

CANDIDATE PACK

Assistant SENDCO





Richard Fletcher
Chief Executive Officer



Welcome

My name is Richard Fletcher and I'm the CEO of the New Collaborative Learning Trust. My job involves working with Trust Leaders and Directors, to set the vision and values for the Trust, agree its strategic priorities, along with building a culture where each college and school sees itself as being part of something bigger. This is how we strategically fulfil our expectation that every young person in the Trust matters.

On a day to day basis I work with the Principals and senior staff in each of the Trust's 3 Colleges: New College Bradford, New College Doncaster and New College Pontefract, our 3 Secondary Schools; Brinsworth Academy, Dinnington High School and Wingfield Academy, and our 3 Primary Schools: Anston Greenlands Primary School, Redscope Primary School and Thorpe Hesley Primary School, all based in Rotherham/Sheffield.

One of the reasons why we formed the Trust was to share the successful educational model established at New College Pontefract. This journey has now taken us to the communities of Doncaster, Bradford, Rotherham and Sheffield, in the heart of Yorkshire. We genuinely believe in the power and influence of education and everything we do centres around our students receiving a first-class education and student experience.

We want to make a significant difference to the lives of young people and ultimately make a positive contribution to social mobility. We also believe that working in a Multi-Academy Trust significantly benefits all of our students and staff, and enables us to achieve the goals we set ourselves each year.

I'm proud to say that we are a successful Trust, because we ensure our students are taught by the very best teachers. Our educational model is distinctive, evidence-based and proven to work.

In all of our institutions, student outcomes remain a priority, as achieving outstanding results will open doors in the future and allow our students to progress to their preferred destinations. The question we have asked ourselves many times over the years is 'Are strong outcomes enough?' And the answer is simply no! This is why the Trust's strategic plan for the next 3 years states that we must establish a moral balance between pursuing outstanding outcomes and developing our students both personally and socially. This is why we offer many experiences in and outside of the classroom. We hope every young person will benefit from achieving academic success whilst at the same time developing as a well-rounded individual, ready to contribute positively to society.

The ultimate aim is that students leave our Colleges and Schools exceeding expectations, building the necessary skills and progressing to their next phase of education or meaningful

employment. Because our Trust is committed to collaboration, our teachers regularly share good practice and work together to ensure our students are in a strong position to compete against the highest performing students in the country. We strongly believe that no young persons' future should be determined by the circumstances into which they are born.

To finish, I feel it's important to outline the Trust's Teaching for Learning vision, as this is what really underpins our culture.

With this, we aim to:

1. Equip every student with the knowledge, skills and behaviours necessary to achieve outstanding outcomes.
 2. Build a deep understanding and common language around how we learn.
 3. Bring together the best available evidence around memory and learning, in a coherent set of actionable principles.
 4. Foster a culture of continuous improvement in which it is every teachers' obligation to improve their practice.
 5. Provide personalised, evidence-informed CPD, to focus the development of teachers on aspects of their practice that will have the greatest impact on their students.
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Wingfield Academy

Wingfield Academy has become an oversubscribed and high performing secondary school, placing it as one of the highest performing schools in Rotherham and in the top 5% nationally for progress. Wingfield has also been named a national lead school as part of the DfE's behaviour hub programme. The Academy is looking to expand and develop further, attracting the best people to work alongside our dedicated and ambitious staff who go the extra mile to make a quantifiable and powerful contribution to social mobility. We focus on the things that matter.

Wingfield Academy offers a 'child centred, progress focused' academy ethos, we have a cohort of students with high standards of behaviour and a willingness to learn. We have a welcoming and supportive community where staff really do matter. Wingfield offers a supportive and committed leadership team with a clear vision of raising standards of teaching, learning and positive behaviour.

About the Trust

Our vision can only be achieved through collaboration. Our shared belief is that raising outcomes, narrowing gaps and improving social mobility will be accomplished through proactive collaboration across all teams in the Trust, and between the Trust and its key stakeholders. The Trust's culture is further exemplified by its five core values, which characterise the way we seek to work.



Vision and Culture

WHY?

Our Vision: Our Colleges and Schools will make a significant difference to the lives of young people. As a result, together we will make a positive contribution to social mobility.

Our Commitment: To provide an outstanding, consistent student experience through collaboration.

Our 4 Priorities

WHAT?

Student Achievement



Student Personal Development



Contribution to Social Mobility



Student and Staff Well-being



Our Values: The 5 Cs

HOW?

Candour

To be open, honest and fair to everyone

Challenge

To have high expectations of ourselves and each other

Collaboration

To learn from each other for the benefit of all

Commitment

To be dedicated, resilient and strive for continuous improvement

Care

To be considerate of others and their needs



Opening doors to a brighter future

Our Schools and Colleges

NCLT currently comprises of 9 Schools and Colleges including three sixth form colleges, three secondary schools and three primary schools.

Colleges



Secondary Schools



Primary Schools



**Anston Greenlands
Primary School**



**Redscope
Primary School**



**Thorpe Hesley
Primary School**

Employer of Choice

- NCLT was crowned 'Employer of the Year' at the 2023 MAT Excellence Awards - these national awards celebrate the very best performers from over one thousand MATs across the country.
- A strong commitment to staff wellbeing as outlined in our staff wellbeing charter.
- Access to high quality professional training, both in-house and externally, to support your professional development.
- Attractive pension scheme.
- Additional benefits such as a cycle to work scheme and a technology scheme, and an Employee Assistance Programme.
- A culture of self-reflection and improvement to meet the needs of our staff.



**Employer of
the year**



How to Apply

All applications should be made by completing the NCLT application form. These can be downloaded from the vacancies page on our website, <https://nclt.ac.uk/vacancies/>. Completed application forms should be submitted to recruitment@nclt.ac.uk.

If you have any questions about the recruitment and selection process please email recruitment@nclt.ac.uk, alternatively you can call 01977 802783.

NCLT has a commitment to safeguarding the welfare of students and all successful applicants will be subject to pre-employment checks including an Enhanced DBS check. All shortlisted candidates will also be subject to online checks in accordance with safer recruitment guidance. It is an offence to apply for this role if the applicant is barred from regulated activity relevant to children.

Job Description

Responsible to: SENDCO

Paid On: Band H of the Support Staff Spine

Start Date: January 2025, or sooner if available

OVERALL PURPOSE OF THE POST

The ASENCO plays a key role in the leadership and management of the school's Special Educational Needs (SEN) policy and supports the SENCO in overseeing the day-to-day operation of that policy with the aim of meeting student needs to raise SEN student achievement.

The ASENCO leads and manages the staff in the Learning Support department, building an effective team to raise levels of attainment and progress. Within the context of their role, they can be asked to participate in any activity that supports the school's vision for the Learning Support team at the discretion school's Senior Leadership Team.

The ASENCO will also have specific responsibilities as outlined in the Main duties below.

MAIN DUTIES

Leadership and development of the SEN provision in school under the direction of the SENCO

- To be responsible for the day to day management of SEN provision in relation to the effective deployment of resources to meet the individual needs of SEN students
- To maintain the SEN register and implement the SEN code of practice alongside the SENCO
- Identify students with SEND and ensure provision is mapped, using other staff as required.
- To ensure that the SEN team are familiar with the content of EHCP's and have an understanding of the SEN policy
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents under the direction of the SENDCO
- Monitor students' progress towards annual targets, determine intervention strategies as appropriate for individuals and identified groups, ensure those interventions are implemented.
- Ensure alongside the SENCO that the enrichment activities in Learning Support are planned to enhance the development of basic skills, develop students' self-confidence and self-esteem
- Support in the monitoring & QA student engagement and application in interventions and take appropriate action to assure improvement to include the use of praise and rewards
- To effectively liaise with the Exams Lead to ensure SEN students are entered for appropriate exams and that identified support is arranged and provided during exams
- Develop, maintain and review strategies to raise attainment
- Liaise with external providers to ensure suitable programmes of study for students where appropriate
- To develop and maintain effective methods of communication with other staff, students, parents and external agencies in relation to SEN students and provide helpful and accurate responses to parent/carer enquiries

- Ensure all relevant risk assessments are completed

Developing and enhancing the quality of teaching

- With the SENCO, monitor and evaluate standards of support provided by Learning Support Assistants in classrooms.
- Lead EHCP reviews for identified students ensuring that all appropriate funding is applied for and statutory provision is met
- Work with the senior leadership team and staff to develop effective ways of bridging barriers to learning through:
 - assessment of needs
 - monitoring of teaching quality and student achievement
 - target setting, including Support Plans
 - clear and consistent recording systems for progress
- Collect and interpret specialist assessment data to inform practice
- Liaise with external professionals, including Outreach, Early Help, Educational Psychology services, Hearing and Visually Impaired Services, Speech and Language therapists, LA Autism outreach professionals, Health and Social service professionals, and SENDIASS, to clarify individual special educational need and to deliver agreed and appropriate activities to improve the learning opportunities of SEND and other students with specific needs as directed.
- Work with the SENCO, teachers and pastoral staff to ensure all students learning is of equal importance and that there are realistic expectations of students
- To assist with the arrangements for SEN students on arrival at, and departure from, school
- Consider the range of teaching strategies / equipment that could be utilised for students on the SEN register. To personalise teaching resources and strategies to meet the needs of individuals or small groups of students
- To assist the SENDCO with the identification of students who require specialist intervention programmes, to inform parents and staff of these arrangements and to monitor student progress
- Enable, support and contribute to the continuing professional development of others to improve the quality of teaching and learning in the school when required
- Act as a role model of good classroom practice for others, to include coaching, modelling and mentoring
- Monitor and evaluate standards of interventions and alternative curriculum delivery and learning in the department (through, for example, work scrutiny and lesson observations) and monitor and evaluate standards of support provided by Learning Support Assistants in classrooms.

Effective deployment of staff and resources

- Ensure Learning Support staff create a positive learning environment for all students within their classroom and the departmental areas
- Ensure effective deployment of staff, including strategic deployment of Learning Support Assistants to meet the needs of individual students.
- Ensure the Learning Support department's student records are kept up to date and are readily available
- To co-ordinate the performance management of Teaching Assistants
- Lead regular meetings with the SEN team
- Support the SENDCO in identifying and organising/delivering training for the Learning Support Team to ensure that they are aware of developments in SEN practice and policy

- Oversee the induction, support and monitoring of new staff in the Learning Support department
- Act as appraiser for identified members of the department, ensuring that school policy is adhered to and that appraisal is rigorous and makes a contribution to school
- To assist in the management and monitoring of resources and the SEN budget effectively

Impact on educational progress beyond assigned pupils

- Advise on and contribute to the assessment of students for Exam Access Arrangements, supporting the Arrangements Assessor.
 - Provide professional guidance to staff to secure good teaching for SEN students, through both written guidance and meetings
 - Advise on and contribute to the professional development of staff, including whole Academy INSET provision to ensure appropriate curriculum adaptations are made
- To observe at all times confidentiality appropriate to the post and to work within Trust guidelines of Data Protection.
 - Perform other duties as assigned by your line manager.
 - **You may be required to work up to 2 evenings per academic year to support trust events.**

For new staff: Please note this job has a Probationary Period of 6 Months and a Notice Period of 1 Month.

Person Specification

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<p>Experience of teaching/tutoring students with SEND.</p> <p>Application of ICT in teaching and learning for students with SEN</p> <p>Significant experience of working in an education environment at a senior level</p> <p>Ability to function as an effective member of a team</p> <p>Use of data to inform planning for students with SEN</p> <p>Effective approach to behaviour management for students with SEN</p> <p>Experience of managing staff</p> <p>Developing and sustaining positive relations with families, staff and students.</p>	<p>Excellence as a classroom practitioner</p> <p>Teaching across the secondary age range</p>
Education and Training	<p>Degree level qualification</p> <p>Evidence of continuing professional development</p>	<p>Qualified Teacher Status</p> <p>NASENCo or willingness to work towards the NPQSEND qualification</p> <p>Awareness and understanding of key national issues which affect SEN</p>
Special Skills and Knowledge	<p>Knowledge of SEND Code of Practice</p> <p>High calibre communicator able to assess, coordinate and manage SEN work across the school</p> <p>Ability to monitor, review, analyse, use data and make strategic decisions to improve learning</p>	<p>Ability to assess more complex needs, such as those who might require a modified curriculum or requiring an EHCP</p>
Personal Skills and Qualities	<p>The ability to lead, manage, motivate and promote effective relationships</p> <p>Ability to foster an efficient, positive, effective department</p> <p>Organised and able to devise and implement systems that ensure the efficient running of a team.</p>	<p>Experience of chairing meetings, line managing others.</p>

	<p>Ability to build relationships and liaison with external agencies</p> <p>Sensitivity to and empathy with the needs of others</p> <p>Commitment to quality and professionalism</p> <p>Personal integrity</p> <p>Commitment to high standards and high expectations for both colleagues and students</p> <p>Resilience and the ability, under pressure, to manage stress levels and to maintain professionally detached and balanced judgment</p> <p>Commitment to aspire to excellence both personally and as a member of a team</p> <p>Display a commitment and an ability to contribute to the protection and safeguarding of children and young people</p>	
<p>Additional Factors</p>	<p>Flexibility in the approach to work and the demands of the post</p> <p>Work to support the aims and ethos of the school</p>	