



Co-op Academy  
Southfield

# Recruitment Pack

## SEND Key Stage Director with teaching responsibility

(One in Key Stage 4 & one in Key Stage 5)

### January 2025

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## Welcome

Dear applicant,

Thank you for showing interest in our academy and our Trust.

Co-op Academy Southfield is an inspiring and special place to work and learn and as part of the Co-op Academies Trust, aims to secure excellence in all aspects of its work.

The academy has many strengths including the dedicated staff who are truly committed to the pupils, their families and the community, an Ofsted 'Good' judgement, and countless wonderful and special students.

The academy is designated for up to 360 pupils and students with Severe Learning Difficulties, Profound and Multiple Learning Difficulties, SEMH and Autistic Spectrum Disorder.

We welcome interest from applicants looking to begin or further their career in a large secondary special academy supported by a highly regarded Trust.

If you would like an informal chat about this role and the academy please contact Rachel Hodgson, Deputy Headteacher - [rachel.hodgson@coopacademies.co.uk](mailto:rachel.hodgson@coopacademies.co.uk) or call 01274 779662. There is also more information on our website at <https://southfield.coopacademies.co.uk/>

Victoria Clough

Head of School

## Our Trust

Through a great education we are changing the lives of young people across the North of England. Built on the same principles as all co-operatives across the world, we work with academies to empower teachers and young people to work together for a better education and a better community.

We have consistently been one of the highest performing multi-academy trusts in the Government's Multi-Academy Trust League Table, we have also been recognised by the Sutton Trust Charity and the Education Policy Institute as one of the top performing multi-academy trusts for disadvantaged students.

What makes our Trust unique is that we are sponsored by the Co-op Group. That close relationship means that we benefit from all of the business expertise that has seen the Co-op grow to one of the most respected, ethically driven and successful businesses in the country.

Popular with students, parents and teachers, we began in 2010 with just two academies. One in Manchester and one in Stoke-on-Trent. Two years later, in 2012, we began to work with a cluster of academies in Leeds and by 2014 we had five academies in Leeds; made up of one secondary and four primary academies.

To date the Trust comprises of thirty seven institutions and spans the breadth of the educational spectrum, from primary and secondary academies, to colleges and special schools. Pragmatic in our approach to growth, we work closely and cooperatively to improve all of our academies. Improving results and impressive Ofsted inspections have led to schools requesting to join the Trust which is now well on its way to realising its ambition of forty academies by 2025. We look forward to the opportunities that this will bring to our staff, young people and communities.

You can find out more about our Trust by visiting [www.coopacademies.co.uk](http://www.coopacademies.co.uk)

# Our Values

Co-op Academies Trust is committed to the values shared by co-operatives everywhere:

**Self-help** – we support learners, parents, carers and staff to help themselves

**Self-responsibility** – we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions

**Democracy** – we give our learners, parents, carers and staff a say in the way we run our schools

**Equality** – we believe that the voice of each individual should be heard

**Equity** – we run our schools in a way that is fair and unbiased

**Solidarity** – we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

We strive to demonstrate the following ethical values in everything we do:

**Openness** – we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances

**Honesty** – we act in a professional and respectful manner in our dealings with everyone

**Social responsibility** – we maximise our impact on the people in our communities while minimising our footprint on the world

**Caring for others** – we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

## About us

Co-op Academy Southfield is a Secondary Special School to the South of Bradford City Centre. We are a large growing Academy catering for 360 students aged between 11 and 19, who are supported by approximately 200 staff. The Academy shares a site and building with Co-op Academy Grange, a large mainstream secondary school.

At Co-op Academy Southfield we value our students and their uniqueness. We will never let anything get in the way of our high aspirations for them. To make sure that they achieve all that they are capable of, we will ensure that our curriculum is literacy rich and is broad and balanced so that the students have exposure to a curriculum that engages and challenges them regardless of their background. Our curriculum will be sequenced so that the students are taught firm foundations and that subsequent learning builds upon what the students already know and can do. We aim to equip students to become as independent as possible, to become responsible citizens capable of making positive contributions in adulthood. Our curriculum is designed to foster personal development, ensuring that students acquire the skills and knowledge necessary to thrive in modern Britain. We will make sure that they are supported in a range of situations external to the school environment too so that we are contributing to their personal development as well as their academic development. The Co-op Values and Ways of Being are golden threads running through our endeavours and our approaches.

## Teaching and learning.

Students at Co-op Academy Southfield are taught in year groups within Key Stages. The curriculum has been designed to inspire a love of learning, to motivate students to be in school and to create a curiosity and respect for the communities they belong to. The curriculum aims to give students knowledge of the locality and the opportunities that living in Bradford and Yorkshire can offer. All students have daily core lessons of Maths, English and Personal Social Development. Wider curriculum subjects introduce students to role models, selecting artists, authors, scientists and designers from diverse backgrounds to reflect the makeup of our multicultural city.

All of our students have an Education, Health and Care Plan. The delivery of the curriculum is tailored to the diverse cohorts of students, ensuring that the needs of each individual are met. Our aim is to provide every student with a broad and balanced curriculum that prepares them for when they move on from Southfield as young adults.

## Role description

We are seeking two exceptional and committed middle leaders to join Co-op Academy Southfield in April 2025. We want directors of Key Stage 4 and Key Stage 5 who are passionate about teaching and learning and are inspirational teachers who have experience of leading others in a special school setting. We will offer a context specific middle leaders professional development package to support these key roles. Successful candidates will play a crucial part in advancing the academy's journey from good to outstanding, this will be in classrooms to ensure the education in their key stage is of high quality, impactful, tailored to individual needs and equips each student for the next stage of their learning.

## Purpose of role:

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.

- Manage the operational needs, performance, quality of teaching and learning in the key stage e.g. staffing, resources, event organisation, transition into the academy, within the academy and out of the academy.
- Line manage assigned teachers within a key stage.
- Support teachers in effective line management of support staff across the key stage.
- Ensure implementation of curriculum and consistency of approach across the key stage.
- Take the leading role in utilising moderation as a means of measuring impact, raising standards and improving student outcomes in the key stage.
- Take the leading role in, and be accountable for, ensuring delivery of the curriculum and lesson planning is effective and maximises all students' opportunities to reach their full potential in the key stage.
- Be the whole-academy curriculum lead for an assigned area of the cross-academy curriculum.
- Take a leading role to ensure students achieve accreditation
- Lead on and implement high quality transition, liaising with all stakeholders.

## Key accountabilities (and specific duties / responsibilities):

- Leading teachers and support staff across the key stage
- Being the line manager for non-TLR teachers within the Key Stage and assigned PPDR reviewer for a range of teaching staff
- Design, Implementation and evaluation of the Vision, Intent and Curriculum across the key stage, monitoring and contributing to planning and moderation

## Core duties:

- Lead and be accountable for the curriculum, quality of education, assessment and staff within the key stage
- Design, develop and ensure the effective implementation and evaluation of an assigned cross-academy curriculum area, reporting back as required to senior leadership
- Maintain knowledge of, and actively contribute to, the school's daily operational leadership and management systems.
- Maintain knowledge of, and actively contribute to, the school's vision, intent, values, ethos, priorities and action plans.
- To actively promote inclusion and acceptance of all students within the classroom and school.
- To work closely with teaching colleagues to ensure consistent delivery of high quality lessons, accessible to all children and young people.
- To encourage students to interact and work cooperatively with others and engage, challenge, motivate and reinforce self-esteem with all students in all activities.
- Be accountable to SLT for the effectiveness of the work that you lead and undertake.
- Review work undertaken, completing all relevant paperwork and action planning, and evaluate the impact this work has had on improving student outcomes and the development of a high class provision in order to plan accordingly for future improvements.
- Effectively share impact analysis with staff and actively implement action points in response.
- Consistently deliver, and support others to deliver, good/outstanding lessons and student outcomes.
- Secure and sustain a positive climate for learning and behaviour of students
- Take a leading role in promoting high expectations for planning as a means of raising standards and improving student outcomes.
- Actively contribute to the development of a consistent approach to collating evidence, assessment and target setting through a leading role in moderation.
- Plan and deliver effective planning and moderation programmes which contribute directly to school improvement.
- Actively engage in research, training, collaboration and creative teaching to continually develop individuals and others' expertise and practice.
- Take responsibility for their own professional development and remain up to date with current practice, undertaking any relevant training.
- Inspire, motivate and influence staff to secure the highest standards of teaching and learning in order to promote student progress across the four areas of need, but most notably in cognition and learning..
- Contribute to the identification of staff training needs and work in partnership with SLT to organise relevant training for staff supporting students across the school.
- Develop and sustain purposeful collaboration and productive relationships with others both within and outside of school.
- Attend and lead school meetings as part of the middle leadership team of the school.
- Actively promote a positive and purposeful climate, which enables staff to develop, challenge and support each other, resulting in improved teaching.
- Maintain professionalism, resilience and resourcefulness in order to inspire others and command respect.
- Model professional behaviour and attitudes around the school to ensure the highest standards of professionalism and conduct are met.

- Work within the school's safeguarding, health and safety and other policy requirements and expectations.
- Commit to good attendance in self and promote this in others.
- Prioritise and manage their own time effectively.
- Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- Effectively manage delegated human, physical, environmental and financial resources within the school to achieve educational priorities, while taking a pragmatic approach to resource and financial constraints.
- Comply with any reasonable request to undertake work of a similar level not specified in this job description.
- Embody and model the Co-op values.



# Person Specification

<p><b>Attributes</b></p>	<p>All attributes are essential, unless indicated below as 'desirable'</p>
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Good relevant degree or equivalent</li> <li>• National Professional Qualification for Middle Leaders (NPQML)</li> <li>• Recognised teaching qualification</li> <li>• Evidence of continued professional development</li> <li>• Award bearing management or specialist SEN training</li> </ul>	<p>Desirable</p> <p>Desirable</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Proven record of consistently good or better teaching and behaviour management</li> <li>• Successful mentoring, modelling or intervention to raise standards in planning, teaching and moderation</li> <li>• Experience of proactively contributing to curriculum design to effectively meet cognition and learning needs</li> <li>• Experience of utilising collaboration and/or research to develop expertise in cognition and learning</li> <li>• Experience of interrogating evidence then proactively striving to close gaps</li> <li>• Experience of managing staff training</li> <li>• Experience of leading accreditation: Arts Award, NCFE, Duke of Edinburgh</li> <li>• Experience of Co-op Young Leaders</li> <li>• Experience of being a middle leader</li> </ul>	<p>Desirable</p> <p>Desirable</p>
<p><b>Skills, Ability, Knowledge</b></p> <ul style="list-style-type: none"> <li>• An understanding of current SEN and curriculum issues and their implications</li> <li>• Knowledge, flair and expertise in meeting cognition and learning needs of SEN students</li> <li>• An understanding of curriculum design and knowledge of current national priorities</li> </ul>	

<ul style="list-style-type: none"> <li>• Ability to identify reliable information and make reasoned judgements based on that information</li> <li>• Good oral communication, written, numerical and ICT skills</li> <li>• High order administrative and organisational skills with good attention to detail</li> <li>• Resilience and the ability to deal with a large volume of work and heavy demands upon time</li> </ul>	
<h3>Personal Qualities</h3> <ul style="list-style-type: none"> <li>• Ability to motivate others to engage in school improvement and foster high expectations</li> <li>• Ability to take a leading role in raising standards in planning and moderation</li> <li>• Ability to communicate impact statements and work positively with others to improve outcomes</li> <li>• Commitment to the active promotion of the school's ethos, vision and intent</li> <li>• Apply an outward-looking perspective and maximise opportunities for training and collaboration</li> <li>• Ability to get things done by applying positivity, commitment and drive when supporting change</li> <li>• Ability to motivate others to share purposefully in curriculum, planning and moderation developments</li> <li>• Ability to develop others' practice through application of expertise in SEND.</li> <li>• Build and maintain positive and respectful relationships across the school community.</li> </ul>	

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.