



Transforming Lives
EDUCATIONAL TRUST

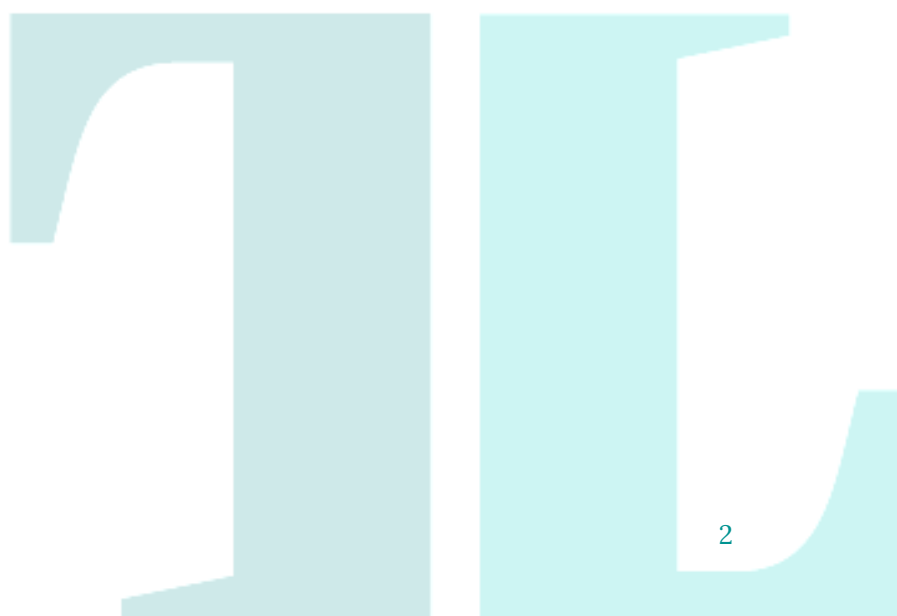
**Associate Assistant Principal:
Inclusion (SENDCo)**

L7-10

Recruitment Pack January 2024

Contents

Section	Page
About Transforming Lives Educational Trust	3
The TLET Way	3
Why work for TLET?	5
About the role	6
How to visit and apply	7
Job Description	8
Person Specification	10



At Transforming Lives Educational Trust, we want to change the future

Our academies are places where staff thrive and children flourish, equipped for a world of possibilities, and ready to make a difference to others.

We believe that nothing compares to the transformative power of learning and its singular ability to broaden horizons, deepen perspectives, and extend potential. We know that the very best schooling unlocks the doors of the future, and that all children deserve the best daily deal, every day.

We believe in the dedication and talent of our staff, who deliver greatness in every corner of our Trust. This inspires us to make sure we take the very best care of them, as well as the children and young people in our academies.

Our family of primary and secondary academies work together to provide the best start for our children and young people, and our Trust is the natural home for forward-thinking and innovative practice, led by dedicated and talented staff.

As a successful and growing family of academies, we have developed the size and scope to be far more than the sum of our parts.

The TLET Way

OUR AMBITIONS -

As a Trust family, our shared ambitions drive everything we do, we call this ‘The TLET Way’.

Through the transformative values of courage, kindness and loyalty, together we:



NURTURE POTENTIAL

We flourish in the places we create together.



INSPIRE COMMUNITY

We champion each other to make a difference.



DELIVER EXCELLENCE

We strive to achieve our best.

Our Academies



Our Team

Without exception, everyone is deeply committed to the very highest outcomes, regardless of their role, recognising the strength of collective contribution and effort.

Leaders

Academy leaders, driven by exceptional Principals, focus relentlessly on pupils and their outcomes, with everything else as peripheral. They are restless in their leadership, seeking ever better ways to improve in a culture of success. They do what it takes to make the difference.

Central Team leaders, motivated by an inspiring Executive, lead high performing teams who add value to our academies by providing the environment in which others thrive. They unburden academy leaders, enabling them to keep the main thing, the main thing - pupil outcomes.

Governance, for our academies and for the Trust, is robust, rigorous and proportionate, providing professional support and challenge so that leaders strive to the limit of what is possible with a sharp focus on outcomes and excellence.

Our leaders never allow the urgent to distract them from the important, navigating a clear route to long-term success.

Teachers

Our teachers are highly effective in the classroom, both in the uncompromising quality of their teaching and in the perceptive and individualised attention they give to pupils. They are passionate about the subjects they teach and dedicated to the children in their care. Our teachers are carefully recruited and expertly supported to make sure they, like our pupils, are always at the top of their game.

Support Staff

Our support staff are the backbone of our organisation and are specialists in their areas of responsibility. Like our teachers, they are well-trained and highly effective at ensuring the smooth operation of our Trust day in, day out.

Why Work for TLET

At TLET, we want to be an employer of choice for our employees.

We believe that the children and young people in our care deserve the very best staff who are highly effective at what they do. We want our employees to take great pride and satisfaction in their work. This means that one of our fundamental priorities is to ensure that all of our employees feel valued, knowing that the role they fulfil is vital to transforming the life chances of others. Put simply, we are loyal to our employees and receive their loyalty in return.

Comprehensive Induction

When joining TLET, you will have access to a detailed induction programme which is designed to ensure you feel confident in your new role from your first day with us. This is led by our HR team in partnership with your line manager and focuses on our culture, safeguarding, site orientation, key people and TLET expectations, among other things. We know the importance of a great start for our children and young people when they join one of our academies, so we place just as much importance on the way new employees transition into TLET.

Tailored Training

We believe in giving our children and young people the best daily deal. To this end, all of our employees have access to individualised performance development programmes and tailored training to ensure we are all restless in our pursuit of excellence. We work with the respected training providers such as ECM Consultants, Challenge Partners and our own TLET Education Improvement Service, harnessing a blended training platform of virtual and face-to-face sessions.

Tending the Team

At TLET, we recognise that working in schools is extremely rewarding, but we haven't lost sight of the fact that it is often challenging and burdensome. All our employees have access to our TLET wellbeing offer to promote your mental and emotional wellness. This centres around a suite of staff provision such as bitesize online wellbeing training to help maintain work-life balance, free access to professional counselling and even shopping vouchers! In short, we take care to care.

TLET Central Team

As an employee at TLET, you will benefit from our extensive and expert Central Team who are based in Rugby making them highly accessible and responsive. The Central Team delivers leadership, finance, estates, business operations, HR and IT expertise to our academies with the intention of making it easier for others to do their job. Our Central Team works in partnership with our academy leaders to ensure that support is tailored to the needs of each academy.

Furthermore, we follow the School Teachers' Pay and Conditions Document, the National Joint Council guidelines and recognise continuity of service for all employees joining TLET to ensure that our employees are looked after well compared with others in different settings.

About the Role

Thank you for your interest in the position of *Associate Assistant Principal: Inclusion (SENDCo)* at Houlton School. We were delighted to receive the support of our wider Trust in establishing our SEND provision at Houlton during our opening three years; the current post-holder is now moving into a different role, so we are looking to secure an experienced colleague to join us in the next phase of our Inclusion team's evolution in this exciting newly created and substantive post; this new role coincides with us welcoming our fourth new cohort of 180 pupils and launching Key Stage 4.

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all of your questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident to proceed with your application as we aim to make the very best appointment possible.

So, who are we looking for?

Houlton School has an exciting opportunity for a dynamic Associate Assistant Principal to join our successful academy in this new role. You will work closely with the Vice Principal, and will lead the Inclusion team, which consists of an Associate SENDCo (support staff member) and our dedicated team of Teaching Assistants. You will support the SLT in delivering education in engaging and inspiring ways, ensuring appropriate adaptation where required. You will be an excellent teacher and leader who has the ability to inspire, motivate, challenge and support pupils to ensure that they make excellent progress.

We welcome applications from colleagues looking for their next challenge in an exciting and innovative setting. It is very important to us at Houlton School that all of our teachers feel valued, listened to and mentored well so that they have opportunities to develop. The successful candidate will further build on our academy's quickly established reputation locally as an inclusive academy with the highest standards and expectations.

This post is not suitable for Early Career Teachers (ECTs).

The successful candidate will be:

- a motivated individual with excellent leadership skills;
- committed to supporting pupils to succeed; and
- able to lead to a successful team.

Overview of responsibilities

- To work with the Vice Principal to develop and lead the strategic direction of the Inclusion strategy.
- To lead and develop inclusion analysis and interventions to ensure that pupil progress for SEND pupils is World Class.
- To lead the Associate SENDCo and Teaching Assistant team in ensuring that inclusion strategies are embedded throughout the academy.
- To work with parents/carers to understand our pupils' needs.
- To take advantage of a significantly reduced teaching timetable in order to spend a substantial amount of time on supporting some of our most vulnerable pupils' educational provision.
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required by academy and curriculum team policy.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.

- To ensure that Literacy is reflected in the teaching/learning experience of pupils.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for pupils which meets internal and external quality standards.
- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the syllabus.
- To maintain discipline in accordance with the academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of pupils as requested by external examination bodies, curriculum team and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required in line with both the academy's feedback policy and the policy of any curriculum team the post holder is working within.

Overview of required skills and experience

We are looking to recruit a dynamic Associate Assistant Principal with a real passion for working with pupils. You will need to have excellent communication skills, organisation and time management skills with an outstanding ability to form positive relationships with young people.

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at TLET. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application.

How to Visit & Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website: www.tlet.org.uk

Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
C / O Houlton School
Signal Drive
Houlton
Rugby
Warwickshire
CV23 1ED

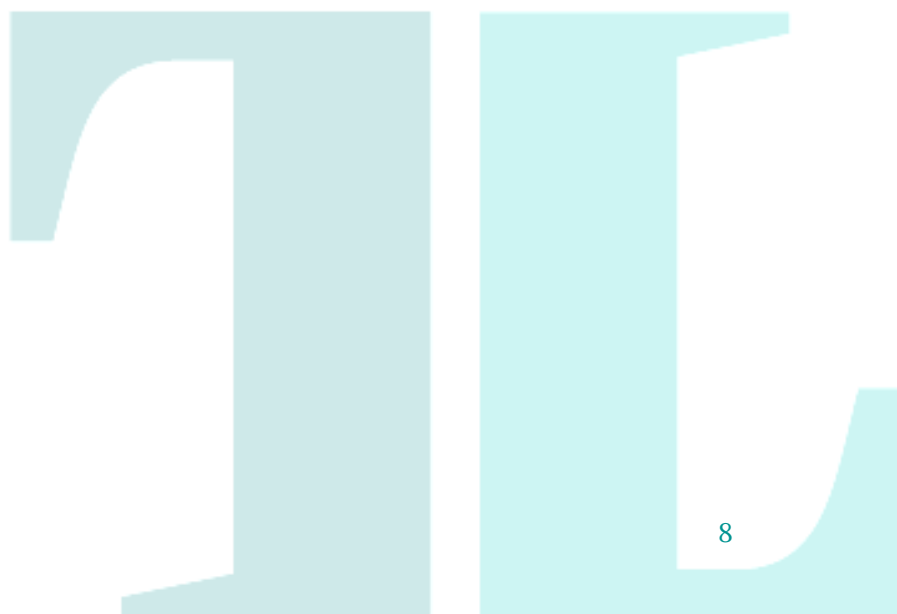
If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu - 01788 593900.

If you decide to apply you should include a supporting statement with your application form (either in the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline*	
12/1/24	Position advertised
29/1/24	Closing date for applications (9am)
w/b 29/1/24	Final shortlisting and contact with candidates References will be requested at this stage
TBC	Final Panel Process

**Timeline may be subject to change*



Job Description

Location:	Houlton School
Job Title:	Associate Assistant Principal: Inclusion (SENDCo)
Salary:	L7-10
Contract:	Full Time Permanent
Start Date	Autumn Term - 1 September 2024
Responsible to:	Vice Principal
Key Relationships:	All staff, pupils and families who are part of the Houlton Family, and external stakeholders. Local Authority Children’s Services. Educational Psychology Service and CAMHS.
Job Purpose:	<ul style="list-style-type: none"> • To lead the Inclusion Faculty, including the non-teaching Associate SENDCo • Oversight of the Teaching Assistant team • Ensure that practice at Houlton School is World Class in terms of inclusion for all pupils, parents and stakeholders • Be the designated SENCo for the academy (you must hold either the NASENCo or NPQ SENCo qualification, or be committed to achieving this within three years of your appointment to the academy) • Support and liaise with parents/carers of pupils with SEND <p>To share and support the Academy’s responsibility to provide and monitor opportunities for personal and academic growth.</p>

MAIN ROLE AND RESPONSIBILITIES:



Leadership

- Be the academy's expert in terms of the SEND Code of Practice, ensuring compliance and promoting its intentions and direction at all levels.
- Supporting the identification of children with special educational needs and disabilities.
- Co-ordinating provision for children with SEND.
- Liaising with parents of children with SEND and managing parents' expectations about SEND provision within a mainstream school setting as well as supporting them with access to more specialist provision where relevant.
- Liaising with other providers, outside agencies, educational psychologists and external agencies.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Manage the effectiveness of provisions for pupils with SEND development needs.
- Be central to the development of the Inclusion faculty, its vision and goals.
- Work closely with leaders and staff within the Inclusion faculty, maintaining a team that supports teachers in removing pupils' potential barriers to learning.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- Have knowledge and understanding of the academy's vision, aims, priorities, targets and action plans.
- Analyse and interpret relevant national, local and academy data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Write an annual faculty development plan and self-evaluation plan that are informed by data analysis and the Academy Development Plan.
- Be responsible for the development and coordination of whole-academy strategies to lead Inclusion.
- Support the overall ethos of the academy as a child-centred, well-ordered community.

Learning and Teaching

- To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required by academy and curriculum team policy.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- To ensure that Literacy, Numeracy and ICT are reflected in the teaching/learning experience of pupils.

- To ensure a high-quality learning experience for pupils which meets internal and external quality standards.
- To prepare and update subject materials and schemes of learning.
- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the syllabus.
- To maintain discipline in accordance with the academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of pupils as requested by external examination bodies, curriculum team and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required in line with both the academy's feedback policy and the policy of any curriculum team the post holder is working within.

Operational and Strategic Planning

- To support the SLT with the strategic direction of the academy according to the Trust's Inclusion Policy and the academy's SEND Information Report, for which you will be responsible.
- To take strategic leadership of the Inclusion Team.
- To work closely with senior leaders on catch-up programmes where pupils are below age-expected academic levels, especially where there is identified SEND.
- To plan, prepare and deliver lessons, and to assess responsively, so that pupils in your classes make appropriate progress in line with academy targets.

Curriculum Provision and Development

- To work with the relevant AP, middle leaders and all colleagues to ensure that the teaching provides a range of responsive teaching strategies that complement the academy's strategic objectives, particularly ensuring that practice is inclusive for all pupils, including appropriate adaptations for those with SEND where needed.
- To promote inclusive practice across the academy and conduct quality assurance work alongside the SLT, ELT and middle leaders to ensure this is consistent and high quality.

Management Information

- To continue to develop and have oversight of effective monitoring, tracking and intervention strategies that ensure Inclusion at the academy is World Class.

- To respond in a timely manner to all statutory consultations in relation to pupils' provision, chair EHCP review meetings and liaise with LA colleagues to ensure appropriate provision for pupils within a mainstream setting, and that, where possible, pupils are supported to access Houlton School's mainstream provision in accordance with the SEND Code of Practice.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of pupils.
- To track pupil progress and use information to inform teaching and learning.
- To ensure staff are using appropriate intervention strategies and maintain momentum in effective systems such as Weekly SEND bulletins, SEND Newsletters, Coffee Mornings, Progression Maps, Pupil Passports/Plans, EHCPs, etc.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review days and liaison events with partner schools.
- To support the development of effective subject links with external agencies.
- To promote a positive image of Houlton School through dealings with outside bodies.

Management of Resources

- Financial planning for appropriate support in line with pupils' personal budgets and EHCPs where relevant
- To support with the process of the ordering and allocation of equipment and materials and to manage appropriate budgets effectively.
- To work the Vice Principal with the identification of resource needs and to contribute to the efficient/effective use of physical and human resources, including working with the Trust CFO to ensure funding is received where EHCPs require specific, individual support.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, curriculum team and pupils.

Pupil Achievement

- To make use of data to set appropriate targets and to track and monitor the progress of pupils within the academy, especially those with SEND.
- To take strategic leadership of the academy's approach to Inclusion.
- To meet statutory requirements for assessment and support the Examinations Officer with ensuring pupils are provided with access arrangements where required.
- To prepare pupils for national assessment at the end of Key Stage 3 and 4.

- To promote cocurricular activities beyond the taught day which give pupils the opportunity to take responsibility and to extend their learning.

Staff, Performance Management and Professional Development

- We are committed to ongoing CPD and offer a variety of formal and informal support to all staff no matter what their role.
- To line manage the Associate SENDCo and support them with the line management of the wider Inclusion team (Teaching Assistants).

Premises and Administration

- To ensure that the team's learning environment is safe, well maintained and attractive and in keeping with the academy Health and Safety policy, reporting any concerns directly to the Senior Site Services Officer.

Other Specific Duties

- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- To promote actively the academy's corporate policies.
- To continue personal development as agreed.
- To comply with the academy's Health and Safety Policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. As with all leadership scale posts, the specific duties and area of strategic responsibility for an Associate Assistant Principal may change in response to the academy's needs at any time.

Post-holders will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Post-holders are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by leadership to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Safeguarding

To be aware that all staff are responsible for the safeguarding and promotion of the welfare of children. The post holder will be trained as an ADSL.



Person Specification

Job Title:	Associate Assistant Principal: Inclusion (SENDCo)
Reports to:	Vice Principal

The post-holder will have shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications / Training	<p>Qualified Teacher Status (QTS)</p> <p>Graduate</p> <p>Commitment to achieve the NASENCo or NPQ SENCo qualification within three years of appointment if not already achieved</p>	<p>Further related training or qualifications, e.g. NPQ or SSAT middle/senior leadership programmes</p> <p>SEND-specific training or qualifications</p> <p>NASENCo</p> <p>Experience of multi-agency working</p>
Experience	<p>Teaching to KS3/4</p> <p>Significant teaching experience and demonstrable experience of building relationships with young people, particularly vulnerable young people</p>	<p>Ability to teach KS5 in subject specialism</p> <p>Middle or senior leadership position of responsibility</p> <p>Experience of leading a team</p> <p>Experience of multi-agency working</p>
Knowledge / Skills (Ability to)	<p>Ability to develop strategies inclusion and be aware of the latest research and statutory requirements in terms of SEND best practice</p> <p>Ability to build strong relationships with pupils, staff and parents, especially vulnerable pupils; understanding young people's emotional and special educational needs/disabilities</p>	<p>Knowledge of responsive and adaptive teaching and waves of intervention/quality first teaching approach to inclusion</p>

	<p>Excellent numeracy and literacy skills</p> <p>Effective verbal and written communication skills</p> <p>A good working knowledge of computer software packages including Microsoft Word, Excel and Outlook</p> <p>Good time management skills</p> <p>Ability to handle sensitive and confidential information and issues appropriately.</p> <p>Ability to work independently and as part of a team</p> <p>Ability to take responsibility and work with autonomy within set boundaries</p> <p>To establish good working relationships at all levels – pupils, teachers, senior management, board of trustees etc</p> <p>Ability to self-evaluate learning needs and actively seek CPD</p> <p>Able to monitor and evaluate teaching, learning and academy policy.</p> <p>Able to identify the necessary resources which ensure high quality teaching and learning.</p> <p>Able to assess the needs of individuals to inform the targeting of individual needs.</p> <p>Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.</p>	
--	--	--

<p>Personal Qualities</p>	<p>Calm</p> <p>Confident</p> <p>Flexible</p> <p>Reliable</p> <p>Professional and confident</p> <p>Commitment to providing quality co-curricular opportunities for pupils</p> <p>Leads by example and is a role model in day to day professional behaviours</p>	
<p>Equality</p>	<p>Sound understanding of British Values and the local demographic/context</p> <p>An understanding of the particular barriers pupils with SEND may face and the law in relation to equality and diversity for pupils with SEN and/or Disabilities</p>	
<p>Specialist Knowledge</p>	<p>An understanding of Trauma-informed approaches</p>	<p>Experience of working closely with SEND in a leadership role</p>

All posts within TLET are subject to pre-employment and vetting checks, including reference checking and enhanced disclosure checks with the Disclosure and Barring Service (DBS).

