

Secondary

Academy
Transformation
Trust

Deputy SENDCO

Application Pack

Pool Hayes Academy
Willenhall



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01. Welcome from the CEO

Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



02. About Academy Transformation Trust

About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.



03. Academy Information



Pool Hayes
Academy

Pool Hayes Academy

Pool Hayes Academy is part of the Academy Transformation Trust family of academies.

Based in Willenhall, in the West Midlands, Pool Hayes Academy is an academy for 11-18 year old students that retains strong links within our local community and beyond.

The academy draws its pupils largely from the Willenhall area. We have experienced substantial growth in recent years and the academy is now a provider of choice in the area and is over-subscribed.

Academy Vision & Values

At Pool Hayes Academy we have a very clear and ambitious vision for our academy. We believe in **“Unlocking your Potential – Empowering through Success”**. Our vision guides our decision and actions across Pool Hayes Academy and means that any child regardless of circumstance can fulfil their potential at our academy. Furthermore, we believe that educational success leads to empowerment for our young people and the freedom to make more choices over their future.

Underpinning our vision are our values. These values clearly set out the behaviours and qualities we expect and instil in our young people. They are:

Aspiration: We work hard consistently to fulfil our ambitions and achieve our potential.

Respect: We show pride in celebrating diversity, keeping each other safe and accepting everyone in our community.

Excellence: We have high expectations of our conduct and lead by example at all times.

Resilience: We embrace challenge, take risks and grow confidently from our mistakes.

Outcomes and Ofsted

In 2022 Pool Hayes Academy secured an Ofsted grading of Good, but there is still so much more that we want to achieve and can achieve to establish Pool Hayes Academy as a truly outstanding provider.

To find out more, please visit www.poolhayes.attrust.org.uk or call the academy to arrange a conversation with our Head of Academy, Lisa Macey.



04. Job Description

Job Description

Deputy SENDCO

Core Purpose of the Role:

- Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- With the Vice Principal oversee the implementation of the academy's SEND strategy and policy.
- Lead staff in supporting students with additional needs.
- Oversee internal interventions for students with additional needs.
- Within this role you will be the class teacher based within our new SRP provision, initially with 8 students, increasing to 16 students in year 2 with primary needs in communication, interaction and ASD.

Wider contribution as a leader in the academy:

You will

- Lead by example and consistently embody our high expectations as set out in 'The Pool Hayes Way'
- Contribute to the effective safeguarding of students, promoting student welfare and working with the SLT to ensure that students and staff are safe.
- Build positive and strong relationships with our students, valuing their opinions.
- Promote inclusion, equality of opportunity and diversity in all of your work.
- Work in partnership with parents and carers in order to secure the best outcomes for our students.
- Support the spiritual, moral, social and cultural development of students ensuring that the promotion of British values is at the heart of the academy's work.
- Teach to a high standard, ensuring that academy expectations and processes are strongly embedded in all lessons.
- Assist in the day-to-day operational running of the academy and maintain a high profile at non-contact times, social times and at the start and end of the day.
- Contribute to and take an active part in your own professional development and the improvement of the academy.
- Value and recognise the work of all staff in the academy empowering them to fulfil their role, encouraging their professional development and supporting their wellbeing.

Key Responsibilities:

- Work with the Vice Principal to ensure all aspects of SEND provision is planned, delivered and reviewed securing a strong and effective provision.
- Secure, with the Vice Principal, funding (e.g HNF) as required to meet the needs of students.
- Ensure appropriate academic and developmental targets for all children identified in SEND groupings are in place as part of the academy's target setting process and through One Page Profiles and reviewed termly.
- Lead on the assess, plan, do, review process and oversee the statutory annual review procedures for students with EHCPs.
- Liaise with other agencies to ensure continuity of support and learning when transferring students with SEND.
- Working with the Vice Principal set up and manage systems for screening students at "point of entry" for all students and identifying, assessing, and reviewing provision for SEND children once identified.
- Support the Vice Principal to co-ordinate the strategic management and development of SEND across the Academy so that all students with a range of additional needs are well supported across the Academy and make strong progress.
- Engage and communicate with parents/carers ensuring they are fully informed and involved in their child's learning and progress including having a robust system for student review meetings.
- Ensure all work with a set statutory timeframe is completed to the required level and by the deadline set.
- Liaise with other agencies to ensure continuity of support and learning when transferring students with SEND.
- Oversee, and work collaboratively with others, to ensure the effective co-ordination of intervention programmes to support designated groups of students.
- Line manage a team of staff, including the effective recruitment, performance management and development, and induction for newly appointed staff.
- Work with the Vice Principal in liaising, co-ordinating and managing all external support offered to the Academy locally and from other agencies with regards to SEND students.

NOTE:

This role descriptor is not intended to be an exhaustive list of all the duties and responsibilities that may be required.

The job holder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This role must reflect the expectations within KCSIE (latest version).

The principle responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.



06. Person Specification

Deputy SENCO

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> • DfE recognised Qualified Teacher Status • Good honours degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of CPD training courses 	<ul style="list-style-type: none"> • Application Form/Checking and original copy evidence
Experience	<ul style="list-style-type: none"> • Experience of teaching at KS3/KS4 • Experience of effective management of student behaviour. • Experience of marking and feedback to meet faculty expectations. • Experience of working with children with SEND to support their learning. • Clear evidence of raising pupil achievement and tracking progress. • Experience of scaffolding and planning individual intervention programmes. • Clear evidence of supporting and facilitating inclusive education. 	<ul style="list-style-type: none"> • Experience in the use of ICT as a teaching and learning tool • Experience of teaching at KS5 • Experience of the annual review process for students with EHCP. • Experience of working and coordinating with a wide range of professionals including outside agencies. • Experience in applying for access arrangements. • Experience of working with BROMCOM 	<ul style="list-style-type: none"> • Application Form • Interview • References
Knowledge that supports the role	<ul style="list-style-type: none"> • Understanding of the needs of children with SEND. • Knowledge of child development and the ways in which children learn. • Knowledge of positive behaviour strategies. • Understanding of the roles played by various adults in a child's education. • Ability to support learning across the curriculum. • Excellent organisation skills and ability to meet deadlines. • 	<ul style="list-style-type: none"> • Knowledge of Autistic Spectrum Condition (ASC). • Knowledge of how to support children with Speech, Language and Communication Difficulties (SLCD). • Knowledge of how to support children with Social, Emotional and Mental Health difficulties (SEMH). • Demonstrate the ability to learn and adapt from past experiences. • Willingness to be involved in extra curricular activities and support pupils in becoming well-rounded individuals. 	<ul style="list-style-type: none"> • Application form • References
	Essential	Desirable	How will this be demonstrated

Knowledge that supports the role	<ul style="list-style-type: none"> • Excellent communication skills, both oral and written, including the ability to write clear and concise reports. • Ability to work strongly in a team within the Inclusion team. • Ability to build positive relationships with colleagues and provide support through coaching and line management. • Thorough understanding of special needs, the code of practice, the disability discrimination act and safeguarding policies and practices. Ability to take a flexible approach for the benefit of all students. 	•	<ul style="list-style-type: none"> • Application form • References
Values	<ul style="list-style-type: none"> • Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities • Commitment to the safeguarding and welfare of all pupils. • Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. 	• N/A	<ul style="list-style-type: none"> • Interview • References
Other	<ul style="list-style-type: none"> • Competent and confident in the use of ICT. • Commitment to improving the lives and learning opportunities of young people. • Ability to work unsupervised and use own initiative. • Ability to remain calm whilst under pressure. • Flexibility with working arrangements. 	• Current full driving licence	<ul style="list-style-type: none"> • Interview • References



06. Onboarding

Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of you application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



07. ATT Institute

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey

Personal Development (PD) Opportunities for our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise



08. How to Apply

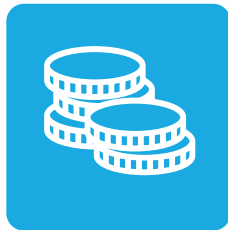
Deputy SENDCO



Applying:
Please apply by visiting
www.academytransformationtrust.co.uk/vacancies

Status: Permanent
Full time

Salary:
M1 – M6
Actual Salary: £32,916 - £45,352
TLR 2, £8,611



Closing Date:
Thursday 21 May 2026 at 12pm

Start Date:
01 September 2026



Interviews:
Friday 22 May 2026

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.





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