

SENDCo (with TLR2)  
Foley Park Primary Academy, Kidderminster

# Recruitment Pack

Full-time, Permanent (required April 2025 or sooner)

Pay scale: TMS/UPS (£31,650 - £49,084) & TLR 2 payment (£3391)

#BeTheBestYouCanBe

# Welcome From the CEO

## **Thank you for your interest in joining the team at Victoria Academies Trust.**

I am delighted that you are interested in working with us. Victoria Academies Trust is a primary only trust based in the West Midlands consisting of a mix of sponsor, converter and free schools. We currently have ten schools open; nine mainstream and one special school.

Victoria Academies Trust was set up in 2014 up with the sole aim 'to make our people the best they can be'. We are passionate about making a difference to the lives of our pupils,

families and colleagues. We want to inspire our young people to achieve more than they imagine possible, and having the right people in every role across our schools is an important part of making our vision become reality.

We have a strong board of Trustees who work closely with the trust executive team to focus on our goals of investing in our school communities, growing and valuing our colleagues and preparing our children for the

future. This ensures that our schools are on a continual journey to the be best they can be. We currently educate over 3200 pupils across

the primary age range, and employ over 500 colleagues across our schools and in our Trust Central Team.

We may be ten schools, but our vision and values run through our Trust and we truly as a family, united in our ambition for our people 'To Be The Best They Can Be'.

## **The opportunity:**

We are looking to recruit a permanent, Teaching Assistant at Foley Park Primary Academy.

Full downloadable recruitment forms can be found on our website at [Job Vacancies \(victoriaacademiestrust.org\)](http://victoriaacademiestrust.org)

We are committed to flexible working and are happy to have discussions with prospective candidates.



**Sharron Philpot**

**CEO**

**Victoria Academies Trust**



# About Us

Our

## Mission

*Our mission is our reason for being - it is simply: to make our people the best they can be.*

Our people are our colleagues, our pupils, our governors and our school communities - we work with and empower our people to be the best they can be.

Our

## Vision

Our vision is the picture we paint, the future we want to create, based on our mission.

**We are a family of schools, united in our passion for inspiring pupils to achieve more than they imagine possible.**

**We have a positive influence on children's lives in areas where we can make the most difference.**

**We are ambitious for our children. Our high expectations of them, the memorable experiences and opportunities they have in our schools, along with the kindness and compassion which is at the centre of our Trust means that they will be successful in whatever they choose for their future.**

**We are at the heart of our communities; a place where local people can turn to for help, support and guidance, working with us for the greater good of our shared community.**

**We are aspirational for our people, who are given opportunities to grow, develop and become experts in their chosen fields.**

**Our people feel valued and supported; they show ambition, courage and resilience, but most of all are kind and respectful.**

# Our Values

Our Values are important to us and guide our behaviours, our relationships and the way we work together. They define how we want to be.

These values of **Unity, Integrity, Courage, Curiosity and Excellence**, along with our commitment to strong ethical leadership ensure that we build a positive and powerful legacy to be proud of.



## Unity

We know that by working together, we are stronger than working alone. We work together as a family, united in our shared responsibility to achieve our mission.



## Integrity

We show integrity by being honest, truthful, and transparent; always doing what we believe is right and true. We show kindness and respect by treating others with dignity, empathy, and understanding.



## Courage

We show courage by being ambitious, challenging ourselves and others to achieve more. We take on challenges with enthusiasm, determination, and resilience, learning from failures.



## Curiosity

We show curiosity by having a passion to learn, explore, and discover new things and new ways of working. We are innovative and ambitious, always seeking to be even better.



## Excellence

We have a strong commitment to continuous improvement, a willingness to learn and a dedication to becoming the best we can be.

# What we can offer you

Joining the Victoria Academies Trust means becoming part of a vibrant and dedicated community that is committed to ensuring colleagues are supported 'To Be They Best They Can Be'

**This is what we can offer you:**



## Competitive Pay Scales

- **Transparent Salary Framework:** We offer clear and transparent pay scales, aligned to government recommended pay, that reflect your experience and expertise.
- **Annual Pay Review:** Commitment to regular reviews to ensure our salaries remain aligned to government recommended scales for teaching and non-teaching staff.



## Generous Pension Scheme

- **Teachers' Pension Scheme:** Benefit from one of the most generous pension schemes in the UK.
- **Local Government Pension Scheme:** Our support staff are enrolled in the LGPS, which is a secure and flexible pension plan that provides a valuable package of retirement and death in service benefits
- **Employer Contributions:** We make significant employer contributions to your pension, helping you plan for the future with confidence.



## Professional Development

- **Tailored Growth:** Benefit from our bespoke professional development programmes, designed to help you reach your career goals.
- Access to over 100 tailored CPD courses through a mix of flexible webinars and online or face to face opportunities
- Opportunities to network with likeminded individuals- through networks, meetings and our annual Whole Trust Conference.
- **Leadership Opportunities:** With a clear pathway for progression, you have the chance to advance into leadership roles within our trust - teaching and non-teaching



## Well-being and Support

- **Work-Life Balance:** We support a healthy work-life balance with flexible working options and a commitment to you through our Flexible Working Policy and People Strategy
- **Health and Wellness:** Access our comprehensive wellbeing and benefits scheme which includes counselling services, discounts on gym membership, childcare voucher scheme, cycle to work scheme and lifestyle voucher scheme
- Paid expenses in line with HMRC guidance - and access to free parking on site at our schools
- **Dedicated technology** - To enable to to fulfil your role effectively
- Dedicated shared working spaces allowing colleagues to collaborate and work in way that suits them
- Generous holiday allowance - many of our roles are term time only contracts



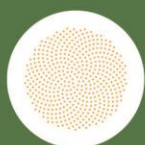
## Community and Culture

- **Collaborative Environment:** Thrive in our culture of teamwork and support, where ideas are shared and successes celebrated.
- **Community Impact:** Make a real difference in our local communities through various outreach and engagement activities and events

**We are proud to offer a fantastic and supportive working environment where our passion for inspiring our children to achieve more than they imagine possible is at the heart of everything we do.**

**If you're ready to make a significant impact and grow with us, we would love to welcome you to our team**

# Our Schools, Our Journey



2012

Victoria Park  
Primary becomes  
Victoria Park  
Academy



2014

Victoria  
Academies Trust  
founded



2014

Rowley Park  
Academy,  
Staffordshire join  
as first sponsor  
school



2014

Devonshire  
Infant and Junior  
Academies,  
Sandwell join as  
converter schools



2017

Birchen Coppice  
Academy,  
Worcestershire  
join as a sponsor  
academy



2016

Fibbersley Park  
Academy, Walsall  
join as a sponsor  
academy



2015

Northfield  
Manor Academy,  
Birmingham join  
as a converter  
academy



2018

Foley Park  
Academy,  
Worcestershire  
join as a converter  
academy



2019

Poppyfield  
Academy,  
Staffordshire  
opens as our first  
Free School



2022

Elm Tree  
Academy,  
Sandwell opens  
as our first SEND  
Free School







# Role Overview

## SENDCo with TLR

Hours: Full-time

Required to Start: April 2025 or sooner

Teaching commitment: 0.5 Teaching in SEND hub (mornings)

Salary: TMS/UPS (£31,650 - £49,084) & TLR 2 payment (£3391)

Are you **passionate** about supporting children with special educational needs?

Do you want the opportunity to continue to shape our newly established in-school SEND hub?

Do you want to teach and have the time to carry out your SEND duties?

We are looking to appoint an experienced SENDCO or excellent practitioner with relevant primary experience who is willing to undertake the accredited SENCO qualification, to join our Senior Leadership Team starting April 2025 or earlier.

We are a friendly, one-form entry community school in Kidderminster where, Pupils with SEND have their needs accurately and promptly identified... Staff ensure that curriculum adaptations are put in place to allow pupils to access learning alongside their peers' (Ofsted, 2024). We are part of Victoria Academies Multi Academy Trust (VAT); a family of 10 primary schools based in the West Midlands. VAT prides itself on the values of Unity, Integrity, Courage, Curiosity and Excellence.

## We are looking to appoint a SENDCo who can demonstrate:

Energy, positivity and can work effectively as part of our Foley team

A clear commitment to securing outstanding provision for all pupils within the school

Highly motivated and able to manage own workload while leading others

Excellent communication and organisational skills

High expectations of pupils' achievement and behaviour

Willingness to go the extra mile to make great things happen for our children

## We can offer the successful candidate:

A commitment to continuing professional development

Opportunity to develop your teaching and leadership skills

Dedicated time out of class to complete duties

A supportive and hardworking staff team and collaboration opportunities

Friendly and happy children who are keen and eager to learn

Visits to the school are highly encouraged and can be arranged by contacting the school.

Please return completed applications marked for the attention of the Headteacher: Miss S. Reynolds, Foley Park Academy or to the email address: [office@foleyparkacademy.org.uk](mailto:office@foleyparkacademy.org.uk)

## Closing date for application forms:

Monday 25<sup>th</sup> November at noon

**Interviews held:** Monday 2<sup>nd</sup> & Tuesday 3<sup>rd</sup> December

There is an expectation that candidates will be observed teaching and complete a task.

Foley Park Academy - part of Victoria Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all successful applicants. All shortlisted candidates will be subject to an online search as part of our recruitment process.

We are also "happy to talk flexible working" subject to the operational requirements of the role.







# Job Description

## Responsibilities of the role

### SENDCo (TLR2) – Foley Park Primary Academy

This job description will be reviewed annually and may be amended at any time following discussion between the Head Teacher and member of staff.

#### General Duties

- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Ensure the school's SEND provision is inclusive at all levels.
- Have a sound knowledge of the SEND Code of Practice and ensure the school's SEND provision meets the requirements that it sets out.
- Have a sound knowledge of how relevant legislation impacts on the provision of SEND in the school.
- Support staff members to understand the needs of pupils with SEND and be available to advise on classroom practice.
- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Identify staff training needs and ensure that they are met through organised CPD opportunities and training programmes.
- Understand how the needs of pupils with SEND change as they get older.
- Understand that the help will often be dependent on what a pupil is learning at a particular age and recognise that individual education, health and care (EHC) plans need to be developed and reviewed.

#### Teaching and learning

- Understand the most effective and high-quality teaching approaches for pupils with SEND and ensure that they are implemented for individual pupils.
- Effectively bridge barriers to learning through assessing pupils' needs, monitoring the quality of teaching and pupil attainment, setting targets and keeping accurate records.
- Liaise with the senior leadership team to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Integrate cross-curricular links, specifically English and Maths, into programmes of work.
- Monitor the progress of pupils with SEND against agreed targets in classroom progress and in EHC plans.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

# Job Description

## Responsibilities of the role

### SENDCo (TLR2) – Foley Park Primary Academy

- Take the appropriate action to improve the quality of teaching and learning, such as by conducting a training session.
- Facilitate small group work in the classroom and create time for teachers to work with pupils with SEND.
- Support individual pupils through assessment, tests and examinations periods.
- Work with individual pupils on a one-to-one basis to develop literacy, numeracy and social skills.
- Liaise with other schools to ensure continuity of support and learning when pupils with SEND transfer to another school.
- Ensure that school policies and procedures are adhered to throughout pupils' key stages of development in regards to SEND.
- Identify pupils who may require extra help during assessment periods and help them to overcome barriers to learning.
- Encourage and support pupils to work independently by implementing study skills that help pupils with SEND develop independent working skills.
- Analyse performance data to ensure continuity and progression through the key stages.
- Encourage pupils with SEND to engage in activities alongside their peers, actively taking the appropriate steps to make this possible, e.g. reasonable adjustments.
- Understand the benefits that extended learning programmes have on enhancing the learning experience for pupils and implementing these throughout the school's SEND provision.
- Teach a class/group as directed by the Headteacher

#### **Leadership and management**

- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Ensure staff recognise and fulfil their responsibilities to support pupils with SEND and provide support to staff where required to ensure that they fully understand their responsibilities.
- Contribute to the professional development of staff, offer advice to, and seek CPD opportunities for, staff in relation to SEND.
- Ensure the whole-school community has an opportunity to learn about SEND.
- Ensure that resources are effectively maintained and deployed in line with the school's objectives and SEND policy.
- Lead curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Work with teachers to ensure supported lessons provide differentiated materials for all pupils.
- Assist staff in the acquisition and preparation of resources to promote the inclusion of pupils in the classroom.
- Make sure that learning support assistants are deployed effectively, to cater for the needs of pupils with SEND.
- Lead the design of the school's provision map and ensure that all members of staff are aware of how the map influences their provision.



# Job Description

## Responsibilities of the role

### SENDCo (TLR2) – Foley Park Primary Academy

- Support the SLT to create an effective school improvement plan which makes appropriate consideration of pupils with SEND.
- Ensure that EHC plans are live, regularly monitored and their impact assessed, making appropriate adjustments to any EHC plans that are not aiding pupils sufficiently.
- Ensure that intervention programmes target the right pupils and that staff expertise is appropriately deployed in relation to this.
- Ensure that resources are kept up-to-date and catalogued appropriately.
- Regularly attend VAT network meetings supporting our collective SEND approach

#### Communication

- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Liaise, collaborate and engage with parents of pupils with SEND to develop EHC plans.
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Ensure that external support offered to the school is coordinated and managed effectively.
- Contribute to leadership meetings on the effectiveness of SEND provision and share information with the key stakeholders.
- Ensure that pupils with SEND have a smooth transition from one school to another.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.

#### Recording and Assessment

- Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
- Ensure that the school's administrative work for SEND is effectively completed, including the following:
  - Supervision of learning support assistants
  - Contact with outside agencies, in particular, careers and outreach agencies
  - The implementation of behaviour support plans by staff and their understanding by pupils

# Job Description

## Responsibilities of the role

### SENDCo (TLR2) – Foley Park Primary Academy

- Use tracking systems to understand pupil assessment data and use this data to inform practice.
- Use screening systems at the point of entry to identify, assess and review provision for pupils with SEND.
- Set challenging targets for raising achievement amongst pupils with SEND.
- Meet with class teachers, learning support staff and TAs to formulate plans to address any issues and needs as appropriate.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher.

# Person Specification


## SENDCo (TLR2) – Foley Park Primary Academy

| ESSENTIAL CRITERIA                 | QUALITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications and training</b> | <p>The successful candidate will:</p> <p>Have QTS.</p> <p>Have taught at KS1 / KS2 for at least three years.</p> <p>NPQ SEND (or willingness to complete upon appointment)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Experience</b>                  | <ul style="list-style-type: none"> <li>• Working with and caring for pupils with SEND.</li> <li>• The expectations of the Ofsted framework regarding effective learning and teaching.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Skills &amp; knowledge</b>      | <ul style="list-style-type: none"> <li>• Demonstrate an ability to work with pupils and their families in a sensitive and positive way.</li> <li>• Demonstrate a sound knowledge of the SEND Code of Practice and its application.</li> <li>• Evidence that they have experience of behavior management techniques for groups and individuals with SEND.</li> <li>• Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress.</li> <li>• Make consistent judgements based on careful analysis of SEND data.</li> <li>• Communicate in both written and verbal mediums effectively.</li> <li>• Present clearly a wide range of specialised information to both educationalists and non- educationalists.</li> <li>• Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice.</li> <li>• Greater understanding of how pupils with SEND develop.</li> <li>• Knowledge to support EAL pupils.</li> <li>• Capacity for, and interests in, enhancing further personal development</li> </ul> |
| <b>Skills and knowledge</b>        | <ul style="list-style-type: none"> <li>• A calm and caring nature.</li> <li>• Excellent verbal and written communication skills.</li> <li>• Excellent time management and organisation skills.</li> <li>• A flexible approach towards working practices.</li> <li>• High expectations of self and professional standards.</li> <li>• The ability to work as both part of a team and independently.</li> <li>• The ability to maintain successful working relationships with other colleagues.</li> <li>• High levels of drive, energy and integrity.</li> <li>• A commitment to equal opportunities and empowering others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

# Person Specification

## SENDCo (TLR2) - Foley Park Primary Academy

| ESSENTIAL CRITERIA        | QUALITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal qualities</b> | <ul style="list-style-type: none"><li>• A calm and caring nature.</li><li>• Excellent verbal and written communication skills.</li><li>• Excellent time management and organisation skills.</li><li>• A flexible approach towards working practices.</li><li>• High expectations of self and professional standards.</li><li>• The ability to work as both part of a team and independently.</li><li>• The ability to maintain successful working relationships with other colleagues.</li><li>• High levels of drive, energy and integrity.</li><li>• A commitment to equal opportunities and empowering others.</li></ul> |
| <b>DESIRABLE CRITERIA</b> | <ul style="list-style-type: none"><li>• Taught within a SEND Hub</li><li>• Experience of establishing a SEND Hub</li><li>• Mental Health Lead</li><li>• Makaton trained</li><li>• Holds an NPQSL</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |



\*Note: Due to the nature of how a multi-academy trust operates there is an expectation that all staff are willing and able to travel across the MAT (via their own car) to provide school-to-school support from time to time, as required. This means that a clean driving licence and acceptance of these terms is essential. Travel expenses will be reimbursed at the agreed rate.

## Safeguarding

Victoria Academies Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects our staff and volunteers to share this commitment. Successful applicants will be required to provide references, undertake an enhanced check through the Disclosure and Barring Service, and comply with the Safeguarding Policy and child protection practices of the Trust.

## Equalities:

Victoria Academies Trust has a strong commitment to achieving equality of opportunity in its academies and in the employment of people. The post will ensure that the Trust meets its statutory obligations in relation to all aspects of equalities legislation.

## Flexible Working:

Victoria Academies Trust is committed to ensuring that all colleagues have working conditions that meet their own needs, as well as the needs of their schools and children. Details of our Flexible working policy can be found on our website: [VAT-Flexible-Working-Policy-v1.0-.pdf \(victoriaacademiestrust.org\)](#)





**Victoria Academies Trust**

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