Severndale Academy

CAREER OPPORTUNITY

Vice Principal SENCO and Specialist Pedagogy

REQUIRED FOR JANUARY 2024 (OR SOONER)

Deadline for submission: Tuesday 17th October at 9am.

Interviews: Thursday 19th October.

We will be holding tours of our school on Wednesday 11th October at 4pm. We can accommodate you at a different time if this is helpful.

To arrange a tour, or to discuss the role in more detail please contact:
Rachael.wilson@lct.education
or call: Tel: 01952 387010 Mobile: 07974877508

Please send completed application to:
Rachael.wilson@lct.education

Learning Community Trust

SEVERNDALE ACADEMY
ALL THROUGH 2-19 SPECIALIST ACADEMY

Severndale Special School, part of Learning Community Trust, are seeking to recruit a resilient and committed expert to join our SLT as Vice Principal for SENCO and Specialist Pedagogy.

Are you an experienced senior leader with a commitment to supporting pupils and students with special needs?

Are you ambitious and wanting to join a larger than average all through 2-19 specialist Academy, as our next Vice Principal?

Do you have a track record of contributing towards your organisation's improvement strategy, knowing how to prioritise plans, work to deadlines and hold others to account?

Do you know how to coordinate provision for pupils and students, allied to their EHCPs?

Do you know how to lead and manage annual review processes, including the leadership of administration of reviews?

Can you challenge and hold to account peers within and beyond your setting, to be a champion for pupils and students with additional needs and disabilities?

Can you work closely with parents and families, children and young people, to shape Education, Health and Care Plans (EHCPs) into meaningful Individual Education Plans, where you coordinate those plans?

Can you work strategically with a range of multiprofessionals across health, education and social care, ensuring EHCPs are delivering what our pupils and students need to make progress?

Can you manage transition processes for pupils and students, supporting young people joining Severndale and supporting young adults moving to their next destination, taking responsibility for destination tracking with our 6th Form and college teams?

Can you lead teachers and hold them to account around our transition processes?

Can you lead and develop our pedagogical expertise allied to current and future SEND needs in our region, using local, regional and national data to support your research and practice?

Can you support the development of our MLT Specialist Pedagogy team, working with them to further develop the expertise across our school?

If so, we want to hear from you!

Severndale Academy

Learning Community Trust

Our SENCO will be a key strategic member of our SLT, where their overarching responsibilities will include:

The day to day operation of our SEND policy

Liaising with and advising colleagues across our 3 sites

Co-ordinating the specialist provision for our pupils and students

Overseeing the records for all our pupils and students

Liaising with our parents, families and wider agencies

Tracking and monitoring progress of our pupils and students, working with our Data manager, our wider SLT and our MLT and staff teams to challenge progress and secure really good outcomes

Developing our specialist training programmes

Training liaising with external agencies e.g. educational psychologists, medical services, social services etc.

Advising the Executive Principal and Senior Leadership Team on all aspects of special educational needs pedagogy, research and practice development

Overseeing the academic provision for children who have English as an Additional Language

Above all else, have the commitment and determination to ensure that every pupil and student who is part of our Academy has an excellent education, leading to excellent outcomes, steering them always towards their adulthood and life beyond our Academy.

As a senior member of the SLT you will be expected to support the planning, implementation, quality assurance and support of the wider range of leadership activities across our school.

If you would like to talk more about the role, please contact:
Rachael.wilson@lct.education or call: Tel: 01952 387010 Mobile: 07974877508

Dear Colleague,

Thank you for your interest in the post of Deputy Principal at Severndale Academy, part of the Learning Community Trust. This is a new role representing a fantastic opportunity to make a real and demonstrable impact in a school on an improvement journey and provides an excellent, and also unique, preparation for future Headship.

Severndale is a special school like no other, comprising of over 430 students spread across 3 campuses and from ages 2-25. It spans the full needs range. The main campus in Shrewsbury houses the majority of students, with others co-located on mainstream provider sites.

What makes this role attractive? It's the chance to work in a MAT which places staff development at the heart of school improvement and support for its leaders. This means we can grow our people to be truly excellent and support them on their career pathways. As a sponsor Trust, we do take on schools experiencing challenges and our central team is set up to ensure we can rapidly improve schools for the benefit of the students and the whole community. With this in mind, each school is allocated a Director from the Education Team who works closely with the school and its SLT to help them in all aspects of their work, from coaching our best schools to be outstanding to supporting schools in difficult circumstances with hands-on work in the building. In our offices in Telford, we have conference facilities and a team working on our CPD offer to ensure we develop all our staff whatever the stage of their career. This means we can host bespoke training events and bring staff from across our schools together to network.

Our Director of Specialist Education, Alison Ashley, was an incredibly successful special school Headteacher and does a considerable amount of work beyond the Trust, campaigning for the needs of children in special schools and supporting school improvement through governance. The new Principal of Severndale Academy, Lucy Lee, who takes up post at Christmas, is a very experienced Headteacher in the specialist sector. She comes with an impressive and well-deserved track record. The school also has a stable SLT who are deeply committed to the school and have worked incredibly hard with the Trust staff to do the very best for Severndale children.

The central team knows Severndale very well and we're all passionate about ensuring its success. We're also equally passionate about making the Trust a great place to work for our staff, and part of that is growing leaders. I see this role as a great preparation for the right candidate to work with some highly experienced and respected colleagues to develop their portfolio of leadership skills and experience as a preparation for Headship. We are a growing Trust and have plenty of opportunities for development for our staff across our three special schools, and our eight (soon to be ten) mainstream primary and secondary schools.

You are very welcome to tour Severndale and meet the team there prior to application. And our fantastic children!

With very best wishes,

Jane Hughes

CEO of The Learning Community Trust

Overview of the Trust

We are proud that our MAT spans education from 2-year-olds in our nurseries through to 25-year-olds within our specialist settings. We are currently made up of 5 primary schools, 3 secondary schools and 3 specialist settings and we believe in providing education for the whole community in the areas where we operate. In line with our vision, we have established a great partnership with Telford College and work with them on post-16 transition and curriculum, ensuring our students have clear progression pathways.

Learning Community Trust

Our Mission

Our mission is simple: we are driven to be an outstanding MAT for our community, with a clear vision to provide the best possible education for all the children and young people in our Trust, helping them to be successful in all they do both now and in the future.

Our schools are in close proximity to each other, allowing staff to move quickly between sites for collaboration. This also presents opportunities academically, sporting and within the arts for our students to work together. Our Trust offices are at the centre of this and have excellent facilities for our schools to hold CPD and networking events, with a dedicated conference room and breakout spaces.

We keep our aims at the forefront of all we do; they represent our values as well as our intentions:

- To focus on excellence by achieving the best possible educational outcomes for our children and students by engaging and inspiring them, building their resilience and preparing them for work and adult life.
- To drive a collaborative culture across our schools which drives and supports improvement and develops all our staff as leading professionals.
- To provide the highest levels of care and support for our children so they can succeed, including those that are the most disadvantaged, vulnerable or with special needs in our community.
- To ensure our schools are at the heart of the community they serve and are truly inclusive organisations with equality for all across our community.
- To engage positively with our families and wider community, building partnerships and programmes that develop opportunities beyond the school sector.

We have four strategic objectives which drive our work:

- Our learners are engaged and successful
- We have high quality staff across our Trust
- We have a culture of continuous improvement
- Our leadership and Governance is exemplary

The Trust currently has over 5000 students, over 1000 staff and we operate within a significant budget. There is a superb central executive team who support estates, HR, ICT, and deal with school finance on a day-to-day basis. Our priority is to support our schools through an outstanding school improvement offer. We have an Executive Director of Education, Directors of Primary, Secondary and Special, Assistant Director for Education, and the use of experts from within our Trust and beyond to work directly with our schools. Our Executive team is exactly that, a team that supports our schools to achieve the best and live by our vision.

About Severndale Academy

Enabling Communication, independence and enjoyment for life

Severndale Academy is a special school in Shropshire and is a key part of the Learning Community Trust (a multi academy trust working across Shropshire and Telford). Severndale is not only a school but also an environment that places our children at the heart of everything we do.

Our provision is split across three sites:

- Our main Monkmoor site,
- Severndale at Mary Webb': a specialist satellite provision working within the Mary Webb mainstream secondary school,
- Our 16-25 'Futures' provision based at Shrewsbury College.

We have a very clear vision for our school that drives us every day and in everything we do. We ensure that the needs of all our young people are ‘truly met’ so that all our pupils leave Severndale being as independent as they can be, being ready to access life beyond the school as safe, happy, confident young people.

We focus on developing our young people through quality interactions, building strong relationships and supporting positive communication, all within the vehicle of high-quality learning experiences in a dynamic, creative, enjoyable, and safe environment.

You will be joining a team of teachers and support staff who work closely and relentlessly to support our young people and their families with additional needs every minute of every day to ensure our children have the best of everything. Every member of staff is passionate about our children and have all developed the knowledge they need through high quality training we provide in school, through the Trust and through leading external experts. This training enables staff with no experience to feel confident in all aspects of their role and our most experienced to become true experts in their field.

Severndale Academy, Monkmoor Campus, Woodcote Way, Shrewsbury, SY2 5SH
01743 563333 admin@severndaleacademy.co.uk www.severndaleacademy.co.uk

JOB DESCRIPTION

Vice Principal for SENCO and Specialist Pedagogy

(With Shared Deputy DSL Responsibility)

Severndale Academy
Monkmoor Campus, Woodcote Way, Shrewsbury, SY2 5SH
Required from January 2024 (or sooner)
L21-25

Purpose of the Post:
The purpose of this post is to work at a strategic level as a member of the Senior Leadership Team and promote the vision of the Academy through an inclusive culture. The successful candidate will be self-motivated and strive to inspire and achieve the very best outcomes.

Reporting to:
Line Manager: Principal

Personal Skills Required:

- High standard of integrity and ethical behaviour
- Communicate candidly; engage in discussions with an open and direct manner
- Be respectful and mindful of the ways of working within the team
- Demonstrate emotional intelligence
- Self-aware of overall behaviour and how this impacts performance of others
- Share appropriate information with colleagues through real time methods of communication and respect the confidentiality of the information shared
- Seek support and guidance when required, liaising regularly and effectively with the team

Duties and Responsibilities will include:
To work as part of the Senior Leadership Team to lead and manage the Academy across our 3 sites. The primary purpose of the role is as follows:

- To work as a member of our Deputy Designated Safeguarding Lead team for the Academy across our 3 sites.
- Be a skilled and experienced leader.
- Be our SENCO across the 3 sites.
- Develop our pedagogical approach towards Special Educational Needs and Disabilities
- Develop and embed our SENCO strategy.
- Ensure that our school is fully compliant with the SEND Code of Practice, following all timescales and requirements of the code.
- coordinate provision for pupils and students, allied to their EHCPs
- lead and manage annual review processes, including the leadership of administration of reviews.

Job description

- challenge and hold to account peers within and beyond your setting, to be a champion for pupils and students with additional needs and disabilities
- work closely with parents and families, children and young people, to shape Education, Health and Care Plans (EHCPs) into meaningful Individual Education Plans, where you coordinate those plans.
- work strategically with a range of multiprofessionals across health, education and social care, ensuring EHCPs are delivering what our pupils and students need to make progress
- manage transition processes for pupils and students, supporting young people joining Severndale and supporting young adults moving to their next destination, taking responsibility for destination tracking with our 6th Form and college teams.
- lead teachers and hold them to account around our transition processes
- lead and develop our pedagogical expertise allied to current and future SEND needs in our region, using local, regional and national data to support your research and practice
- support the development of our MLT Specialist Pedagogy team, working with them to further develop the expertise across our school

Staff Management:

- Lead the Middle Leaders who take responsibility for areas of our SEND Specialist Pedagogy
- Be our lead professional with SEND officers in the Local Authority
- Be our lead professional with multi-agecny colleagues
- Update teachers of changes to school policy
- Ensure that staff are able to work towards your timelines to ensure our EHCP process are compliant.
- Lead our teachers to create IEPS and plans allied to pupil EHCPs.
- Lead our teachers to write accurately and timely reports.
- Ensure that staff are teaching holistically, implementing IEP targets developed from EHCPs, by working in collaboration with the SENCO.
- Be involved in decision making and policy development across the Academy
- Support the professional development of teachers and support staff

Student Progress:

- Lead pupil and student review processes and procedures, where the focus of curriculum relevance, curriculum challenge or curriculum modification is appropriate
- Work with the Curriculum Vice Principal, teachers, families, pupils and students to monitor the progress of the impact of the curriculum
- Co-ordinate regular reports for key stake holders in your areas of responsibly
- Take part in and help organise parents' evenings and wider events, promoting the curriculum innovations across the 3 sites of our Academy
- Liaise with other schools and Academies, including across our Trust, to ensure best pedagogy, , research and practice reviews continue to improve our curriculum offer.

Student Behaviour:

- Liaise with our behaviour lead to ensure our curriculum can motivate, challenge and inspire our pupils who need individual support plans.
- Use our data tracking systems to look for patterns and trends in behaviour allied to our curriculum offer, modifying the curriculum, supporting teachers and teaching, and wider staff as appropriate, so that you are confident that our curriculum is challenging, engaging and reduces barriers to learning.

Personal and Professional Conduct

- Teachers are to follow the expected Teacher Standards.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to teacher's in professional position

having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

showing tolerance of and respect for the rights of others

not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

ensuring that personal beliefs are not expressed in way which exploit

pupils' vulnerability or might lead them to break the law

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Conditions of Service:

To provide for the education and welfare of a designated class/group of pupils in accordance with the requirements of the Conditions of Employment.

Having due regard to the requirements of the National Curriculum, the schools aims and objectives, schemes of work, and to adhere to the policies and procedures adopted by the Trustees of the academy.

The above job description does not define in detail all of the duties and responsibilities of the post in question. It may be necessary to re-evaluate areas of responsibility. After due consideration and discussion areas may be amended in consultation with the Principal.

The Learning Community Trust is committed to safeguarding and promoting the welfare of Children and young people. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process. We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.

For more information regarding our schools commitment to safeguarding, please see our website for our school policies - https://severndaleacademy.co.uk/our-school/policies/

PERSON SPECIFICATION – Vice Principal for Curriculum, Teaching and Learning

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW ASSESSED
Qualifications	Qualified Teacher Status. Evidence of further, relevant training.	Evidence of higher-level study/qualification in SEND such as NPQML / SL SENCO qualification	A, I
Work experience and desired vocational training	SEND experience - particularly in SLD and complex needs. Experience of leadership within an educational setting. Ability to lead training.	Breadth of SEND experience from mainstream - à special school - à alternative setting.	A, I, P
Specialist knowledge	Recent experience of strategically and operationally managing specialist provision in a mainstream or special school Deep understanding of EHCP processes including local, regional, national and legal responsibilities and expectations. Deep understanding of SEND areas of needs, how to support and challenge young people to make progress in those areas of need Willing to undertake further SENCO training.	Qualification in a specific area of SEND Leading and managing in a special school Understanding of how to teach pupils and students with ASC, MLD, SEMH, PMLD across multi age phases. Experience of working with multi agency colleagues Experience of working with a range of stakeholders to secure outcomes and destinations for young people	A, I
Job related personal skills	Ability to work effectively on own initiative as well as part of a team. Excellent communication skills Tenacity, flexibility and the ability to work with competing demands. Lead a team effectively. Reflect on own practice. Reliability.		A, I, R

Benefits of the Post:

Severndale values the importance of all staff having outstanding training. As a result, our Continual Personal Development programme is robust, providing both internal and external courses not only for current roles, but also to provide a platform for future roles within the academy.

The leadership of the school fully understands the demands placed on staff. As a result, we offer flexible working contracts to support our staff and their needs

One of the key benefits to working with us is the Local authority pension scheme

The Academy is proud of how it supports the physical and mental health of our staff. We work in partnership with the School Advisory Service (SAS – employee assistance program). The free benefits of this relationship include:

a. Physiotherapy
b. Counselling & Mindfulness
c. Weight Management
d. Nurse Support Service
e. Menopause Support
f. Whole School & Leadership Support
g. GP Phone & Video Consultations
h. Cancer & Chronic Illness Support
i. Private Medical Operations
j. Staff Wellbeing Clinics

 We are conscious that the Academy needs to support employees with the cost of living crisis and one of the ways we do this is by offering every employee the 'Bike to work scheme'.

 Where required we link with NHS and private companies to offer Occupational Health referrals that support you as an employee within the workplace

 We are fortunate to be able to offer free staff car parking

How to apply:

Deadline for submission: Tuesday 17th October at 9am.

Interviews: Thursday 19th October.

We will be holding tours of our school on Wednesday 11th October at 4pm. We can accommodate you at a different time if this is helpful

To arrange a tour, or to discuss the role in more detail please contact:
Rachael.wilson@lct.education
or call: Tel: 01952 387010 Mobile: 07974877508

Please send completed application to:
Rachael.wilson@lct.education