



# Trust Vulnerable Children Lead

Information pack



Together we are stronger

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## Our vision

The vision for the Trust clearly articulates the need to think of our learning family as one. Through the individuality of each school and the uniqueness each school brings to the family, we must ensure that all children in our care have a greater equality of experience, and enable all leaders, teachers, governors, support staff, parents and children to understand what being part of “One Trust” means for them. Working together as one trust should ensure effective practice across the MAT, ensure how we improve is evidence-based, lead to economies of scale in terms of time, resources and speed of school improvement and enable staff to work within clearly defined values that are common across the Trust.

Together we are stronger



# Welcome

Welcome from the CEO, Richard Gill CBE



We are all driven by our commitment to our children, our schools, and our communities.

ATLP is a learning family of 19 schools; this includes three schools. The last 5 years has seen a successful growth strategy from the starting point of 3 secondary schools and 4 primary schools working in relative isolation to the current arrangement of strong partnership working and effective collaboration: sharing resources and expertise across our schools in order to maximise pupil outcomes.

In recent years we started our centralisation agenda bringing all HR operations (including payroll), finance, estates and operations under the direct leadership of the Trust. This has started to enable headteachers to concentrate more on what they know best, learning and teaching, and has allowed us to bring about greater capacity and efficiency across our schools. The journey continues. There is more to do.

The next stage is to embed the vision of 'one trust' where all ATLP colleagues can identify with and realise the benefits of working in an ATLP school and where we truly do live and espouse a culture of one learning family where all we have a responsibility for all our children through our actions, our values and our working practice. One vision; one family; one trust.

This comes, of course, as we emerge from a global pandemic; where the education experienced by our children and young people has been cruelly affected through lockdown. This has adversely affected the progress made by many of our children and the wellbeing and mental health of our communities. The full impact across our staff, our learning

community and our families is not yet known. We have a responsibility to ensure that we are able to educate our children and young people so that there are no gaps in skills and knowledge.

We have a responsibility to ensure we continue to provide the love, care and support that is and will be needed in the future. We have a responsibility to provide a safe space, where children, young people, our staff and our communities are able to thrive, develop and prosper in the weeks, months and years ahead. We can do this so long as we are honest to our vision and our values ensuring that, at all times, children are at the heart of everything we do. By working effectively and collaboratively, together we are stronger.

I am delighted that you are interested in this exciting opportunity to join the Arthur Terry Learning Partnership. You will need to write a fresh and individual application to us. If we get the slightest hint, it is formulaic your application will not get past first sift. The schools which we serve mean too much to us.

The role of Trust Vulnerable Children Lead is critical and never more so as we begin the next stage of the Trust's development. You will walk alongside our headteachers, senior leaders and staff teams across our family of schools. You will understand the needs of vulnerable children, including SEND, Looked After Children and Disadvantaged and be an advocate for them. You will be collaborative, strategic, have emotional intelligence and be able to coach, mentor, challenge, and support.

In addition to our 19 schools, we are a thriving School Centre for Initial Teacher Training (SCITT) and this plays an important role in the supply of the next generation of teachers within the Trust and beyond. We have recently been appointed as the Teaching School Hub for North Birmingham following the successful and impactful work, we have led through our teaching school for the last 10 years. We are outward facing; true believers in system leadership where we feel responsible for all children and, as such, frequently engage in school improvement work beyond the Trust where our work is recognised by others, including the DfE.

We are ambitious. Trustees share that ambition. Children only get one chance and our partnership working and child-centred ethos is infectious, driving all involved to make a difference and give all our young people the very best start in life.

You will join the School Improvement Team and will need to demonstrate that you, too, share our values. You must show the leadership qualities that can take all our school communities forwards. You must show the leadership qualities that can take all our school communities forwards. You must be able to develop others. You must be able to complement the team in driving the team further, for the benefit

of our children, our families, and the communities we serve. The successful applicant will make a significant contribution that will ensure the support given to our family of schools is the very best it can be. We know we can always improve, and we strive to do so. I hope this pack answers many, if not all, of the questions you might have and leaves you excited about the prospect of working with us.

With all good wishes,

Richard Gill CBE - CEO  
The Arthur Terry  
Learning Partnership



CEO, Richard Gill with guests and speakers Richard McCann, Musharaf Asghar and Jaz Ampaw-Farr at the 2020 ATLP staff conference



Children lie at  
the heart of  
everything we do



# Slade Primary Schools Trust

Strategic Objectives 2021 – 2024



## Quality services

Our family of schools will receive high quality **central services**



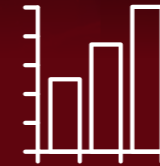
## Teaching excellence

Our children will receive a high-quality **education** through a forward looking curriculum and **excellent teaching**



## Supportive care

Our children (and families) will have access to **strong academic** and **pastoral support**



## Financial security

Our schools will have a strong and **sustainable financial future**



## Clear communication

Our **communication** with stakeholders will be **effective**



## Inclusive culture

Our **culture** will be positive and **inclusive** across our **learning family**

# ATLP MAT-wide School Improvement strategy

**Our aim is to develop leadership and teaching, share and align best practice and engage in research to ensure evidence informed practice drives school improvement.**

Each ATLP school is unique and serves a distinct community. This is central to our approach to School Improvement. The ATLP will therefore seek to ensure that its School Improvement model is developed collaboratively with the aim of developing and implementing:

- A vision of the very highest expectations that all stakeholder groups support
- A clear implementation model based on the principles of Leverage Leadership
- A Trust-wide Quality Assurance System that the SIT apply consistently

Our strategy, alongside our leadership teams, middle leaders and teachers, with the School Improvement Team (SIT) builds teacher and leadership capacity and drives a culture of learning in all our schools.

The School Improvement Team will ensure that a rapid and sustainable programme of improvement takes place in all our schools based on the principles of Leverage Leadership, resulting in strong outcomes for all students.

They will develop, implement and evaluate policies and practice, specifically those which focus on school improvement, and leadership development promoting collective responsibility for implementation which in turn may lead to agreed Trust models of working.

## We use the EEF Implementation Cycle for a framework for our school improvement:



The Trust will ensure that all of its academies will embrace the very highest expectations in respect to:

- Student Culture
- Curriculum Design and Delivery
- Safeguarding
- Inclusion
- Personal Development
- Academic Success
- Attendance
- Enrichment

### OUR YEARLY CORE OFFER:

- SPR (SCHOOL PERFORMANCE REVIEW) at least three times a year
- A half-termly visit from an external School Improvement Partner (SIP)
- PP review
- SEND review
- Safeguarding review
- Termly - Trust Around the School Meeting – HR/Estates/Finance/Education
- Regular 'Deep Dives' in each of our schools
- Bespoke collaborative working with a named person from the SIT on an area of particular need.

# School Improvement from September 2022

## Our School Improvement (SI) work is based around 3 principles:

**One Trust:** as a learning family, we are all responsible for all children across our family of schools. This means there is a collective responsibility to ensure the needs of every school are met even if this means that, at times, leaders are accepting that the needs of another school within the trust may be greater than that of theirs.

**Children lie at the heart of everything we do** – our SI work must be impactful. Children have an entitlement to high quality education and, therefore, we must ensure there is strong provision across our family of schools.

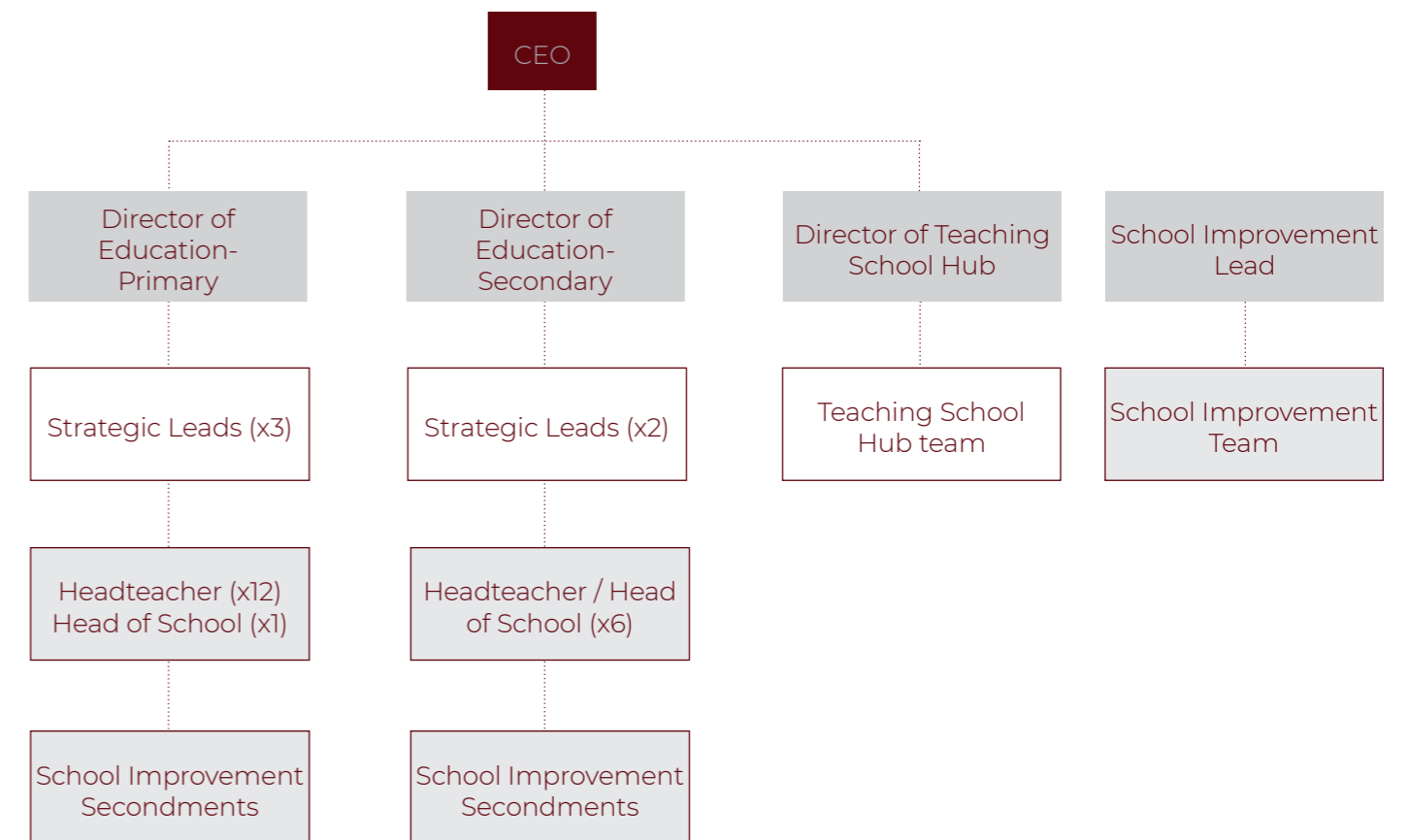
**Together we are stronger** – a commitment to high quality professional development for all staff with an entitlement to access training and development, including working beyond their own school sharing good practice and upskilling others. This cyclical support grows everyone's learning and creates opportunities within and across the MAT.

## The School Improvement Team will consist of the following roles

- Trust Vulnerable Children lead
- Trust Safeguarding lead
- Trust Maths lead
- Trust Literacy/English lead
- Trust MFL lead
- School Improvement Lead (primary) – incorporated into the Strategic Lead – Lichfield Hub role
- School Improvement Lead (secondary) – incorporated into the School Improvement Lead role
- Trust Personal Development lead



## Structure (School Improvement Team/ Teaching School Hub)



# Job Description

## Trust Vulnerable Children Lead



### Grade

L15-L19 or NJC points 50 -54

### Contract

Permanent

### Disclosure Level

Disclosure Barring Service – Enhanced Certificate (external applicants)

### Responsible to

School Improvement Lead

### Liaison with

School leaders, Directors of Education, Executive Team, Governors, Trustees, SENDCo's, LAC Lead Teachers, External Agencies

#### Strategic Responsibility

To oversee and advocate for vulnerable children (SEND, Disadvantaged/Looked After Children) across the Trust. You will be responsible for ensuring vulnerable children have their needs met through an entitlement to high quality education including where those children are educated through alternative provision placements. You will work closely with the Trust Safeguarding leads and the School Improvement Team to facilitate access to the best provision to ensure vulnerable children are successful. You will coordinate support for children who are at risk of dropping out of education to ensure they receive high quality, co-ordinated support that meets their needs and reduces risk.

To promote and embody the 'One Trust vision' so that it is always at the core of school/trust improvement work ensuring children are at the heart of everything we do.

#### Safeguarding

The Arthur Terry Learning Partnership is committed to keeping children, young people safe.

- Responsibility for safeguarding children and child protection (including online safety) ensuring that schools are meeting their legal statutory requirements as laid out in Keeping Children Safe in Education (KCSiE).
- Continuing to embed a safeguarding culture in all schools, ensuring the child always comes first.

#### Duties and Responsibilities

- To lead the provision for the vulnerable children to ensure support for vulnerable learners meets identified need for children and families.
- To be the Trust's point of reference for vulnerable children legislation (SEND, LAC, Disadvantaged) and best practice.
- To ensure schools and the local authority comply with their statutory duties in education linked to child

protection, looked after children (LAC), elective home education (EHE), English as additional language (EAL) and other vulnerable groups.

- To identify through analysis of data and through dialogue with school leaders vulnerable children who are at risk of becoming disengaged in education and develop Trust wide interventions to support them from becoming not in education, employment or training (NEET).
- Work with leaders and SENDCo's to define the strategy based on a real understanding of students needs and the challenges schools are facing.
- Create calendared times for SEND/LAC/Disadvantaged leaders to come together to share best practice and plan as One Trust.
- Create a comprehensive CPD package for these leaders.
- Build on Hub working models to create centres of excellence.
- Create a Trust baseline data and operating model at a local or Hub level.
- Build on the culture of sharing resources and expertise across the Trust.
- Work with school leaders to identify experts to support delivery trust wide, both internally and externally
- Work with school leaders to create a Parent Partnership to support positive parental and student engagement.
- Establish consistency in high expectations and provision for children with SEND in all schools within the Trust.
- Work with school leaders/SENDCo's and the School Improvement Team to create an ambitious curriculum that is inclusive and meets the needs of SEND children.
- Work with the School Improvement Team/ SENDCo's to ensure teachers have a deep understanding of quality first teaching and how this links to the principles of cognitive science. This understanding enables them to adapt their teaching in the moment, to meet the needs of the SEND students in their classes.
- An ATLP alternative provision provider for Primary and Secondary to support SEND provision and inclusion. The plan is this is temporary to integrate the child back into mainstream.
- Utilise knowledge of legislation and latest research to drive improvement.
- Review the use of external services and practitioners (Ed Psychs, support agencies, alternative provision, charities) to ensure they are value for money and meet the needs of vulnerable children in the Trust.
- To work with SENDCo's, School Leaders and School Improvement Team to ensure outcomes for children with additional needs are at least in line with SEND National.
- To ensure schools and the local authority comply with their statutory duties for SEND/LAC/Disadvantaged children.
- To build professional relationships with Local Authorities, Children's Services, and other external agencies and to use these relationships to promote children's educational rights leading to positive outcomes for children in the Trust.
- To ensure systems are in place to allow and support children to share their views and wishes and ensure these are heard and incorporated into plans, interventions to support them to be safe and successful.
- To ensure that children and their families are provided with user-friendly written reports about their circumstances and plans for intervention so that parents/carers feel their have a voice and are supported to engage with the child's education.
- To have a sound understanding of the legislation relating to education in particular around SEND, exclusions, safeguarding, disadvantaged, EHE and LAC.
- Exercise advanced decision making in relation to vulnerable children and be able to offer advice on a range of issues from a local and national perspective.
- To lead and contribute to the development of the provision for vulnerable children through regular review of performance and standards.
- To ensure that any necessary actions needed to bring about improvement are implemented quickly and effectively

and to ensure that such actions have the required impact.

- Develop and maintain a monitoring and evaluation cycle, within and across schools, providing reports to Trustees including highlighting areas of vulnerability.
- To ensure that funding received for vulnerable children is spent appropriately, impact can be demonstrated and can withstand external scrutiny.
- To monitor and evaluate Trust exclusion and sanction data for vulnerable learners to ensure they are in line with or below national benchmarks.
- To work with the School Improvement Team to ensuring the curriculum enables innovation and secures relevant and engaging experiences, so that vulnerable learners are able to achieve their ambitions.
- To develop a Trust approach to vulnerable children needs, ensuring that all children regardless of their geographical local authority area receive a quality, equitable provision.
- To set and agree challenging and meaningful targets for improved attainment for vulnerable learners across phases and the Trust.
- To work with school and executive leaders to identify and achieve economies of scale and ensure the efficient allocation of resources to achieve the best educational outcomes.
- To attend Trust Board/Hub Governing Body/Local Governing Body meetings as appropriate and identified, to report on vulnerable learners.

#### Data Protection

- Work within the requirements of Data Protection legislation at all times ensuring student data is kept safe.

#### Professional Responsibilities

- Create and maintain positive and supportive relationships with all stakeholders.
- The post-holder will be expected to

undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.

- To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To promote the vision and aims of the Trust.
- To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct and Teachers' Standards.
- To attend meetings, training days and CPD sessions.
- To be an effective team player and support the functions of the ATLP.
- Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.
- Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.
- To take responsibility for becoming familiar with school/Trust policies and abide by them.
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. <https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post and flexibility is therefore required.

# Person Specification



Criteria		M.O.A
Education and qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status or degree in social work, youth work or equivalent</li> </ul>	AF/ Certificates
<b>Technical</b> - the demonstration of specific skills and/or knowledge	<ul style="list-style-type: none"> <li>A track record of leading and improving outcomes for children</li> <li>A track record of creating and implementing a vision</li> <li>Detailed understanding of the principles with regard to Safeguarding of Children</li> <li>An understanding of the principles of effective change management and knowledge of what that means in practice</li> <li>Experience of implementing strategies for re-motivating disengaged learners in schools, improving attendance, behaviour and pupil performance</li> <li>Experience of leading innovation and change management, a successful innovator of school improvement that has impacted positively upon pupil outcomes, particularly for vulnerable learners</li> <li>Understanding of pupil motivation, engagement, behaviour and attitudes towards learning</li> <li>Proven success in building effective partnerships and links, including with LAs/ central government/schools</li> <li>Experience of working with multi-agencies to develop new approaches and accelerating improvement</li> </ul>	AF/I
<b>Ability</b> - the aptitude or potential to perform to the required standard	<ul style="list-style-type: none"> <li>Ability to develop effective relationships with all stakeholders</li> <li>A strong understanding of the schools' sector and education more broadly, with a strong grasp of contemporary education issues</li> <li>The credibility to command the respect of, and influence, colleagues</li> <li>To be able to think strategically and develop this thinking into successful outcomes</li> <li>The ability to add value through effective leadership, vision and influence</li> <li>Ability to challenge underperformance</li> <li>An appetite to seek out and develop innovative practices in education</li> </ul>	AF/I/T

Criteria		M.O.A
<b>Values/ Behaviours</b> - the actions and activities that people do which result in effective performance in a job	<ul style="list-style-type: none"> <li>We believe that all pupils can achieve in spite of their circumstances or other external factors and have an unwavering commitment to pursue successful outcomes for all</li> <li>We support the One Trust vision that children are at the heart of everything we do</li> <li>We champion the vulnerable</li> <li>We are committed to supporting our school communities to be inclusive, diverse and for there to be equality of opportunity for all</li> <li>We embrace and demonstrate a commitment to all students in our care to ensure we support them to be safe</li> <li>We are committed to maintaining the ethos and values of the ATLP whilst ensuring that all ATLP schools can meet the needs of their communities</li> <li>We are resilient in the face of challenge and comfortable with ambiguity and a changing landscape</li> </ul>	AF/I/T
Contra indicator	Positive disclosure relating to children or vulnerable adults	Disclosure Form to be completed prior to interview

A.F. = Application Form; I = Interview; T = Test or Exercise.





# What we can offer you

We recognise that successful people place value on a range of benefits associated with their careers including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. As your future employer we place importance on these aspects too.

Salary - : L15-L19 (£59,581- £65,735) for those with a teaching background.

NJC points 50 - 54 (£58,710 – £66,471 for those from a non- teaching background

- Competitive pension scheme: Teachers' Pension Scheme or Local Government Pension Scheme
- The opportunity to join our team of leading education experts and propel your career to the next level
- 3 paid Professional Development Days – in addition to 5 training days
- Flexible working
- Access to continuous professional development opportunities

# How to apply

**Closing date:**  
Monday 23th May 2022  
at 9.00am

**Interviews:**  
Thursday 26th or  
Friday 27th May 2022

Applications must be made using the Arthur Terry Learning Partnership application form.

Completed applications should include an application form and a supporting statement of no more than 2 sides of A4 that clarifies how your experience, knowledge, skills, and behaviours align to the criteria in the person specification.

Your application should include full contact details (address, daytime, home, and mobile telephone numbers where applicable and email addresses) and details of 2 referees.

For each referee please provide their name, position, organisation, telephone numbers and email addresses where known. One of these referees must be your current

or most recent employer. If you do not wish us to contact referees at this stage, please make this clear. Please send your completed application to:  
[recruitment@atlp.org.uk](mailto:recruitment@atlp.org.uk)

The Arthur Terry Learning Partnership (ATLP) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including enhanced DBS, prohibition check, qualifications (where applicable), medical fitness, identity and right to work. All applicants will be required to provide two suitable references which will be sought prior to interview. The ATLP is an equal opportunities employer.



Students and staff from Brookvale Primary School collecting books for their new library

# Contact us

**T** 0121 323 1134

**E** [info@atlp.org.uk](mailto:info@atlp.org.uk)

**W** [www.atlp.org.uk](http://www.atlp.org.uk)

The Arthur Terry Learning Partnership, a charitable company limited by guarantee, registered in England and Wales, company number 07730920. Registered office: The Arthur Terry School, Kittoe Road, Four Oaks, Sutton Coldfield, West Midlands, B74 4RZ. CEO: Richard Gill NPQH, NLE, FRSA



Coton Green Primary School



**Together we are stronger**