



Transforming Lives

EDUCATIONAL TRUST

Houlton School
Associate SENDCo

Recruitment Pack August 2023

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About Transforming Lives Educational Trust

Our History

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust is set to grow over the coming years and currently comprises of two secondary-phase academies, Ashlawn School and Houlton School, and two primary-phase academies, Henry Hinde Infant School and Henry Hinde Junior School. Currently we are responsible for approximately 2400 children and young people and, along with the Trust's Central team, 350 employees and £13m of public money annually.

Our Vision

We believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential.

Our family of academies will be recognised as the most forward-thinking and innovative organisations within the communities they serve, providing a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

Our Strapline

Transforming tomorrow, today.

Our Standards

One team, one goal

- ◆ We are totally united and committed to improve life chances.

Best daily deal, everyday

- ◆ We have the highest expectations for all, in all, from all, always.

No excuses

- ◆ We see it, own it, sort it.

Community First

- ◆ If it's important to you, it's important to us – we care.

Our Values

Tend the team – *listening to, sharing with, and learning from others so that we nurture the potential of all (loyalty)*

Reach for excellence – *only comparing ourselves to the best – seeking to match and then surpass it (excellence)*

Utalise innovation – *seeking forefront thinking and creativity, and leading the change (courage)*

Seize success – *holding onto our vision and building on our achievements (tenacity)*

Thank as you go – *recognising the contribution of others to the Trust's successes (kindness)*

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.

Our Aims

1. Our children achieve more, and make better progress, by attending a TLET academy than would otherwise be expected.
2. Others hold our academies, and the Trust, in the highest regard.
3. Our accommodation and premises are safe, well maintained and with facilities that are constantly improving.
4. Infrastructure and management systems are effective and cohesive, underpinned by sound financial management.
5. Our Trust operates at least seven academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phased academies.
6. The welfare of our children and staff is promoted effectively in a safe environment where they are protected from harm.

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 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 recognize 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 deliver leadership, finance, estates, business operations, SEND, HR and IT expertise to our academies with the intention of making it easier for others to do their job. Our Central Team work 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 recognize 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 SENDCo at Houlton School. 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 initial 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 to join our successful school. You will join a passionate team of teachers and associate staff who are committed to providing a World Class experience for all our pupils. You will be an excellent practitioner who has the ability to inspire, motivate, challenge and support pupils. It is very important to us at Houlton School that all of our staff feel valued, listened to and mentored well so that they have opportunities to develop.

Who should apply?

We would welcome applications from all suitable qualified professionals who have a passion for working 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 Houlton School. 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

Recruitment Timeline*	
25/08/23	Position advertised
11/09/23	Closing date for applications (9am)
12/08/23	Final Shortlisting and contact with candidates References will be requested at this stage
TBC	Final Panel Process



Job Description

Location:	Houlton School
Job Title:	Associate SENDCo
Salary:	NJC17 £26,845.00 – NJC22 £29,439.00 FTE Actual Salary: £22,776.19 – £24,977.03
Contract:	Permanent Full-Time Monday to Friday 8:00 – 16:00 Term Time plus 5 days Support Staff terms and conditions
Start date:	As soon as possible
Responsible to:	Head of Faculty: Inclusion
Key relationships:	All staff, pupils and families who are part of the Houlton Family
Job purpose:	<ul style="list-style-type: none"> • To support the Head of Faculty: Inclusion in establishing a positive learning culture for all pupils with additional needs. • To lead and manage the deployment of TA's and deputise for the Head of Faculty: Inclusion as required. • To assume responsibility for a caseload of SEND support pupils conducting meetings with families and external agencies as required. • To manage and maintain Provision Maps for pupils with SEND, developing tracking systems and analysis for learners with EHCP's / SEND. • To support the embedding of the core values of Houlton School. • To support the welfare of pupils with SEND and to work with families to ensure all pupils make excellent progress.

MAIN ROLE AND RESPONSIBILITIES:

- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To collaborate with teaching staff and liaise with parents as appropriate.
- To be on call when needed to support children with social, emotional and behavioural difficulties.
- To work with the Pupil Experience Team to support welfare issues of SEND pupils and liaise with external agencies where appropriate.
- To help remove welfare barriers to learning, enabling pupils to make at least expected progress.
- To deal with issues in a positive manner, communicating actions to staff and parents as appropriate.
- To provide pupils with the guidance, support, challenge and resources required to sustain motivation and improve attainment.

- To support TA's to ensure that they are present in lessons as specified on their timetables.
- To work collaboratively with Heads of Faculty to ensure the implementation of intervention strategies and support the Head of Faculty for Inclusion in the QA of these strategies.
- To plan and deliver interventions in groups and on a one-to-one basis with pupils as part of the intervention strategy.
- To develop curriculum resources in collaboration with the Head of Faculty: Inclusion and relevant class teachers to ensure that pupils with SEND can access a full and well-rounded curriculum and have the required level of support.
- To plan and deliver sessions that support emotional well-being.
- To provide in class support and work with individuals where required.
- To support the Head of Faculty: Inclusion to carry out in depth testing of pupils to better understand their learning, communication or SEMH needs. Use the information gathered from the testing to inform classroom strategies and additional interventions.
- To actively use SIMS, CPOMS and Edulink to ensure that incidents and actions are meticulously logged.
- To liaise with outside agencies and attend meetings as appropriate.
- To attend meetings and reviews as necessary, contacting parents as required.
- To build relationships with parents and resolve issues, liaising with external agencies as directed.
- To complete any necessary paperwork or referrals as directed by the Head of Faculty.
- To be alert to safeguarding issues, log and pass on concerns as appropriate, deal confidentially and sensitively with parents and students undergoing difficulties.
- To collate accounts and collation of information in response to incidents of challenging behaviour.
- To form positive relationships with children and their families.
- To provide a link between the school and external agencies.
- To supervise and monitor peer mentoring schemes as required.
- Develop links to ensure and enhance the understanding of the school amongst new and existing parents/carers.
- Supervise detentions as required.
- Respect confidentiality at all times.
- To understand and apply school policies in relation to health, safety welfare and Child Protection.
- Ensure that all duties and services provided are in accordance with School's Equal Opportunities Policy.
- To enforce expectations with regard to uniform, attendance, punctuality and respectful behaviour

Management Information

- To line manage the TA team.
- 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 the Head of Faculty: Inclusion as required.

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 contribute to 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

- To contribute to the process of the ordering and allocation of equipment and materials.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, team and the pupils.

Pupil Support

- To make use of data to support pupils who require additional support.
- To have oversight of the needs of pupils with SEND and support colleagues as appropriate to ensure they are making World Class progress.
- To promote co-curriculum 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.

Premises and Administration

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

Other Specific Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school'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.

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 school 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 and to take on the role of ADSL.



Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential: - without which prospective candidates are likely to be rejected.

Desirable: - useful discriminators for long-listing good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria .		
Attributes	Essential	Desirable
Experience	<p>Demonstrable enthusiasm for working with young people.</p> <p>Demonstrable experience of strong communication skills and of managing difficult situations.</p> <p>Experience / confidence to lead.</p> <p>Experience working with external agencies and or families.</p> <p>Experience in SEND.</p> <p>Experience of line managing a team.</p>	<p>Experience in a secondary school setting.</p> <p>Experience of working with <i>children</i> with SEND.</p> <p>Experience or training in SEND.</p>
Qualifications	<p>Minimum requirement of GCSE or equivalent in English and Maths.</p> <p>Experience of, or prepared to take on additional responsibilities and/or training whilst we establish our school.</p>	<p>A Level or equivalent.</p> <p>Bachelors-level degree or equivalent.</p> <p>Further relevant qualifications, e.g. DSL Training, SEND training, RJ training, PREVENT training, Early Help Training.</p>
Skills/Abilities	<p>Able to communicate with a variety of stakeholders (e.g. pupils, colleagues, parents, the community, external agencies).</p> <p>Able to lead, coach and mentor pupils and support staff to help SEND pupils access their learning.</p> <p>Able to use IT to support both the organisation.</p> <p>Able to work as part of, and contribute to, a whole school, multi-disciplinary team.</p>	<p>A working knowledge of the SEND Code of Practice.</p> <p>Experience of working with pupils with Special Educational and/or social/emotional/behavioural needs.</p> <p>Experience of using SISRA or other data monitoring tools.</p> <p>Experience in working with families and or with safeguarding.</p> <p>SENCo qualification.</p>

	Able to assess the needs of individuals to inform the targeting of individual needs including monitoring and tracking of progress.	
Competencies	<p>Able to demonstrate the appropriate motivation to work with young people.</p> <p>Able to form appropriate relationships with young people.</p> <p>Emotional resilience in working with challenging behaviours.</p> <p>Appropriate attitudes to the use of authority and maintaining discipline.</p> <p>Able to demonstrate the ability to deal with strictly confidential and sensitive information.</p>	<p>Experience of working with external agencies and or families.</p> <p>Experience of using strategies that support pupils with SEND in a school or similar setting.</p> <p>An understanding of EHCPs and their operation in a school setting.</p>
Equality	<p>Demonstrable commitment to inclusivity.</p> <p>Awareness of the effects of discrimination on pupils, parents, colleagues and policy.</p>	
Specialist Knowledge	An understanding of the requirements of SEND provision in a secondary school.	EAL LCA/PCLA Safeguarding RJ
Education and Training	Evidence of ongoing CPD.	Training in aspects of SEND or inclusion provision.

