

Academy
Transformation
Trust

SENDCO

Application Pack

Beck Row Primary Academy
The Street
Beck Row
Bury St Edmunds
Suffolk

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 10
07	How to Apply	Page 12



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

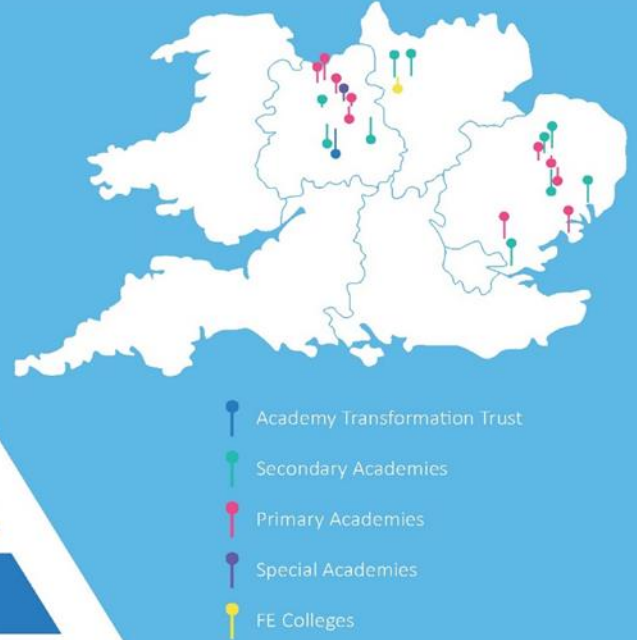
Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

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.

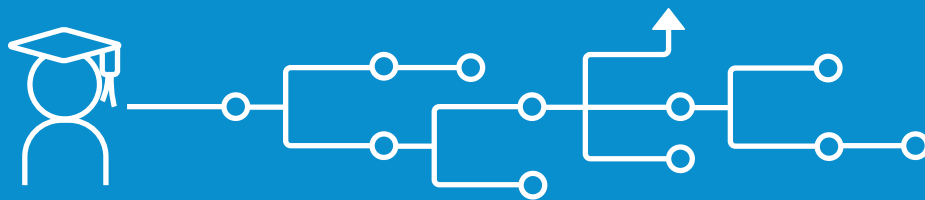


1 Outstanding

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.

Sarah Tranter | Teacher in Charge of Teaching and Learning for RSE

Bristnall Hall Academy has been a great place for me to work for over 25 years. I started here as a teacher of Music and Religious Education and then progressed to Leading Year 10, Work Experience and taking many whole school rewards trips. I even led the Religious Education department for a while. However, careers do not always have an upwards projection and for the last few years Bristnall Hall Academy has allowed me to take a step back from being a busy Year Leader to focussing on classroom teaching, which I greatly enjoy and becoming teacher in charge of teaching and learning for RSE. As I enter my final years of my teaching career, I find the younger teachers and leadership team are gifted, full of enthusiasm and

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



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

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

Main Purpose of the Role:

To develop and oversee the implementation of the school's SEN strategy and policy. Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom.

Manage and advise on the school budget and resources for SEN provision.

Professional Responsibilities:

- To be a leader of learning by providing a role model for excellent practices, setting high expectations in relation to standards of student achievement and the quality of teaching, including developing and advising on assessment strategies, data analysis and identified support to ensure the identified standards of student achievement are met.
- To oversee, and work collaboratively with others, to ensure the effective co-ordination of intervention programmes to support designated groups of students.
- Monitor teaching and learning activities to meet the needs of students with SEND.
- Liaise with other agencies to ensure continuity of support and learning when transferring students with SEND.
- Work with colleagues to set challenging targets for raising achievement among students with SEND.
- Ensure robust tracking systems are in place to collect and interpret specific student level assessment data allowing the Academy to identify value-added by its quality first teaching programme and intervention strategies.
- Set up systems for screening students at “point of entry” identifying, assessing and reviewing provision for SEND children once identified.
- Update the Principal and senior team on the effectiveness of provision for students with SEND.
- Develop understanding of learning needs and the importance of raising achievement among students.
- Have in place a robust system for student reviews meetings including parent evening consultations.
- To be accountable for raising the standards of teaching, learning and attainment for all children identified as having specific needs in SEND in the Academy.
- To lead learning and co-ordinate the strategic management and development of SEND across the Academy so that all students with a range of additional needs are well supported across the Academy and make very good progress.
- To oversee and ensure quality provision is in place for children with a range of additional needs.
- Ensure appropriate targets for all children identified in SEND groupings.
- To lead, develop and enhance the teaching practice of all adults, through monitoring, evaluating and promoting improvement strategies to secure effective learning and teaching is undertaken within the specified area of responsibility.

- To line manage a team of staff, including the effective recruitment, performance management and development, and induction for newly appointed staff with respect to inclusive practices and where appropriate their specific deployment.
- To develop and lead CPD programmes to support effective inclusive practices and provision in Academy.
- Take the lead in liaising, co-ordinating and managing all external support offered to Academy locally and from other agencies with regards to SEND students.

Generic Responsibilities:

- Demonstrate a positive commitment to equality and diversity.
- Contributing to building the Academy Transformation Trust service culture and team ethos.
- Adhere to responsibilities under security information, health & safety legislation and policies.
- Observe confidentiality protocol.
- To be included in the staff duty rota.
- To undertake any other duties that are within the scope of the post as determined by the Principal.

Employee Commitments:

- The vision, values and key principles of the Trust.
- Equality, Diversity and Inclusion.
- In anyway possible, in accordance with the role, support Pupils to achieve their potential.
- In anyway 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

SENDCO

	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 (trainees should be on track to achieve QTS before taking up the post). • We are keen to support entrants to the profession and have a range of routes to support attaining QTS. Contact the academy to see how we could help with this. • Hold SENDCo qualification or be willing to undertake the qualification. 	<ul style="list-style-type: none"> • A postgraduate qualification. • Other relevant awards or qualifications. • Qualifications relating to specific areas of SEND. • Evidence of continuous professional development (CPD). • Held variety of roles and responsibilities within a school/Academy.
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. • Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for EAL and SEN pupils. • Linking with statutory agencies 	<ul style="list-style-type: none"> • Leading a subject in a Primary or other Education setting. • Experience of inclusion strategies to support pupils with SEND. • Proven ability to effectively work with a range of stakeholders including parents and external organisations. • 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. • The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection. • Commitment to the protection and safeguarding of children and young people. • Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people. • Co-operation and collaboration with relevant agencies to protect children. 	<p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> • Relevant safeguarding training/qualifications. • Monitor, record and make basic assessments about individual progress. • Demonstrate the ability to learn and adapt from past experiences. • Display work effectively and maintain basic teaching resources. • Proven track recording of supporting Academy improvement. • Can demonstrate a proven track record of developing self within an educational context.

	<ul style="list-style-type: none"> • Demonstrates good understanding of the principles of effective teaching and learning in all phases. • Has good and current knowledge of all curriculum requirements and can implement, monitor and support these effectively. • Embraces the use of new and emerging technologies to enhance and extend the learning of all students. • Has a good understanding of assessment and how it can be used to improve student progress, including SEND students. • Effective and systematic behaviour management, including SEND students, by using clear boundaries, sanctions, rewards and praise. • Is committed to continuous learning including professional development. • Has the ability to articulate and communicate the vision and values that make the Academy unique. • Has the ability to secure high levels of engagement from all stakeholders which enable excellent student achievement. • Can contribute to a culture of high expectations for self and for others. • Can review own practice, set personal targets and take responsibility for personal development. • Can manage own workload to allow appropriate work/life balance. • Can maintain confidentiality can articulate and understand current educational issues. 	<ul style="list-style-type: none"> • Can show resilience in the face of challenge has excellent interpersonal skills, with the ability to listen and communicate effectively in all contexts and to command respect.
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 a academy policy. • Highly approachable, very grounded and makes sensible judgements. • Excellent critical thinking skills; has intellectual curiosity and rigour. • Strong interpersonal and communication skills. • Build and maintain effective working relationships with colleagues, pupils, parents and the wider community. • Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard. 	

07. How to Apply

SENDCO

Applying:

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



Status:

Full time
Permanent

Salary:

MPS 1- UPS 3
Actual Salary: £31,650 - £49,084
Plus £2,679 allowance



Closing Date:

Monday 6th January 2025 at 9am or sooner should we receive sufficient applications.

Start Date:

As soon as possible



Interviews:

To be confirmed




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