



# Assistant Headteacher for Inclusion (SENDCo and DSL) Application Pack



**REAch2**  
ACADEMY TRUST  
EXCEPTIONAL OPPORTUNITIES FOR LEARNING

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# Letter from Catherine Paine, Chief Executive

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**Chief Executive, REAch2 Academy Trust**



# Letter from Mr Mo, Headteacher, Sprites Primary Academy

Dear applicant,

Sprites serves a challenging part of Ipswich and that is exactly why we need a dedicated leader to join our excellent staff team, someone who will give everything for these remarkable children. This is not a simple day job - we are transforming a community and creating an enduring legacy. We are here to make a difference, break down barriers and raise aspirations...these are the values and moral purpose of the candidate we need.

This role is for an **Assistant Headteacher for Inclusion**. You will be the **SENDCo and DSL** trained and be leading the pastoral team. Preferably, we are after someone with a SEND and DSL background, however, will consider candidates with a passion and working knowledge of these areas even if you don't have the necessary qualifications yet. For us, it is important that you are a 'champion' for pupils with SEND, combining excellent classroom practice with a thorough understanding of inclusive and pastoral support. You will model this yourself as well as training staff to improve their knowledge, understanding and practice.

If this sounds like a project for you then let's have a chat on the phone or come and visit our delightful school.

Thank you,

Mo  
Headteacher

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)



# The application

You are invited to submit an application form by email to Mr Mo, Headteacher at **headteacher@spritesacademy.org**

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS with Child Barred List check.

To arrange an informal discussion please contact Mr Mo, Headteacher on 01473 685040

## The application process and timetable

<b>Application deadline:</b>	Midday, Monday 10 October 2022
<b>Interviews:</b>	Thursday 13 and Friday 14 October 2022
<b>Contract details:</b>	Full time or 0.8
<b>Salary:</b>	L1 – L5
<b>Start date:</b>	January 2023 or sooner

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).



# Job Description

<b>Post:</b>	Assistant Headteacher for Inclusion (SENDCo & DSL)
<b>Salary:</b>	L1 – L5
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	Pastoral Team, teaching staff and support staff
<b>Liaison with:</b>	Teaching staff, support staff, Headteacher, Senior Leadership Team, pupils, Parents/Carers, external agencies.
<b>Duties:</b>	The Conditions of Employment for School Teachers (Document on Pay and Conditions) specify the general professional duties of all teachers. Also, to model and disseminate the SEN Code of Practice. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

## Job Purpose:

- To provide strong leadership that results in the provision of first class teaching and learning opportunities for pupils with Special Educational Needs/ and Disabilities, pupils with English as an additional language and those who are subject to child protection procedures.
- To instigate and develop an innovative approach to the teaching of those pupils with Special Educational Needs / and Disabilities, pupils with English as an additional language and those who are subject to child protection procedures, so that all pupils to achieve their potential.
- To work with subject leads to provide an integrated coherent approach to teaching and learning which ensures that all pupils make sound progress from their starting points.
- Through devolved leadership be accountable for:
  - Admissions, attendance, family liaison, pastoral and welfare issues and the induction of new arrivals.
  - The pastoral support provided for pupils and their families encountering difficult times or in times of crisis.
  - Promoting and maintaining positive behaviour, including the tracking of behaviour incidents and the interventions put into place to reduce the severity and/or number of incidents.
- To provide specialist inclusion and safeguarding expertise for the Senior Leadership Team and wider staff body which leads to outstanding teaching and learning, outstanding outcomes, and ensures the well-being of all pupils.
- To take lead responsibility for safeguarding and child protection within the school, responsibilities include:
  - Supporting staff to carry out their safeguarding duties, providing training, advice and raising awareness.
  - Liaising with external agencies, managing referrals and managing the child protection file.
- To support Community cohesion within the school.

## Key Responsibilities:

- To deputise in the absence of the Head of School.

### Strategic Management

- Develop and implement the school's strategy for inclusion, so that it integrates with the major objectives of the school development plan and takes the provision forward to meet the targets set.
- In conjunction with the Headteacher, set strategic targets for teaching and learning and outcomes for pupils with SEN&D, EAL or those who are subject to child protection procedures.
- Develop and implement the school's safeguarding and child protection strategy (including online safety), ensuring that the school staff are informed, proactive and effective.
- In conjunction with the Head of School, set strategic targets for attendance for all pupils and specifically those who are deemed vulnerable.
- Develop and implement partnerships to support the inclusion offer, so that all pupils make sound progress from their starting points in terms of their learning, behavior, attendance and personal well-being.
- Ensure all safeguarding procedures meet statutory requirements.
- Relentlessly champion the well-being and personal development of all pupils.
- Develop and implement partnerships to ensure that the above is achieved and that pupils receive the best possible care and support available.

### Subject Management to include:

- Play a major role in school improvement and the school self-evaluation planning process.
- Ensure robust evaluation of school performance, progress data and actions to secure improvement comparable to national standards.
- Contribute to the development, implementation and monitoring of action plans and other policy developments and priorities.
- Work as part of the senior leadership team to monitor and evaluate the quality of teaching and learning taking place throughout the school, via a range of monitoring activities.
- Ensure that operational systems for SEND provision, admissions, attendance, behavior, family liaison and safeguarding are developed, implemented and working effectively.
- Work with the senior leadership team to raise standards through staff performance management.
- Set targets for pupil achievement for children with SEN&D, EAL, LAC and those subject to child protection procedures.
- Monitor and evaluate progress towards targets and intervene swiftly if pupils are at risk of failing to meet targets set.
- Ensuring that there is an effective assessment, recording and reporting system of pupil progress, prepare reports for the SLT and the Governing Body on a half termly basis, and on request when necessary.
- Be an expert practitioner in catering for children with SEN&D or for those for whom English is an additional language, across the primary age range, including EYFS. Through the delivery of a range of continual professional development via staff training, joint planning, modelling of outstanding lessons and team teaching, influence the practice of colleagues to ensure outstanding provision and outcomes for these children.
- Lead on the transition from Statements of SEN to Education, Health and Care plans and subsequent application of EHCPs.
- Have an in-depth understanding of access arrangement for children across all year groups and be accountable for correct access arrangements being in place at statutory assessment points.
- Hold an in-depth knowledge of safeguarding procedures and be able to translate policy into practice.
- Fulfil the duties and accountabilities of the Designated Safeguarding Lead, including for looked after children.
- When necessary, design personalised curriculums that meet the aims of the school and the needs of all pupils, ensuring that the resources required to teach are available for staff to utilise.
- Ensure that innovative and appropriate approaches to learning are made available to all pupils, paying

particular attention to those who are deemed vulnerable, i.e., disadvantaged, SEN&D, EAL etc.

- Evaluate National and International initiatives to promote learning and incorporate appropriate elements into the school's SEN&D offer and provision for EAL pupils.
- Work with subject Directors to agree schemes of work, so that the curriculum for subjects are complementary and provide pupils with a broad understanding.
- Ensure that the statutory requirements of the National Curriculum are met.
- Evaluate the design and delivery of the curriculum for pupils with SEN&D and pupils with EAL; continuously striving to improve all aspects.
- Monitoring and evaluate the SEN&D, EAL and CP offer in 'value for money' terms.
- Lead engagement with external agencies and the local authority regarding funding and provision for pupils with Statements of SEN or Education, Health and Care plans.
- Regularly monitor the external and internal learning environment and ensure appropriate ICT initiatives influence and improve learning for pupils and staff.
- Ensure that pupils have equality of opportunity and can work to their optimum.
- Lead by example when implementing and managing change initiatives.

### **Financial Management**

- Set long term and short term budgets for resourcing SEN&D, EAL and LAC appropriately and effectively.
- Monitor actual spend against forecast.
- Ensure that 'Best Value' principles are applied to all appropriate purchasing decisions.
- Evaluate use of financial resources to ensure that desired outcomes are met.
- Advise the School Business Manager of potential additional funding and assist with the bidding process.
- Be accountable for the effective use of the SEN delegated and top-up budgets.

### **People Management**

- Adopt a strong, caring and flexible leadership style so as to influence and motivate staff and pupils to achieve their objectives and those of the school.
- Create an environment of open-mindedness, fairness and harmony between groups and individuals.
- Working proactively with the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
- Advise the Senior Leadership Team about the recruitment and retention of high-calibre staff.
- Implement 'Best Practice' performance management processes so as to provide a positive framework for staff development and achievement.
- Evaluate the staff development programme and liaise with the Senior Leadership Team to modify as appropriate.
- In conjunction with all staff, organise activities/processes that encourage team development (including parents and other stakeholders).
- Ensure all staff, including short and long term temporary staff, receive an induction with your area of responsibility and fully understand all relevant policies and their implementation.
- Ensure that effective, caring policies concerning a broad range of pupil and staff welfare matters are implemented.
- Provide overt support to staff to enable them to effectively implement the school policies and specifically inclusion related policies.
- Create an environment where there is visible acknowledgement that everyone's contribution is valued.

**Developing and maintaining strong community links**

- Develop initiatives to outreach to the community.
- Create and implement ways of actively involving parents in the learning process.
- Instigate, develop and maintain links with local businesses and outside agencies to enhance the learning experience for pupils.
- Network with other schools to share best practice.
- Facilitate a broad range of activities in conjunction with staff, pupils and the wider community to deepen and broaden learners' experiences.

**General Duties:**

- Provide appropriate, accurate and timely performance and assessment information to enable continuous evaluation of performance.
- Check that information required in-house and via external bodies is produced within the given time scale and is of excellent quality.
- To assist in the recording and monitoring of pupil progress, problems and development needs.
- To be responsible for health and safety of self and others and adhere to the school health and safety policy and procedures.
- Attending training sessions.
- To undertake any other reasonable duties deemed necessary for the smooth running of the school.

# Person Specification

	Shortlisting
<b>Training and Qualifications</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of continuing professional development relevant to the post</li> <li>• Degree – linked to education/SEND/child development</li> <li>• National Award for SEN Co-ordination, or a desire to train</li> <li>• DSL qualification, or a desire to train</li> <li>• Thrive qualification</li> </ul>	Essential Essential Desirable Desirable Desirable Desirable
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment</li> <li>• Understanding of a diverse range of teaching and learning styles and techniques</li> <li>• Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>• Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> <li>• Good understanding of assessment including assessment for learning and summative assessment</li> <li>• Able to demonstrate an up to date understanding of the SEND Code of Practice and other developments and legislation</li> <li>• Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</li> </ul>	Essential  Essential Essential Essential Essential Essential Essential
<b>Experience</b> <ul style="list-style-type: none"> <li>• Successful experience of teaching</li> <li>• Proven record of increasing the rate of progress and raising attainment.</li> <li>• Experience of promoting positive behaviour conducive to learning and which is focused on raising standards</li> <li>• Experience of promoting highly effective communications within and between teams and other stakeholders in the school community</li> <li>• Experience of using safeguarding software (such as My Concern)</li> </ul>	Essential Essential Essential Essential Desirable
<b>Characteristics and Competencies</b> <ul style="list-style-type: none"> <li>• Ability to promote the school's aims positively</li> <li>• Passionate about improving the quality of provision for all children</li> <li>• Ability to develop good personal relationships within a team; making an effective contribution to high morale</li> <li>• Ability to establish and develop close relationships with parents, governors and the community</li> <li>• Ability to communicate effectively (both orally and in writing) to a variety of audiences</li> <li>• Ability to create a happy, challenging and effective learning environment</li> <li>• Boundless enthusiasm, determination and drive to inspire others to achieve high standards</li> </ul>	Essential Essential Essential Essential Essential Essential Essential

<ul style="list-style-type: none"> <li>• An appetite and stamina for challenging work</li> <li>• A solution-focused mindset and determined “no-excuses” approach to raising standards</li> <li>• A personable nature to build effective relationships with parents and all members of the school community</li> <li>• A lively, creative and good-humoured approach to all aspects of teaching, management and leadership</li> <li>• Ability and keenness to promote the school’s positive culture and ethos</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
<p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Right to Work in the UK</li> <li>• Works within guidelines and procedures</li> <li>• Evidence of a commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Commitment to promote and support the aims of REAch2</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>

*When completing the application form applicants should address each of the selection criteria with clear evidence of success.*