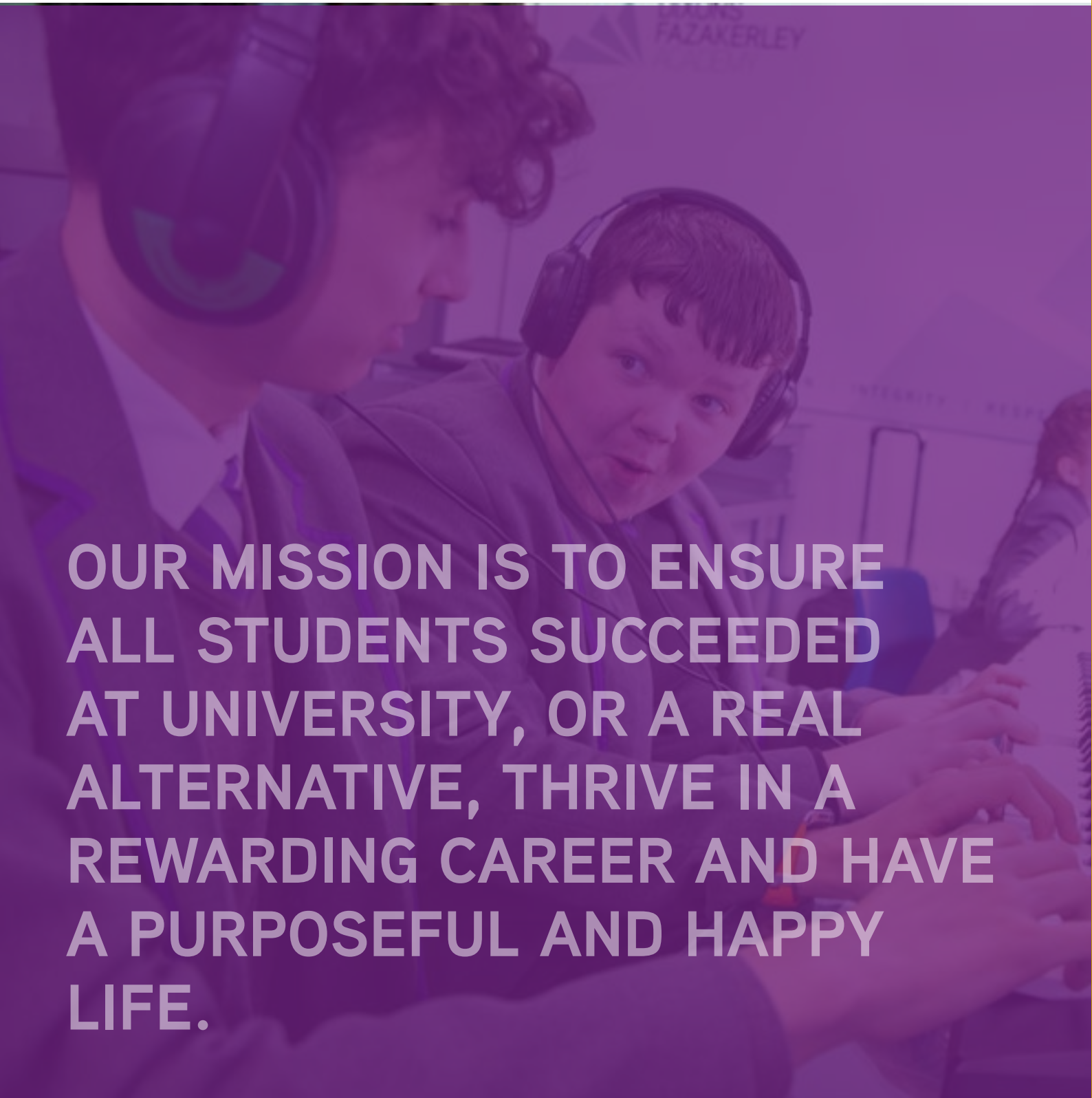


WE ARE
MAKING A
DIFFERENCE
CAN YOU?

SENCO
Dixons Fazakerley Academy





OUR MISSION IS TO ENSURE
ALL STUDENTS SUCCEEDED
AT UNIVERSITY, OR A REAL
ALTERNATIVE, THRIVE IN A
REWARDING CAREER AND HAVE
A PURPOSEFUL AND HAPPY
LIFE.

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Dixons Fazakerley is a special community to be a part of; our children are warm, kind and bursting with potential and the same is true of my colleagues. Team Fazakerley is committed to our mission of ensuring every student goes on to succeed at university, or a real alternative, thrive in a rewarding career and have a happy and purposeful life. I am privileged to be the principal at Dixons Fazakerley and I hope you find this information pack informative and inspiring in equal measure.

We are on a journey of improvement that has seen us reimagine every area of the predecessor school and our children are beginning to flourish as a result. We ensure students can learn and teachers can teach through routines, centralised approaches to behaviour, and a relentless focus on professional growth and coaching to bring the best out of every student and colleague.

Fazakerley, as an area, faces real hardship currently: poverty, poor health and historic inequalities challenge our families but this does not define them. As a result, we work hard, we laugh a lot and we support each other so we can be the colleagues our students and families deserve; we have all chosen to commit to truly comprehensive education in North Liverpool and that shared purpose facilitates the building of strong and meaningful bonds. We care deeply about each other, about our children and our work.

I hope I have been able to give you a brief insight into why I think Dixons Fazakerley is a special place to work and I would strongly encourage you to visit or contact us directly to find out more about the role, our academy and our trust. If you are successful in joining team Fazakerley, I will work tirelessly, in partnership with yourself, to ensure you enjoy your work, feel challenged and supported every day and develop into the very best version of yourself.

Chris Wilson

Principal



ABOUT DIXONS FAZAKERLEY ACADEMY

At Dixons Fazakerley Academy, we are completely committed to providing all students with an excellent education; one that broadens their minds and maximises their life chances for the future. We promise to empower students so that they fulfil our mission of ensuring every student succeeds at university or a meaningful alternative, thrives in a rewarding career and has a happy and purposeful life.

Academy life is the embodiment of our values of determination, integrity and respect. They underpin our extended school day, teacher led instruction and our simple learning habits and routines. We are relentless in our work with students and families as our expectations are incredibly high and this requires dedication and support from all members of our school community. We work hard, respect everyone around us and seek to do good by being the best version of ourselves therefore improving the world we inhabit through our efforts.



ABOUT DIXONS ACADEMIES TRUST

Dixons Academies Trust is a well-established school trust of 17 academies serving the communities of Bradford, Leeds, Liverpool and Manchester. Currently, we are formed of 11 secondary academies, three primaries, two all-through academies and a standalone sixth form.

Our mission is to challenge educational and social disadvantage in the North of England. We do this through developing high performing non-faith academies which value diversity and maximise student

achievement. We ensure that Dixons students have high aspirations and our collective ambition brings about success.

Our commitment to our mission means that we focus solely on areas of the North where young people are adversely affected by social and economical disadvantage. We have a proven track record of supporting failing schools and developing successful new schools in areas of demand.



FOUR CRITICAL QUESTIONS

Every day, we ask ourselves four critical questions to ensure clarity and focus. These and their answers are below.

Why do we exist?

To challenge educational and social disadvantage in the North.

How do we behave?

Our values underpin everything we do. All of our academies have their own values, which are linked to our core trust values:

We work hard – we are determined to get things done

We are good – we behave with integrity and honesty

We are nice – we show humility and are positive team players

What do we do?

We establish high performing non-faith academies which maximise attainment, value diversity, develop character and build cultural capital.

How will we succeed?

Academic rigour: We believe that children need powerful knowledge to understand and interpret the world. Our curriculum is designed to be remembered, and is led by, collaborated on, and delivered by high-quality subject specialists. It is owned by students from all faiths and backgrounds and is the entitlement of all: we resist parent opt-outs.

Aligned autonomy: Our trust seeks the optimal balance between consistency and self-determination. We are aligned because we share the same mission and values, and because all Dixons students and staff should benefit from our best collective practice. But autonomy is also important because leadership and personal accountability are founded on ownership and self-direction, and because standardisation fails to respond to changing needs and fails to adapt to a changing environment.

Putting talent first: Our talent is our most valuable resource, where nearly 80% of our budget is invested. We deploy our most vital people in roles where they can create significant value; we free our people from bureaucratic structures; and we afford our people the training and opportunities to expand their skills.

We see talent not as innate, but as unleashed, grown and developed. People have ‘inherent growth tendencies’, the drive to be better tomorrow than today. We believe that kind, helpful and honest feedback is a gift.

PUTTING TALENT FIRST

Culture may eat strategy for breakfast; talent, however, is king!

We know that talent is everything at Dixons. That's why we are focused on providing our staff with the support and training needed to develop in their roles. Here are some of the ways we are doing this:

Flexibility

We are implementing a nine day fortnight for our teachers starting in the new academic year. We are committed to self-determination. Because of this, our staff are given the freedom and autonomy to innovate and shape their roles, making a real difference to the development of their functions.

Regular coaching

Every member of staff receives regular coaching at Dixons. We have jettisoned appraisals and instead, we want every staff member to have conversations about performance as an organic part of their work. All staff receive personalised coaching at least once every four weeks.

Decoupling pay and progression

Pay progression at Dixons is automatic and not specifically linked to performance. Staff will be automatically eligible for pay progression.

Centre for Growth

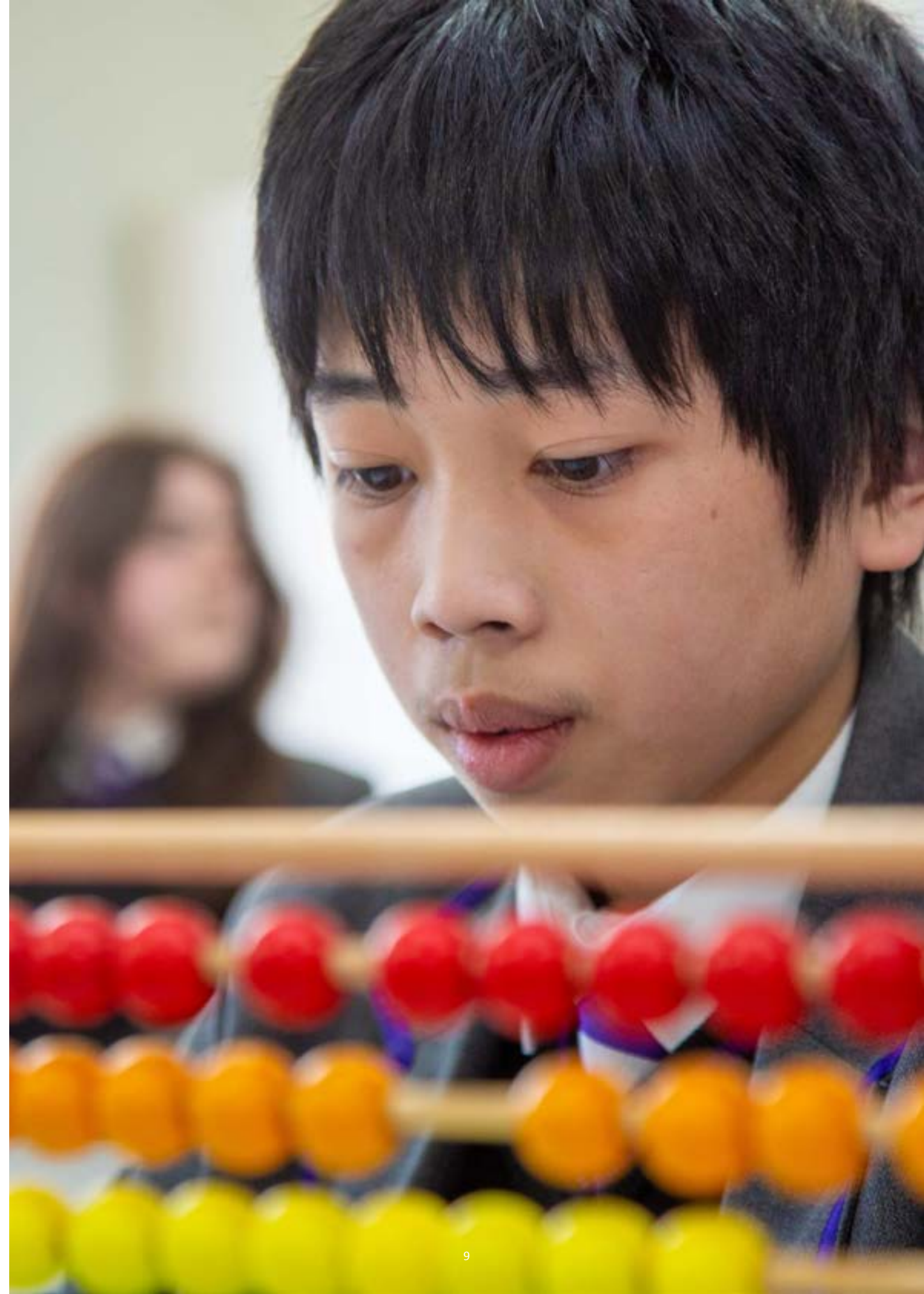
We are fortunate to have a dedicated team of specialists leading our professional development offering. Our Centre for Growth leads on professional development for staff across our entire trust. We work hard to ensure that development opportunities are relevant, supportive and evidence-informed. Offers include leadership programmes, mindfulness training, and networks including Women in Education.

Commitment to equality, diversity and inclusion

For us, diversity and equality of opportunity is integral to our purpose and mission. Inclusion is paramount: we want all our staff to feel a sense of purpose and belonging. Our equality, diversity and inclusion (ED&I) strategy is designed to complement our work around professional growth. We have made some good progress, but we recognise there is lots to do. Because this work is so important to us, we have elevated our [ED&I strategy](#) into our 2 – 5 year plan.

Dixons OpenSource

We know that culture is one of the most important things employees value in a workplace; that's why we place huge emphasis on cultivating a culture that is inclusive and fair. Dixons OpenSource is our free content platform which codifies our culture into bitesize video content. This content is intended to support sharing of knowledge across our trust, so all of our staff have access to everything we do and can learn from and support each other. If you want to find out more about what makes Dixons stand out, we would encourage you to take a look at our OpenSource platform: dixonsos.com




STAFF BENEFITS



PAY

We at least match and often exceed national pay and conditions within the education sector. Our sick pay, maternity and paternity pay meet or exceed national standards.



HEALTH CARE


We offer employees a SimplyHealth Optimise Health Plan. This provides access to a number of virtual services and allows staff to claim money back towards the cost of a range of health treatments including dentists, opticians and private healthcare services such as complimentary therapies and private GP appointments.



FLEXIBLE WORKING

Term-time only, part-time, hybrid working for central roles where this works operationally, and other flexible working patterns are available for a significant proportion of roles. We are also excited to roll out new flexible working initiatives later this year.

We have been focusing on prioritising flexibility for our teachers to support greater work life harmony. We are implementing a nine-day fortnight for teachers without impacting students' contact time and pushing forward with a plan that allows remote working during non-contact time.



PENSION SCHEME

All associate employees are auto-enrolled into a defined local government pension scheme, which includes a very generous employer contribution. You can opt out of the scheme at any time.

All teaching staff are auto-enrolled into the Teachers Pension scheme. You can opt out of the scheme at any time.




EMPLOYEE COUNSELLING SERVICE

Our Employee Assistance Programme provides access to free telephone and face-to-face counselling as well as a range of specialist information and wellbeing services.



ELECTRIC CAR SCHEME

Through our salary sacrifice car scheme, you can get a brand new hybrid or fully electric car, complete with insurance, road tax, replacement tyres, routine servicing and maintenance, as well as full breakdown cover, for a fixed monthly amount taken from your salary with significant tax savings.



HOME AND TECHNOLOGY

Similarly, you can spread the cost of the latest home and technology products through salary sacrifice.




MY DISCOUNTS

We offer exclusive discounts at several outlets nationwide including Currys, Morrisons and Costa Coffee with special deals at key times of the year such as Christmas.



CYCLE TO WORK SCHEME

You can save money on the purchase of a new bike through this government bike to work scheme.



MY GYM DISCOUNTS

We offer discounts of up to 25% across 3700 gym and leisure providers across the UK. Discounts are available for employees and their partners.

WE ARE A
VALUES DRIVEN
ORGANISATION
AND OUR ACADEMY
IS A COMMUNITY
WITH A STRONG
SENSE OF MORAL
PURPOSE

SENCO JOB ADVERT

This is a vital appointment for our rapidly improving, warm and vibrant academy. Reporting directly to the senior vice principal, you will lead the day-to-day support for some of our most vulnerable children.

We are looking for someone who can provide oversight and track the impact of the provision we provide to all students on the SEN register. You will lead a knowledgeable, committed and growing SEN team and will be responsible for the professional growth of your team. The ideal candidate will have a collegiate style, with presence, gravitas, and integrity, and be committed to our academy values of determination, integrity and respect.

As a member of the senior leadership team, you will play a strategically crucial role in helping to ensure our school improvement plans always place children with additional needs at the centre of our work. You will be given the freedom to lead and the support to succeed – an individual who is valued and respected as part of a team committed to collective success.

We recognise that the role of a SENCO is relentlessly busy and, as such, you will not, unless the successful candidate wants to, be expected to teach. Furthermore, as part of our commitment to supporting colleagues at all levels of our academy, you will also benefit from Dixons Academies Trust’s innovative approach to staff working 0.9 over two weeks whilst continuing to be paid a fully salary.

If you are successful in your application, you’ll be joining a school that is improving every day with wonderful children and brilliant colleagues. You will also be joining a school where every interaction makes a difference, shaping lives and opening doors for students who are warm, kind and bursting with potential. Our school has begun an exciting journey in transforming our curriculum and you will have the opportunity to leave a legacy on generations of students by ensuring we implement our curriculum so that we have the maximum positive impact on young people.

Career and development opportunities at Dixons Fazakerley, part of Dixons Academies Trust, are second-to-none, and we will ensure that you are both fully recognised and appreciated for your contribution. You will also benefit from extensive professional development and positive support from exceptional colleagues and leaders who care about those with whom they work.

This position will have strong appeal to –

- an experienced middle leader who cares deeply about the right of our most vulnerable children to be nurtured, challenged and championed
- a candidate who feels ready for the challenge of a busy and multifaceted senior leader position
- a leader who is committed to their own professional growth and is in possession of or is committed to gaining the National Award for SENCO

Whatever your previous experience, we will ensure this post is the right one for you with real prospects of career progression and job satisfaction.

The successful applicant will:

- enjoy providing some of our most vulnerable children with the rich, rigorous and empowering education they deserve
- be at ease working with and challenging the various stakeholders a SENCO is required to work with
- be committed to authentic and rigorous leadership with a determination that our academy achieves everything of which its students and staff are capable with a collegiate ethos and nurturing style
- possess outstanding interpersonal skills to lead, support and motivate a dedicated and talented staff
- have the character and values that align with an academy focused both upon inclusivity and excellence of outcome for all
- be committed to an unrelenting focus on each student maximising their potential and with it, their opportunities in life
- be committed to the highest ethical and professional standards



ROLE SPECIFICATION

- Live the mission and values every day.
- Influence the academy teaching and learning policy to promote aspects of inclusive teaching; lead training as required for both teachers and teaching assistants.
- Develop the range of teaching strategies and equipment that could be utilised for students with Individual Needs (IN).
- Support the identification of and disseminate the most effective teaching approaches for students with IN.
- Work with students, teachers and pastoral leaders to ensure challenging but realistic expectations of behaviour and achievement are set for IN students; work with all teachers to ensure accessibility of lessons for all.
- Support developments and initiatives to improve standards of literacy and numeracy in the curriculum.
- Ensure the academy meets its statutory duty for EHCPs and their annual review; including leading annual review meetings.
- Review IEPs and support plans with parents, students and teachers, agreeing new targets.
- Liaise with the Examinations Officer to ensure appropriate examination provision is in place for IN students.
- Exercise a key role in assisting with the strategic development of the SEN policy and provision.
- Contribute to the Academy Improvement Plan; lead all staff in understanding the needs of IN students and ensure the objectives to develop IN are reflected in the Academy Improvement Plan.
- Monitor progress of objectives for students with IN from a range of data sources to evaluate appropriate intervention strategies.
- Ensure up-to-date knowledge of national and local initiatives which may impact upon policy and practice.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Lead a team and be instrumental in planning for continual improvement, completing an annual departmental SEF to evaluate the strengths and areas for development; work as part of a team with SENDCos across our trust.
- Participate in, and lead coaching; share good practice with colleagues.
- Advise the SLT of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency within IN.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of academy.
- Oversee the health and safety of students and staff.
- Liaise with the link SLT in all matters concerned with the timetable, curriculum, staffing, assessment and student achievement.
- Direct efforts towards improvement as well as day-to-day maintenance; take appropriate action when performance is unsatisfactory.
- Engage fully in the academy appraisal process to fulfil personal potential and be able to participate effectively in the implementation of the academy's goals and improvement plan.
- Attend and lead meetings / training and carry out administrative tasks and duties as specified on the academy calendar.
- Consistently implement all academy policies; contribute to decision-making and consultation procedures.
- Report any safeguarding concerns immediately to a designated safeguarding lead.
- Carry out any other reasonable duties as requested by the principal.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.



PERSON SPECIFICATION

The successful candidate will be passionate about making a tangible difference in children’s lives, particularly those facing educational and social disadvantage in the North. They will share our trust’s commitment in equality, diversity and inclusion.

REQUIRED FOR THIS ROLE

- Qualified teacher status
- Good honours degree
- National SENCO Award or willingness to undertake
- Values driven
- Strong teaching ability backed up by good and outstanding outcomes
- Tailored teaching that challenges and supports SEND students
- Data driven planning to target instruction
- High quality curriculum development
- High expectations which motivate and challenge students
- Current developments in SEND provision
- Management of EHCPs
- Individual Education Plans and map provision for SEND students
- Needs of SEMH students
- Provision for LAC, N2E / EAL
- Multi-agency support
- Behaviour management to ensure a disciplined and joyful culture
- Commitment to safeguarding
- Razor-sharp focus on data
- Build a cohesive team and create clarity
- Support colleagues to bring out the best in them
- Good judgement
- Build effective relationships with families
- Strong moral purpose and drive for improvement
- Mission-aligned
- Humble and kind
- Motivated, enthusiastic and flexible
- Excellent interpersonal skills
- Good sense of humour
- Desire to develop yourself
- Ability to give, receive and act on feedback
- Strong attention to detail
- Ability to work under pressure
- Commitment to the full life of the academy

DESIRED FOR THIS ROLE

- Postgraduate qualification
- Relevant CPD
- Working in an inner-city area of high deprivation
- Responsibility within a school
- Leading a department
- Understanding of what makes a Dixons academy different and successful
- Coaching and practice
- Strong analytical and strategic thinking skills
- Simplify complex issues and develop innovative solutions
- Specialism in a key SEND category
- Willingness to offer extra-curricular provision



**WE ARE
IMPLEMENTING
A NINE DAY
FORTNIGHT FOR
TEACHING STAFF
FROM THE NEW
ACADEMIC YEAR**



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