

JOB DESCRIPTION
Academy Improvement Advisor –
SEND

POST HOLDER:

RESPONSIBLE TO: Deputy Director of Education

SALARY: Leadership 14 - 18

JOB PURPOSE

- Provide support and challenge to academies to promote continuous improvement and the raising of standards for SEND students.
- Provide high quality advice and support for academy leaders on the development of the curriculum and assessment of SEND students.
- To provide support and challenge to the SENCO.
- To contribute to the development and implementation of high quality and rigorous procedures for the monitoring of SEND students within academies, including the effectiveness of the academy's ability for self-review and to ensure the early identification of causes of concern.
- To work alongside the SENCO teachers and teaching assistants to deliver training and/or mentoring to develop professional skills, pedagogy, learning journeys, curriculum maps etc.
- To facilitate, lead and manage the Strategic Development Groups (SDG) for SEND across the MAT, enabling the sharing of good practice.
- Contribute to school improvement activities to develop all Trust academies, or future schools joining the Trust.

This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Deputy Director of Education than those contained in this document and may be required to have specific job-related knowledge and skills. The allocation of duties is provisional and is subject to regular review.

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THE POST

Work with the FMAT Deputy Director of Education to:

1. Support the delivery of each academy improvement plan (AIP) by supporting the individual SEND teams with the delivery of their team improvement plans (TIPs).
2. Support the SENCO in ensuring that other teams within individual academies deliver against any SEND specific areas of improvement within their TIPs.
3. Provide leadership support in SEND to SENCO's and senior teams across the Trust in order to support and build capacity.
4. Further develop trust-wide networking and curriculum development in SEND.
5. Support leaders to articulate their curriculum intent, implementation and impact with a specific focus on SEND students.

6. Contribute to the development of the quality of teaching across the Trust by being an ambassador for high quality practice.
7. Deliver training to Trust colleagues where appropriate to ensure the development of strong teaching and learning, pedagogy and professional skills.
8. Support any of the Trust academies during Ofsted inspections.
9. Develop and enhance SEND assessment processes across the Trust, ensuring a consistency of approach.
10. Ensure the effective use of academic and pastoral data across the Trust for SEND students to monitor and raise standards for all students.
11. Support academies to ensure the quality assurance and self-evaluation of SEND provision is robust, accurate and explicitly linked to the AIP and the TIPs.
12. Provide accurate quality assurance summaries regarding SEND provision to the Executive Team, wider School Improvement Team and Governors.
13. Identify opportunities for academies to work together on similar issues and areas of strength.
14. Evaluate the impact of improvement strategies the academies put in place to monitor and measure their impact.
15. Contribute to the Trust School Improvement function as directed.

Strategic Leadership and Management

1. Place high quality learning and teaching at the centre of strategic planning, resource management, monitoring, review and evaluation.
2. Be a highly visible, proactive and approachable presence to students, staff and other stakeholders.
3. Keep up to date with OFSTED and other statutory requirements and ensure that these are communicated to the Director of Education, Heads of Academy, Leadership Teams and relevant people.
4. Search out evidence based leading practice from across the system and share with colleagues as appropriate.
5. Take responsibility for producing reports for a variety of audiences and stakeholders.
6. Have high expectations against external benchmarks, engaging in systematic quality assurance, preparing for inspection, self-evaluation and improvement planning for all aspects of academy life as well as specific areas of individual responsibility.
7. Use data effectively to inform curriculum delivery at school, cohort, class teacher level. Ensure data is understood and used by all teachers to inform their teaching effectively, bringing about improved outcomes for students.
8. A commitment to supporting the effective leadership of safeguarding through the completion of the level 3 safeguarding qualification and close liaison with the Trust Pastoral Leader.

Teaching, Learning, Achievement and Standards

1. Drive standards of teaching and learning by promoting an environment of openness, reflection and coaching within subject specialist teams.
2. Monitor, evaluate and review classroom practice and promote agreed improvement strategies when working with identified teachers and departments.
3. Develop innovative and leading-edge practice in the classroom to close the gaps for underachieving students and model this for others.
4. Use wider Trust experience to provide strategic insight and perspectives as when requested that might support academies in developing their specific subject specialist capabilities.

5. Model best practice in the use of data to inform learning and teaching, ensuring that lessons are well differentiated, providing for all individual students' needs.
6. Model best practice in the highest quality first teaching.
7. Promote pedagogy that engages and enthuses learners.

GENERAL

1. Promote and safeguard the welfare of students you come into contact with.
2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
4. Be aware of, support and ensure equal opportunities for all.
5. Contribute to the overall ethos/work/aims of the Trust.
6. Appreciate and support the role of other professionals.
7. Attend and participate in relevant meetings as required.
8. Participate in training, other learning activities and performance development as required.
9. Engage actively in the performance review process.
10. Perform any other such duties as the Director of Education may from time to time determine.

I have read and accept this job description.

NAME: _____

SIGNED: _____

DATED: _____

PERSON SPECIFICATION **Academy**
Improvement Advisor – SEND

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Fairfax Multi-Academy Trust (FMAT) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

Experience/knowledge/qualifications	Essential	Desirable
Qualified teacher status	✓	
Educated to degree level (or higher qualification)	✓	
An effective approach to managing people demonstrating an appropriate balance between empowerment, support and assertiveness	✓	
Hold the National SENCO qualification	✓	
Substantial experience in holding others to account and swiftly responding to changing requirements	✓	
Excellent understanding of the Ofsted framework	✓	
Understand what constitutes high quality educational provision for maths and numeracy	✓	
Experience in using data effectively to prioritise intervention activity	✓	
Hold the Level 3 DSL Qualification		✓
Excellent knowledge of IT systems and proficient in the use of MS Word, Excel, PowerPoint, Outlook and e-mail		✓
Experience in more than one setting		✓

A minimum of three years' leadership experience in SEND in a secondary setting with a proven track record of achieving sustained improvement.		✓
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Personal qualities and attitudes	Essential	Desirable
Always demonstrates a strong focus on improving the lives of students	✓	
Ability to command confidence through being authoritative and influential as well as being a role model for FMAT values	✓	
Demonstrate high expectations which inspire, enthuse, motivate and challenge colleagues to deliver outstanding education for all students	✓	
Ability to write in a confident, sophisticated, accurate manner, fit for a specific context and circumstances	✓	
Excellent communicator able to identify and use appropriate styles and methods, including digital channels, appropriate to the audience	✓	
Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management	✓	
Ability to demonstrate resilience, whilst being responsive, open and honest about challenges	✓	
Ability to actively build constructive and open relationships with networks of colleagues, contacts and organisational partners	✓	
Ability to establish high expectations of self and others	✓	
Ability to work under pressure maintaining a sense of perspective	✓	
Accomplished at planning and time management, confident working within restricted timescales, well developed organisational skills	✓	
Ability to work autonomously with minimum supervision, or as part of a team if necessary	✓	

Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	✓	
Excellent attendance and punctuality	✓	
Ability to travel to academies when required	✓	
Professional Development	Essential	Desirable
Evidence of recent relevant further professional development	✓	
References	Essential	Desirable
Positive recommendation in professional references	✓	
Professional references without reservations	✓	

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