

Contents

01	About ATT	Page 3
02	Career Testimonials	Page 5
03	Academy Information	Page 6
04	ATT Institute Information	Page 7
05	Job Description	Page 8
06	Person Specification	Page 11
07	How to Apply	Page 13



01. About Academy Transformation Trust

Our Mission

Transforming lives by *putting education first*.

Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.

Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.

Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

To learn more about our story/journey, please read our [ATT Magazine](#)

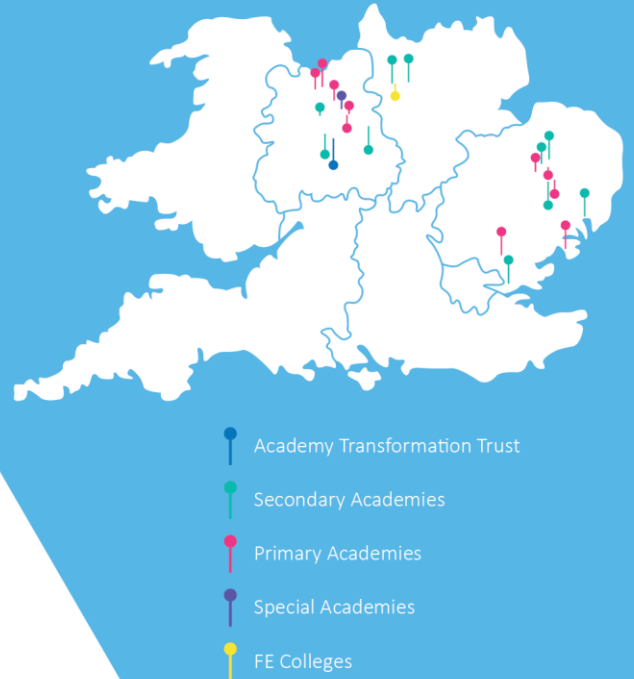


Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 21 academies (primary, secondary, post 16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

Strategic Aims

- To plan and deliver a curriculum which enables students to reintegrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience.
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims.
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance.



ATT | 21 Academies

Staff | 1720

Learners | 13,334

Governance

Finance

Local Authority Areas | 10

Primary | 409

Primary | 2711

People Engaged | 120+

£78 million in funding and other income

Secondary | 1130

Secondary | 9280

Trustees | 10

Special | 30

Special | 45

Members | 4

FE | 76

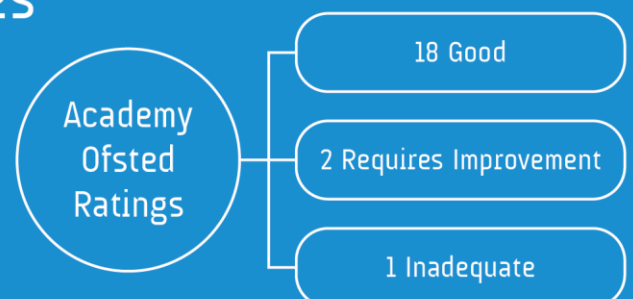
FE | 1298

Other | 75

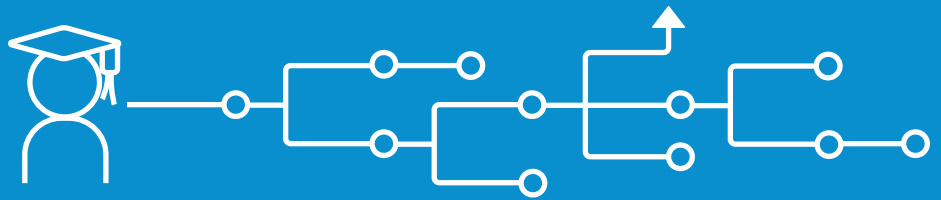
ATT Institute | 38 Leadership Development Pathways across all our directorates

Headline Performance Measures

- **Record progress scores** for many of our academies in 2019.
- **Rising Attainment 8** and **Progress 8** rates for three years running across all secondary academies.
- **Rising Key Stage 5 average points scores** across all academies for three years.



02. Career Testimonials



Donovan Stansbury | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Martin Sexton | Lead for Computer Science and STEM Coordinator

Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Nicola Powling | Faculty Leader, Humanities

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.

Cat Rushton | Director of ATT Institute

ATT has offered me the exciting opportunity to experience a wider scope of influence over academies, to collaborate with other leaders, and to work with a range of colleagues and stakeholders in various contexts.

03. Academy Information



We aim to inspire all our pupils regardless of their starting points, to achieve well and enjoy learning, with an exciting and enriching topic-based curriculum. Visits, visitors and memorable experiences build cultural capital in our pupils, helping them to experience and appreciate human creativity and achievement. Our values of thoughtfulness, co-operation, morality and respect are lived by us all in myriad ways each day as the Beck Row family, preparing our pupils for life as active citizens in Modern Britain. We support each other in times of need and celebrate success together. We want our pupils to be ambitious and aim for their best and we reward and celebrate this. Reading is the key to unlocking our knowledge-rich curriculum so we give our youngest pupils the best possible start in learning to read and then continue developing our children as readers as they move through the school. 'As one pupil commented, 'At Beck Row, everyone is part of a family.' (Ofsted 2020)

The academy enjoys an enviable location in the small but growing village of Beck Row, close to historic Mildenhall, which was settled by the Romans and mentioned in the Domesday Book. In recent years, we have undergone a complete transformation via Suffolk's Academy Reorganisation process – from a small first academy to a fast - expanding primary academy with around 250 pupils.

Our growth has been accelerated by our membership of Academy Transformation Trust, giving us all the specialist support we need to enhance our teaching and stimulate our students to develop a lifelong love of learning that will serve them well when they leave us in year 6.

To find out more, please visit www.beckrow.attrust.org.uk



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

[Click to Learn More](#)

Transformational Teaching

[Click to Learn More](#)

Transformational Services

[Click to Learn More](#)

Professional Development at ATT:

04. The ATT

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description

SEND Coordinator/Designated Safeguarding Lead

Main Purpose of the Role: To ensure pupils receive an excellent education through the delivery of high-quality teaching.

Please note that this role will consist of teaching responsibilities, however you won't be assigned to a specific class.

Organisational relationships

- Responsible to SLT/Principal
- Liaising with a variety of stakeholders

Professional Responsibilities:

- Maintain a minimum level of professional conduct as set out in the Teachers' Standards in terms of high expectations, promoting good progress, demonstrating good subject/curriculum knowledge, planning, and teaching well-structured lessons, adapting teaching, making accurate and productive use of assessment, managing behaviour effectively and wider professional behaviours.
- Work effectively and in a professional manner with all staff, including those from external agencies.
- Participate in the annual performance management cycle.
- Participate in and contribute to professional development activities as directed by the Senior Leadership Team/ trust.
- Complete any necessary accreditation or induction required for achieving or maintaining professional standing, including the National SENCO award.
- Participate in and contribute to meetings, quality assurance processes and evaluations (both internal and external) as directed by the Senior Leadership Team/ trust.
- Participate in appropriate events in the calendar outside of normal academy hours such as parents' evenings and open evenings.
- Have excellent punctuality, meet all deadlines, and complete tasks to a high level of accuracy.
- Comply with all relevant Health and Safety policies and procedures.
- Offer active support for the Trust and Academy's ethos, policies, and procedures.

DSL Responsibilities:

- To oversee all policy and procedure implementation in relation to the safeguarding, protection, and welfare of the pupils in this academy.
- To continually review and improve practice to best meet the needs of the community that we serve in line with the best interests of children and the statutory guidance.
- To lead and develop staff knowledge, awareness, and practice by offering updates, advice, feedback, and guidance.
- To act as the point of contact with all safeguarding partners, the principal, and all staff.

- To ensure that you remain up to date with current safeguarding guidance, law and learning points from case studies.
- To oversee E-safety provision within the academy (including effective filtering and monitoring) and ensure that communication with parents about how to keep their child safe online is regular and up to date.

SENDCO Responsibilities:

- Work closely with the Principal to ensure that individual needs of SEND students are catered for.
- Raise standards of student attainment and achievement of students with SEND and to monitor and support student progress.
- Be accountable for student progress and development of students with SEND.
- Advise teachers about targeted teaching methods appropriate for individual students with special educational needs.
- Ensure the provision of an appropriately broad, balanced, relevant, and differentiated curriculum for students with SEND, in accordance with the aims of the Academy and the curricular policies.
- Be accountable for leading, managing and developing the curriculum area.
- Select, supervise, and train learning support assistants who work with students with special educational needs.
- Effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated portfolio.

Pastoral Responsibilities:

- Report all safeguarding concerns to relevant parties as soon as possible and contribute to a culture at the academy that prioritises the safety and welfare of children.
- Follow procedures and strategies in the academy that promote excellent pupil attendance, punctuality, and behaviour within and beyond the classroom, as set out in Academy procedures and Trust policy.
- Supervise pupil behaviour and conduct outside of the classroom as directed by the Senior Leadership Team.
- Play a full part in the life of the academy, including participation in enrichment activities as directed by the Curriculum Leader/ Senior Leadership Team.

Academic Responsibilities:

- Teach the curriculum as set out by the Senior Leadership Team, including preparing pupils for examination in appropriate qualifications.
- Participate in collaborative planning and resourcing.
- Teach timetabled lessons and any necessary additional lessons for intervention, revision or to support the transition of pupils into the next stage of their education as directed by the Senior Leadership Team.
- Set and check the completion of homework as directed by the Curriculum Leader, making use of whole-school systems and policies.
- Ensure that work by pupils in lessons is completed to a high standard and presented in a form as directed by the Senior Leadership Team.
- Contribute to ongoing discussions about subject knowledge and teaching approaches and to adopt any teaching approaches agreed within the academy.

- Adapt the curriculum, teaching methods and resources for pupils who have a SEND or EAL.
- Assess pupil progress using a range of appropriate strategies and use this information to evaluate curriculum planning, teaching approaches and resources.
- Provide reports for parents and, where necessary, write references for pupils to support access to the next stage of their education.

Working Time:

The job description allocates responsibilities and duties but does not allocate the particular amount of time to be spent carrying them out and no part of it can be so constructed. In allocating time to the performance of responsibilities and duties the post holder must be directed in accordance with the Academy Teachers' Pay and Conditions Document and the Academy's policies and procedures and the Academy's plan on the use of time.

Employee Commitments:

- The vision, values, and key principles of the Trust.
- Equality, Diversity, and Inclusion.
- In any way possible, in accordance with the role, support Pupils to achieve their potential.
- In any way possible, in accordance with the role, improve standards of education.
- Support the inclusion agenda.

Performance Management:

Participation in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Other

All staff are part of the whole Trust team. All staff are required to support the values and ethos of our Trust and Trust priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

Our Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

06. Person Specification

SEND Coordinator /Designated Safeguarding Lead

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> An appropriate degree and other qualifications required for the award of QTS. Qualified Teacher Status Already awarded or willingness to work towards the National SENCO award. Designated Safeguarding Lead trained or willingness to undertake the training. 	<ul style="list-style-type: none"> Other relevant awards or qualifications Applicants should have. Qualifications relating to specific areas of SEND
Experience	<ul style="list-style-type: none"> Teaching in a Primary school across the 4-11 age range. Assessing pupils for a variety of purposes using appropriate strategies. Working with whole-school behaviour systems. Supporting pupils with a SEND or EAL need. 	<ul style="list-style-type: none"> Leading a subject in a Primary or other Education setting. Being a subject lead and supporting the wider personal development of pupils. Mentoring trainees and early-career teachers.
Competencies	<p>Applicants should have knowledge and understanding of:</p> <ul style="list-style-type: none"> The EYFS and National Curriculum Different pedagogical approaches to teaching and the strengths weaknesses of these. The wider role of a teacher in the personal development of pupils. The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection. 	<p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> Different curriculum models and the strengths and weaknesses of these. Forms of assessment commonly used, including in statutory assessments
Other	<p>Applicants should have the ability to:</p> <ul style="list-style-type: none"> Express themselves clearly in written and spoken English. Manage pupil behaviour in line with academy policy. Build and maintain effective working relationships with colleagues, pupils, parents, and the wider community. 	<p>Applications may be strengthened by the ability to:</p> <ul style="list-style-type: none"> Offer extra-curricular and other enrichment activities for pupils. Use appropriate software and digital platforms to create and share curriculum, teaching, and assessment resources.

	<ul style="list-style-type: none">• Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard.	
--	--	--

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

07. How to Apply

SEND Coordinator /
Designated Safeguard Lead

Applying:

Please apply by visiting
www.academytransformationtrust.co.uk/vacancies



Status:

Full time
Permanent

Salary:

Range Scale: MPS 1 – UPS 3
Actual Salary: £30,000 - £46,525
Plus SEND allowance – To be agreed upon on appointment.



Closing Date:

Thursday 16th May 2024
or sooner should we receive sufficient applicants.

Start Date:

September 2024



Interviews:

To be confirmed

