



DERBY MOOR ACADEMY

# Derby Moor Academy Candidate Information Pack Assistant Principal – Director of Inclusion

## **Together We Succeed**

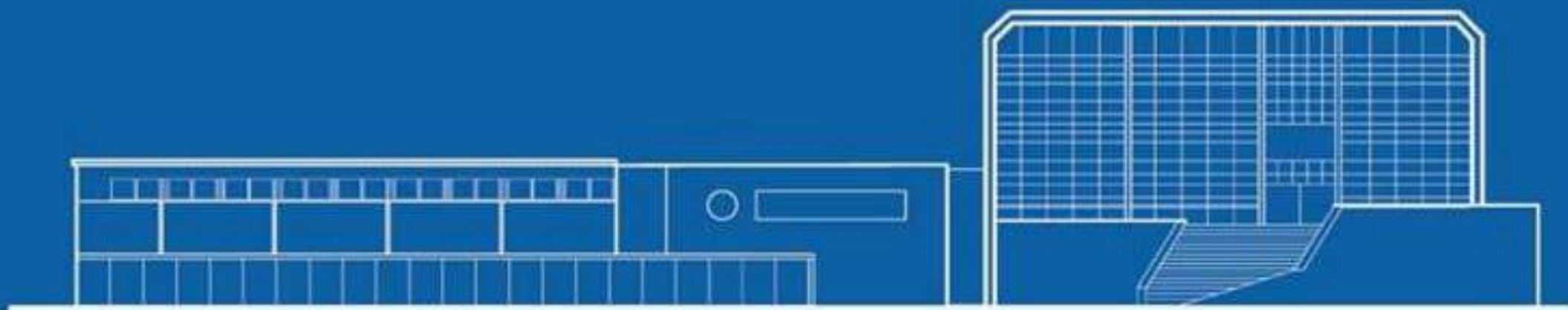
Achievement ● High Expectations ● Aspiration ● Community



## Principal Foreword

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Following the promotion of the current post holder, we are looking for an ambitious, experienced leader to fill the role Director of Inclusion. The vacancy offers great potential for career development and will involve strategic oversight of an excellent SEN team alongside the development of wider provision and planning of a new inclusion building. Our wider provision is part of an exciting project to further meet the needs of all members of our student body. This incorporates an 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 existing senior leaders or those with experience of SEN leadership who are looking to make their first step into a senior role.



## Academy Values

Our approach can be summed up in our school motto: "Together we succeed". This motto is underpinned by our four values:

**Achievement** – we believe that every student, regardless of background or personal circumstance can achieve.

**Aspiration** – we believe that strong achievement is grounded in the best teaching and learning experience which ensures that all students will aspire to be the best they can be. We are committed to continuing professional development so that all staff members are supported to be the best they can be.

**High Expectations** – we have high expectations of students, both in terms of achievement and behaviour.

**Community** – we create and support a sense of belonging so that all members of the school community feel valued and are kept safe.

At Derby Moor we take great pride in the facilities that we offer our students. Our school was re-built in 2013 and now 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 a forward thinking, experienced leader, offering a good track record of achieving improvement, who will help us move the academy forward on the next phase of our development.

**Scott Doyle, Principal**



## Inclusion at Derby Moor



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. Examples currently include: our Nurture provision to aid transition for SEND students into KS3; a discrete and specialist pathway for students who have complex cognition and communication needs known as *Innovation*; a separate provision for students with Social, Emotional and Mental Health Needs who are considered to be 'at risk' or vulnerable, *Thrive*. Both *Innovation* and *Thrive* provide a bespoke, highly personalised and differentiated curriculum that allows students to develop independence and prepare for adulthood and life beyond school whilst achieving meaningful outcomes.

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 shaping and developing this new provision as we aim to further support the needs of our community.







## Chief Executive

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Thank you for your interest in this leadership role with Spencer Academies Trust (SAT). SAT is an educational charity, Multi-Academy Trust and Sponsor of Academies. We have approaching 16000 children and young people in our academies and employ more than 2200 teachers, leaders and educational support professionals across the East Midlands. We aspire to be a leading regional high performing Trust, with a national reputation for excellence.

We currently have 14 primary academies, 8 secondary academies and one primary aged special school in our family of schools. Another primary school is on schedule to join us over the course of 20-21, as a sponsored academy, and we are opening two new free schools in September 2021, of which this academy is one. 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**

## The Trust

The Trust currently comprises the following Academies across Nottinghamshire, Nottingham City, Derbyshire, Derby City and Leicestershire local authorities:

School	Phase	Date joined Trust	Current Ofsted Grade
George Spencer Academy	S	1 September 2010	Outstanding, May 2015
Chetwynd Primary Academy	P	1 April 2012	Outstanding September 2020
Wyndham Primary Academy	P	1 September 2012	Outstanding, May 2014
Fairfield Primary Academy	P	1 September 2013	Good, July 2016
Portland Spencer Academy	P	1 February 2014	Good with Outstanding Leadership & Management, Personal Development, Behaviour & Welfare, January 2017
Glenbrook Primary School	P	1 April 2014	Good, February 2017
Sunnyside Spencer Academy	P	1 May 2014	Good with Outstanding Leadership and Management, July 2017
Heanor Gate Science College	S	1 September 2014	Good, March 2017

School	Phase	Date joined Trust	Current Ofsted Grade
Long Field Academy	S	1 April 2015	Good, February 2018
Inkersall	P	1 September 2015	Requires Improvement with Good for Leadership & Management and Early Years provision, May 2018
Derby Moor Community Academy	S	1 January 2018	Good, December 2017
John Port Spencer Academy	S	1 February 2018	No inspection since conversion
Rushcliffe Academy	S	1 October 2018	Outstanding, February 2014
Arnold Hill Academy	S	1 October 2018	No inspection since conversion
Farnborough Academy	S	1 October 2018	No inspection since conversion
Hilton Primary	P	1 October 2018	Good, January 2018
Ashwood Spencer Academy	P	1 November 2018	No inspection since conversion
The Mease Spencer Academy	P	Opened Sept 2019	Not yet subject to inspection

School	Phase	Date joined Trust	Current Ofsted Grade
Chellaston Fields Spencer Acad.	P	Opened Sept 2019	Not yet subject to inspection
St Giles Special School	Sp	1 November 2019	Outstanding
Rosecliffe Spencer Academy	P	Opened September 2020	Not yet subject to inspection
Highfields Spencer Academy	P	Opened September 2020	Not yet subject to inspection
Clover Leys Spencer Academy	P	Opening September 2021	Not opened yet
Castleward Spencer Academy	P	Opening September 2021	Not opened yet



# 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.

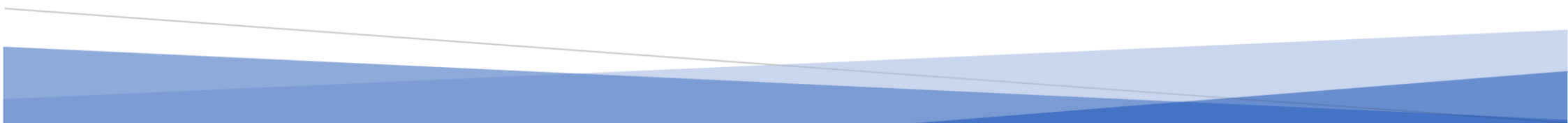
## We Believe:

- 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 Principal at Derby Moor Academy. For more information, please refer to our website and the Trust website at:

[www.derbymoor.derby.sch.uk](http://www.derbymoor.derby.sch.uk)

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

To apply, please complete the on-line 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, arrange a visit, further information and any questions please contact:

Mel Parker:

☎ 01332 722 706

✉ [info@derbymoor.derby.sch.uk](mailto:info@derbymoor.derby.sch.uk)

**Closing date for applications: Friday 9<sup>th</sup> April 12.00pm**

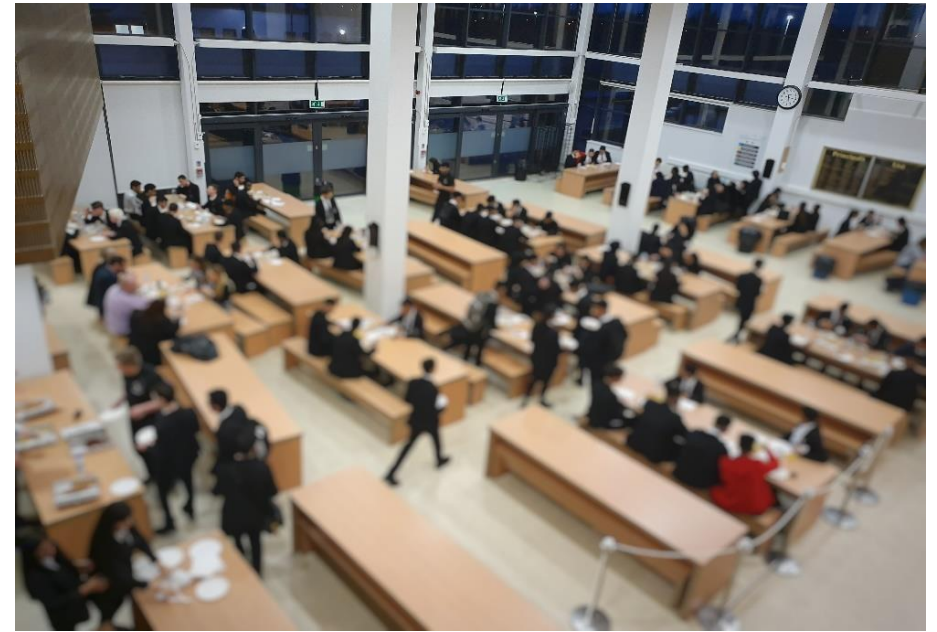
**Interviews: w/c 19<sup>th</sup> April 2021**

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	Competitive
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 2 safeguarding training (online) prior to taking up the post.

## Job Description

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Establishment:	Derby Moor Academy
Post Title:	Assistant Principal – Director of Inclusion at Derby Moor
Grade/Pay Range:	L11-15
Reporting to	Principal, Derby Moor Academy

## Main Duties and Responsibilities

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- To develop and maintain strategic oversight for the Inclusive Provision at Derby Moor, including the development of its aims, curriculum, staffing, policies and finances.
- To plan, lead, develop, evaluate and hold accountability for the inclusive work of the school in order to enhance the quality of teaching and learning and student's achievement across the school.
- To strategically lead alternative provision, tracking and evaluating provision for different groups of students within that provision.
- To promote and co-ordinate strategies to motivate staff and students in raising attainment and progress of students with individual needs. To stay abreast of current developments within teaching, learning and inclusive practice.
- To take delegated responsibility to support the Principal to lead and manage the direction of the school and designated Faculty Teams.
- To be the designated teacher for Looked After Children.
- To be the named SENCo for the school holding the national qualification or being willing to undertake this upon appointment.
- To lead the Assistant SENCos, SEN team, Inclusion Team and Counselling Provision colleagues.
- To lead collaboration and work with colleagues and other stakeholders including relevant professionals within and beyond the school.
- Safeguard all pupils and promote and maintain the safety and wellbeing of pupils and staff at all times as Deputy Designated Safeguarding Lead.
- To support the Principal and Senior Team in the strategic and operational leadership and management of the Academy, promoting its values and motto and acting as a visible ambassador for the Academy and Spencer Academies Trust.
- To take a key strategic role within the Senior Leadership Team to develop the ethos, vision, direction, plans, policies, procedures, self-evaluation and improvement of the school and inclusive provision.





## WORKING HOURS

The contracted working hours of a teacher do not apply to members on the Leadership Spine, a member of the Senior Leadership Team must work such reasonable additional hours as may be necessary to enable the effective discharge of their professional duties.

Members on the Leadership Spine do not operate on a time bound contract but the Principal has a duty to ensure a reasonable work life balance is maintained.

## LINE MANAGEMENT:

**Responsible to:** Vice Principal

## 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).

### **Adapt teaching to respond to the strengths and needs of all students**

- 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.

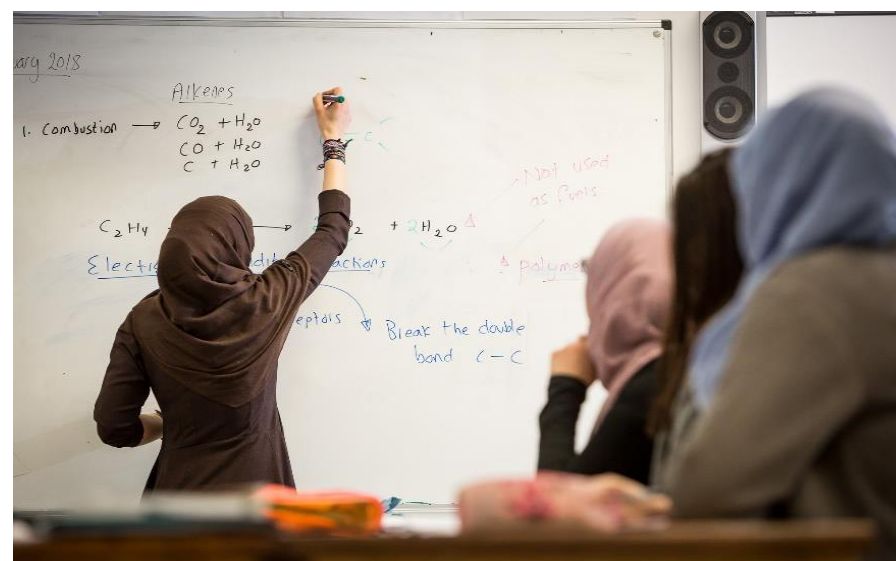
### **Manage behaviour effectively to ensure a good and safe learning environment**

- 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.

- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- 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 members of the Senior Leadership Team 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.

### 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: DIRECTOR OF INCLUSION

### 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 students progress
- To evaluate and use reports analysing examination performance (both internal and external) identifying areas for further action and support that is required
- To analyse school, local and national data and develop appropriate strategies and interventions
- To effectively deploy SEND and Inclusion staff to improve pupil progress and attainment
- Undertake staff appraisals as required
- To facilitate SEND and Inclusion meetings
- To keep up to date with national and local policies related to SEND and cascade information to colleagues
- To develop and 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 be the designated teacher for Looked after Children, maintaining an oversight of their provision and progress.
- To be the deputy designated safeguarding lead, promoting the welfare of children and to report any concerns in accordance with the College's safeguarding policies
- To attend relevant Trust, Local Authority, multi-agency meetings or Governor Meetings on request.

### Staffing and Resources

- To co-plan and work with teachers to develop skills in teaching, learning and assessment related to inclusive provision
- To coordinate exam provision for students with SEND in line with their requirements and working with the Exam's Officer
- To support the members of the curriculum team in maintaining high standards of delivery and discipline for students with SEND
- To develop the team of Classroom and Teaching Assistants and to offer support, training and guidance as necessary
- To manage and advise on the school budget and resources for SEND and inclusive provision
- To lead the recruitment of SEND and Inclusion personnel and to ensure the effective induction of new SEND and Inclusion staff in line with school new staff induction procedures.

**General:**

- To lead meetings and effect or respond to liaison with others.
- To lead on the management of the annual Appraisal of teaching and support staff within the school.
- To assist the Principal and Governors in the selection and appointment of staff.
- To lead and be accountable to the Principal for the spending of capitation allowances and the management of school resource.
- To take all reasonable steps to ensure that the environment of the school is maintained in good order, including fabric, furniture and equipment.
- To ensure that staff maintain a stimulating learning environment within the school.
- To ensure that the requirements of school policy in all matters are observed in the school's practice and procedures.
- To lead on the management of under-performing staff within the school.
- To lead and monitor the work of Associate Assistant Principals /Faculty Leaders/Year Managers/Support Team Leaders in directing their teams.
- 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 a Faculty or section of the school	•	
Whole school responsibility or significant contribution to whole school initiatives	•	
Experience of contributing to effective professional development of staff in-service training in leadership and management		•
Knowledge and Skills	E	D
A clear educational philosophy	•	
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	•	
Good understanding of effective guidance and pastoral systems	•	
Effective disciplinarian – commands respect e.g. assemblies	•	
Ability to support others with behaviour management strategies	•	
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 improving teacher performance	•	

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	•	
<b>Leadership</b>	<b>E</b>	<b>D</b>
Excellent leadership and management skills in line with the national standards, including interpersonal, communication, organisational, administrative and ICT skills	•	
Ability to lead, provide the big picture and whole school perspective and command respect	•	
Self-motivated and resilient	•	
Highly motivated and 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	•	
Developed skills in self-evaluation and the ability to apply the Ofsted Education Inspection Framework to improve performance	•	
Ability to be an ambassador for the Academy, present at conferences and provide support for other schools	•	
Innovative approaches to leadership, management, teaching and learning	•	
<b>Personal Qualities</b>	<b>E</b>	<b>D</b>
Commitment to the Spencer Academies Trust ethos and culture, getting things right first time and the pursuit of excellence	•	
Personal gravitas, presence and impact which inspires others	•	
Energy, enthusiasm and a positive can do approach	•	
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	•	

Ability to remain calm, focussed and effective under pressure and meet tight deadlines	•	
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	•	
Willingness to work with other schools as part of the Trust	•	
Commitment to the principles of Investors in People, Equality and Diversity	•	
Sense of humour, common sense and the ability to maintain a sense of perspective	•	
Potential for Headship	•	
Commitment to the highest standards of child protection and safeguarding	•	
Recognition of the importance of personal responsibility for health and safety	•	



**DERBY MOOR ACADEMY**

Derby Moor Academy  
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