2017	2-11	Good November 2021
West Melton Primary	Rotherham	Pending Conversion 2022	3-11	Requires Improvement January 2019



JMAT's Approach to Inclusion



Inclusion is at the heart of the ethos in JMAT schools and this is passionately driven by teams within the Trust and every school. The highest quality of teaching and learning and early intervention are key aspects of how this inclusion is realised with a clear emphasis on equal opportunities for all and the right of every child to a quality of education that realises their potential and prepares them for life. The child is at the centre of everything we do and the highest value is placed on co-production with children and their families. There is a clear focus on quality first teaching that meets the needs of every child in conjunction with their individual strengths and aspirations. We believe in an entitlement to an inclusive, broad and balanced curriculum where children can learn within a nurturing environment and alongside their peers. Good systems incorporating graduated responses for all areas of need build from this in ensuring all needs are fully met. Our vision is that all children will have the same opportunities to thrive in any JMAT school and will be fully included in all aspects of school life. The Trust aims to fully support all schools in ensuring this vision is brought to life through first class training and access to expert advice and resources.



Job Description

Post Title: Trust Educational Psychologist
Grade: Soulbury Scale A 3 - 8 Plus 3 SPA points
Reporting to: SEND Strategic Lead
Position: Permanent and Full Time (term time can be negotiated)
Hours: Core School Hours (flexibility over remaining hours)

Job Purpose

Working with the SEND Strategic Lead and our JMAT Inclusion Lead, the holder of the post will become a key member of the team and will contribute to the strategic direction of the Trust. The successful candidate will provide robust, reflective, informed and high-quality educational psychology support, assessment and interventions at an individual, group, school and whole academy level. The post holder must be a research / evidence based practitioner in their work and be passionate about being at the forefront of any developments. The role will require regular travel as the post holder will work across all of our schools.

Main Duties and Responsibilities

- To enable the schools within the Trust to fulfil their statutory duties relating to children who have, or may have, special educational needs and / or disability.
- Provide advice and training on a range of issues including resilience and mental toughness, mental health and emotional wellbeing, parenting, anti-bullying, parental engagement, peer interventions, positive behaviour management and behaviour for learning initiatives through the application of psychology.
- To work in partnership with the SEND Strategic Lead, JMAT Inclusion Lead and school-based SENCOs in the development of the very best school based SEND provision.
- To provide advice around expert practice within our integrated resources.
- Support the Trust in further developing its inclusive approach to meet the needs of all children, including those with behaviour and SEMH needs.
- Utilise appropriate assessment methods to ascertain a child/young person's learning profile.
- Work with staff to build reports and other documentation to support Education and Health Care Plans.
- To contribute to the annual review and any reassessment procedures for children who have an EHCP including transition planning.
- Produce high quality, professional reports within time deadlines.
- Deliver high quality training, INSET, or other CPD support to colleagues, or parents/carers
- To work independently, to organise time/workload efficiently, and meet deadlines as required
- Attend and participate in regular meetings and participate in training and other learning activities, as required.

This job description sets out the duties of the post at the time it was drawn up. The postholder may be required from time to time to undertake other duties with the Trust as may be reasonably expected, which are commensurate with the grade of this post.



Person Specification

A - Training and Qualifications	Essential	Source A- Application I - Interview R - Reference
First Degree, a professional doctorate or Master's Degree in Educational Psychology (recognised by the British Psychological Society).	✓	A
Health and Care Professionals Council (HCPC) registration.	✓	A
Relevant and recent continuous professional development.	✓	A

B - Experience	Essential	Source A- Application I - Interview R - Reference
Experience of the assessment and intervention of children and young people's educational needs from a psychological perspective.	✓	A,I,R
Experience of working with staff, children and families to support the EHCP process, including annual reviews.	✓	A,I
Experience of working with schools / Trust to build inclusive policies and procedures.	✓	A,I
Experience of advising teachers and staff through consultation on how to support children's needs.	✓	A,I
Experience of working directly with children through the use of psychological interventions and assessments.	✓	A,I
Experience of supporting families in a professional and sensitive manner.	✓	A,I
Experience of writing detailed reports that provide personalised information about needs and next steps.	✓	A,I,R

Person Specification Continued...

C - Knowledge, Skills and Abilities	Essential	Source A- Application I - Interview R - Reference
A secure understanding of current legislation and national guidance relating to children and young people.	✓	A,I,R
Comprehensive understanding of the: <ul style="list-style-type: none"> • Keeping Children Safe in Education 2021 • Equalities Act 2010 • SEND Code of Practice • Health and Safety at Work Act • UK GDPR The ability to uphold all aspects of the above.	✓	A,I,R
Knowledge of current psychological theory and research and experience of using evidence based research to achieve beneficial outcomes for a child / young person or family.	✓	A,I
Ability to communicate professionally with all stakeholders of the Trust – staff, children, families, strategic JMAT team and directors.	✓	A,I,R
Ability to organise and manage workload and priorities.	✓	A,I
Detailed and effective record keeping.	✓	A,I
Knowledge of UK GDPR procedures and an ability to appropriately handle sensitive and confidential information.	✓	A,I
Knowledge of best practice within specialist integrated resources.	✓	A,I
Thorough and up to date knowledge and understanding of childhood development.	✓	A,I
Skillset and knowledge to lead staff training across a range of specialist areas.	✓	A,I

Person Specification Continued...

D - Personal Attributes	Essential	Source A - Application I - Interview R - Reference
To act with the utmost integrity at all times.	✓	A,I,R
Understand and value the importance of partnership working, building trust and respect.	✓	A,I
Flexible and able to work using own initiative, being able to adapt to changing workload demands and new challenges.	✓	A,I,R
Self-motivated to complete tasks within given timescales, meeting the high standards of the Trust.	✓	A,I
Investment in the Trust, demonstrating commitment to the vision, values and all policies.	✓	A,I
To promote and follow the HCPC psychologist standards.	✓	A

Additional Essential Criteria

- Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment.
- Fully supportive references.
- Full enhanced DBS clearance.

Application Process



- The closing date for applications is: 14th July 2022 (Noon)
- Shortlisting will take place on: 15th July 2022
- Interviews will be held: 19th July 2022
- If you would like to find out more about this exciting opportunity and the role, please contact the Trust on info@jmat.org.uk or call us on 01709 763905
- Completed application forms should be returned to Michele Finney, Trust Recruitment Lead mfinney@be.jmat.org.uk
- Shortlisted candidates will be contacted via phone or email with further details about the interview process.



*Our schools are child centred,
inclusive and distinctive, delivering
excellence in education, sharing best
practice and building aspiration.*

James Montgomery Academy Trust
Ellis House
Brampton Road
Wath Upon Dearne
Rotherham
S63 6BB

Telephone: 01709 763905
Email: info@jmat.org.uk
Website: www.jmat.org.uk

CEO: Mr David Silvester

