



Astrea Academy Trust

INSPIRING BEYOND MEASURE



Astrea Academy Woodfields
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SENDSCO

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Open Letter from our Principal



Dear Candidate,

Thank you for your interest in Astrea Academy Woodfields.

Astrea Academy Woodfields is on an exciting journey towards excellence. Offering provision for 750 students from Year 7 through to Sixth Form, there is much to be celebrated within the academy and, for the successful candidate, this position offers a fantastic opportunity to shape and enhance the life chances of our students so that they go on to be successful in their next stage of their educational journey.

To ensure that we continue and strengthen the trajectory of rapid improvement, we are keen to attract exceptional colleagues to join the staff community to realise the potential which Woodfields clearly has. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

The ideal candidate will be fully aligned to our vision and be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We are seeking someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. We want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Woodfields get the very best we can offer them.

If you would like to visit the academy, please contact Beth Harwood- beth.harwood@astreawoodfields.org - to arrange a visit or to find out more about the role.

Yours sincerely,

David Scales

Principal - Astrea Academy Woodfields

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Job Description

JOB TITLE:
SENDCO

REPORTING TO:
Principal and SLT Line Manager

SALARY RANGE:
£55,910 per annum
Leadership Scale 7

CONTRACT TYPE:
Permanent

WORKING PATTERN:
In line with Teachers Pay & Conditions

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Role Description

Purpose

The SENDCO will:

- Determine the strategic development of special educational needs (SEND) policy and provision in the school.
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Be responsible for the provision of assessment, support and guidance for students with additional needs (Access Arrangements).
- Plan individual learning programmes and support because of assessment, review progress and feedback to teachers. They will work with all members of staff to provide strategies and guidance in supporting students both in the classroom and on a one-to-one basis.
- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions
- The SENDCO provides professional leadership and management, to secure high-quality teaching, learning, delivery of curriculum and student outcomes for students with additional needs.
- SENDCOs in collaboration with others, are accountable for the standards of attainment and progress of students with additional needs, the quality and delivery of the curriculum for students with additional needs and the professional performance of the staff they line manage.

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Role Description

Main Duties and Responsibilities

The successful applicant will be responsible for the strategic development of SEND policy and provision and have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision.

They will contribute to school self-evaluation, particularly with respect to provision for students with SEND or a disability and ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.

They will need to maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice and evaluate whether funding is being used effectively. They can then propose changes to make use of funding more effectively.

The post will also include responsibility for the operation of the SEND policy and coordination of provision and they will need to maintain an accurate SEND register and provision map and provide guidance to colleagues on teaching pupils with SEND or a disability and advise on the graduated approach to SEND support. They will also analyse assessment data for students with SEND and ensure records are maintained and kept up to date.

They will advise on the use of the school's resources to meet students' needs effectively, including staff deployment and be aware of the provision in the local offer and secure relevant services for the pupil.

The SENDCO will also work with early years providers, other schools, educational psychologists, health and social care professionals, and also be the key contact for other external agencies especially the local authority.

They will implement and lead intervention groups for students with SEND and evaluate their effectiveness and also co-ordinate provision to ensure that this meets the pupil's needs and monitor its effectiveness.

They will also need to communicate regularly with parents or carers, be the designated teacher for looked-after children and review the education, health and care plan with parents or carers and the student.

They will promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities and ensure that, if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student.

They will also undertake the Designated Safeguarding Lead training and develop effective working relationships with the Designated Safeguarding Lead.

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Person Specification

Experience

The successful candidate will demonstrate expertise and experience in SEND with the ability to identify and lead improvements in the SEND curriculum, excellent knowledge and understanding of current issues in SEND & understanding of the assessment of students' progress for those with SEND. The post will involve regular conflicting priorities, working to set deadlines & performance objectives and a degree of unexpected situations, to which the post holder must be able to cope with and adapt to.

Education and Qualification

Education to degree level in a relevant subject plus teaching qualification

Experience as 2 i/c of SEND or a different subject

Expertise in SEND, including the SEND qualification

Skills and Knowledge

Good ICT, oral and written communication skills alongside the ability to inspire confidence in and establish excellent relationships with students, teachers and parents. Skills and understanding necessary to support and guide other teachers, strong classroom management skills and the ability to formulate clear and effective mid/ long term plans .

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.

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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](#)

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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.



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.

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.

