



**DERBY MOOR**  
SPENCER ACADEMY

# Derby Moor Spencer Academy Candidate Information Pack Assistant SENCo – Years 8 - 10

## **Together We Succeed**

Achievement ● High Expectations ● Aspiration ● Community



## Principal Foreword

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Following the promotion of the current post holder, we are looking for an ambitious and experienced teacher to fill the role of Assistant SENCo. The vacancy offers great potential for career development and will involve strategic oversight of SEND provision for students within Years 8 – 10. Derby Moor Spencer Academy is on a journey to become nationally recognised for the excellent inclusive provision offered. We currently enjoy a well-deserved reputation in the local area for our ability to ensure students with additional needs get the highest possible level of support to ensure they are successful.

Alongside the more traditional in class support we offer innovative provision for students who cannot access mainstream education, a turnaround provision for students with acute SEMH needs, wider services including family support and youth worker teams alongside in-school counselling services. We have a genuinely inclusive approach to education and aim to support all our students, regardless of start point or need, to fulfil their potential and become successful young adults. We welcome applications from staff with experience of SEN leadership or from those looking to make their first step into a SENCo role. Applications will be considered from any subject specialism.



## Academy Values

Our motto is underpinned by our four core values:

**Achievement** – We believe that everyone can achieve, regardless of background or personal circumstance.

**Aspiration** – We believe our students and staff can be the best in their chosen field. Our renowned employability curriculum gives our students the knowledge, skills-base and experiences they need to aim for greatness and to aspire to be the best they can be. For staff, our bespoke CPD offer ensures they have developmental opportunities and are supported to become expert practitioners.

**High Expectations** – We believe high expectations are the foundations of success and expect the highest standards from our community. This is in terms of their conduct, communication and commitment to their own development. We are preparing students for life and the world of work, as such, we will not settle for anything less than excellence.

**Community** – We believe that the community at Derby Moor is unique and is key in preparing our young people for life in modern Britain. Our community is diverse and we all embrace the rich variety of faiths, cultures and backgrounds that exist here, working together to ensure everyone feels valued, safe and fulfilled.

At Derby Moor we take great pride in the facilities that we offer our students. Our school was re-built in 2013 and features a modern welcoming entrance plaza, state of the art technology and a diverse range of learning spaces and sports facilities. A state-of-the-art environment does not make the school great - the relationships between staff and students, the unique sense of community, a commitment to the latest educational research, excellent CPD and an aspiration to never settle for 'good enough' is what makes Derby Moor such a special place to work and to learn. We are seeking to appoint an excellent teacher and forward-thinking leader, offering a good track record of achieving improvement, who will help us move the ADT faculty forward on its next phase development.

**Scott Doyle, Principal**

## Inclusion at Derby Moor

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Once a Derby Moor student, always a Derby Moor student. We firmly believe that all our young people are capable of fulfilling their potential regardless of start point, circumstance or individual need. To fulfil this belief, we provide a suite of inclusive provision to meet the varied needs that our young people present. It is exciting times at Derby Moor as we are embarking upon a period of further investment in SEND and inclusive provision which will include the creation of new support teams and we are in the planning stage of developing a new building to house the expansion of our team and create more modern, state of the art spaces for intervention, counselling and therapy. The successful applicant will have a significant role in fulfilling the school's ambition to become a centre of excellence for SEND and inclusion.

Should you wish to know more about the school, appointments can be made for a visit by contacting the SEND Administrator – Mr Callum Reddy via email at [c.reddy@derbymoorsch.derby.sch.uk](mailto:c.reddy@derbymoorsch.derby.sch.uk)





## Chief Executive

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Thank you for your interest in this leadership role with Spencer Academies Trust (SAT). The Spencer Academies Trust is a multi-academy trust with schools across the East Midlands, and with a strategic focus on Nottinghamshire and Derbyshire.

SAT is a high performing regional MAT with a national reputation for excellence. Our academies work across highly diverse city and rural communities, including a strong presence in Derby and Nottingham. Standards and expectations in trust schools are high – and the trust focus on rapid improvement on the journey to outstanding education delivery.

Spencer Academies Trust is an educational charity, Multi-Academy Trust and Sponsor of Academies. We have approaching 18000 children and young people in our academies and employ more than 2200 teachers, leaders and educational support professionals across the East Midlands.

We currently have 17 primary academies, 8 secondary academies and one primary aged special school in our family of schools. All of our schools benefit from the collaboration and added value that being a member of our Trust offers, and share our values and beliefs. Spencer Trust academies share an ambition to deliver results that compete with the very highest performing schools in the country, and deliver a curriculum for students that is underpinned by breadth, opportunity and quality: one that seeks to give young people the opportunity to develop into well rounded global citizens that believe they can influence positive change in the world.

**Paul West, Chief Executive Officer, Spencer Academies Trust**

# Aims of Spencer Academies Trust (SAT)

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## Mission

Our Mission is to deliver the best possible outcomes for children and young people.

## Vision

Spencer Academies Trust is an exceptional Trust, providing an outstanding education for local children.

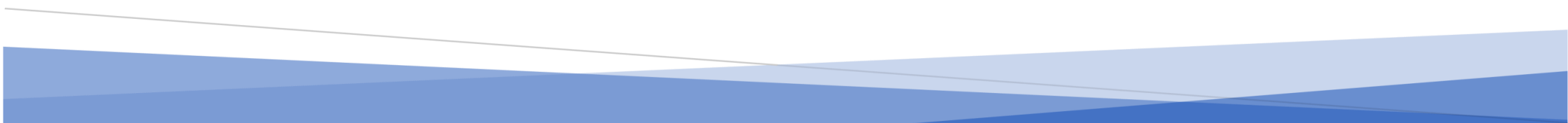
## We Believe:

- All children have a right to a quality education regardless of background or ability, and have an entitlement to the opportunity of a secure progression route in their learning and development.
- Schools are stronger when they work in collaboration with each other, operate within a 'family' and are open to a true sense of partnership.
- We grow the effectiveness and sustainability of our schools by developing the people within them, and that through shared and equitable responsibility for quality and outcomes; we achieve more.

## Our Trust Behaviours

- Straight talking and sincere
- Love to deliver
- Obsessive about detail
- Strive to do it differently
- Share responsibility, celebrate success together

## Our Leadership Behaviours

- Leadership by example
  - Passion for people
  - Coaching not critiquing
  - Understand your impact
  - Having humility
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## How to Apply

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Thank you for your interest in this exciting opportunity as Assistant SENCo at Derby Moor Spencer Academy. For more information, please refer to our Academy website and the Trust website at:

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

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

To apply, please complete the online application form available at:

[www.satrust.com/vacancies](http://www.satrust.com/vacancies)

making sure you clearly evidence your achievements against the person specification.

Please note there is an opportunity at the end of the application form to upload a covering letter which should be no longer than 2 sides of A4 and will be an opportunity to detail your experiences, achievements and your educational ethos.

For us to adhere to safer recruitment guidelines and best practice, please ensure your completed application form:

- Accounts for any gaps in employment
- Provides detail of all your employment by month as well as year

For a confidential discussion with the Principal or for further information and any questions please contact:

**Gemma Swann:**

t: 01332 772 706

e: [g.swann@derbymoorspencer.com](mailto:g.swann@derbymoorspencer.com)

**Closing date for applications: 25<sup>th</sup> September 2023**

**Interviews: w/c 2<sup>nd</sup> October 2023**

All applications will be acknowledged.

Spencer Academies Trust is an equal opportunities employer.

Spencer Academies Trust is committed to safeguarding and promoting the safety and wellbeing of children and young people. This post will be subject to all relevant pre-employment checks including enhanced DBS with children barred list and completion of Level 2 safeguarding training.



## Terms and Conditions

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Term	Permanent
Salary	MPS – UPS + TLR
Pension	Teachers' Pension Scheme
Hours	Full Time
Right to work	The successful applicant will need to provide proof of the right to work in the UK before taking up the post.
Safeguarding	The successful applicant will need to complete level 1/2 safeguarding training (online) prior to taking up the post.

## Job Description

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Establishment:	Derby Moor Spencer Academy
Post Title:	Assistant SENCo – Secondary Class Teacher
Grade/Pay Range:	MPS / UPS + TLR
Reporting to	Principal via Assistant Principal – Director of Inclusion (SENCo)

# Main Duties and Responsibilities

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- To develop and maintain strategic oversight for the SEND provision of students within Year 8 through to Year 10.
- To complete requests for and delivery of Education Health Care Plans (EHCPs) of students in Years 8 through to Year 10.
- To support the SENCo in the planning, delivery and monitoring of interventions for students across the school.
- To oversee assessments for access arrangements for students within Year 8 through to Year 10.
- To collate information for SEND students in Years 8 through to Year 10 and disseminate to staff so they have access to the information they require to effectively support students in their classes.
- To organise and oversee provision mapping and one-page profiles for students within Years 8 through to year 10.
- To liaise and act as the main point of contact for all stake holders associated with students with SEND in Years 8 through to Year 10.
- Safeguard all pupils and promote and maintain the safety and wellbeing of pupils and staff at all times.
- To carry out the functions of a teacher in accordance with the Teacher Standards and the stated aims and objectives of the Derby Moor Academy and the relevant faculty.
- To support the purposeful and effective running of the school by completing assigned supervisory duties.
- Direct the assigned senior TA to ensure interventions are planned, delivered and assessed effectively.
- Maintain oversight of Innovation provision, a bespoke stage not age-related provision established to support students who are working significantly below age related expectations.
- Plan and deliver CPD for key members of SEND and inclusion staff in line with areas of specialism relating to SEND.



## WORKING HOURS

These will be as specified in the latest School Teachers Pay and Conditions Document. Attendance at school functions beyond the working day within the directed time budget.

## LINE MANAGEMENT:

**Responsible to:** Assistant Principal – Director of Inclusion (SENCo)

## PART ONE: TEACHING

### A teacher must:

#### **Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect.
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

#### **Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes.
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- guide students to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- encourage students to take a responsible and conscientious attitude to their own work and study.

#### **Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity.
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure students' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

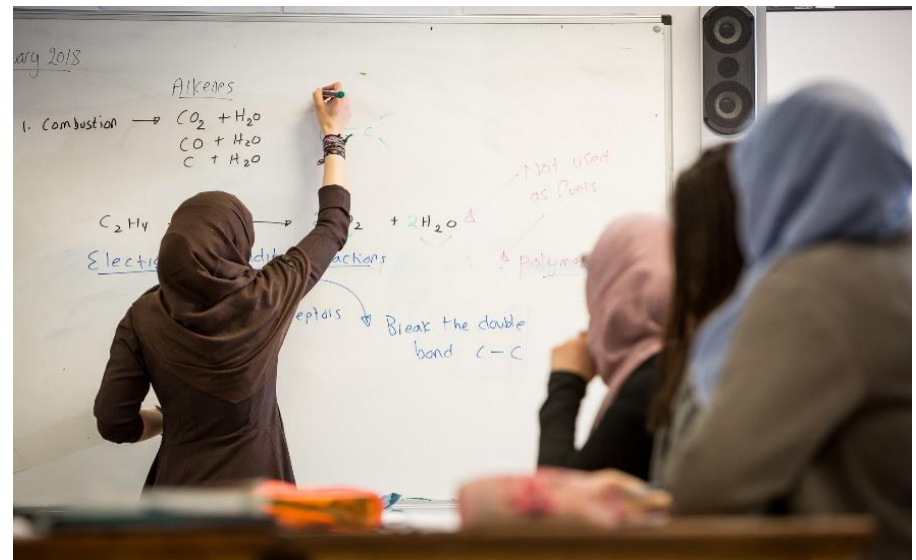
#### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

#### **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- deploy support staff effectively.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- communicate effectively with parents with regard to students' achievements and well-being.



## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard students' 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 ways which exploit students' 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.

## PART THREE: PASTORAL GUIDANCE

It is the duty of middle and senior leaders to promote the general progress and well-being of individual students and any group of students.

- To provide guidance and advice to students on educational and social matters and on their further education and future careers.
- To make records and reports on the personal and social needs of students.
- To communicate and consult with the parents of students.
- To communicate and co-operate with persons or bodies outside the school.
- To participate in meetings arranged for any of the purposes described above.
- To attend assemblies, to register the attendance of students and to supervise students when required.

## PART FOUR: OTHER

### Appraisal

- To participate in arrangements agreed at Derby Moor Academy for the appraisal of his/her performance and the development identified.

### Cover

- To lead and manage cover in the school, providing cover where needed to ensure that cover is implemented according to Rarely Cover guidance.

### Policies

- To understand and comply with all school policies.
- To take all reasonable steps to ensure that Health and Safety requirements are observed, both on the school premises and elsewhere.

## PART FIVE: Assistant SENCo

### Leadership and Management

- To ensure that pupil data is used effectively by all colleagues in order to improve pedagogy and practice for SEND students.
- To carry out assessments of pupils with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents/carers.
- To work with classroom support staff, teachers, Middle and Senior Leaders, parents, carers and relevant external agencies to develop, implement and monitor individual pupil profiles.
- To provide regular updates on pupil progress through written reports and meetings with parents/carers.
- To make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists.
- To act in relation to any identified concerns regarding individual student's progress.
- To support the effective deployment of SEND and Inclusion staff to improve pupil progress and attainment.
- Undertake staff appraisals as required.
- To attend and support the delivery of SEND and Inclusion meetings.
- To keep up to date with national and local policies related to SEND and cascade information to colleagues.
- To maintain systems for keeping pupil records, ensuring information is accurate and up to date and that statutory requirements for SEND provision are fulfilled.

- To keep up to date with developments in SEND nationally and to respond to initiatives/changes in content, methodology and examination practice to support students with SEND needs.
- To attend relevant Trust Network Meetings, Local Authority, multi-agency meetings or Governor Meetings on request.

### Staffing and Resources

- To co-plan and work with Teaching Assistants to develop skills in teaching, learning and assessment related to inclusive provision.
- To support the members of the curriculum team in maintaining high standards of delivery and discipline for students with SEND.
- To support the SENCo in the ongoing development of Teaching Assistants, supporting with CPD as appropriate.
- To ensure the SEND department is well resourced, completing purchase orders for equipment in order to meet the needs of SEND pupils.
- To ensure teaching assistants have access to appropriate training to support students with identified needs in Years 8 through to year 10.

The above-mentioned duties are neither exclusive or exhaustive, the post holder may be required to carry out other duties as required by the Principal or the Trust.

## Person Specification - Essential/Desirable

Qualifications and Experience	E	D
Qualified Teacher status	✓	
Honours Graduate or equivalent	✓	
Evidence of appropriate professional development	✓	
Proven track record of excellent classroom practice	✓	
Evidence of successful leadership of SEND within a secondary setting		✓
Significant contribution to whole school initiatives relating to SEND		✓
Experience of contributing to effective professional development of teaching or support staff		✓
Involvement in and organisation of wider school activities, including extra-curricular activities		✓
Evidence of commitment to continuing professional development	✓	
Experience of working in a multi-cultural setting		✓

Knowledge and Skills	E	D
Ability to teach across the age range of KS3 to KS4 in any subject	✓	
Ability to teach KS5 in any subject		✓
The ability to promote good progress and outcomes for pupils	✓	
A clear educational philosophy that aligns with the ethos and values of the school	✓	
Ability to see the big picture, think strategically and maintain a hands-on approach	✓	
Understanding of SEN Code of Practice and recent developments in inclusion	✓	
Good knowledge and understanding of pedagogy and how to help students learn, effective learning strategies and the ability to apply this to everyday teaching	✓	
Engagement with research	✓	
Demonstrable ability to prioritise	✓	
Ability to manage behaviour effectively	✓	
Ability to work within school-based systems and specified timelines	✓	

Teaching and Learning	E	D
Commitment to and ability to raise achievement for all	✓	
Proven track record of raising academic standards, good examination results and delivery against targets	✓	
Experience of implementing a range of effective intervention strategies	✓	
Able to use data to inform teaching, for target setting and improving performance	✓	
Role model as excellent classroom practitioner – capable of delivering consistently good to outstanding lessons, using a range of teaching and learning strategies and using effective behaviour management	✓	
A student centred, inclusive, positive, “can do” approach to learning	✓	
Proven track record of reflective practice and a commitment to personal development	✓	
Committed to ensuring excellent standards of behaviour at all times	✓	
Good use of new technologies as a tool for learning	✓	
Strong emphasis on relevance to the world of teaching	✓	
Excellent lesson evaluation skills	✓	
Experience of monitoring and evaluating classroom practice through regular observations		✓

Leadership and Personal Qualities	E	D
Self-motivated and resilient	✓	
Able to motivate and inspire staff and students and ability to lead, support, develop and motivate teams	✓	
Ability to delegate responsibility, deploy staff effectively and provide a focus for improvement	✓	
Ability to innovate, manage change and evaluate its impact	✓	
Excellent problem-solving skills	✓	
A role model for staff and students	✓	
Up to date understanding of current OFSTED framework and its implications for SEND		✓
Innovative approaches to leadership, management, teaching and learning	✓	
Tenacious and able to pursue matters to a close	✓	
High level oral, written, communication and evaluation skills	✓	
Excellent interpersonal skills, a person who enjoys working with young people and can empathise with colleagues	✓	
Ability to be reflective and self-critical	✓	

Flexibility in working practices and adaptability to change	✓	
Commitment and willingness to go that “extra mile”	✓	
Excellent record of punctuality, attendance, health	✓	
Adherence to the Academy’s professional code of conduct and dress	✓	
Commitment to establishing links with the community and businesses	✓	
Commitment to collaborative working with other schools and HE	✓	
Commitment to the principles of Equality and Diversity	✓	
Sense of humour, common sense and the ability to maintain a sense of perspective	✓	
Commitment to the highest standards of child protection and safeguarding	✓	
Recognition of the importance of personal responsibility for health and safety	✓	