



Trust SEND Leader Candidate Information Pack



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A letter from Jennese Alozie, Chief Executive Officer

Welcome, and thank you for your interest in becoming a Trust SEND Leader. This is an incredible opportunity to join our Trust at this key point in its journey.

As a Trust SEND Leader, you will be an integral part of the University of Chichester Academy Trust. You will lead on the Trust's strategic development of the Special Educational Needs (SEND) policy and the day-to-day operation of that policy in the first instance, with the Strategic Lead and Head of Stamshaw Academies as you familiarise yourself with both academies and our Trust. Thereafter, you will expand your scope to incorporate our Trust-wide needs, working more closely with the Trust Executive team. So that we continue to develop as an organisation that is focussed on ensuring we consistently work to raise the achievement of pupils with SEND and other additional needs. You will be instrumental in shaping curriculum and pedagogy in a safe, supportive and encouraging environment.

If you believe you have the ambition, passion, skills and expertise to make a significant contribution to our Trust and its communities, have a pupil-centred approach to learning and teaching, share our values and would like to join our innovative and dynamic educational family, we would love to hear from you.

I hope this information pack provides an insight to our Trust. We would be delighted to welcome you to visit one or more of our schools or our central office at the University, to get to know our Trust and see for yourself what an amazing opportunity this post offers. To schedule a visit please contact Jake Whittle, Recruitment Coordinator on (01243) 793421.



A handwritten signature in blue ink that reads "Jennese Alozie".

Jennese Alozie
Chief Executive Officer

"The Trust's vision to inspire young people, raise aspirations and transform life chances is shared by the school leaders and governors. Strong and effective relationships exist between trustees, the trust's officers, governors and headteachers."

About the University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like-minded schools who have a shared passion for pupil-centred learning, and a desire to work together for the benefit of the wider community that we serve. The Trust is a member of the Confederation of School Trusts and The Queen Street Group.

The Trust has 16 academies in its education family, based in Hampshire, Portsmouth and West Sussex, and a SCITT. Although we share the same vision and values, each of our academies has its own identity, which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies. We offer:

Co-Leadership Approach

The headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies.

A Shared Vision:

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A Shared Mission:

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Achieve More, Challenge Thinking, Shape Futures

The collective strategic priorities of the Trust are outlined below. The Trust's Education Development Team have developed a programme with the University of Chichester to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

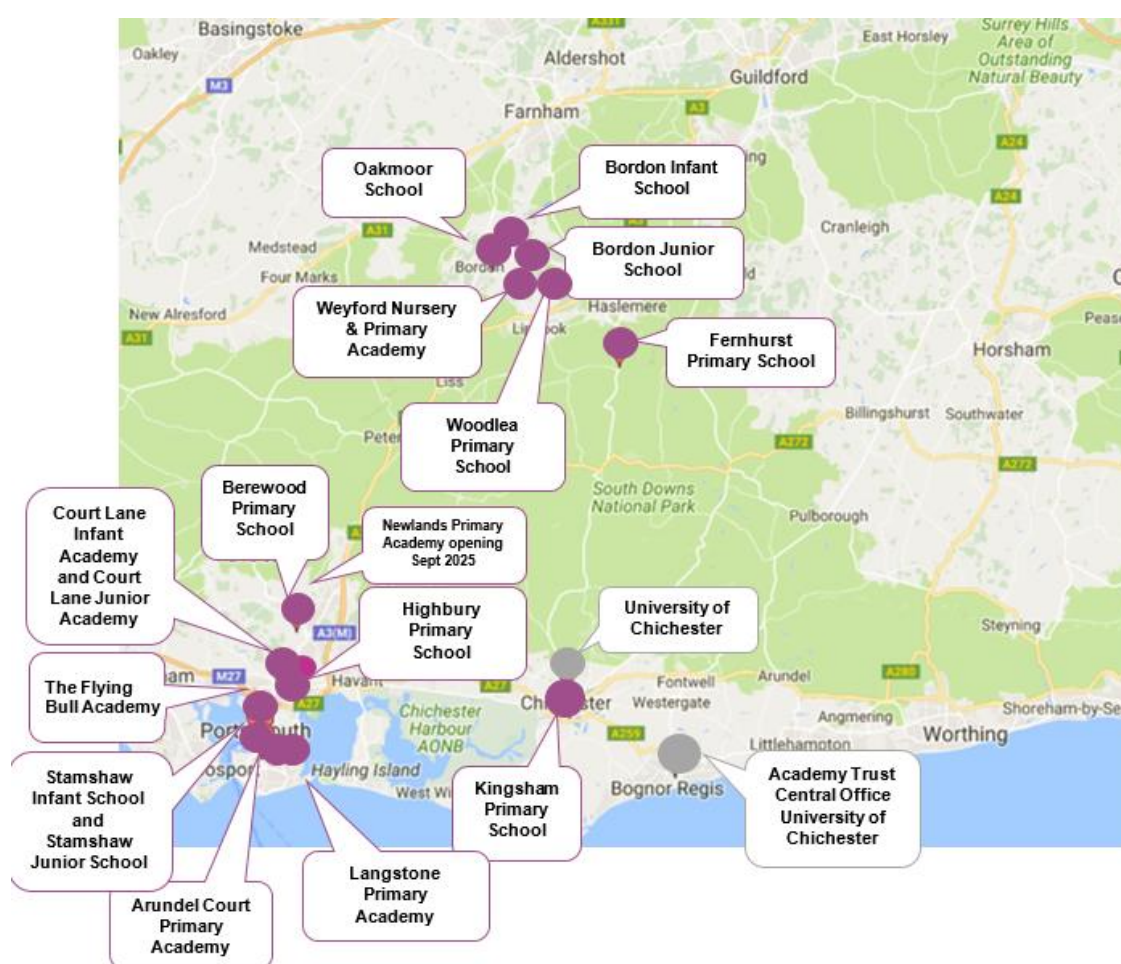
Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity.

Trust Identity

Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

The Trust Family



Job Title:	Trust SEND Leader
Pay Range:	£59,167.00 - £66,919.00
Reports to:	Strategic Lead and Head of Stamshaw Academies and Trust Executive
Location:	Stamshaw Academies, but required to work at any location where business is conducted that is within reasonable distance of the School.

Function of the post:

This senior post has responsibilities across the Stamshaw academies and the postholder will be required to contribute to the development of SEND Provision and impact across the Trust. So, experience or interest in learners aged 2-16+ would be beneficial.

Working closely with the Trust Executive and Academy Senior Leadership Team across both schools you will lead on the Trust's strategic development of the Special Educational Needs (SEND) policy and the day-to-day operation of that policy with the specific aim of raising the achievement of pupils with SEND, ensuring teaching and learning across all areas of the primary curriculum is of a high standard, enabling pupils to develop and progress in a safe, supportive and encouraging environment.

Principal Accountabilities:

1. In collaboration with the Executive, SLT and Local Governing Bodies, develop systems, guidance, strategies and policies for SEND provision across the Trust, which will deliver successful inclusion of all pupils with SEND (and potentially other barriers) and result in those pupils consistently making good or better progress from their starting point.
2. Work as part of the senior leadership team to deliver a coherent learning journey for all SEND pupils from early years through to the end of year 6, ensuring effective transitions (scope for this to be secondary and primary aged pupils).
3. Lead the development of strategic plans, strategies and implement initiatives which enhances staff understanding of the needs of SEND pupils and which demonstrate a positive impact in the classroom, ensuring the objectives to develop SEND are reflected in the academies' development plans.
4. Monitor and evaluate the outcomes and progress of objectives and targets for pupils with SEND from teachers' plans and practice. Evaluate the effectiveness of the teaching and learning to inform future improvements; coordinate and Chair all Annual Reviews.

5. Provide professional guidance to support the identification of, and dissemination of, the most effective teaching approaches for pupils with SEND and other additional needs to improve the quality of provision for pupils;
6. Analyse and interpret relevant Trust, school, local and national data, advising the Trust Executive and Leaders across Stamshaw Academies on the level of resources required to maximise achievement; maintain and develop resources (including staff), co-ordinate their deployment and monitor their effectiveness in meeting the objectives of Academy and SEND policies;
7. Undertake day-to-day coordination of SEND pupils' provisions through close liaison with staff, parents and external agencies, including the University of Chichester Academy Trust to maximise support and ensure continuity of provision;
8. Work with leaders to train, challenge and support all staff with a range of teaching pedagogy, including use of equipment, that can be used to fully support the provision for pupils who are identified as 'School Support'. Consider the range of teaching strategies/equipment that could be utilised for pupils who are identified as school support;
9. Ensure teaching provides a broad, balanced, accessible and stimulating curriculum that is meaningful, memorable and motivational to enable continued progress and improved pupil attainment;
10. Maintain good order, discipline and respect for others among pupils, promoting understanding of the school rules and values, safeguarding, health and safety and to develop relationships with and between pupils that enhances learning;
11. In conjunction with Strategic Leader and Head of Academy, take responsibility for the coordination and standards of Pupil Support Assistants, including those providing 1-1 support, ensuring alignment with the aims and outcomes of teaching for an effective and collaborative contribution for the benefit of all pupils;
12. Support the Trust to become an Employer of Choice through empowering and managing staff appropriately and in line with Trust policy, so that staff feel motivated and engaged, delivering good or better practice in an environment which is supportive, challenging, enriching and rewarding.
13. In liaison with the Head of Stamshaw Academies and members of SLT, manage the SEN budget in accordance with school priorities, as identified within the Journey to Excellence Plan – setting and meeting budget plans;
14. Make a positive contribution to the strategic aims, values and ethos of the Stamshaw schools and the University of Chichester Academy Trust;

Leadership, Teaching and Learning

- Plan, resource, and deliver effective schemes of work and lessons, setting clear lesson objectives, specifying how children will be taught and clarifying how learning will be differentiated;
- Evaluate own teaching and planning critically and use this to improve own effectiveness;
- Mark and monitor pupils' class and homework, providing written and oral feedback, and set targets for pupil progress;

- Develop innovative and engaging high-quality teaching, along with robust assessment for learning that meets the needs of all pupils and leads to improved learning outcomes and raised standards of education;
- In liaison with colleagues, ensure appropriate educational provision is in place for pupils with SEND and for pupils in other vulnerable groups;
- Develop and apply appropriate teaching techniques, providing high-quality resources, planning adult intervention, and creating real and relevant experiences, to inspire interest and nurture understanding and enthusiasm amongst pupils;
- Encourage children to think about and reflect upon their own learning, becoming resilient, independent, co-operative and adaptable learners;
- Show commitment to creativity and innovation in the effective use of appropriate technologies to enhance provision, engagement and pupil progress;
- Work with colleagues to support the development of their SEND and pastoral expertise and skills;
- Develop plans which identify clear targets and success criteria for improvement, development and/or maintenance, including school information report;
- Produce, review and evaluate an annual action plan for areas of responsibility;
- Monitor SEND and pastoral provision through planning sampling, SEN support plan checks for updates, lesson or intervention observation, moderation and work scrutiny to ensure consistency of standards and high expectations;
- Organise and plan for access to statutory testing as appropriate to subject and year group;

Planning and Managing Resources

- In liaison with Trust Executive and SLT, contribute to the overall development of the school and Trust SEND, which may include resource management, budget management, programme planning and the strategic planning process;
- Contribute to whole school pupil assessment and target setting procedures, and moderation and monitoring systems, to ensure a robust analysis of pupil progress is maintained and used to inform intervention and future planning through provision plans;
- Report directly, or support class teachers, on progress and wellbeing to parents and carers regularly, including at consultation meetings and through an annual written pupil report;
- Maintain accurate pupil records, working with parents, carers and agencies as required, and with other colleagues, including at times of transfer;

Communication

- Communicate effectively with leaders/staff at all levels, pupils, parents and carers, visitors and stakeholders;
- Report to Trust Executive team, Governors and staff as required;
- Provide regular information to the Trust Executive team, Headteacher and governing body on the evaluation of SEND provision.

Liaison and Networking

- Develop links with external contacts such as other educational, authoritative and professional bodies to foster collaboration and share good practice;
- Contribute to a community where parents and carers are valued and in which they have access to appropriate up-to-date information, to support and improve their child's progress.

Teamwork

- Maintain a high standard of professionalism that enables effective working with colleagues to deliver school improvement;

- Act to resolve conflicts effectively within and between teams.

Pastoral Care

- Take responsibility for ensuring effective and competent management of resolving pupil issues and ensuring support is in place as required;
- Create a positive culture where staff and pupils feel safe and are valued, where all pupils' needs are supported and where all stakeholders work together effectively for the benefit of the pupils;
- Take responsibility to ensure pupils are aware of and adhere to the expected behaviour and conduct within both the classroom and around the school, in accordance with the school's behaviour policy and in line with best practice;
- Be committed to safeguarding all children and staff in accordance with child protection and safeguarding policies;
- Ensure all practices relating to safeguarding and child protection are effective.

Other duties

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, the School or the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Data Protection

You will be responsible for ensuring that workplace responsibilities within the School are carried out in compliance with the requirements of the Data Protection Act and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

Health & Safety

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their potential impact on their own work and that of others. You should familiarise yourself with the School's Health and Safety policies.

Equality and Inclusion

The University of Chichester Academy Trust and the School believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation. The School has a number of policies to support this commitment that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Sustainability and Environment

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The University of Chichester Academy Trust will support the School in continuously seeking to find ways to improve its environmental performance. Staff are required to support these aims.

Right to Work

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. For further guidance and information contact unicat@chi.ac.uk.

Safer Recruitment:

The University of Chichester Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.gov.uk/dbs. Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1075, applicants for teaching posts are among those who are not entitled to withhold information about any previous criminal conviction.

Privacy Statement:

The University of Chichester Academy Trust ('the Trust') collects information about you in order to provide you with recruitment and employment services. We will use this information for the recruitment and selection process and, if successful, to activate employment with the Trust.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the Trust to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

We will keep your personal information for six months following the interview date if you are not successful, and for the duration of your employment plus six years if you are successfully appointed.

You have some legal rights in respect of the personal information we collect from you. Please see the Trust's website for further details on their privacy notice and data protection policy.

You can contact the Trust's Data Protection Officer at unicat.org.uk if you have a concern about the way the Trust collects or uses your data.

Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	<p>Qualified Teacher Status</p> <p>Evidence of continual professional development that is relevant and appropriate to the post</p> <p>Very good knowledge of pedagogy, and research, initiatives and technologies in learning and child development</p> <p>Knowledge of the full national curriculum with particular interest and expertise in at least one area</p> <p>Knowledge of the role of external services to support provision for SEND pupils in a mainstream school</p> <p>Knowledge of the assessment for EHCP process and the evidence needed</p> <p>A good knowledge of emerging technology and the use of IT to enhance learning and engage pupils</p> <p>Understanding of assessment for learning and its use to raise standards</p> <p>Current knowledge of safeguarding legislation, equal opportunities, health and safety and SEND, and government guidance relevant to the post</p> <p>Knowledge, understanding and awareness of the implications of the SEND Code of Practice and the practical application in meeting the needs of pupils with SEND in a new and developing community</p>	<p>Knowledge of equality and health and safety legislation within the context of school compliance</p> <p>An understanding of the role of parents and the community in school improvement and how this can be promoted and developed</p> <p>National SENDCo Award or an intention to become accredited</p> <p>Knowledge of the role of external services to support provision for SEND pupils in a mainstream school.</p>	<p>Application/CV</p> <p>Documentary evidence</p> <p>Interview</p>

	Good understanding of planning and implementing SEN Support and Behaviour Support Plans including monitoring, assessment, recording & reporting pupil progress.		
Skills	<p>Demonstrable evidence of the skills required to be an excellent classroom practitioner</p> <p>Ability to challenge and differentiate teaching and learning for pupils of all abilities and needs</p> <p>A skilful communicator with strong , interpersonal and presentation skills, both verbal and written that naturally adapts to a diverse audience and may require influencing, directing, challenging or motivating others</p> <p>Ability to make learning exciting, relevant and cross curricular</p> <p>Ability to create a vibrant, collaborative, happy and challenging learning environment</p> <p>Ability to plan and implement a cohesive, creative and innovative curriculum</p> <p>Skilled in organising and sustaining positive support from a variety of providers for a range of special educational needs</p>	<p>Ability to analyse data for the effective monitoring and assessment of pupil performance and target setting with particular reference to pupils with SEND and other vulnerable groups</p> <p>Ability to use IT to support the systems and management of data for pupils with SEND</p> <p>Manage the co-ordination of teaching assistants in support of pupils with SEND</p> <p>Creative and innovative approach to using the latest technology within the curriculum for enhanced pupil learning</p>	<p>Application/CV</p> <p>Interview</p> <p>Presentation</p> <p>References</p>
Experience	<p>Experience of successfully raising attainment and increasing pupil progress</p> <p>Experienced, confident and effective leader of others/teams within or across school(s)</p> <p>Experience of systematically assessing, monitoring and evaluating pupil attainment, and adjusting provision, in order to accelerate progress</p> <p>Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community</p>	<p>Experience of teaching in a range of schools with different contexts</p> <p>Experience of collaborative working with multi-agencies for the benefit of the pupils</p> <p>Experience of participating in extra-curricular activities, residential and local visits to enrich learning experiences</p> <p>Experience of being inspected by OFSTED</p>	<p>Application/CV</p> <p>Interview</p> <p>References</p>

	Successful experience of teaching children with SEND and other vulnerable groups		
Personal attributes	<p>Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups</p> <p>Ability to inspire confidence and trust, working effectively as part of a team, forming positive relationships with pupils, parents and carers, colleagues and the wider community</p> <p>Committed to the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils and the school community</p> <p>Enthusiastic with a commitment to excellence in learning and teaching, promoting and supporting positive and high standards of behaviour whilst recognising the importance of work-life balance</p> <p>Adaptable and sensitive when dealing with challenging situations, with the ability to be reflective and self-critical, to respond to feedback Willing to share expertise, knowledge, skills and ability to support and encourage others.</p>		Interview Presentation References

What We Offer You

For your career

- A strong commitment and support for your personal leadership journey
- A strong and supportive Trust Board determined to do the best for our communities
- The opportunity to make a difference as we drive system improvement in a changing world
- Comprehensive central support, advice and guidance to enable you to lead progress in curriculum and pedagogy.

To be part of something bigger

- A collaborative Trust, which inspires innovation and the motivation for leaders to influence and shape the strategy of the wider Trust and the educational landscape
- Partnership with the University of Chichester, with over 180 years of experience in the training of teachers, for research, specialist support, training and academic study
- Opportunities to work with senior leaders and academy staff across the Trust, who are committed to a shared set of values.

To make a difference

- To be part of a team that makes a real difference to the life chances of our children and young people
- Contributing to the creation of a culture and environment in which staff feel valued, are inspired and work in buildings which promote and enhance child progress and learning.

Other staff benefits

- Local Government Pension Scheme
- Extensive employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and well-being programme
- Access to an extensive personal development programme
- Access to the University's vast Library resources
- Access to the National College resources
- Generous leave entitlement
- Employee Discounts platform, saving £££'s on a range of goods and services
- Cycle to Work Scheme
- Eyecare Voucher Scheme
- Relocation allowance, if eligible
- Security of knowing you are joining an organisation whose sponsor has been promoting education for more than 180 years and was awarded by Ofsted, Outstanding for teacher training.

Application Procedure

Candidates should complete the application form, which can be downloaded from the Trust's website www.unicat.org.uk/find-job and return it so that it is received no later than 12th May 2025. Please note that we may close the application window if a suitable candidate has been identified.

University of Chichester Academy Trust
HR Department
Arran House
Bognor Regis Campus
Upper Bognor Road
Bognor Regis, PO21 1HR

T: 01243 793499

E: unicathr@chi.ac.uk

Application Form Completion

When completing the application form, please refer to the Job profile and particularly the Person Specification in the context of the accountabilities. Please detail in the application form how you believe your experiences and this role will contribute to our Trust Vision and Mission.

You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

CV

You may submit a separate sheet detailing your qualifications and previous employment. All other information requested should be contained within the application form.

If there are any dates unaccounted for you should detail the reasons in the relevant field on the application form.



Selection Procedure

The shortlist will be completed shortly after the closing date and successful candidates will be invited to a selection process.

Failure to send your application form to the above address may invalidate your application.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Central HR team at the number above.

Support

If you have any specific support or adjustments that you would like the Trust to consider or arrange for you, please contact Jake Whittle, Recruitment Coordinator at UNICATRecruitment@chi.ac.uk, who will be pleased to assist.