



Consilium  
Evolve

# BUILD YOUR DREAM CAREER

Join our Team!



## RECRUITMENT PACK

### SENDCO

Consilium Evolve, Sunderland

EXCELLENCE AND EQUITY WITH INTEGRITY

# WELCOME FROM THE CEO

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Dear Candidate,

Thank you for your interest in the position of SENDCO at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day though our commitment to excellence, equity and integrity.

We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.

Mr Michael McCarthy  
Chief Executive Officer of Consilium Academies.

# WELCOME FROM THE HEAD OF SCHOOL

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A very warm welcome to Evolve.

At Evolve, we believe every young person deserves to feel safe, valued and successful. Many of our students join us after experiencing challenges in education, including anxiety, emotionally based school avoidance and other factors that have affected their confidence and wellbeing. We see beyond barriers and focus on potential. Our role is to help students recognise their strengths, rebuild confidence and look forward to a positive future.

Evolve is built on strong relationships, a sense of belonging and high aspirations. We take the time to understand each student as an individual, providing personalised support alongside an ambitious curriculum that enables them to re-engage with learning, develop resilience and achieve outcomes they can be proud of. Drawing on leading evidence-informed practice and therapeutic innovation, we are committed to removing barriers to learning and developing approaches that enable every student to engage, achieve and thrive.

We celebrate success in all its forms and encourage every student to believe in their potential. By working in partnership with families, schools and external agencies, we create a supportive community where young people can thrive and prepare for their next steps in education, employment and life.

Our success is built upon a dedicated team of professionals who share a belief that every young person can succeed when they feel safe, understood and challenged to achieve their best.

**Mrs Karyn Taylor**  
Head of School

# ABOUT THE SCHOOL

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Consilium Evolve is an Alternative Provision Academy which caters for secondary age students who experience emotionally based school avoidance. As such, we focus on the wellbeing of our students which then allows them to achieve.

## A Culture of Excellence.

Our school builds a cultures of respect, responsibility, courage, and kindness, where students and adults are committed to the quality of their craft and are brave in new challenges.

All members of our community ensure that each student is *known* and *cared* for, student leadership is nurtured, and contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

## Classroom Lens

Our classrooms are alive with *discovery*, *inquiry*, *critical thinking*, *problem solving*, and *collaboration*. Teachers talk less. Students talk (and think) more. Lessons have an explicit purpose, guided by learning targets for which students take ownership and responsibility, to bring out the best in them.

Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous, project-based learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals, contributing high-quality work to authentic audiences beyond the classroom.

## Show up and Be Seen,

At a very basic level we are built for love and belonging, human connection and learning. It is our job as practitioners to ensure our 'Lens' is truly focused on how our practices meet the needs our community. By bringing our best self (showing up), as practitioners, we will work rigorously to understand the mechanisms necessary to allow our students to thrive. Our students will learn to 'Be Seen', developing personal confidence, and the ability to take autonomy over their future steps.

## Our Leadership

Leadership in our school goes beyond a single person or team; it's a role and expectation for all.

Leaders build a cohesive school vision focused on student achievement and continuous improvement. They align all school activities with that vision. Leaders use data wisely, boldly shaping school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration.

At Consilium Evolve we are ambitious for all our students and staff, and we look forward to welcoming you to our school.

# ABOUT THE TRUST

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Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equity with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

## Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equity, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equity, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development.

Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

# BENEFITS



As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.



A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER

34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF



EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK

A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION



FREE MEMBERSHIP TO VIVUP. WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.

ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES



ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY

AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE



# JOB DESCRIPTION



|                         |                                                        |
|-------------------------|--------------------------------------------------------|
| <b>JOB TITLE:</b>       | Assistant Principal – SENDCo and Therapeutic Provision |
| <b>REPORTS TO:</b>      | Principal                                              |
| <b>CONTRACT:</b>        | Permanent                                              |
| <b>WORKING PATTERN:</b> | Full time                                              |
| <b>GRADE:</b>           | L1 – L5                                                |
| <b>ACTUAL SALARY:</b>   | £53,583 - £59,135                                      |

## MAIN PURPOSE OF THE ROLE

The SENDCo will play a pivotal strategic leadership role in ensuring that every student at Evolve receives a highly personalised, inclusive and therapeutic education.

As a member of the Senior Leadership Team, the postholder will lead the school's SEND provision, therapeutic approaches and inclusive practice, ensuring that students with complex needs, including those experiencing Emotionally Based School Avoidance (EBSA), anxiety and mental health challenges, are enabled to engage, achieve and thrive.

The successful candidate will champion evidence-informed practice, lead innovation in therapeutic and SEND provision, and ensure full compliance with statutory SEND responsibilities, including the effective implementation, monitoring and review of Education, Health and Care Plans (EHCPs).

## CORE RESPONSIBILITIES & TASKS

### Whole School Leadership

- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriately evaluating practice, and developing an acceptance of accountability.
- Have knowledge and understanding of the school's vision and values, aims, priorities, targets and action plans.
- Analyse and interpret a range of educational, therapeutic and attendance data, alongside current research and inspection evidence, to inform strategic decision-making and continuous school improvement.
- Support the overall ethos of the school as a child-centred, well-ordered community.
- Ensure rigorous systems are in place to monitor compliance with statutory SEND requirements, particularly the provision specified within Education, Health and Care Plans, and take prompt action where gaps are identified.
- Provide assurance to the Principal, Governing Body and Trust regarding the effectiveness and statutory compliance of SEND provision.

### Therapeutic and Inclusive Leadership

- Lead the strategic development of trauma-informed, attachment-aware and therapeutically informed practice across the school.
- Work collaboratively with the Therapeutic Team to develop integrated approaches that improve engagement, attendance, wellbeing and outcomes for students.
- Ensure staff have a secure understanding of the impact of anxiety, trauma, neurodiversity and social, emotional and mental health needs on learning and participation.

- Promote a culture of continuous improvement through the application of current research and evidence-informed practice.
- Evaluate emerging approaches and interventions to ensure provision remains innovative, effective and responsive to students' needs.
- Lead whole-school professional development relating to SEND, inclusion, mental health, EBSA and therapeutic practice.
- Support leaders and staff to remove barriers to learning through adaptive and personalised approaches.
- Ensure that therapeutic, pastoral and academic support strategies work cohesively to improve engagement, attendance, achievement and long-term outcomes for students.

### **Teaching and Learning**

- Aim to be an outstanding classroom teacher, seeking to continuously improve the quality of teaching and learning.
- To have knowledge and understanding of the characteristics of high-quality inclusive teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- Ensure curriculum coverage, continuity and progression in a specialist subject for all students, including those of high ability and those requiring additional support.
- Establish, monitor and adapt schemes of work in line with curriculum changes and DfE requirements.
- Ensure that teaching, learning and assessment are implemented consistently and evaluated rigorously, using outcomes and assessment information to celebrate success, inform intervention and support students to achieve their full potential.
- Support the development of a flexible and adaptive curriculum that meets the needs of students who may have experienced disrupted education, EBSA, anxiety or significant barriers to learning.
- Lead the development, implementation and evaluation of targeted academic interventions that accelerate progress and address barriers arising from disrupted education, SEND, EBSA and SEMH needs.
- Ensure curriculum pathways and personalised learning programmes enable students to achieve positive educational, social and emotional outcomes.
- Evaluate the effectiveness of inclusive and adaptive teaching practices across the school, using evidence to share best practice, inform professional development and secure continual improvement.

### **Leading and Managing Staff**

- Ensure that the sharing of good practice regarding teaching and learning is high on the school's agenda.
- Ensure all staff are given constructive feedback, including strengths and areas for development, following lesson observations.
- Appraise staff as required by the school policy on Performance Management/Appraisal and use the process to develop the personal and professional effectiveness of the teacher.

- Ensure the effective management and leadership of the therapeutic team.
- Carry out whole school roles as designated by the Principal

### **Wider Professional Effectiveness**

- To contribute to the Trust leadership strategy.
- Make an active contribution to the policies and aspirations of the school.
- To aim for 'best practice' regarding resources within the department by establishing staff and resource needs and allocating available resources with maximum efficiency to meet the objectives of the school and subject plans.
- Maintain existing resources and equipment and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- To take reasonable care of the Health and Safety of themselves and of others who may be affected by what they do or forget to do.
- To work closely with SLT to review and develop the school curriculum.
- Establish an effective partnership with parents to involve them in their child's academic and personal development, including providing information about curriculum, attainment, progress and targets.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, the SENDCo role and involvement in school development.
- Develop and implement policies and practices, as appropriate, to ensure Governors are well informed about SEND and inclusion and the success in meeting objectives and targets.
- To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Principal.

### **Strategic SENDCo Responsibilities**

- Fulfil all statutory duties of the SENDCo in accordance with the SEND Code of Practice.
- Ensure that all EHCPs are implemented effectively and that provision specified within plans is delivered, monitored and reviewed.
- Lead annual reviews and ensure that statutory deadlines and legal duties are met.
- Oversee the identification, implementation and review of examination access arrangements, ensuring full compliance with JCQ regulations and the needs of individual students.
- Monitor the quality and impact of SEND provision, academic and therapeutic interventions, using evidence to adapt provision and maximise outcomes for students.
- Ensure accurate, compliant and up-to-date SEND records are maintained.
- Provide strategic oversight of SEND funding and resources to maximise impact for students.
- Lead relationships with parents, carers, local authorities and external professionals.
- Coordinate assessments, referrals and multi-agency support for students with complex needs.

- Support school leaders in preparing for inspections, audits and reviews related to SEND provision.
- Ensure all staff understand their responsibilities towards students with SEND and EHCPs.
- Act as the school's expert adviser on SEND legislation, guidance and best practice.

#### CORPORATE RESPONSIBILITIES

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

#### ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

# PERSON SPECIFICATION



| Training and Qualifications                                                                                                                                          | Essential | Desirable |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Honours Degree                                                                                                                                                       | ✓         |           |
| Relevant Teaching Qualification                                                                                                                                      | ✓         |           |
| National award for SEN Coordination                                                                                                                                  | ✓         |           |
| Evidence of CPD linked to curriculum development                                                                                                                     | ✓         |           |
| Assessment Practising Award (Level 7) or equivalent qualification enabling the assessment of examination access arrangements.                                        |           | ✓         |
| Skills and Abilities                                                                                                                                                 | Essential | Desirable |
| Ability to interpret and apply SEND legislation and statutory guidance.                                                                                              | ✓         |           |
| Ability to monitor, evaluate and quality assure SEND provision.                                                                                                      | ✓         |           |
| Willingness to undertake further professional qualifications, including the Assessment Practising Award for access arrangements if not already held.                 | ✓         |           |
| Ability to use research evidence to develop innovative practice.                                                                                                     | ✓         |           |
| Ability to influence and develop staff at all levels.                                                                                                                | ✓         |           |
| Ability to analyse EHCP provision and ensure legal compliance.                                                                                                       | ✓         |           |
| Ability to think strategically and lead change where necessary                                                                                                       | ✓         |           |
| Ability to communicate clearly, inspire, motivate and challenge students and staff                                                                                   | ✓         |           |
| Ability to lead and work as part of an effective, high-performing team                                                                                               | ✓         |           |
| Experience                                                                                                                                                           | Essential | Desirable |
| Detailed knowledge of the SEND Code of Practice and current SEND legislation.                                                                                        | ✓         |           |
| Experience of working across primary and secondary age ranges, including an understanding of effective transition and inclusive practice for younger learners.       |           | ✓         |
| Secure understanding of child development, SEND identification and inclusive practice across Key Stages 2, 3 and 4.                                                  | ✓         |           |
| Experience of working within, or leading provision across, both primary and secondary phases.                                                                        |           | ✓         |
| Significant experience of working with students with SEND, SEMH needs, anxiety and EBSA.                                                                             | ✓         |           |
| Understanding of evidence-informed approaches to literacy development and intervention for students with SEND and additional needs.                                  | ✓         |           |
| Experience of implementing and evaluating interventions that improve academic attainment, engagement and wider outcomes for students with SEND and additional needs. | ✓         |           |
| Experience of leading multidisciplinary teams and working with external agencies.                                                                                    | ✓         |           |
| Experience of managing examination access arrangements and ensuring compliance with current JCQ regulations.                                                         | ✓         |           |
| Experience of implementing and evaluating evidence-informed interventions.                                                                                           | ✓         |           |
| Experience of leading strategic school improvement in inclusion, SEND or wellbeing provision.                                                                        | ✓         |           |
| Strong understanding of trauma-informed and relational approaches.                                                                                                   | ✓         |           |
| Experience within an Alternative Provision setting.                                                                                                                  |           | ✓         |
| Experience of leading therapeutic or wellbeing services.                                                                                                             |           | ✓         |
| Understanding of commissioning and evaluating therapeutic support.                                                                                                   |           | ✓         |
| Outstanding classroom practitioner with evidence of successful outcomes for students                                                                                 | ✓         |           |
| Substantial teaching experience                                                                                                                                      | ✓         |           |

|                                                                                                                                                                                                    |                  |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Experience of line-managing colleagues and holding them to account                                                                                                                                 | ✓                |                  |
| Successful experience of using data analysis to raise standards                                                                                                                                    | ✓                |                  |
| Successful experience of leading an aspect of school improvement                                                                                                                                   |                  | ✓                |
| Previous experience of SENDCo responsibilities                                                                                                                                                     | ✓                |                  |
| <b>Personal Qualities</b>                                                                                                                                                                          | <b>Essential</b> | <b>Desirable</b> |
| Passionate advocate for inclusion and student wellbeing.                                                                                                                                           | ✓                |                  |
| Curious and reflective practitioner with commitment to professional learning.                                                                                                                      | ✓                |                  |
| Resilient, solution-focused and adaptable.                                                                                                                                                         | ✓                |                  |
| High levels of emotional intelligence and professional judgement.                                                                                                                                  | ✓                |                  |
| Reliability, commitment and integrity                                                                                                                                                              | ✓                |                  |
| Diligence, tenacity, enthusiasm, drive and self-motivation                                                                                                                                         | ✓                |                  |
| Ability to respond positively to pressure, whilst maintaining accessibility and consistency                                                                                                        | ✓                |                  |
| Ability to relate positively with colleagues                                                                                                                                                       | ✓                |                  |
| <b>English Fluency</b>                                                                                                                                                                             | <b>Essential</b> | <b>Desirable</b> |
| Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad                                     | ✓                |                  |
| Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad. | ✓                |                  |