

RECRUITMENT PACK



HEARTS
ACADEMY
TRUST

Lead Practitioner for SEND,
SEMH and Safeguarding

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March 2021

Dear Applicant

Thank you for your interest in the position of Lead Practitioner at HEARTS Academy Trust.

HEARTS Academy Trust is an education charity that has a proven track record of school improvement and transforming schools in challenging circumstances, particularly in areas of White British disadvantage. We are building on our highly skilled teaching and learning team under our Directors of curriculum, learning and assessment.

This post is a key appointment that will deliver hugely positive life chances for our pupils in their studies and personal development. This is a unique and exciting role; a real opportunity to join a dynamic team working across a small family of schools.

We are looking for an outstanding, dedicated and ambitious professional who will add value to our academies both in and outside the classroom, and are eager to develop their capacity as future leaders.

You will be joining a highly innovative, inspirational and ambitious organisation, so we are seeking outstanding candidates who can realise the highest possible quality of services to support our educational vision. You will help develop strong leadership and effective support to colleagues and pupils, to enable the organisation to achieve the best possible outcomes for pupils.

This is an exciting and very rewarding role and we look forward to receiving your application.

If you would like an informal discussion about working for HEARTS or about this role or would like to arrange a visit, please contact Michelle Scanlon the COO in the first instance on recruitment@heartsacademy.uk

Yours faithfully



Debbie Rogan
Executive Head and CEO

Ethos and Vision

HEARTS Academy Trust Vision

The Trust places pupils at the centre of everything it does, with a focus on creating a culture of success, achievement, happiness, hope, confidence, respect and responsibility, reflection and service to others. We create positive climates for learning, increase pupil attainment/ achievement and provide highly effective social and emotional development opportunities. This includes enhanced provision and 2 and 3-year-old nursery settings. The Trust is also a Teaching school partner with a wide range of links including across the East of England and internationally.

The Trust is a high quality sponsor of schools and the CEO received an OBE in the queen's 90th birthday honours list for services to education. The schools have a long history of support and collaboration with schools beyond HEARTS.

The Trust has developed an ethos in which decisions are made on the values set out above and our commitment to the service of our pupils and their families. Pupils are at the heart of all that we do. It is an absolute priority that every pupil, irrespective of their starting point, succeeds and achieves. In order to do this, a high quality educational experience will be an entitlement for every pupil, with pupils, staff, parents/carers, and the wider community working together to achieve these goals for young people.

Leadership development, succession planning, and capacity building are also major priorities for the Trust and the Trust has an entitlement CPD programme for all staff.

The trust values its staff highly. We have a workload charter which has erased some aspects of workload, an additional week's holiday attached to the October half term, free access to our HEARTS counsellor, and an entitlement CPD programme. The Trust has a highly successful track record of securing Erasmus+ funding for staff to attend courses, visits schools and build links with education institutions in Europe. Our innovative pay policy rewards staff who take on short term additional responsibilities or projects. Every member of staff receives training for child protection, fire awareness and health and safety. On top of this we want every staff member to be successful in their chosen career and will carefully consider every request for accredited training. Each year, during the summer term, the whole trust gets together for an awards night to celebrate successes in our schools. This is held at an external venue and includes a three course meal and dancing in to the evening.

Academies within the Trust

HEARTS ACADEMY Wickford Church of England School
HEARTS ACADEMY Briscoe Primary School & Nursery
HEARTS ACADEMY Waterman Primary School
HEARTS ACADEMY Stambridge Primary School
HEARTS ACADEMY Hilltop Junior School
HEARTS ACADEMY Hilltop Infant School
HEARTS Academy The Atrium enhanced SEMH provision

Job Description

The main responsibilities will be to ensure that all pupils are given the opportunity to achieve their full potential in all subjects. Lead Practitioners are expected to work across all of our academies. In the initial 2 terms of employment the successful candidate will be based part of the week at our Hilltop schools supporting the newly appointed SENDCos in training.

Lead Practitioners will be expected to demonstrate high quality teaching, successful outcomes for pupils and an ability to coach others successfully (including support staff). They will also have an exceptional understanding of the primary curriculum and assessment as it relates to primary key stages and to pupils with additional needs. They will know how to research and develop best practice, work at a pace and inspire others in the endless goal to do better for our pupils so that they can lead lives now and in the future that puts learning and achievement at the heart of what they do.

The Lead Practitioner for SEND, SEMH and Safeguarding will be the lead SENDco and DSL for the Trust and support the development and progress of our SEMH strategy across our schools. They will be supported in this by the executive lead for these areas and by the Directors of curriculum, learning and assessment. This team works closely together and are the senior leaders of the organisation.

Purpose of the Post:

- To enhance the already effective systems we have to support pupils with additional needs
- To advise and support school SENDCos in establishing effective systems for delivering a range of provision for pupils with additional needs
- To lead across the Trust on all aspects of SEN and provision
- To act as the Trust SEND lead and SENDco (all schools have their own SENDcos)
- To promote the raising of aspiration and high quality first teaching for all pupils across the trust
- To teach students within the academies and carry out such other associated duties as are reasonably assigned by the Director of curriculum, learning and assessment / executive lead
- To ensure effective assessment systems are in place for identifying additional needs
- To support teaching staff in adapting learning resources for pupils with additional needs
- To provide training and support for SENDcos / DSLs / SEMH leads across the trust
- To act as the Trust safeguarding lead including providing training and support for school DSLs, leading the termly DSL meetings and providing day to day advice and support for colleagues
- To provide training on SEN/SEMH/Safeguarding topics to all stake holders as required
- To support the delivery of the SEMH strategy and monitor its impact alongside the enhanced provision team, the HEARTS school counsellor and schools' pastoral teams.

Relationships

The post holder is accountable to the Directors of curriculum, learning and assessment and the Trust executive safeguarding / SEMH/SEND lead in respect of carrying out duties. The post holder will interact on a professional level with colleagues and seek to establish and maintain productive relationships to promote mutual understanding of pupil progress, with the aim of improving the quality of teaching and learning and pupil support in the academies.

Particular Responsibilities

The post requires you to:

- Teach pupils within the age range 2-11 in accordance with the professional duties of a teacher
- Carry out your duties in line with the management and working practices of the academy(s)

HEARTS Academy Trust, HEARTS House, 2 Mount Road, Wickford, SS11 8HE

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www.heartsacademytrust.co.uk

- Take a lead role in intervention strategies, including tutoring SEN pupils
- Providing training for all staff in delivering effective support and monitor the effectiveness of these
- Take a lead role in research and development and share good practice across the Trust
- To promote and model the ethos of the Trust and the HEARTS values
- Model teaching key groups of pupils to support raised attainment in key year groups and train staff in best practice in teaching pupils with additional needs
- Model, and advise on, effective safeguarding practice

Strategic Direction and Development of an Intervention Programme:

- Use relevant academy, local and national data to inform targets for development and further improvement for individuals and cohorts of pupils
- Develop and implement high quality teaching materials which promote raised levels of achievement through effective teaching and learning
- Support professional learning groups of staff and encourage a shared understanding of the contribution the appropriate subject can make to all aspects of pupils' lives
- Contribute to self-evaluation, the Trust Strategic Plan and Annual Report
- Keep up to date on safeguarding and SEMH good practice/ policy including national research and development/ policies

Supporting and Developing:

- Motivate and enable staff to plan for and support raising achievement in all cohorts and monitor outcomes
- Promote strategies which support curriculum adaptations, inclusion and positive behaviour
- Ensure staff are well informed about innovation and developments in intervention/ support programmes
- Provide appropriate help and support to those colleagues who experience difficulty supporting pupils in the classroom
- Work with colleagues in the Trust to develop relationships and research and development practice
- Support the Directors to develop a high performing team
- Support SENCOs/ school DSLs/ SEMH leads in delivering policies/ strategy and practice

Teaching and Learning:

- Promote a positive climate for learning
- Act as a role model, guide and coach in the development of teaching and learning
- Set clear and ambitious targets for interventions and classroom practice
- Promote inclusion
- Use your own practice as an example of high quality teaching and learning
- Disseminate materials relating to best practice and educational research
- Keep parents and staff informed of the progress of intervention pupils
- Ensure that during on line learning pupils who have additional needs are well supported
- Monitor the work of school SENDcos for effectiveness
- Take part in school risk visits focused on SEMH/safeguarding and SEN
- Ensure the curriculum is representative of all groups including SEND and minorities

Effective Deployment of Resources:

- Contribute to academy improvement through participation in meetings/working groups and systems necessary to support the management of the academy
- Take responsibility for own professional development
- Help colleagues to create a stimulating learning environment

Any other tasks which may be reasonably required without changing the general character of the post.

Disclosure level:

Enhanced: The provisions of the Rehabilitation of Offenders Act relating to the non-disclosure of spent convictions do not apply to this job. YOU MUST, THEREFORE, DISCLOSE WHETHER YOU HAVE ANY PREVIOUS CONVICTIONS ON THE DISCLOSURE FORM. We support safe recruitment and therefore, if successful, you will also be required to apply for an Enhanced DBS Check from the Criminal Records Bureau.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
Education and Training	<ul style="list-style-type: none"> • A graduate qualification in a relevant discipline. • Qualified teacher status • Qualified SENCO • DSL trained 	<ul style="list-style-type: none"> • Proficiency in ICT • Post graduate leadership or teaching qualifications • Engaged in research and best practice • SEMH knowledge and experience 	Qualifications Research CV SENDco qualification DSL certificate
Teaching Proficiency	<ul style="list-style-type: none"> • Willingness to undertake continuous professional development • A confident, well organised and outstanding classroom practitioner • An ability to transmit enthusiasm for learning to pupils of all abilities • Active teaching and learning strategies and lessons in line with modern pedagogy • Ability to build exciting and engaging teaching environments • Clear understanding of the new curriculum as it relates to mastery of basic skills • Understanding of a range of assessment systems for pupils' additional needs and progress. 	<ul style="list-style-type: none"> • Proven record of success with pupil achievement and progress • Understanding of the statutory assessments and their benchmarks nationally across primary schools – GLD, phonics, year 2 and year 6 • Understanding of the end of year expectations for primary pupils as relevant to your key stage • Teaching across a range of ages and key stages 	Pupils' work Assessment systems Provision maps
Experience	<ul style="list-style-type: none"> • Experience of teaching in the primary phase • Raising achievement strategies in any key stage • Experience of high quality CPD including reading, research, observation of others and training • Experience of high quality outcomes for pupils • Leadership experience • Experience of coaching others successfully • Team leadership • Change management 	<ul style="list-style-type: none"> • Teaching across more than one key stage • Leadership of large teams • SENCO in more than one school 	

	<ul style="list-style-type: none"> • Significant experience as a SENco (minimum 3-5 years) 		
Interpersonal Skills	<ul style="list-style-type: none"> • The ability to form appropriate and positive working relationships with pupils, parents and colleagues • The ability to motivate and lead colleagues and to contribute to their professional development • Commitment, reliability and high professional standards 	<ul style="list-style-type: none"> • Experience of working effectively within a team. • A willingness to contribute to the broader life of the academy. • Positive attitudes to challenge, accountability and working in a trust. 	

Advertisement

Lead Practitioner SEN/SEMH/DSL

Required for: Autumn 2021 Salary Range: Leadership scale

The HEARTS Academy Trust seeks applications for a lead practitioner who will act as the Trust lead SENDco, DSL and SEMH lead.

We are seeking to appoint a Lead Practitioner who will lead our approach to the curriculum, provision and the wellbeing of our pupils with special educational needs. They will also be the lead DSL for the Trust and manage our approach to social, emotional and the mental health of pupils alongside the leaders of our enhanced provision, The Atrium.

HEARTS Academy Trust is a small, growing Academy Trust committed to achieving great outcomes for all of its pupils but in particular the most vulnerable. It has established high quality professional development and career opportunities for all staff.

This is a unique and exciting role; a real opportunity to join an energetic, bright and determined central school improvement team. The successful candidate will work across our academies based in Rochford, Basildon and Wickford. They will be the lead SENDco / DSL for the family of schools supporting all schools in developing best practice in these vital areas of safeguarding and pupil additional needs.

The person we are seeking to appoint will be dedicated, enthusiastic and motivated in developing the life chances of our young people through inspirational and successful teaching, high expectations and support and care.

In the initial two terms of the post the successful candidate will work part of the week at two of our Wickford schools to support newly appointed SENDcos.

The post is line managed by the Director of curriculum, learning and assessment but will have significant interaction with heads of school and school SENDcos.

The HEARTS Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Application packs can be downloaded from www.heartsacademytrust.co.uk.

Closing date: Monday 12th April

Shortlisting: Tuesday 13th April

Interviews: week beginning Monday 19th April

Child Safeguarding Policy

The Trust is committed to Safeguarding and promoting the welfare of all of its pupils. Each pupils' welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
- and*
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Safeguarding Children & Young People

We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

- Candidates should be aware that all posts in HEARTS Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate, be answered not applicable if your duties have not brought you into contact with children or young people.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes

undertaking interviews and DBS checks as well as accessing references and developing appropriate induction and probationary periods.

Information for Applicants

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours;
- Attitudes to the use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory DBS Disclosure;
- Verification of professional status such as QTS Status, NPQH (where required);
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period (where relevant);
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

For teaching posts:

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999);
- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

How to apply

To apply please complete HEARTS application form. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification and Job Description.

Completed application forms may be returned in electronic format to:

recruitment@heartsacademy.uk

If you would prefer to submit a paper application form, please return to:

The HEARTS Academy Trust
Wickford Church of England School
Mount Road
Wickford,
SS11 8HE