



CAREER OPPORTUNITY

Vice Principal for Curriculum, Teaching and Learning

REQUIRED FOR JANUARY
2024 (OR SOONER)



Deadline for submission: Wednesday 18th October at 9am.

Interviews: Friday 20th October.

We will be holding tours of our school on Wednesday 11th October at 4pm. We can accommodate you at a different time if this is helpful.

To arrange a tour, or to discuss the role in more detail please contact:

Rachael.wilson@lct.education

or call: Tel: 01952 387010 Mobile: 07974877508

Please send completed application to:

Rachael.wilson@lct.education



Learning
Community Trust

SEVERNDALE ACADEMY

ALL THROUGH 2-19 SPECIALIST ACADEMY

Severndale Special School, part of Learning Community Trust, are seeking to recruit a resilient and committed expert to join our SLT as Vice Principal for Curriculum, Teaching and Learning.

- Are you an experienced senior leader with a commitment to supporting pupils and students with special needs?
- Are you ambitious and wanting to join a larger than average all through 2-19 specialist Academy, as our next Vice Principal?
- Do you have a track record of developing pedagogy into practice, leading the curriculum innovation across our Academy?
- Do you understand how to develop specialist curriculums to meet the diverse age and stages of pupils and students with SEND, covering the 2-19 age range and 19-25 specialist adult education?
- Do you understand how to develop specialist curriculums that meet the diverse range of Special Education Needs and Disabilities including communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical needs?
- Do you know how to monitor, evaluate, support and improve standards in teaching where a demonstrable impact on learning can be proven?
- Do you work with leaders and colleagues to build successful improvement strategies which pull together wider Academy improvement?
- Do you use research to inform Academy development strategy?
- Above all else, are you a really great teacher and leader who wants to support our Academy improvement journey, inspire and motivate our talented work force and be a key leader in our team?

If so, we want to hear from you!



As a key member of the SLT, you will be expected to:

- Be a skilled and experienced leader.
- Develop our pedagogical approach towards our curriculum, teaching and learning.
- Develop and embed our Pathways curriculum with us, designed around our 6 broad areas of learning.
- Ensure that our Pathway curriculum is ambitious and meets the unique needs of our pupils and students.
- Ensure that our Pathway curriculum prepares our pupils for adulthood, where that focus is at the heart of your work.
- Ensure that our pupils and students can work towards standardised, accredited or examined outcomes, with ambitious outcomes the goal teachers work towards.
- Work closely with other leaders in our team including the SENCO to ensure that the taught curriculum facilitates the delivery of short term EHCP targets within IEPs, linked to long term goals from the EHCP.
- Build your professional network locally, regionally and nationally of SEND curriculum experts, learning together and sharing best practice.
- Use strong links with other special, specialist and mainstream settings to quality assure the intent, implementation and impact measures within the curriculum.
- Measure the impact of the taught curriculum by designing and trialling quality assurance processes.
- Present quality assurance and impact measures within the SLT and to our wider staff and governor teams, teaching us about successes, areas to develop and highlighting our strengths and next steps.
- Talent spot, coach and succession plan our great teachers, preparing them for middle leadership and beyond through your work.
- Develop, deliver and evaluate the CPD programme for Severndale that grows our unique pathway offer, working with our SENCO to ensure that our CPD offer is sequential, pre-emptive and makes a demonstrable impact on the quality of teaching and learning.
- Link with organisations and charities that facilitate bespoke and expert training allied to unique need, e.g. Autism Education Trust, NASEN etc
- Work with leaders to reduce unnecessary workload, creating with us a culture of trust and transparency so that planning, preparation and assessment is modelled against a clear criteria of expectation that is fair, reasonable and useful for all staff
- Develop processes to ensure that planning is timely, multipurpose and prepared in a straightforward way that can be shared with our staff, families and pupils as appropriate.
- Develop our 'policy to procedure to practice' culture, so that our staff understand how to best educate the range of needs our pupils and students have.
- Promote at all times a culture of high ambition and aspiration around the specialist education at Severndale Academy.



Dear Colleague,

Thank you for your interest in the post of Deputy Principal at Severndale Academy, part of the Learning Community Trust. This is a new role representing a fantastic opportunity to make a real and demonstrable impact in a school on an improvement journey and provides an excellent, and also unique, preparation for future Headship.

Severndale is a special school like no other, comprising of over 430 students spread across 3 campuses and from ages 2-25. It spans the full needs range. The main campus in Shrewsbury houses the majority of students, with others co-located on mainstream provider sites.

What makes this role attractive? It's the chance to work in a MAT which places staff development at the heart of school improvement and support for its leaders. This means we can grow our people to be truly excellent and support them on their career pathways. As a sponsor Trust, we do take on schools experiencing challenges and our central team is set up to ensure we can rapidly improve schools for the benefit of the students and the whole community. With this in mind, each school is allocated a Director from the Education Team who works closely with the school and its SLT to help them in all aspects of their work, from coaching our best schools to be outstanding to supporting schools in difficult circumstances with hands-on work in the building. In our offices in Telford, we have conference facilities and a team working on our CPD offer to ensure we develop all our staff whatever the stage of their career. This means we can host bespoke training events and bring staff from across our schools together to network.

Our Director of Specialist Education, Alison Ashley, was an incredibly successful special school Headteacher and does a considerable amount of work beyond the Trust, campaigning for the needs of children in special schools and supporting school improvement through governance. The new Principal of Severndale Academy, Lucy Lee, who takes up post at Christmas, is a very experienced Headteacher in the specialist sector. She comes with an impressive and well-deserved track record. The school also has a stable SLT who are deeply committed to the school and have worked incredibly hard with the Trust staff to do the very best for Severndale children.

The central team knows Severndale very well and we're all passionate about ensuring its success. We're also equally passionate about making the Trust a great place to work for our staff, and part of that is growing leaders. I see this role as a great preparation for the right candidate to work with some highly experienced and respected colleagues to develop their portfolio of leadership skills and experience as a preparation for Headship. We are a growing Trust and have plenty of opportunities for development for our staff across our three special schools, and our eight (soon to be ten) mainstream primary and secondary schools.

You are very welcome to tour Severndale and meet the team there prior to application. And our fantastic children!

With very best wishes,

Jane Hughes


CEO of The Learning Community Trust



Visit Our Website:
learningcommunitytrust.co.uk

Our Mission

Our mission is simple: we are driven to be an outstanding MAT for our community, with a clear vision to provide the best possible education for all the children and young people in our Trust, helping them to be successful in all they do both now and in the future.



Overview of the Trust

We are proud that our MAT spans education from 2-year-olds in our nurseries through to 25-year-olds within our specialist settings. We are currently made up of 5 primary schools, 3 secondary schools and 3 specialist settings and we believe in providing education for the whole community in the areas where we operate. In line with our vision, we have established a great partnership with Telford College and work with them on post-16 transition and curriculum, ensuring our students have clear progression pathways.

Our schools are in close proximity to each other, allowing staff to move quickly between sites for collaboration. This also presents opportunities academically, sporting and within the arts for our students to work together. Our Trust offices are at the centre of this and have excellent facilities for our schools to hold CPD and networking events, with a dedicated conference room and breakout spaces.

We keep our aims at the forefront of all we do; they represent our values as well as our intentions:

- To focus on excellence by achieving the best possible educational outcomes for our children and students by engaging and inspiring them, building their resilience and preparing them for work and adult life.
- To drive a collaborative culture across our schools which drives and supports improvement and develops all our staff as leading professionals.
- To provide the highest levels of care and support for our children so they can succeed, including those that are the most disadvantaged, vulnerable or with special needs in our community.
- To ensure our schools are at the heart of the community they serve and are truly inclusive organisations with equality for all across our community.
- To engage positively with our families and wider community, building partnerships and programmes that develop opportunities beyond the school sector.

We have four strategic objectives which drive our work:

- Our learners are engaged and successful
- We have high quality staff across our Trust
- We have a culture of continuous improvement
- Our leadership and Governance is exemplary

The Trust currently has over 5000 students, over 1000 staff and we operate within a significant budget. There is a superb central executive team who support estates, HR, ICT, and deal with school finance on a day-to-day basis. Our priority is to support our schools through an outstanding school improvement offer. We have an Executive Director of Education, Directors of Primary, Secondary and Special, Assistant Director for Education, and the use of experts from within our Trust and beyond to work directly with our schools. Our Executive team is exactly that, a team that supports our schools to achieve the best and live by our vision.





Severndale Academy is a special school in Shropshire and is a key part of the Learning Community Trust (a multi academy trust working across Shropshire and Telford). Severndale is not only a school but also an environment that places our children at the heart of everything we do.

Our provision is split across three sites:

- Our main Monkmoor site,
- Severndale at Mary Webb': a specialist satellite provision working within the Mary Webb mainstream secondary school,
- Our 16-25 'Futures' provision based at Shrewsbury College.

We have a very clear vision for our school that drives us every day and in everything we do. We ensure that the needs of all our young people are 'truly met' so that all our pupils leave Severndale being as independent as they can be, being ready to access life beyond the school as safe, happy, confident young people.

We focus on developing our young people through quality interactions, building strong relationships and supporting positive communication, all within the vehicle of high-quality learning experiences in a dynamic, creative, enjoyable, and safe environment.

You will be joining a team of teachers and support staff who work closely and relentlessly to support our young people and their families with additional needs every minute of every day to ensure our children have the best of everything. Every member of staff is passionate about our children and have all developed the knowledge they need through high quality training we provide in school, through the Trust and through leading external experts. This training enables staff with no experience to feel confident in all aspects of their role and our most experienced to become true experts in their field.



JOB DESCRIPTION

Vice Principal for Curriculum, Teaching and Learning (With Shared Deputy DSL Responsibility)

Severndale Academy
Monkmoor Campus, Woodcote Way, Shrewsbury, SY2 5SH
Required from January 2024 (or sooner)
L21-25

Purpose of the Post:

The purpose of this post is to work at a strategic level as a member of the Senior Leadership Team and promote the vision of the Academy through an inclusive culture. The successful candidate will be self-motivated and strive to inspire and achieve the very best outcomes.

Reporting to:

Line Manager: Principal

Personal Skills Required:

- Ø High standard of integrity and ethical behaviour
- Ø Communicate candidly; engage in discussions with an open and direct manner
- Ø Be respectful and mindful of the ways of working within the team
- Ø Demonstrate emotional intelligence
- Ø Self-aware of overall behaviour and how this impacts performance of others
- Ø Share appropriate information with colleagues through real time methods of communication and respect the confidentiality of the information shared
- Ø Seek support and guidance when required, liaising regularly and effectively with the team

Duties and Responsibilities will include:

To work as part of the Senior Leadership Team to lead and manage the Academy across our 3 sites. The primary purpose of the role is as follows:

- Ø To work as a member of our Deputy Designated Safeguarding Lead team for the Academy across our 3 sites.
- Ø Be a skilled and experienced leader.
- Ø Develop our pedagogical approach towards our curriculum, teaching and learning.
- Ø Develop and embed our Pathways curriculum with us, designed around our 6 broad areas of learning.
- Ø Ensure that our Pathway curriculum is ambitious and meets the unique needs of our pupils and students.
- Ø Ensure that our Pathway curriculum prepares our pupils for adulthood, where that focus is at the heart of your work.
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- Develop processes to ensure that planning is timely, multipurpose and prepared in a straightforward way that can be shared with our staff, families and pupils as appropriate.
- Develop our 'policy to procedure to practice' culture, so that our staff understand how to best educate the range of needs our pupils and students have.
- Promote at all times a culture of high ambition and aspiration around the specialist education at Severndale Education.

Staff Management:

- Lead the Middle Leaders who take responsibility for areas of our Pathways curriculum
- Lead Middle Leaders who have subject specific areas of responsibility allied to our curriculum
- Lead our Exams Officer
- Monitor, assess, and develop the roles of all staff in the Academy across our 3 sites, allied to the curriculum, teaching and learning strategies that you develop
- Update teachers of changes to school policy
- Ensure that staff are able to teach effectively through the delivery of comprehensive delivery of long, medium and short term plans, which you monitor and evaluate accordingly.
- Ensure that staff are teaching holistically, implementing IEP targets developed from EHCPs, by working in collaboration with the SENCO.
- Be involved in decision making and policy development across the Academy
- Support the professional development of teachers and support staff

Student Progress:

- Contribute to pupil and student review processes and procedures, where the focus of curriculum relevance, curriculum challenge or curriculum modification is appropriate
- Monitor the progress of the impact of the curriculum by working with the progress and outcomes lead, the SENCO, teachers, families and our pupils and students
- Co-ordinate regular reports for key stake holders in your areas of responsibility
- Take part in and help organise parents' evenings and wider events, promoting the curriculum innovations across the 3 sites of our Academy
- Liaise with other schools and Academies, including across our Trust, to ensure best pedagogy, , research and practice reviews continue to improve our curriculum offer.

Student Behaviour:

- Liaise with our behaviour lead to ensure our curriculum can motivate, challenge and inspire our pupils who need individual support plans.
- Use our data tracking systems to look for patterns and trends in behaviour allied to our curriculum offer, modifying the curriculum, supporting teachers and teaching, and wider staff as appropriate, so that you are confident that our curriculum is challenging, engaging and reduces barriers to learning.

Personal and Professional Conduct

- Teachers are to follow the expected Teacher Standards.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to teacher's in professional position
 - having regard for the need to safeguard pupils' 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 way which exploit pupils' 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.

Conditions of Service:

To provide for the education and welfare of a designated class/group of pupils in accordance with the requirements of the Conditions of Employment.

Having due regard to the requirements of the National Curriculum, the schools aims and objectives, schemes of work, and to adhere to the policies and procedures adopted by the Trustees of the academy.

The above job description does not define in detail all of the duties and responsibilities of the post in question. It may be necessary to re-evaluate areas of responsibility. After due consideration and discussion areas may be amended in consultation with the Principal.

The Learning Community Trust is committed to safeguarding and promoting the welfare of Children and young people. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process. We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.

For more information regarding our schools commitment to safeguarding, please see our website for our school policies - <https://severndaleacademy.co.uk/our-school/policies/>

PERSON SPECIFICATION – Vice Principal for Curriculum, Teaching and Learning

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW ASSESSED
Qualifications	<p>Qualified Teacher Status. Evidence of further, relevant training.</p>	<p>Evidence of higher-level study/qualification in SEND such as NPQML / SL</p>	A, I
Work experience and desired vocational training	<p>SEND experience – particularly in SLD and complex needs. Experience of leadership within an educational setting. Ability to lead training.</p>	<p>Breadth of SEND experience from mainstream – à special school – à alternative setting.</p>	A, I, P
Specialist knowledge	<p>Recent experience of strategically and operationally managing curriculum development. Deep understanding of specialist curriculums allied to SEND Understanding and experience of leading curriculums towards standardised outcomes including qualifications and exam requirements for specialist programmes of study Ability to effectively communicate with a wide range of professionals and in a wide range of contexts. Awareness of current practice in relation to SEND. Willing to undertake DSL training.</p>	<p>Qualification in a specific area of SEND Understanding of a communication and sensory curriculum approach Understanding of how to teach pupils and students with ASC, MLD, SEMH, PMLD across multi age phases. Experience of leading curriculum across a specialist setting Experience of developing curriculum for pupils and students and 2-19 Understanding and experience of developing curriculum for students with complex needs aged between 19-25</p>	A, I
Job related personal skills	<p>Ability to work effectively on own initiative as well as part of a team. Excellent communication skills Tenacity, flexibility and the ability to work with competing demands. Lead a team effectively. Reflect on own practice. Reliability.</p>		A, I, R

Benefits of the Post:

Severndale values the importance of all staff having outstanding training. As a result, our Continual Personal Development programme is robust, providing both internal and external courses not only for current roles, but also to provide a platform for future roles within the academy.

The leadership of the school fully understands the demands placed on staff. As a result, we offer flexible working contracts to support our staff and their needs

One of the key benefits to working with us is the Local authority pension scheme

The Academy is proud of how it supports the physical and mental health of our staff. We work in partnership with the School Advisory Service (SAS – employee assistance program).

The free benefits of this relationship include:

- a. Physiotherapy
- b. Counselling & Mindfulness
- c. Weight Management
- d. Nurse Support Service
- e. Menopause Support
- f. Whole School & Leadership Support
- g. GP Phone & Video Consultations
- h. Cancer & Chronic Illness Support
- i. Private Medical Operations
- j. Staff Wellbeing Clinics

□ We are conscious that the Academy needs to support employees with the cost of living crisis and one of the ways we do this is by offering every employee the ‘Bike to work scheme’.

□ Where required we link with NHS and private companies to offer Occupational Health referrals that support you as an employee within the workplace

□ We are fortunate to be able to offer free staff car parking



How to apply:

Deadline for submission: Wednesday 18th October at 9am.

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