

Academy
Transformation
Trust

SENDCO

Application Pack

The Dukeries Academy
New Ollerton, Newark,
Nottinghamshire



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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



THE DUKERIES
ACADEMY

Develop more courageous engagement in bolder visions of education that will help young people become change makers in their own and other people's lives.'

Andy Hargreaves

Our Purpose

To be a beacon of inclusive educational excellence which fosters ambition, facilitates great learning and enables outstanding progress for every student irrespective of their starting point.
To be the trusted Academy of choice at the heart of our community.

To be recognised as an exceptional place to work which attracts, retains and develops the very best staff and leaders.

To develop ambitious knowledge, character and cultural capital to empower our students to be bold and courageous change-makers who are equipped to thrive in, and make a positive contribution to, a rapidly changing world.

Our Values



We have the courage to act with moral and ethical intent. We aspire to be honest and to treat ourselves and others with respect and kindness.



We are passionate about working hard and are optimistic and persistent as we overcome barriers to achieving our aspirations.



We are resolute in our desire to be the very best in everything that we do.

To find out more, please visit www.dukeries.attrust.org.uk/



04. Job Description

Job Description

SENDCO

Core Purpose of the Role:

- Ensure the academy meets its statutory commitment in relation to SEND.
- Secure and manage SEND funding and associated practices.
- Assess and plan academy SEND provision in order that it meets the needs of all students including the training and development of all staff.

Wider contribution as a leader in the academy:

You will

- Lead by example and consistently embody our high expectations.
- 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 and encouraging the development of STAR.
- 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:

SEND

- Work with other senior leaders and the Deputy SENDCo to ensure all aspects of SEND provision is planned, delivered and reviewed securing a strong and effective provision.
- Update the Principal and leadership team on the effectiveness of provision for students with SEND including the management of funding.

- Lead, develop and enhance the teaching practice of all adults, through monitoring, evaluating and promoting improvement strategies to secure effective learning and teaching is undertaken within the specified area of responsibility. Develop and advise on assessment strategies, data analysis and identified support to ensure students achieve well.
- 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 Behaviour & Attitudes 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.
- Working with the Assistant Principal Outcomes ensure robust tracking systems are in place to collect and interpret specific student level assessment data allowing the Academy to identify value-added by its quality first teaching programme and intervention strategies.
- 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.
- To ensure all work with a set statutory timeframe is completed to the required level and by the deadline set.
- Oversee, and work collaboratively with others, to ensure the effective co-ordination of intervention programmes to support designated groups of students.
- Liaise with parents/carers so that they are aware of successes and issues that are affecting their child so that effective partnership working is in place.
- Work effectively with relevant outside agencies to broker further support for students.
- To oversee alternative provision from the point of referral to completion including monitoring of the provision and student voice.
- Gather student and parent/carer voice.
- Develop and lead CPD programmes to support effective SEND practice and provision in the Academy.

People Development

- Carry out appraisal in accordance with the academy's appraisal policy.
- Ensure that the appraisal policy is followed by all staff and that the process meets the needs of all staff.

NOTE:

The duties and responsibilities of this post may vary from time to time according to the changing demands of the academy. This job description may be reviewed at the reasonable discretion of the Principal in the light of those changing requirements and in consultation with the postholder. In any event the Principal reserves the right to review and amend the job description.

The Job Description is a description of the job to be undertaken and performed to the satisfaction of the Principal by the postholder. It does not form part of the contract of employment.

The Dukeries Academy are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment by observing the academy's Safeguarding policies and procedures.

05. Person Specification

Person Specification

SENDCO

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> An appropriate degree and other qualifications required for the award of QTS. Qualified Teacher Status (trainees should be on track to achieve QTS before taking up the post). Hold SENDCo qualification or be willing to undertake the qualification. 	<ul style="list-style-type: none"> A postgraduate qualification in the subject to be taught. A postgraduate qualification in the teaching of the subject. Other relevant awards or qualifications Applicants should have. Evidence of continuous professional development (CPD) Held variety of roles and responsibilities within a school/Academy. 	<ul style="list-style-type: none"> Application Form/Checking and Original Copy evidence
Experience	<ul style="list-style-type: none"> Teaching the subject in a secondary school across the 11-16 age range. Assessing pupils for a variety of purposes using appropriate strategies. Working with whole-school behaviour systems. Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for EAL and SEN pupils. Linking with statutory agencies 	<ul style="list-style-type: none"> Experience of inclusion strategies to support pupils with SEND. Proven ability to effectively work with a range of stakeholders including parents and external organisations. 	<ul style="list-style-type: none"> Application Form Interview References
Competencies	<p>Applicants should have knowledge and understanding of:</p> <ul style="list-style-type: none"> Commitment to the protection and safeguarding of children and young people. Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people. Co-operation and collaboration with relevant agencies to protect children. Demonstrates good understanding of the principles of effective teaching and learning in all phases. 	<p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> Relevant safeguarding training/qualifications. Monitor, record and make basic assessments about individual progress. Demonstrate the ability to learn and adapt from past experiences. Display work effectively and maintain basic teaching resources. Proven track recording of supporting Academy improvement. Can demonstrate a proven track record of developing self within an educational context. 	<ul style="list-style-type: none"> Application Form Interview References

	Essential	Desirable	How will this be demonstrated
Competencies	<ul style="list-style-type: none"> • Has good and current knowledge of all curriculum requirements and can implement, monitor and support these effectively. • Embraces the use of new and emerging technologies to enhance and extend the learning of all students. • student progress, including SEND students. • Has a good understanding of assessment and how it can be used to improve student progress, including SEND students. • Effective and systematic behaviour management, including SEND students, by using clear boundaries, sanctions, rewards and praise. • Is committed to continuous learning including professional development. • Has the ability to articulate and communicate the vision and values that make the Academy unique. • Has the ability to secure high levels of engagement from all stakeholders which enable excellent student achievement. • Can contribute to a culture of high expectations for self and for others. • Can review own practice, set personal targets and take responsibility for personal development. • Can manage own workload to allow appropriate work/life balance. • Can maintain confidentiality can articulate and understand current educational issues. 	<ul style="list-style-type: none"> • Can show resilience in the face of challenge has excellent interpersonal skills, with the ability to listen and communicate effectively in all contexts and to command respect. 	<ul style="list-style-type: none"> • Application Form • Interview • References
Other	<p>Applicants should have the ability to:</p> <ul style="list-style-type: none"> • Express themselves clearly in written and spoken English • Manage pupil behaviour in line with a academy policy. • Highly approachable, very grounded and makes sensible judgements. • Excellent critical thinking skills; has intellectual curiosity and rigour. • Strong interpersonal and communication skills. • Demonstrate resilience in an EBD environment. • Build and maintain effective working relationships with colleagues, pupils, parents and the wider community. • Build and maintain effective working relationships with colleagues, pupils, parents and the wider community. • Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard. 	<ul style="list-style-type: none"> • N/A 	<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



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

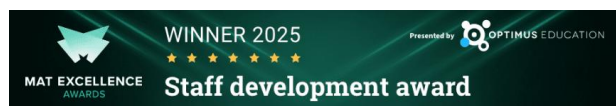
Personal Development (PD) Opportunities for our Colleagues

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



SENDCO

Applying:

For all our Trust Vacancies, please follow the link here: [Vacancies - Academy Transformation Trust](#)

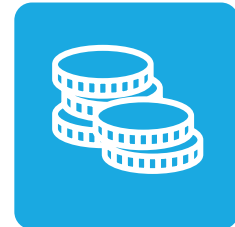


Status: Permanent

Full time

Salary:

MPS 1 - UPS 3
£32,916 to £51,048
TLR 1 - £12,514



Closing Date:

Monday 08 June 2026, 09:00am

Start Date:

01 September 2026



Interviews:

To be confirmed

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.

