

Primary

Academy
Transformation
Trust

SENDSCO Assistant

Application Pack

Great Heath Academy,
Girton Close,
Mildenhall,
Suffolk,
IP28 7PT

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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.

Our Priorities: Big Moves

Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

Aligned Autonomy

Shared Services

Improve Outcomes

Grow



ATT | 21 Academies
Local Authority Areas | 10

Staff | 1720
Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334
Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance
People Engaged | 120+
Trustees | 10
Members | 4

Finance
£78 million in funding and other income

ATT Institute | Offering the very best PD opportunities for all our colleagues.

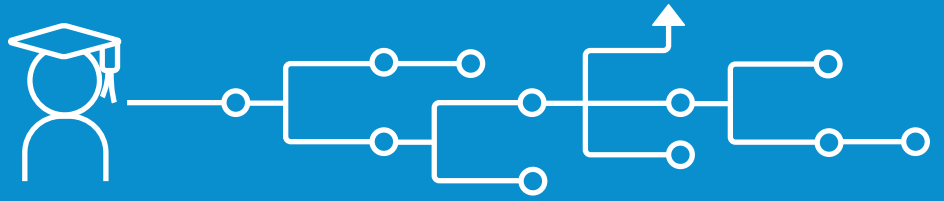


1 Outstanding

19 Good

1 Requires Improvement

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.

Janye Sargant | SEND Assistant

My career at Bristnall Hall Academy began in 2004; throughout this time, I have been fully supported in developing my role as a SEND Assistant. The department has continued to grow over this time, with Mental Health and Safeguarding becoming prevalent, therefore I felt it paramount to develop myself within this area. The academy fully supported me in studying a Diploma in Counselling and Mental Health Awareness Course alongside additional courses; my role now incorporates me being a Mental Health Champion and Safeguarding Link for SEND. The professional development offered by the academy has allowed my passion in both SEND and nurturing to continue to support our most vulnerable students.

03. Academy Information



Great Heath Academy Information

Our core belief is that children learn best when they are interested and involved in their learning and can see the point of what they are doing, so we strive to make our curriculum stimulating and our teaching innovative. This approach has paid dividends: in our most recent Ofsted inspection, we were rated Good in every category.

Inspectors noted that “teachers have wide opportunities to take on leadership responsibilities” and “pupils enjoy coming to school, understand how to express concerns, and appreciate staff’s quick responses to these concerns”.

However, we were particularly proud of the comment relating to our inclusive provision: “Disadvantaged pupils benefit from the academy’s purposeful learning environment and are well supported by additional intervention when necessary. Because of this, they make similar good academic progress to other pupils.”

As a three-form entry primary academy with an attached nursery, we provide the best possible start in life to more than 550 children. They enjoy access to fantastic resources, including an enormous field with excellent sporting facilities, dedicated art and cookery rooms, and a purpose-built library with over 4000 books.

We want to build on these advantages to move from Good to Outstanding, and we believe that our partnerships with parents will be vital to making this happen.

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



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

Transformational Teaching

Transformational Services

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

SENDCO Assistant

Responsible to: SENDCO

Core Purpose: To promote the academy ethos and The Great Heath Way by leading by example and supporting the SENDCo on all aspects of special educational needs provision in the academy.

Key Responsibilities:

- To assist in identifying the barriers and needs of students and ensure all strategies and interventions are in place so that students are fully supported in accessing all aspects of academy life.
- To assist in training staff (teachers, teaching assistants and support staff) so that they can provide the necessary support to all students highly effectively.
- To co-ordinate Annual Reviews and attend/chair when necessary, sharing the responsibility with the SENDCo.
- To complete and attend CAF/TAC/CIN meetings as appropriate.
- To oversee and run interventions as identified by the SENDCo
- To lead on Nurture provision for identified pupils as needed.

Wider contribution as a leader in the academy:

You will

- Lead by example and consistently embody our high expectations as set out in 'The Great Heath Way'.
- Contribute to the effective safeguarding of students, promoting student welfare and working with the SLT to ensure that students and staff are safe.
- Build positive and strong relationships with our students, valuing their opinions and encouraging the development of The Great Heath Way.
- Promote inclusion, equality of opportunity and diversity in all your work.
- Work in partnership with parents and carers to secure the best outcomes for our students.
- Support the spiritual, moral, social, and cultural development of students ensuring that the promotion of British values is at the heart of the academy's work.
- Assist in the day-to-day operational running of the academy and maintain a high profile at social times and at the start and end of the day.
- Contribute to and take an active part in your own professional development and the improvement of the academy.
- Value and recognise the work of all staff in the academy empowering them to fulfil their role, encouraging their professional development and supporting their wellbeing.

Responsibilities specific to the role:

Under the direction of the SENCo:

Curriculum

- Identify and manage the curriculum for students where changes/adaptations are in the best interest of the student.
- Monitor the progress of SEND students taking the necessary actions to ensure no student with SEND falls behind and that they are making progress at the rate expected of them.
- Monitor and ensure students with SEND are included in all aspects of academy life (trips, councils, clubs).
- Work with external agencies to ensure effective support is in place.
- Lead on the running of Nurture provision for identified children.

Assessment

- Ensure the Plan, do, review cycle is timely and highly effective in supporting students and promoting progress.
- Analyse the progress information for SEND students, as a group and individually, planning and coordinating the interventions put in place to ensure strong progress is made by all.

Quality Assurance

- Monitor the effectiveness and efficiency of interventions

People Development

- Support staff in the delivery of their roles with bespoke training and development when working with individual/groups of students.

NOTE:

The duties and responsibilities of this post may vary from time to time according to the changing demands of the academy. This job description may be reviewed at the reasonable discretion of the Principal in the light of those changing requirements and in consultation with the postholder. In any event the Principal reserves the right to review and amend the job description.

The Job Description is a description of the job to be undertaken and performed to the satisfaction of the Principal by the postholder. It does not form part of the contract of employment.

Great Heath Primary Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment by observing the academy's Safeguarding policies and procedures.

06. Person Specification



SENDCO Assistant

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> Educated to Level 2 in English and Maths (e.g. GCSE grade C/4 or above). Strong literacy and numeracy skills Teaching Assistant qualification Level 2 or unqualified teacher experience. A Nurture qualification or willingness to undertake this 	<ul style="list-style-type: none"> First aid qualification. Level 3 / A-Level qualification.
Experience	<ul style="list-style-type: none"> Experience of working with children with SEND to support their learning. Clear evidence of raising pupil achievement and tracking progress. Experience of scaffolding and planning individual intervention programmes. Clear evidence of supporting and facilitating inclusive education. 	<ul style="list-style-type: none"> Experience of the annual review process for students with EHCP. Experience of working and coordinating with a wide range of professionals including outside agencies. Experience of working with BROMCOM.
Competencies	<ul style="list-style-type: none"> Understanding of the needs of children with SEND. Knowledge of child development and the ways in which children learn. Knowledge of positive behaviour strategies. Understanding of the roles played by various adults in a child's education. Ability to support learning across the curriculum. Excellent organisation skills and ability to meet deadlines. Excellent communication skills, both oral and written, including the ability to write clear and concise reports. Ability to work strongly in a team. Ability to build positive relationships with colleagues and provide support through coaching. Thorough understanding of special needs, the code of practice, the disability discrimination act and safeguarding policies and practices. 	<ul style="list-style-type: none">

	Essential	Desirable
Competencies continued.	<ul style="list-style-type: none"> Ability to take a flexible approach for the benefit of all students. 	<ul style="list-style-type: none"> Knowledge of Autistic Spectrum Condition (ASC). Knowledge of how to support children with Speech, Language and Communication Difficulties (SLCD). Knowledge of how to support children with Social, Emotional and Mental Health difficulties (SEMH). Demonstrate the ability to learn and adapt from past experiences. Willingness to be involved in extracurricular activities and support pupils in becoming well-rounded individuals.
Values	<ul style="list-style-type: none"> Upholds ethics and values, demonstrates integrity, and promotes and defends equal opportunities. Commitment to the safeguarding and welfare of all pupils. Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. 	<ul style="list-style-type: none">
Other	<ul style="list-style-type: none"> Competent and confident in the use of ICT. Commitment to improving the lives and learning opportunities of young people. Ability to work unsupervised and use own initiative. Ability to remain calm whilst under pressure. Flexibility with working arrangements. 	<ul style="list-style-type: none">

07. How to Apply

SENDCO Assistant

Applying:

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

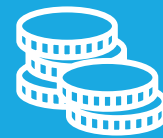


Status:

32.5 hours per Week
39 weeks per year (Term time only)

Salary:

NJC Scale: 7 - 11
Actual Salary: £18,354 - £19,627
FTE Salary: £24,294 - £25,979



Closing Date:

Friday 12th July 2024 at 9am
or sooner should we receive sufficient applicants.

Start Date:

September 2024



Interviews:

To be confirmed





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