

ASTREA ACADEMY DEARNE



Astrea Academy Trust
INSPIRING BEYOND MEASURE

SENCO: Alternative Provision

MPS/UPS and TLR 1C (£10,402)

CANDIDATE PACK

Open Letter from our Principal

Dear Candidate

I am delighted that you are interested in applying for the post at Astrea Academy Dearne. The academy joined Astrea Academy Trust in February 2019 and has approximately 1150 students on roll in Year 7 to 11.

We are within commutable distance from Wakefield, Leeds, Doncaster and Sheffield and are a proud member of the Astrea Academy Trust family of schools. We have the highest aspiration for our students to achieve their very best and grow, both as individuals and as members of their community. We are a truly comprehensive and inclusive academy. This is reflected in our approach to all areas of our work.

Astrea Academy Dearne is on an improvement journey, developing a strong curriculum, good teaching and effective pupil support. The academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We aim to provide the highest quality of pastoral care and academic standards, helping to develop in our students a keen sense of pride in themselves, their academy and the wider community. We recognise the crucial role that parents/carers have in this respect and so strive to work in strong partnership with them throughout their children's time with us. Our supportive approach enables everyone to develop the skills and knowledge required to be responsible and considerate individuals suited to the demands of our ever-changing multicultural society.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We recommend that you take the opportunity to make an informal visit to see the school prior to making your application. Please contact Hannah Peace hannah.peace@astreadearne.org if you would like to arrange a visit or an informal conversation with me.

I very much hope that you choose to apply for this post and I look forward to meeting you.

I look forward to welcoming you to our Academy.

With very best wishes

Mr Eddie Child

Principal at Astrea Academy Dearne

Alternative provision at Astrea Academy Dearne

We offer three alternative provisions at Astrea Academy Dearne to support children with SEND and additional behavioural needs. The Curriculum Leader: Alternative Provision will support the leadership of our extensive teaching and pastoral team at an exciting point in our expansion in collaboration with BMBC. The role will be pivotal in supporting, developing and driving our academic and personal curriculum pathways alongside a rigorous assessment programme.

Overview of Provisions

Athena

Athena is a SEND Resource Base for students on the SEND register (but more specifically with an EHCP). Half of the places are commissioned by BMBC and the other half are allocated to students from our feeder primary schools. This is primarily for students with learning and cognition needs though some may also have communication and interaction needs. Subjects are taught in a base classroom similar to a primary approach. The mission of the provision is to provide all students with a Primary Approach, Secondary Expectation. Classrooms are led by a teacher and supported by at least 1 HLTA. Students enter the provision in year 7 and then graduate back into the mainstream school once they are working in line with their peers in English and maths. However, if a student is not ready to graduate by the end of year 9, they will remain with the provision until the end of KS4. We currently support 51 students.

Synergy

Synergy is a Specialist SEND Unit for students with communication and interaction needs, all students have an EHCP. All places are commissioned by BMBC. The provision mirrors a specialist environment with the bespoke curriculum delivered in a base classroom and series of intervention and sensory spaces. The provision is led by a teacher and supported by 1 HLTA and 2 LSAs currently, however the team will be expanding further for September 2023. The provision accommodates all secondary age students from 7 to 11. We currently support 10 students.

Eleos

Eleos is an internal alternative provision for students at KS4 who are at risk of permanent exclusion. Eleos is the last intervention the school can offer for students in years 10 and 11 who have accessed multiple interventions with little success. The provision has its own area in school made up of a main classroom and two intervention rooms. The provision has its own entrance and the environment is designed to aid regulation. The provision is staffed full time with a Head of Eleos, Behaviour and Attendance Manager and HLTA offering extensive and personalised pastoral support. In addition, teaching staff are specially selected to teach in the provision. Students currently engage in the full 8 GCSE offer. The formal curriculum is adapted further with personalised mentoring, additional PE in a private gym, access to the local brickpond and angling, sensory support, ELSA and Lego Therapy.

Job Description

JOB TITLE:

SENCO

REPORTING TO:

Assistant Principal

SALARY RANGE:

MPS/UPS plus TLR 1C (£10,402)

CONTRACT TYPE:

Permanent

WORKING PATTERN:

32.5 hours per week



Role Description

Purpose

The SENCO is responsible for the development, implementation and monitoring of the Special Educational Needs and Disabilities policy across the academy. The post holder will be expected to take a strategic lead in evaluating and developing the Special Educational Needs and Disability provision within the academy and ensuring that each student is positively encouraged, supported and challenged to make outstanding progress.

Main Duties and Responsibilities

EFFECTIVE SEND PROVISION

- ★ Provide effective coordination and leadership of the Academy's Special Educational Needs and Disability provision
- ★ To work with the Senior Leadership Team and the Trust to ensure the academy is compliant with the SEND Code of Practice (January 2015) and the Equality Act (2010) by providing effective coordination and leadership of the academy's SEN provision
- ★ Be responsible for the day-to-day operation of SEND policy and co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- ★ Advise on the deployment of the academy's delegated budget and other resources to ensure the needs of all students are met
- ★ Ensure that an accurate SEND register is kept up to date by effective identification and monitoring of progress and development of all students
- ★ Be responsible for the preparation of the annual SEND information report and the preparation of key reports to the governing body
- ★ Reviewing and keeping up to date other documents relating to SEND, such as the Accessibility Plan and Equality Objectives
- ★ Be responsible for ensuring that a child with SEND gets the right support at the right time by liaising effectively with staff across the academy. This includes being the lead on gathering the evidence for and requesting assessments for new EHCPs
- ★ Ensure that students with SEND engage in the activities of the academy alongside students who do not have SEND
- ★ Lead and manage Learning Support Assistants to ensure effective deployment and efficient use of resources
- ★ Work closely with the SENCO of mainstream provision.
- ★ Oversee the planning and production of Learning Plans and their dissemination to all relevant staff
- ★ Coordinate and lead on annual reviews of EHCPs within statutory timescales
- ★ Lead on the development and implementation of inclusive practice throughout the academy, including ensuring that appropriate training occurs where necessary

- ★ Work with the Heads of Key Stages to ensure that Quality First Teaching occurs for all SEND students throughout the Academy and that staff are guided on the choice of appropriate teaching and learning methods to meet the needs of students
- ★ Provide professional guidance to colleagues and work closely with staff, parents and other agencies. Advise on the graduated approach to providing SEND support
- ★ Be aware of the provision in the Barnsley Local Offer and work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching
- ★ Liaise with outside agencies, interpret and implement their recommendations in order to support pupil progress as necessary
- ★ Liaise with the Designated Teacher where a Looked After Child or Post Looked After Child has – or may have – SEND
- ★ Ensure that detailed records are kept for each SEND student charting progress made and support given, mapping their provision and their progress, across the key stages, in a way which is useful and accessible to other staff. This will need to be in line with GDPR regulations
- ★ Coordinate meetings with parents as necessary
- ★ Be responsible for the baseline assessment of new students and other means of identifying pupils with SEND
- ★ Arrange the assessment of students as required from referrals or enquiries from staff or parents
- ★ Work with the Exams Officer and Specialist Assessor to ensure that access arrangements are applied for, in good time, and in place as required
- ★ Ensure that for those students who are entitled to access arrangement in external examinations have access to this in day-to-day learning within the classroom
- ★ To support and develop initiatives which improve standards of literacy and numeracy across the academy and effectively deploy Catch Up Funding
- ★ To work with the Pupil Premium Coordinator to ensure a cohesive approach to supporting SEND students who are also disadvantaged
- ★ Teach an appropriate lesson load, as appropriate to skills and qualifications
- ★ Work with individuals and small groups to deliver programmes to support learning, liaising with teachers and other staff as required
- ★ Analyse data generated by academy assessments effectively to inform future student progress and strategies for such.

Role Description

- ★ Liaise with other areas of the academy to ensure this information is accurate and acted upon
- ★ Liaise with feeder schools to ensure an effective and smooth transition to Astrea Academy Dearne
- ★ Liaise with potential next providers of education to ensure transfer of information and a smooth transition
- ★ Undertake professional development as agreed with academy leaders
- ★ To attend and contribute to termly Astrea SENCO Cluster meetings and academy based staff meetings, as required
- ★ To maintain a high, visible presence around the academy to ensure that the highest standards of behaviour and site-usage are upheld
- ★ Work with the Attendance Officer & Attendance Lead to identify those SEND students at risk of poor attendance and implement strategies to improve their attendance to ensure all students attendance is in line with the academy target of 96%.
- ★ Champion the academy's rewards system and ensure that students with SEND are recognised for their achievements and contributions to the life of the academy

WORKING WITH OTHERS AND SELF-DEVELOPMENT

- ★ Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- ★ Communicate and liaise with staff, students, parents, governors and members of the local community as appropriate
- ★ Actively promote the academy and liaise with outside agencies as necessary, representing the academy as appropriate
- ★ Build a professional and collaborative learning culture within the academy and actively engage with others to build effective learning communities
- ★ Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- ★ Demonstrate a commitment to Equality of Opportunity for all members of the academies community
- ★ Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- ★ Regularly review own practice, set personal targets with the Principal, and take responsibility for own personal development by participating positively in arrangements made for performance management
- ★ Manage own workload and support others to manage an appropriate work life balance
- ★ To actively engage in projects and/or initiatives across the family of academies as and when directed by the Principal and/or CEO
- ★ Provide INSET and training for staff, as required.

SUPPORTING TEACHING AND LEARNING

- ★ To ensure a realistic consistent and continuous Academy-wide focus on student achievement, using data and benchmarks to monitor progress in every student's learning
- ★ To ensure that learning is at the centre of a strategic planning and resource management
- ★ To establish creative responsive and effective approaches to learning
- ★ To ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning
- ★ To demonstrate and articulate high expectations and set realistic, obtainable targets for the whole Academy community
- ★ To implement strategies which secure high standards of behaviour and attendance
- ★ To determine, organise and implement a diverse and flexible curriculum and implement an effective assessment framework
- ★ To take strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students and staff
- ★ To monitor, evaluate and review classroom practice and promote improvement strategies
- ★ To challenge underperformance at all levels and ensure effective corrective action and follow-up

WORKING TO MANAGE THE ORGANISATION

- ★ To create an organisational structure which reflects our values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- ★ To produce and implement clear, evidence based improvement plans and policies for the development of the department and its facilities
- ★ To ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- ★ To manage our financial and human resources effectively and efficiently to achieve the educational goals and priorities
- ★ To recruit, retain and deploy staff appropriately and manage their workload to realistically achieve the vision and goals of the department
- ★ To implement successful performance management processes with all staff
- ★ To manage and organise the environment efficiently and effectively to ensure that it meet the needs of the curriculum and health and safety regulations
- ★ To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money

Role Description

- ★ To use and integrate a range of technologies effectively and efficiently to manage the Academy
- ★ To comply with policies and procedures relating to the Code of Conduct, safeguarding, health and safety, security, confidentiality and data protection etc

WORKING TO SECURE ACCOUNTABILITY

- ★ To fulfil commitments arising from contractual accountability to the governing body
- ★ To develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- ★ To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- ★ To work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- ★ To develop and present a coherent, understandable and accurate account of the Academy's performance to a range of audiences including governors, parents and carers
- ★ To reflect on personal contribution to Academy achievements and to take account of feedback from others

WORKING TO STRENGTHEN THE COMMUNITY

- ★ To champion the Academy within the community and build an ethos around an inclusive mainstream provision that encompasses the highest expectations from all
- ★ To build an Academy culture and curriculum which takes account of the richness and diversity of our communities
- ★ To create and promote positive strategies for challenging racial and other prejudices and dealing with racial harassment
- ★ To ensure learning experiences for students are linked into and integrated with the wider community and to ensure that students have opportunities to take on leadership roles within the Academy and the wider community
- ★ To ensure a range of community based learning experiences
- ★ To collaborate with other agencies, including other providers in the provision for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- ★ To create and maintain an effective partnership with parents and carers to support and improve student achievement and personal development
- ★ To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the Academy to enhance and enrich the work of the Academy and its value to the wider community
- ★ To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other academies, schools and colleges promoting innovative initiatives
- ★ To co-operate and work with relevant agencies to protect students

Person Specification

Education and qualifications

- Qualified teacher status
- National SENCO Award (or a commitment to working towards)

Experience

- Experience of working with students with SEND to achieve expected and better progress
- Experience of planning and implementing strategies which impact significantly on student progress
- Evidence of developing coherent data tracking systems to support interventions and their evaluation
- Experience of working with outside agencies
- Experience of working across different key stages
- Experience of managing a team

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

Knowledge, skills and abilities

- Clear understanding of strategies to develop Quality First Teaching for SEND students
- Excellent understanding of the SEND Code of Practice (2015)
- Up to date knowledge of good practice in secondary education
- Understanding of related statutory guidance linked to SEND, including:
 - - Exclusion from maintained schools, academies and pupil referral units in England (2022)
 - - Education for children with health needs who cannot attend school (2013)
 - - Supporting pupils with medical conditions at school (2017)
 - - Working together to Safeguard children (2018)
 - - Promoting the education of looked-after and previously looked-after children (2018)
- Ability to create and lead whole academy change
- A commitment to inclusion in the fullest sense
- An ability to recognise potential safeguarding issues
- An ability to recognise where behaviours that challenge are as a result of an unmet need and an ability to identify and take action in managing this
- Understanding of and commitment to Equal Opportunities and anti-discriminatory practice
- Have a commitment to children, their families and the community
- Demonstrate a commitment to own professional development and a willingness to learn
- Be able to work in partnership with parents
- Excellent written and oral communication skills
- Good organisation and personal management skills
- Be friendly and have a flexible approach to work and the ability to work as part of a team.
- Be able to work on own initiative and be self-motivated
- Have a calm and confident manner
- Demonstrate personal and professional integrity, including modelling Astrea values and vision
- Commitment to promote and support the aims and value partners of Astrea Academy Dearne

About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

