



# **Assistant Headteacher and SENDCo**

**Information and Application Pack**

# **Pinner Park Primary School | Assistant Headteacher and SENDCo**

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## *Letter from the Headteacher*

Dear Applicant,

Thank you for your interest in the position of Assistant Headteacher (inclusion). This is an exciting opportunity for someone with the right training, experience and skills to be a part of our school. This is a significant position within the school's leadership team.

Our aim is to provide a school which provides an outstanding education at the heart of the local community – safe together, happy together, learning together.

Our school is based in the London Borough of Harrow, to the North West of Pinner. The school is inclusive to all and provide a high quality, broad and balanced curriculum, which is appropriate for children of all abilities, irrespective of their ethnicity, social background or faith. Our admission policy reflects this by prioritising local children.

Our school is housed in large, connected buildings. There are two large halls, where children eat lunch, and a number of play areas for the children. In addition to our classrooms, we have a range of specialist facilities such as libraries, computer rooms and specialist areas for music and art.

Pinner Park is an inclusive school. We want all our children to make great progress and to be highly valued. We are an IQM Flagship School.

This vacancy is for an experienced leader with the relevant experience, skills and training to become an integral part of the school's senior leadership team. The Assistant Headteacher will be the school's SENDCo, and will also lead the school's provision for pupil premium, looked after children, EAL and more able children. The assistant headteacher will also be a deputy safeguarding designated lead for the school (working as part of a small team).

Although the assistant headteacher will not be a class teacher, there may be a small teaching commitment which will change from time to time to meet the needs of our school.

If you have any further questions, or if you would like to discuss the role further, please do not hesitate to contact us. Visits to the school are very welcome.

If you have any further questions, or if you would like to discuss the role further, please do not hesitate to contact us. Please use this email address: [office@pinnerpark.harrow.sch.uk](mailto:office@pinnerpark.harrow.sch.uk)

I am sure that on reviewing the information provided you will agree that this is a very exciting role and we look forward to receiving your application.

Yours faithfully,

*Nick Waldron*

Headteacher

## *School Foundation Statement*

### **What's important to us – three word summary**

Learning · Character · Community

### **What's important to us**

We work together, as a school community, to empower and inspire each and every child to be an outstanding student who enjoys learning, to develop character, and to become a respectful citizen who makes a positive impact.

### **Our key principles**

#### Learning

- Each child makes sustained progress as a result of outstanding, motivating and inspirational teaching.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Everyone is a learner – with opportunities for life-long learning. Continuous professional development of staff, rooted in research, is highly valued.

#### Character

- Our behaviour values form the basis of our approach to promoting positive behaviour and character: ready, respectful, safe and kind.
- As a 'Rights Respecting School' children's rights are learned, understood and lived.
- Children are enthusiastic, happy, engaged, confident, courteous, resilient and interdependent. They are highly motivated to do their best and to be their best.
- Children learn to make good choices and to take responsibility for their actions. They are responsible citizens.
- Children feel safe, and know how to keep themselves safe.

#### Community

- Each child is significant; known, valued, respected and cherished.
- At the heart of our work is the belief that parents are key partners in their children's education.
- The school is at the heart of the wider community, served by the community, and serving the community.
- Diversity is an integral part of our culture, and identity. The school is a fully inclusive, diverse community welcoming and celebrating all sections of the wider community. Equality is important to us.
- All members of the school community are responsible citizens of their local, national and global communities.
- Effective partnerships with other community organisations are formed and have a positive impact on the life of the school.
- Clear and effective communication enables every member of the community to be informed and to play their part.

## Pinner Park Primary School | Assistant Headteacher and SENDCo

### Current Information about Pinner Park and Inclusion

#### Key Pastoral Factors

	Year R		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		All Years	
FSM	4.96	6	8.26	10	9.24	11	12.61	15	7.50	9	10.00	12	18.33	22	9.72	86
EAL	12.40	15	39.67	48	60.50	72	71.43	85	65.00	78	70.83	85	68.33	82	52.54	465
PP	4.96	6	8.26	10	10.08	12	12.61	15	7.50	9	10.83	13	18.33	22	9.94	88

For each category in each year the data is expressed as a percentage, followed by a number.

#### SEND

SEN Provision	Number of pupils
SEN Provision - education, health and care plan (code E)	23
SEN Provision - SEN support (code K)	127
Total number of pupils with SEN (codes E, and K)	150
No special educational needs (code N)	735
Total pupils on roll	885

#### SEND Provision by year group

	EHCP	SEN Support	Total
Year N2	1	5	6
Year R	4	15	19
Year 1	2	15	17
Year 2	4	20	24
Year 3	3	16	19
Year 4	3	22	25
Year 5	3	17	20
Year 6	3	17	20
Total	23	127	150

#### SEND – Further Information

In addition to the 23 EHCPs there are 5 in draft awaiting school placement agreement by Harrow Council and 2 are in the process of awaiting agreement to statutory assessment. There are a number of others where paperwork is being compiled, with the agreement of the school's Educational Psychologist.

Of particular note is the impact at Pinner Park, and across Harrow, of an increase in the number of students coming into school with profound and/or complex needs requiring significant additional support, especially into Nursery and Reception.

Pinner Park is an IQM Flagship School. Further information can be found here: <https://iqmaward.com/iqm-flagship-school/>

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## *Recruitment Advertisement*

Closing date:	Tuesday 4 April 2023
Interview:	Wednesday 19 April 2023
Start date:	September 2023
Contract type:	Permanent
Working hours:	Full Time
Salary:	Leadership Scale 8 – 12

This is an exciting opportunity for someone with the right training, experience and skills to be a part of our school team.

### **About us**

Our school is based in the London Borough of Harrow, to the North West of Pinner. The school is inclusive to all and provide a high quality, broad and balanced curriculum, which is appropriate for children of all abilities, irrespective of their ethnicity, social background or faith.

Formed in 2019 from former infant and junior schools, Pinner Park is a large primary school, with over 850 students. This is an exciting time to join the team!

For more information about the school, please visit our school website: <http://pinnerpark.harrow.sch.uk>

### **About the role**

The Governing Board wishes to appoint a highly motivated, forward thinking Assistant Headteacher to join our senior leadership team.

We are looking for an Assistant Headteacher who:

- Will lead, manage, develop and maintain high standards of inclusive practice which enables high quality teaching, excellent learning outcomes and success for all pupils
- Will play a leading and strategic role in enabling our disadvantaged pupils to make accelerated progress
- Will lead our provision for children with SEND, as SENDCo
- Inspires a love of learning in both staff and pupils
- Can motivate and develop positive relationships with staff, parents and children;
- Can lead by example

In return we offer you:

- Good support from school leaders and the governing board
- A strong commitment to your professional development
- An over-subscribed, popular local school

### **Other Information**

We expect all applicants to apply through the TES jobs portal.

## **Safeguarding and Child Protection**

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment.

This role includes working with children on a day-to-day basis. It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children.

All posts are subject to an enhanced DBS check and satisfactory references. As part of our diligent approach to safer recruitment, we will carry out an online search on all shortlisted candidates.

This role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020 (with the exception of certain spent convictions and cautions which are 'protected').

Our child protection policy can be read here: <https://pinnerpark.harrow.sch.uk/policies.html>

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## Job Description

<b>Job Title:</b>	Assistant Head Teacher (Inclusion)
<b>Pay Scale:</b>	Leadership Scale 8 - 12
<b>Reports to:</b>	Headteacher

Pinner Park Primary School is a Rights Respecting School. We seek to place the UN Convention on the Rights of the Child (UNCRC) at the heart of our ethos and curriculum. A Rights Respecting School not only teaches about children's rights; it also models rights and respect in all its relationships, whether between children or between children and adults.

We have identified the following articles from the UNCRC as being of particular relevance to this role:

- Article 3: The best interests of the child must be a top priority in all actions concerning children
- Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously
- Article 28: Every child has the right to an education, which should be free. Discipline in schools must respect children's human dignity
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

### Job purpose:

1. To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for all pupils. Including:
  - a. Pupils on the School's Special Educational Needs Register;
  - b. Pupils with identified specific learning difficulties;
  - c. Pupils with identified behavioural problems;
  - d. 'Looked After' pupils;
  - e. Pupils whose first language is other than English;
  - f. Pupils eligible for free school meals (and 'Ever 6' pupil premium children);
  - g. Pupils belonging to ethnic minorities;
  - h. Pupils of Romany, Gipsy or Traveller families;
  - i. Pupils from challenging backgrounds and/or are identified as a child in need or are subject to a child protection plan
2. As a deputy designated safeguarding lead, to ensure that proper safeguarding procedures and policies are followed.

**Duties:**

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**A. Strategic direction and development:**

1. Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
2. Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
3. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have particular needs
4. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
5. Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
6. Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
7. Develop and maintain good relationships with parents, outside agencies and the local community.
8. Promote high attendance through appropriate policies, procedures and communications with children, families and external agencies
9. Ensure that proper safeguarding procedures are followed

**B. Teaching and learning**

1. Identify and adopt the most effective teaching approaches for identified pupil groups (including children eligible for pupil premium funding and children with SEND);
2. Monitor teaching and learning activities to meet the needs of pupils within identified groups;
3. Identify and teach study skills that will develop pupils' ability to work independently;
4. Liaise with other schools to ensure continuity of support and learning when transferring pupils within identified groups.

**C. Recording and assessment**

1. Set targets for raising achievement among pupils within identified groups (including children eligible for pupil premium funding and children with SEND);
2. Collect and interpret assessment data to inform planning;
3. Set up systems for identifying, assessing and reviewing special educational needs;
4. Update the headteacher and governing board on the effectiveness of provision for pupils within identified groups;
5. Develop understanding of learning needs and the importance of raising achievement among pupils;
6. Attend consultation meetings and keep parents informed about their child's progress.
7. To maintain the school's safeguarding records in line with best practice and guidance



#### **D. Leadership**

1. Encourage all members of staff to recognise and fulfil their responsibilities to pupils within identified groups;
2. To manage the work of teaching assistants and other support staff;
3. Provide training opportunities for learning support assistants and other teachers to learn about special educational needs;
4. Disseminate good practice in special educational needs across the School;
5. Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure;
6. Ensure that all staff are appropriately trained to fulfil their safeguarding responsibilities;
7. Liaise with external agencies and staff members to support their work with children and families
8. Work with the headteacher to raise standards through staff performance management

#### **E. Standards and quality assurance**

1. Support the aims and ethos of the School;
2. Set a good example in terms of dress, punctuality and attendance;
3. Attend and participate in open evenings and pupil performances;
4. Uphold the school's behaviour code and uniform regulations;
5. Participate in staff training;
6. Attend team and staff meetings;
7. Develop links with governors, Local Authorities, neighbouring schools, networks and clusters.

#### **F. Maintenance of Professional Standards:**

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School;
2. Ensure the highest standards of professional conduct and confidentiality at all times;
3. Ensure the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles;
4. Ensure the development and maintenance of a collaborative culture, which demonstrates loyalty and integrity towards school leaders.

#### **G. Stakeholders**

1. To attend meetings, as appropriate, with the Governing Board and parents and to provide such reports and information as required.
2. To support the work and development of the PTA.

#### **F. Working Time / Review**

This job description sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, but does not direct the particular amount of time to be spent carrying them out. There are not definitive working time arrangements in the national conditions of employment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

#### **Other Duties and Responsibilities:**

In addition to the duties and tasks listed in the job description, the postholder will be expected to carry out other duties as requested by the headteacher, which are reasonable, and fall in the overall scope of the member of staff's pay and role.

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## Person Specification

Qualifications and Training	Essential	Desirable
Education	Qualified Teacher Status	Further qualifications appropriate to the role
Professional Development	The National Award for Special Educational Needs Co-ordination (already completed or to be completed prior to September 2023)	Evidence of ongoing professional development pertinent to the role
		Completed designated teacher for safeguarding training
Experience	Essential	Desirable
Teaching	Successful teaching at primary level	Experience of teaching across EYFS, KS1 and KS2
Leadership	Recent experience of a leadership role within a primary school	Experience as a lead teacher for looked after children
	Current or recent experience as a SENDCo in a primary school	Experience as designated teacher for safeguarding, or deputy
Skills and qualities	Essential	
Teaching	<p>An outstanding classroom teacher</p> <p>Commitment to, and experience of, sustained high progress for all children including those in particular groups (PP, SEND, FSM, Boys/Girls, EAL, AGT, etc.)</p> <p>Proven ability in using successful approaches for teaching children with SEND</p> <p>Confidence in using ICT as a tool for teaching, learning, assessment and administration</p>	
Personal, interpersonal and communication skills	<p>Ability to establish and develop positive relationships with all those involved in the school (including staff, parents / carers, and governors) and with school partners and external agencies</p> <p>Proven ability to lead others</p> <p>Demonstrable commitment to the school's wider community</p> <p>Commitment to promoting the ethos of the school and to its values</p> <p>Ability to communicate to staff, parents / carers and governors and the wider community effectively in writing and orally</p> <p>Proven ability to relate well to children, and to know and treat each child as an individual</p> <p>Flexible, approachable and resilient, with a positive and energetic approach to work</p> <p>Commitment to one's own personal wellbeing, in particular the work-life balance</p>	

<b>Attitudes</b>	<i>Essential</i>
Education philosophy	Committed to inclusive education Committed to raising the achievement of every child Committed to raising achievement through partnerships with parents / carers and Education Services Committed to continuing school improvement
Equal opportunities	Committed to equality of opportunity for both pupils and staff
Safeguarding	Committed to safeguarding and promoting the welfare of children
<b>Knowledge and understanding</b>	<i>Essential</i>
Teaching and Learning	Good knowledge and understanding of successful primary / EYFS practice Good understanding of curriculum requirements, planning and development Sound understanding of assessment practice and use of data to inform learning and teaching Good understanding of how children learn and able to actively promote and support creativity and independence in learning A good knowledge and understanding of strategies to overcome barriers to learning A good knowledge and understanding of the SEND Code of Practice
Parents / Carers and Community	Understanding the role which can be played by parents / carers in raising standards Understanding the role of the school in the wider community Understanding the challenges, difficulties and pressures facing parents / carers

### **Safeguarding and Child Protection**

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**Note to applicants**

The Job Description and Person Specification highlights the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying.

In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the criteria, including your awareness, understanding and commitment to equality and diversity.