



Recruitment Pack



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Welcome from our Headteacher, Vicky Lloyd



Thank you for your interest in joining the Meridian Trust family.

I am proud to be the Principal of Stamford Welland Academy where every child is known, valued, and supported to achieve above and beyond their potential. SWA has grown significantly in the last few years, and we now find ourselves with a waiting list for all year groups. We have a reputation for genuinely caring for the young people we teach and nurturing them to become the best version of themselves. Parents recognise the exceptional pastoral care that we provide and combined with superb teaching; we offer a truly 'whole' education for young people. This approach has resulted in not only fantastic GCSE results, but perhaps more importantly, young people who feel confident, happy, safe, members of our school family.

Our [curriculum](#) in each subject is carefully crafted and sequenced to ensure all students make progress regardless of starting points. Our subject leaders are experts and enthusiasts bursting to take our students on exciting journeys through each curriculum area. As part of [Meridian Trust](#), we also have access to the expertise of Curriculum Area Directors for each subject, in addition to the support from subject specialists in 13 other Trust secondary schools. As an inclusive school, there is superb support for those with additional needs and as a result, they achieve excellent outcomes.

Our [parallel curriculum](#) offer is exceptional, and this is due to the emphasis we place on it being as important as the taught curriculum. We can teach young people all the facts, figures, and information they will ever need to pass exams, but the life skills that are acquired by participating in additional activities, are the skills which shape and define young people's characters and give them the resilience and confidence to face the wider world.

We have a significant focus on developing character at SWA and we see this as fundamental to students leaving us as fully rounded members of society. Every half term we focus on two different character attributes, where students are overtly taught what they are and how they might demonstrate them. Each half term culminates in a [PLEDGE](#) afternoon related to the character attributes we have been focusing on, where students work towards



Valuing People



High Quality
Learning
Environment



Pursuit of
Excellence



Extending the
Boundaries of
Learning



Achievement
for all

achieving their gold, silver and bronze PLEDGE awards.

Relationships between staff and students at SWA are extremely strong and positive, and there is a genuine feeling of us all being part of a team. Without exception, every visitor who walks through the doors of SWA comments on the fantastic atmosphere which feels positive, purposeful, and welcoming. Our strength in this area has been recognised locally and nationally, and we have been asked to share our excellent practice with other schools.

My own values are firmly rooted in a child centered, relationship and 'whole child' approach to education and I am passionate about modelling this in everything we do at Stamford Welland Academy. I want SWA to be a place where students feel like they belong and where they thrive – both academically and emotionally. Fundamentally, I want students to want to come to school and we are constantly looking at ways to make school a positive experience for all students.

These are exciting times for Stamford Welland Academy, and we are looking forward to the next part of our journey with eager anticipation. The improvement to the learning environment over the last few years, coupled with our rich and varied curriculum, superb teaching and exceptional pastoral care, all ensure that we are the 'school of choice' for Stamford and the surrounding areas. We are constantly looking at opportunities to link with local community groups and clubs,

and it is our desire to continually develop as the hub of our local community whilst providing the very best education for local children.

Mrs Vicky Lloyd
Headteacher



A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

We are currently a family of 30 academies (including 14 primary, 3 special and 13 secondary schools). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and train more than 150 new teachers each year through Meridian Trust ITT. We retain a strong commitment to growing and supporting staff throughout their training and career development. We have a

proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.



As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.

Trust Vision, Mission and Values

Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

Our Vision:

High-quality educational provision for all at the heart of local communities.

Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;
- Young people are encouraged to think for themselves and act for others, equipping them with the values, attributes, knowledge and skills to make a rewarding contribution to society;
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.



The enactment of our values for staff:



Engaged, developed, supported, and consulted.



Experts who strive for continual development. Collaborative networks, trusted to deliver.



Set ambitious goals and model what success looks like. Eager to improve.



Make connections, provide opportunities. Generous and sharing of knowledge and expertise.



Are accountable for the outcomes we contribute towards and strive for the very best.

Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

Benefits:

As a multi-academy trust of 30 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial

teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme



To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)



How to apply

To apply please complete the online form on MyNewTerm. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: Friday 30th January, Midday. The post may close sooner should we receive sufficient applications.

Interviews: W/C 2nd February 2026

Applying: Via My New term

For any questions about the application process please contact:

Email:

recruitment@stamfordwellandacademy.org

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory

pre-employment checks including enhanced DBS disclosure. We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships. Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.



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JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Assistant SENDCO
JD Reference:	STD TA 06
School/Academy:	Stamford Welland Academy
Weeks:	39 Weeks
Hours of work:	37 Hours
Salary:	Grade 9 (Actual £30,413.46 – £33625.54)
Responsible to:	SENDCO

Role:	To work under the professional direction of the Assistant Principal for Inclusion.
Purpose of the job:	As part of the inclusion team, plan and deliver practical support, advice and guidance to vulnerable children and their families to support pupils' academic, therapeutic, and pastoral needs.

Responsibilities and Accountabilities:

Main responsibilities

- Work closely with the Inclusion Leader, Principal, and Inclusion team to ensure the welfare of pupils attending the academy, with a particular focus on pupils with SENDV
- Be aware at all times of the SEN Register, providing support for pupils with ASD, EHCPs and SEND
- Lead training sessions for support staff to raise awareness of SEND and current practices
- Line-manage a team of ELSAs

Specific responsibilities – SEND

- Work with individuals and groups, under the direction of the Assistant Principal for Inclusion, to support progress, and social and emotional needs
- Under the direction of the SENDCO update pupil records as appropriate and collate and prepare information relating to assessments, EHCPs and referrals to other agencies
- Contribute to the development and implementation of APDRS for students and gather information from pupils, parents, staff and other professionals for the completion of statutory paperwork before annual reviews



- Liaise with staff and other relevant professionals and provide information about students as appropriate
- Attend review meetings as required
- Liaise with the SENDCO and teachers regarding pupil support plans including risk reduction plans and health care plans
- Plan, monitor and evaluate any programmes offered to children or families. Keep accurate records of information, referrals or work completed, including provision maps for intervention. Produce reports when necessary
- Support the pupils in accessing learning activities as directed by the teacher/SENCO to enable pupils' progress towards their targets
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to teachers to provide evidence of the range and level of progress and attainment
- Carry out small group interventions, for example, speech and language, precision teaching
- Support transition between key stages
- For some pupils there may be a need to assist pupils with mobility, eating, dressing and hygiene, as required, whilst encouraging independence

Specific responsibilities - welfare

- Work with vulnerable children and their families as identified by the Principal/ Assistant principal for inclusion and undertake an assessment, including Early Help assessments. To develop a plan that meets their needs, addresses family issues and supports them to access appropriate services to enhance the team around the family
- Establish effective communication with staff to ensure student's needs are met and use detailed knowledge and specialist skills to support learning and progress, promote independence and develop social/emotional needs
- Maintain appropriate resources, databases, and case files e.g., Outcome Stars, CP files and making notes at meetings
- Help identify factors affecting an individual pupil's well-being and behaviour in school and at home and facilitate appropriate interventions with other professionals and agencies where necessary
- Act as a role model and establish a clear framework for discipline in line with established policies, anticipate and manage behaviour to promote pupils' self-control and independence to ensure good behaviour and respect for others are maintained



- Be aware of and comply with policies and procedures relating to child protection, health, safety, security, and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing
- Conduct home visits, if necessary, by school procedures
- Support the role of parents/ carers in students' learning and contribute to meetings
- Deliver lunch, break and afterschool activities and interventions to vulnerable pupils when necessary

General responsibilities

- Cover break/ Lunch duties when required

Support to the School/Academy/Place of work:

- Participate staff events by arrangement
- Attend Staff Meetings
- Contribute and participate in Trust events and activities where possible
- Develop and maintain effective working relationships with other staff and parents/carers
- Adhere to the Trust values
- Follow school policies, practices and procedures

Data security:

- Act under legal provisions regulating confidentiality and security of data and information following GDPR regulations

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare
- Work/operate all plant and machinery within Health and Safety and other legal regulations, including risk assessments
- Physically able to undertake manual work and perform tasks set out in this job description
- Contribute to the maintenance of a safe and healthy environment

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust



- Participate in the annual appraisal system
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with the line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: January 2022



**Person Specification – Assistant
SENDCO**

Assessment Key:
A = Application Form
I = Interview

Education and Qualification		Essential	Desirable	Assessment
1	Good educational background with GCSE or equivalent in English Language and Maths	✓		A
2	Level 3 or above teaching assistant qualification or willingness to work towards this	✓		A
3	Degree or equivalent experience in an appropriate subject or field		✓	A
Experience		Essential	Desirable	Assessment
4	Experience supporting children in a classroom environment, including those with a range of learning needs or challenging behaviour	✓		A/I
5	Experience of working with children across all key stages (KS3-4) with evidence of having achieved successful pupil outcomes	✓		A/I
6	Experience of working with external agencies		✓	A/I
7	Experience of working closely with parents in successful home-school partnerships that support pupils' needs		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
8	A good understanding of the education system	✓		A/I
9	An excellent knowledge of the SEND Code of Practice	✓		A/I
10	Skilled at understanding how children learn	✓		A/I
11	Excellent understanding of phonics, numeracy, and literacy development	✓		I



12	A sound grasp of the concept of inclusive practice	✓		I
13	Knowledge of the concept of confidentiality	✓		I
14	Awareness of child protection issues	✓		I
15	Knowledge and experience of using basic diagnostic tests for identifying specific needs		✓	A/I
16	First aid certificate		✓	A
Skills and abilities		Essential	Desirable	Assessment
17	Skilled at making and sustaining positive relationships with children	✓		I
18	Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners	✓		I
19	Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure	✓		I
20	Ability to use language and other communication skills that parents, and pupils and staff members can understand and relate to	✓		I
21	Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records	✓		I
22	Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEND/ who are vulnerable	✓		I
23	Able to work closely with the wider school community in the	✓		I



	development of provision for pupils with SEND			
24	Excellent written and oral communication skills	✓		I
25	Ability to contribute to team meetings and contribute ideas	✓		I
26	Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher	✓		I
Personal Qualities		Essential	Desirable	Assessment
27	Willingness to undergo further training and development	✓		I
28	Positive and enthusiastic approach towards work	✓		I
29	Ability to act on own initiative	✓		I
30	Kindness and empathy towards students and colleagues	✓		I
31	Ability to work as part of a team effectively			I
Child Protection		Essential	Desirable	Assessment
32	Support the Academy policies on safeguarding and child protection	✓		A/I
Other		Essential	Desirable	Assessment
33	Flexibility of working hours	✓		A/I

