

# Application Pack for SENCO post

**Pay Scale: TLR 2b (£4443) plus SEN allowance (£2106).**

March 2018

## Introduction

Thank you for enquiring about the SENCO post.

Chorus Education Trust in Sheffield is seeking a multi-skilled, energetic individual with excellent leadership and communication skills who will drive our inclusive culture. A background of working with SEN students is essential, and, if you are not already a qualified SENCO, a willingness to complete the training. Colleagues with a primary background are encouraged to apply.

Responsibilities will encompass all aspects of our SEND provision throughout Silverdale School, managing the work of a dedicated and committed team of Teaching Assistants whilst also building and maintaining effective working relationships with our students and their families, all support and teaching staff, and external agencies.

The successful candidate will be an excellent classroom practitioner with high expectations; their teaching will be mainly with small groups of students with SEN, and there will also be opportunities to teach mainstream classes their subject specialism. They will lead relevant inset to develop materials and strategies for effective differentiated provision throughout the curriculum.

This is an exciting opportunity to join not just an outstanding school that has an excellent reputation, but also a new Trust that is committed to providing the very best opportunities for both staff and students. Chorus Education Trust is built upon the outstanding practice of Silverdale, its founding school and seeks to work in partnership with both primary and secondary schools across South Yorkshire and Derbyshire. We have a strong inclusive ethos, as we seek to ensure that all students have access to the very best education possible.

You will have the opportunity to work with equivalent colleagues on developing cross-Trust strategies.

A key part of the Trust is its Teaching School, the Sheffield Teaching School Alliance – one of the largest in the country. We believe in CPD from Initial Teacher Training through to subject specialist training, then middle and senior leadership. We will support you to achieve the very best in your career. We believe in 'Outstanding Achievement for All' and this is reflected in our commitment to both staff and students.

**There will be no need to go elsewhere – your career will flourish with us.**

Further details about the school, the Trust and the Teaching School can be found later in this application pack.

## Job Description: SENCO

<b>Scale:</b>	TLR 2b plus SEN allowance.
<b>Responsible to:</b>	Deputy Headteacher for Student Engagement, Welfare and Inclusion.
<b>Responsible for:</b>	Attainment and progress of our SEND students.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

### Purpose of the Post

- To lead the development of effective strategies in the delivery of teaching and learning for children with SEND.
- To ensure students with additional and special educational needs and disabilities are supported to maximise their achievement and inclusion in the school.
- To use data in order to challenge all teachers to remove barriers to learning and underachievement in the students with SEN.
- To liaise with students, their families, all colleagues in school and external agencies in order to maximise progress and engagement of our learners.

### Employment Duties

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

### Areas of Responsibility

#### 1 Leadership and Management

- Proactive promotion and maintenance, in conjunction with the leadership team, of a shared school ethos of respect for learning and achievement.
  - Model high professional standards for the teaching of SEND and vulnerable groups and promote the development of teaching and learning in line with the school development plan and school improvement priorities.
  - Ensure, in conjunction with colleagues, that the school's equal opportunities policies meet all statutory requirements and are effectively implemented.
  - Lead and support colleagues to ensure that school policies are followed.
- Leadership of ongoing strategic development within school for SEND children.

- Lead on and liaise within the Inclusion team on the creation of the SEND elements of the school improvement plan.
- Advise the Headteacher on the appointment and deployment of staff in the departmental area.
- Line management of designated staff:
  - Provide regular support and supervision of our team of teaching assistants and undertake their performance management, making recommendations to the Headteacher on pay progression where applicable in accordance with the performance management regulations.
  - Provide induction and lead the professional development of designated staff as appropriate.
- Development and maintenance of effective relationships with individuals and organisations including parents, the governing body, the LA and the wider community to further the achievement of the school's aims.
  - Liaise with all relevant external agencies, chair and attend relevant LA and inclusion panel meetings and events.
  - Develop excellent liaison with parents/carers of all students with SEN.
  - Develop and implement curricular and extra-curricular activities within the departmental area, in partnership with other agencies where appropriate.
  - Work with the SEN team to ensure all special needs students receive appropriate support.
  - Be proactive in bidding for additional funds to support out SEND students from the LA and other funding streams.
- To have overall responsibility for ensuring the school's provision for students with special educational needs represents best practice in all aspects and complies fully with National and local policies and statutory frameworks.
  - To provide advice and guidance to the Headteacher and Governing body on these matters.
  - To keep up to date and disseminate all relevant information with regard to additional and special educational needs.
  - To attend governing body meetings as required.
  - Training staff with regard to the school's statutory obligations.
  - Monitoring and evaluating procedures for the school to ensure compliance, providing reports as necessary.
  - Ensure that LA and the Code of Practice procedures are followed in relation to statutory assessments and annual reviews.
- To ensure the smooth transition of students into the school.
  - To meet with partner Primary staff to ensure smooth transition, KS2 to KS3.
  - To coordinate attendance at individual SEN meetings in final year of KS2.

## 2 Teaching and Learning

- Implementation of agreed aspects of the school's work to improve teaching and learning to sustain high achievement and attainment.
  - Provide staff with an individualised profile of students' needs which inform whole school collaborative planning and meets the individual needs of students across the curriculum.
  - Maintain the school's SEN register and oversee the records on all students with special educational needs.
  - Monitor and improve the work of the inclusion department to ensure that high quality learning leads to sustained high achievement.
  - Monitor and evaluate the learning, progress and behaviour of students supported through the inclusion department in partnership with the designated member of the leadership team.
  - Lead on the regular and systematic review of the quality of teaching and learning within the SEN department in accordance with the published annual cycle.
- Responsibility for the leadership of curriculum development in the relevant subject areas.
  - Lead ongoing curriculum development in learning development and ensure that this supports whole school priorities including literacy development.
  - Lead on relevant SEN curriculum issues including timetabling.
- Responsibility for contributing to the analysis of student attainment data to ensure the continuous improvement of student achievement.
  - Undertake the collation, analysis and dissemination of SEN student attainment data to ensure continuity and progress across all key stages.
  - Ensure data is used to support the development of personalised learning for all students and remove barriers to learning.
  - Use all available data to allocate students and staff to appropriate teaching groups.
- Responsibility for providing training and coaching for all teachers, support staff and trainee teachers to ensure high quality teaching, learning and support for students with additional and special educational needs.
  - To plan and deliver training and coaching for the whole school in relation to additional and special educational needs.
  - To work with Subject Leaders and teachers to promote the best practice in providing differentiated learning materials and experiences for all SEN students.
- Responsibility for ensuring the correct conduct of all school and public examinations involving SEN students.
  - Ensure that all administration connected with special exam arrangements for SEN students for public and school examinations is carried out efficiently, and that staff and students understand and meet the school's high expectations for the conduct of all examinations.

### **3 Administration, accommodation, finance and resources**

- Shared responsibility for the efficient running of the school through effective administration and communication at all levels.
  - Lead regular department meetings to ensure that information is communicated clearly and promptly and that administrative procedures are supported.
  - Attend referral meetings, pastoral team meetings and subject leader meetings.
- Shared responsibility with the Headteacher, Leadership team, Business Manager and governors for establishing budget priorities and evaluating the effectiveness of spending in line with the principles of best value.
  - Manage allocated budgets and monitor expenditure in the SEN area.
  - Monitor LA SEN funding and its accuracy.
- Responsibility for ensuring that facilities and resources in the SEN department are used efficiently and that there are high standards of health and safety, security and maintenance at all times.
  - Manage the efficient use and maintenance of accommodation and facilities within the designated area.
  - Ensure that high standards of health and safety are adhered to at all times and that accommodation and resources are kept appropriately secure.
- To lead, plan and participate in appropriate continuing professional development.
  - To plan and organise appropriate training for team members.
  - To undertake CPD activities.
  - To lead on performance management for team members.

### **4. Other**

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Leadership Team as required.

## Person Specification

### Person Specification for Special Educational Needs Co-ordinator

Qualifications	Essential	Desirable
<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>	X	
<ul style="list-style-type: none"> <li>SENCo accreditation / willing to attend the SENCo accreditation course</li> </ul>	X	
<ul style="list-style-type: none"> <li>Recent relevant experience of working with pupils with SEN</li> </ul>	X	
<b>Experience</b>		
<ul style="list-style-type: none"> <li>Working with pupils with additional and complex needs</li> </ul>	X	
<ul style="list-style-type: none"> <li>Working with SEND students in a primary setting</li> </ul>		X
<ul style="list-style-type: none"> <li>Promoting a culture of inclusion</li> </ul>	X	
<ul style="list-style-type: none"> <li>Have a proven record of success as a practitioner and expertise in empowering children to make rapid progress</li> </ul>	X	
<ul style="list-style-type: none"> <li>Working both as a team member and team leader</li> </ul>		X
<ul style="list-style-type: none"> <li>Conducting or be familiar with annual reviews and liaison with outside agencies</li> </ul>	X	
<b>Knowledge and skills</b>		
<i>The ability to effectively</i>		
<ul style="list-style-type: none"> <li>Demonstrate high quality teaching</li> </ul>	X	
<ul style="list-style-type: none"> <li>Identify pupil needs and act upon them in order to raise standards</li> </ul>	X	
<ul style="list-style-type: none"> <li>Demonstrate an excellent understanding of how children learn</li> </ul>	X	
<ul style="list-style-type: none"> <li>Empower children to make rapid progress</li> </ul>	X	
<ul style="list-style-type: none"> <li>Effectively manage pupil's behaviour in a positive manner with consistent, clear boundaries following the school's behaviour management policy</li> </ul>	X	
<ul style="list-style-type: none"> <li>Experience of leading staff in their support of pupils with special educational needs</li> </ul>		X
<ul style="list-style-type: none"> <li>demonstrate the ability to lead effective CPD</li> </ul>	X	

<ul style="list-style-type: none"> <li>demonstrate the ability to coach and mentor teachers and TAs</li> </ul>	X	
<ul style="list-style-type: none"> <li>Implement the SEN Code of practice in order to administer SEN provision across the school</li> </ul>	X	
<ul style="list-style-type: none"> <li>Demonstrate the ability to forge partnerships with multi-agencies, parents and carers</li> </ul>	X	
<ul style="list-style-type: none"> <li>Communicate both verbally and in writing to a range of audiences</li> </ul>	X	
<b>Personal Qualities and Attributes</b>		
<ul style="list-style-type: none"> <li>Well organised, calm and positive</li> </ul>	X	
<ul style="list-style-type: none"> <li>Have excellent communication, organisation and interpersonal skills</li> </ul>	X	
<ul style="list-style-type: none"> <li>Effective team leader/member</li> </ul>	X	
<ul style="list-style-type: none"> <li>Ability to work on own initiative and be flexible in approach</li> </ul>	X	
<ul style="list-style-type: none"> <li>Have high expectations of all pupils, staff and self</li> </ul>	X	
<b>Commitment</b>		
<i>Demonstrate a commitment to</i>		
<ul style="list-style-type: none"> <li>working to inspire staff and be ambitious for children and the community</li> </ul>	X	
<ul style="list-style-type: none"> <li>Promote parental and local community involvement</li> </ul>	X	
<ul style="list-style-type: none"> <li>Working as part of a team with both teaching and support staff</li> </ul>	X	
<ul style="list-style-type: none"> <li>Furthering your own professional skills, knowledge and abilities</li> </ul>	X	
<ul style="list-style-type: none"> <li>Promoting and safeguarding the welfare of children and young people within the school</li> </ul>	X	

***Please note candidate will be asked to provide evidence against selected criteria.***

## Application Procedure

Applications should be made by completing the application form in detail and by a letter of application of not more than two typed sides of A4 in length. CVs and Sheffield City Council application forms will not be considered.

The section of the form entitled 'Suitability for the Job' should address the contents of the personnel specification enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

Completed application forms and letters should be emailed to:

Carly Braid via [recruitment@chorustrust.org](mailto:recruitment@chorustrust.org) and should arrive no later than **23:59 on Wednesday 25 April 2018**

All applicants are asked to supply a telephone number and an email address for each referee quoted on their application form so that contact can be made without delay.

Interviews will take place during the **week starting 30 April 2018**, and details of the interview arrangements will be sent to all shortlisted candidates.

Potential candidates are welcome to visit the school and be given a tour by our students. Please contact Carly Braid to arrange this.

Please understand that we cannot acknowledge receipt of individual applications.



# Information about Silverdale School

## About



Silverdale School is a highly popular and high-achieving 11-18 comprehensive in the south west of Sheffield. This year it has been named by the Sunday Times as the Top State Secondary in the North. This is based on its consistent track record of excellent exam results, positive parental feedback and outstanding reputation.

The school has been completely rebuilt (PFI) in the first phase of Sheffield's Building Schools for the Future programme. It is attractively situated on a single site in 17 acres of grounds within the south western area of the city, and enjoys extensive views over Sheffield and the surrounding countryside. The school has an Integrated Resource Unit for Profoundly Deaf children which is staffed by teachers from the Sheffield Service for Sensory Impaired Children.

Silverdale School is part of Chorus Education Trust, as such all appointees may be required to work at any Trust site in the future.

## Management and Leadership

The Leadership Team will consist of Head of School, 2 x Deputy Headteachers, 2 x Assistant Headteachers, and the Business & Development Manager.

The Head of School reports to the Executive Headteacher of Chorus Trust.

The Governing Body meets frequently and has a cycle of committees covering finance, staffing, curriculum and premises, reporting up to the Chorus Trustees.

The management of the school aims to be open and inclusive, encouraging every member of staff to contribute fully to the life of the school and to their own professional development.

The school has an agreed Equal Opportunities Policy and a Special Needs Policy statement.

## Aims

The school has high expectations of all its pupils.

Our aim is to work in partnership with pupils and parents, and to provide education in a caring and supportive environment that allows each individual to develop morally, spiritually, physically and intellectually at the pace and in the direction which suits each pupil best so that the highest possible standards may be achieved. The school also works closely with employers and other schools and colleges.

We regard standards of behaviour as being of great importance. The school is concerned that its curriculum should both reflect and give value to the diversity of the pupil community and prepare pupils to take their place in a multi-cultural society. The school is committed to equal opportunities for all. The school aims to safeguard all its pupils so that they experience school as a safe and secure environment in which to learn.

## Admission

The school has approximately over 1,340 pupils including nearly 400 in the Sixth Form.

In recent years the number of applications for admission to Silverdale has exceeded the admission limit; approximately 180 pupils are admitted each year to Year 7, who are placed in 6 mixed ability classes. In September 2018 this rises to 240 pupils in 8 mixed ability classes.

The Sixth Form is also extremely popular with a large number of Y11 pupils progressing to post-16 education. At least 100 post-16 places are made available to external applicants.

## Facilities

The new building (occupied in January 2009) provides full access for all students and is a fully inclusive environment. Through its design features, it provides:

- *Innovative and flexible teaching and learning*: with large, fully equipped classrooms and other, more informal study environments, (particularly for older students) which all promote learning as a stimulating and enjoyable experience.
- *Inclusion*: an integrated support centre at the heart of the school enables students to become independent learners. The integrated resource provision for the profoundly deaf is fully integrated into the fabric of the school, making it possible for every member of the school community to feel valued and included. Access to all areas is ensured and the site enables co-ordination of the SEN and mainstream elements of the school, thus enhancing provision and better meeting the needs of all the young people.
- *Behaviour management and supervision*: the creation of wide corridors and stairways and social areas for students support a sense of calm. These facilities have a positive effect on pupil attitudes to school and assist staff in ensuring efficient pupil movement and levels of punctuality.
- *Departmental Areas*: each has its own resource area and accommodation for staff work spaces. Classrooms and other, more informal learning spaces are adaptable to allow for flexibility in teaching and learning styles, cross curricular work, a differentiated curriculum and access to ICT, enabling everyone to have full access.
- *Provision for ICT*: the new building provides a range of flexible areas supported by wireless technology. Interactive whiteboards and digital projectors are in all learning environments and facilitate a range of delivery styles. The technology supports remote learning: enabling lesson plans, schemes of work, homework and assessments to be accessible at home as well as at school. The school is also introducing a 'Bring Your Own Device' policy in the next academic year.
- The facilities provided evoke a sense of pride in the school. They enable all students to access a wide curriculum offer in an environment and ethos conducive to learning.

## Pastoral Care

Our pastoral and support system is based on form and key stage groupings. Each form belongs to a key stage group with a Form Tutor and Key Stage Leader to monitor attendance, work progress, behaviour and achievements. We offer support and guidance in these teams from Years 7 to 11. The Key Stage Leaders are supported and managed by the Assistant Heads, and a Key Stage Administrator. In Years 12 and 13 there are Form Tutors, supported by the Head of Sixth Form, Y12 Leader(s), Key Stage 5 Support Officer and Administration Assistant. Here guidance and support are given on academic progress, university and Post-18 selection and application; in addition to a wide range of activities including prefect duties and community service and a PSHE and Key Skills programme.

We work closely with parents, outside agencies and feeder schools. We believe in keeping parents informed through regular reports, a Parents' Evening, Choices Evenings in Years 9 and 11 and welcoming evenings for Years 6 into 7. We welcome contact with parents at any time. Students use the Milk app, where homework, attendance and achievements is recorded; parents can also view this data on the app.

We have a high profile *Anti-Bullying* policy and good behaviour is expected and rewarded with unacceptable behaviour checked promptly according to the school's sanction ladder.

## Curriculum Organisation

Pupils who join year 7 from primary schools are placed in all-ability classes for teaching, registration and tutor purposes.

The timetable for Years 8 and 9 is constructed to allow setting in some subjects (i.e. the placing of pupils in teaching groups consisting of similar ability).

The Year 10 and 11 options programme provides a common core experience for all pupils and an opportunity for some specialisation. Pupils study up to 10 subjects aimed at external examinations. All pupils have the opportunity to take GCSE English, Maths and Science and most pupils take at least one foreign language at KS4. It is possible for students to take two foreign languages to GCSE, three separate Sciences and to access the English Baccalaureate, as appropriate to their needs and abilities.

Pupils who need individual attention, especially in English and Mathematics, may be withdrawn from class lessons to be taught by specialist staff at any time during the five years. The aim of this is always to prepare the pupil for a return to mainstream classes as soon as possible. Support is also provided for individual pupils in lessons where appropriate.

## Attainment Results

### Key Stage 3

- Achieving a Grade 4 or better in English: 87.4%
- Achieving a Grade 4 or better in Maths: 80.2%
- Achieving a Grade 4 or better in Science: 80.2%

*Students who achieve a 4 or better at the end of Year 9 are on course to achieve a GCSE Grade 5 +.*

### Key Stage 4

- Silverdale students achieved GCSE results that are amongst the **highest in the city**.
- Our Progress 8 score is +0.43. This represents **outstanding progress** for students of all abilities in a **broad range of subjects**.
- The average Attainment 8 score is 54.1. This represents an average grade of C+
- **59%** of students achieved **5 GCSEs including English and Maths grade A\*-C (9-5)**.
- **74%** of students were entered for the English Baccalaureate.
- **44%** of students achieve the **English Baccalaureate**
- **99%** of students stayed in education or employment after KS4 (destinations)
- Standout success: **44%** of our students achieved **3 or more A\* and A grades exclusively**.
- Maintaining excellent outcomes for all: **97%** of students gained **5 GCSEs grade A\*- G**.
- **71%** of students achieved **5 GCSEs grade A\*-C (9-5)**.

### A-levels

- Overall **A2/A-Level ALPs score is 2**; this means that the **progress** our students make at A-level is in the **top 5% of the country**.
- Our A level students are the **highest attainers in Sheffield**.
- **72%** of all grades are **A\*- B**.
- **89%** of all grades are **A\*- C**.
- **99%** of all grades are **A\*- E**.

## Curriculum Enrichments

Curriculum enrichments are available to all pupils. Y10 pupils have two weeks Work Experience. Optional enrichments include: a very wide range of P.E. activities, including opportunities for inter-form sports competitions, school teams and clubs; annual ski trips; annual drama productions; music concerts and activities; French Exchanges; Language intensive courses abroad; Home Stay visits in Spain; Christian Union; a range of Student Voice Activities including an Executive School Council; work shadowing; work experience abroad for all A-level linguists; Young Enterprise and mock Interviews for Sixth Formers.

All year 11 students receive a Record of Achievement and Experience which contains a personal account of their work experience and enterprise experience, tutor and personal statements, as well as their other achievements and experiences.

[www.silverdale.sheffield.sch.uk](http://www.silverdale.sheffield.sch.uk)

## Sixth Form



Silverdale's Sixth Form offers two year courses to students who wish to continue their studies beyond Year 11. The aim is to construct, for all students, an individually designed course which offers the maximum career opportunities and meets the specific requirements of any Higher Education courses for which they may be aiming.

A wide range of A-level, BTEC and other Level 3 options are offered. A post-16 enrichment programme includes Duke of Edinburgh Awards Scheme, Extended Project Qualification (EPQ) & Volunteering.

The stay-on rate to the sixth form is very high (about 70% regularly stay on into the sixth form at the school). Most of these students go onto gain university places. The school provides an extensive programme of one to one support and advice for sixth formers, including a university preparation interview in Y12 and help with UCAS application at the beginning of Y13. Post A-level advice is also provided. The school has close links with a number of Oxbridge colleges and a high success rate in obtaining Oxbridge places.

[www.silverdalesixthform.com](http://www.silverdalesixthform.com)

## Information about Chorus Education Trust

Chorus Trust was founded on Silverdale School, an Ofsted-rated Outstanding school in the south west of Sheffield, that was recently named the Top State Secondary in the North.

Westfield Secondary School has been under the leadership of the Trust for the past year and is due to join formally on 1 March. Two primary schools are due to join by September 2018 and we are in talks with other secondary and primary schools about joining imminently.



### **An outstanding education should not depend on your postcode**

We believe that every child in our region deserves the best education possible, and we know that there is outstanding expertise across our region that can be harnessed to make this happen. That means drawing on one of the biggest strengths in the education world – the willingness to share, support and collaborate.

Working with both primary and secondary schools in South Yorkshire and Derbyshire, we are working to build a Trust that provides the very best education for young people, where ever they live.

### **Together we are stronger**

All schools are facing financial challenges and we believe that, by coming together, we can build resilience that just wouldn't be possible on our own. As well as achieving economies of scale for schools by purchasing goods and services as one organisation, we provide a range of central services at extremely competitive costs. You can see the full list [here](#). We also have expertise in fundraising and income generation, to ensure that schools can bring in additional funding.

### **You don't have to like the academies programme to like us!**

We know that the academies programme isn't everyone's preferred way of delivering education. However, it is the direction of travel for the foreseeable future. So we are very keen to build a collaboration of schools in our region, rather than have it 'done to us' by a national chain with limited understanding of the local area.

### **Choose your own destiny**

We know that every school brings expertise that we can all learn from. So we want the schools that join us to help shape our Trust. We don't believe in moulding every school to one template. Instead, we want our schools to contribute to the long term development of the Trust.

### **We know education**

At our heart is the Sheffield Teaching School Alliance, which trains over 100 teachers every year, runs a range of CPD courses and runs the only national SCITT (School Centred Initial Teacher Training) for

modern languages. We work with over 150 schools and have built a trusted reputation for training and developing teachers. We bring this expertise and experience to inform our work across the Trust.

## **You can be aspirational and inclusive**

We believe that every young person has the capacity to achieve beyond their expectations. We go to great lengths to keep students in school, by developing a strong, inclusive environment and investing in teams of dedicated, professional staff.

[www.chorustrust.org](http://www.chorustrust.org)

## **About Sheffield Teaching School Alliance**



Our Teaching School supports staff at every stage of their career - from initial teacher training, right through to middle, senior and executive leadership. We also provide

subject specialism training.

We have also launched a unique national SCITT which brings together both the state and independent sectors to focus solely on training teachers of modern languages.

The Teaching School grew from Silverdale School, was designated as one of the first Teaching Schools in 2012 and sits at the heart of the Sheffield Teaching School Alliance.

We have a large, cross phase, nationally recognised School Direct Teacher Training Programme, a statutory duty to report on the progress of NQTs in Sheffield and a fully developed programme of CPD for teachers. All of these activities provide opportunities for staff within our Trust to take on new roles and skills.

We work with over 50 schools in our School Direct network, which includes primary, secondary, special and the Peak District – training over 100 teachers every year. We are always looking for new partners and to deepen existing relationships.

Our Specialist Leaders in Education (SLEs) enable us to provide school-to-school support across the region. These roles provide excellent opportunities for staff in our Trust wishing to further their experience and skills.

The strategic board of the TSA is made up of partner head teachers and Sheffield Hallam University colleagues.

[www.sheffieldtsa.org](http://www.sheffieldtsa.org)

[www.nationalmodernlanguages.com](http://www.nationalmodernlanguages.com)

