

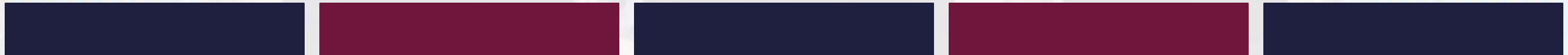
# LONGSANDS ACADEMY



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

**Assistant SENDCo**

**CANDIDATE PACK**



# Open Letter from our Principal

Dear Candidate,

I am delighted that you are interested in applying for a role at Longsands Academy, part of the Astrea Academy Trust since 1<sup>st</sup> September 2018.

Longsands Academy is a successful, fully-inclusive secondary school at the heart of its community. We pride ourselves on providing an engaging and supportive environment in which our students feel empowered to reach and embrace their full potential with confidence. Our staff are committed to nurturing the abilities of every child with a curriculum which promotes academic excellence and is delivered by subject specialists. The opportunities we provide allow all students to showcase their talents, whether through the traditional school day or as a result of the wealth of extra-curricular activities on offer. Our students are encouraged to take responsibility for their learning both in and out of lessons. We are extremely proud of the achievements of our students that are a result of the high expectations, students' hard work and commitment and the supportive relationships that exist between staff, students and their parents/carers.

The pursuit of academic excellence is at the heart of the Academy. Through high expectations of behaviour, a commitment to great standards of teaching delivering a knowledge-rich curriculum, and positive working relationships with all members of the academy community, all students, regardless of their background or personal circumstances, are encouraged to achieve their academic aspirations. We believe that schools must teach powerful knowledge that takes students beyond their everyday experiences. We believe in a traditional, subject-based approach to teaching in order to create a scholarly culture that is disciplined and joyful. We want to ensure that we open doors for every students' future and develop in them a life-long love of learning.

We are committed to developing our staff to be the very best that they can be by striving to ensure that all of our colleagues can access high-quality Continuing Professional Development (CPD). Our CPD programme is both department-based and in collaboration with academies within the Astrea family and external partners. Wide-ranging opportunities for professional development are available for staff at all stages of their career, including ECTs, experienced classroom teachers, middle and senior leaders and support staff.

Please visit our website for further details on our vibrant and diverse [school](#).

I look forward to receiving your application.

**Dr Catherine Cusick**

**Principal, Longsands Academy**



# Job Description

## **JOB TITLE:**

Assistant SENDCo

## **SALARY RANGE:**

£31,586 - £33,401 per annum full  
time equivalent salary  
SCP 20 - 23

## **Actual Salary:**

£27,091 – £28,648 per annum

## **CONTRACT TYPE:**

Permanent

## **WORKING PATTERN:**

Full time – term time contract

39 weeks per year –  
38 weeks of term time plus 5  
INSET days per annum

## **Purpose**

The Assistant SENDCo is required to assist the SENDCO in the delivery of special educational needs (SEN) provision in the school.

## **Main Duties and Responsibilities**

- Assist the SENDCO with the provision of assessment, support and guidance for students with SEN (Access Arrangements)
- Support with the planning of individual learning programmes as a result of assessment, reviewing progress and providing feedback to teaching staff as required
- Work with colleagues to develop plans to support students both in the classroom and on a one-to-one basis
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability
- Work with the SENDCO to evaluate whether funding is being used effectively
- Support the SENDCO to maintain an accurate SEN register and provision map
- Assist with the provision of guidance to colleagues on teaching students with SEN or a disability and advise on the graduated approach to SEN support
- Advise on the use of the school's resources to meet students' needs effectively, including staff deployment
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies and be a key point of contact for external agencies, especially the local authority
- Support with the analysis of assessment data for students with SEN or a disability
- Support intervention groups for students with SEN and assist with the evaluation of their effectiveness
- Communicate regularly and effectively with parents or carers of SEN students, as required
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Support with promoting the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after student has SEN or a disability
- All employees are required to meet the expected level of performance necessary for undertaking their role, whilst demonstrating positive behaviours in line with Astrea Academy Trust Values
- Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all employees to share this commitment
- All employees are required to comply with all Astrea Academy Trust statutory and school policies and act in accordance with them as necessary
- All employees are required to demonstrate a continued commitment to professional development and undertake all relevant mandatory training associated with their role
- This list of key responsibilities is not intended to be exhaustive and is a general outline of the typical duties and responsibilities expected to be carried out whilst accepting that these may vary.

# Person Specification

## Skills and Capabilities

### Essential

- Experience of working with and assessing KS3 and KS4 aged students with specific learning difficulties, in a whole school setting
- Experience of assessing for Access Arrangements
- Understanding of and commitment to Equal Opportunities and anti-discriminatory practice
- Experience of using a variety of screening and assessment tools
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET
- Sound knowledge of the SEND Code of Practice
- Up to date knowledge of good practice in secondary education
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies
- Ability to plan and evaluate interventions
- Data analysis skills, and the ability to use data to inform provision planning
- Effective communication and interpersonal skills
- Ability to build effective working relationships, influence and negotiate
- Good record-keeping skills
- Commitment to getting the best outcomes for students and promoting the ethos and values of the school
- Commitment to equal opportunities and securing good outcomes for students with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Demonstrate personal and professional integrity
- Ability to inspire students
- Reliable and punctual
- Ability to keep calm and professional at all times
- Ability to work as part of a team, understanding school/departments' roles and responsibilities
- Experience using IT packages including Word, Excel, Outlook, PowerPoint and Microsoft 365

## Qualifications

### Essential

- GCSE English & Maths grade C/4 or above (or equivalent)

### Desirable

- Education up to A-Level/Level 3 standard or Degree level
- Access Arrangement Assessor Post Graduate course or equivalent to Level 7; including 100 hours relating to individual assessment. (Where this is not held, a commitment to achieving this within the first 12 months)
- Certificate of Competence in Educational Testing (CCET). (Where this is not held, a commitment to achieving this within the first 8 months)

### **This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

### Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

