

Rotherfield Primary School
Rotherfield Street, London, N1 3EE
Tel: 020 7226 6620
Email: admin@rotherfieldprimary.co.uk
www.rotherfieldprimaryschool.co.uk
Executive Headteacher: Abi Misselbrook-Lovejoy
Head of School: Joanna Jones



Assistant Head- SENCO and DSL

Rotherfield Primary School

Closing date: midnight 16th April 2023, job reference: RTH/1346



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Welcome letter from Executive Headteacher

Dear Applicant,

I am delighted that you are interested in joining the team here at Rotherfield!

We are looking for an Assistant Headteacher, who will be responsible for SEND provision, and will act as the DSL. This is a fixed term post for 12 months, with the possibility that your skills may be needed beyond the end of the contract. Therefore we are looking for someone who will muck in with the SLT team and become part of the Rotherfield family.

We have a well-established pastoral team system in place, and will have handover planned with the outgoing DSL, to make sure you are well supported. You will be able to have the ongoing support of your peer in our sister school doing this role. Helen is a very experienced DSL and SENco at our sister school and is fun to work with, which is always a bonus!

This pack provides some more detailed information and will hopefully give you a good insight into our ethos. Our school is happy, and dynamic with high expectations of our pupils. We serve a diverse, inner London community and work with a wide range of partners.

We need staff who will thrive on a challenge, enjoy working as a team and who will not be scared of trying new ways of doing things. To work in our school, you will need to be passionate about improving the life chances of pupils and their families. For our children an excellent education will make a defining difference in their lives- and it essential that we recruit staff who share our commitment.

You will find our school to have a friendly and committed staff who really believe in our children and their ability to positively affect children's lives. You can expect from us a school committed to your professional learning, and a supportive leadership team.

I would love you to visit us and get a sense of what our school is all about. Please call either office and make an appointment. I am also happy to discuss applications over the telephone.



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Yours sincerely

Abi Misselbrook-Lovejoy
Executive Headteacher



Information about Rotherfield Primary School

Rotherfield Primary School: <http://www.rotherfieldprimaryschool.co.uk/>

Rotherfield is a vibrant, two form entry school, with Nursery, serving a diverse community in Islington. Rotherfield is situated just off Essex Road in Islington, with good transport links.

Rotherfield is a four storey Victorian building. In the corner of our playground we have kitchen garden beds and fruit trees making our fabulous 'edible garden'. The school has recently refurbished its EYFS playground, all classrooms, and hall spaces and also gets to use some greenspace land opposite the school as an extra playground and outside learning space. Our learning environment is beautiful throughout the school.

In January 23 we bought our catering provision under the schools management, so we plan and set our own menus- linking the menu to what we are learning about in the curriculum and cooking everything from scratch. Our sister school had an OFSTED inspection in Feb 2023 and the curriculum, which is the same across both schools, came out very strongly.

We were rated good at our last inspection (February 2018) and are working hard to continuously improve. Rotherfield has an established partnership with another Islington School (Newington Green). We formally Federated in July 22, and have a joint Governing Board. We have a team of 12 staff who work across both schools, we work closely in partnership with 22 other Islington Schools through a collaborative network called Futurezone. We love working together to improve things for our children!

We run wrap around care from 7.45am to 6.30pm, and have a range of enrichment clubs for pupils to attend.

Our classes have bespoke storage, new furniture and upgraded IT capacity. We have a specialist storage area for teaching resources and staff work area where they can plan and be near resources to select them for lessons. We are also lucky to benefit from a computing space and an art/music studio!

The very best way to find out if Rotherfield is right for you is to come and visit us! This will give you a real sense of what it would be like to work here. Our Executive Headteacher or Head of School are always delighted to show candidates around and talk informally about what it's like to be here.



Why do staff work here?

Janet



As part of the Subject Specialist Team, I teach Spanish from Reception to Year 6 across the partnership of Rotherfield and Newington Green. Teaching every child in two schools every week requires a lot of energy and meticulous organisation, but I love the variety this model offers, delivering my subject across the age range, adapting language and activities to each cognitive stage. As a subject specialist, I'm expected to design and deliver a creative curriculum which complements and enriches that of each main school.

I'm supported in this by research-led teaching and learning CPD and we're encouraged to challenge our thinking and practice. The buildings and outside spaces in each school have very distinct architectural styles but both have been modernised to create great spaces in which to teach and learn.

When I started the role, I was struck by the children's growth mindset. I love working with such enthusiastic learners. They amaze me every day!



Advert

Assistant Head- SENCo/DSL

Salary: L5 to L10 depending on experience. Inner London

Actual salary: £57,280 - £63,737

Contract: 1 year fixed term

Required for: September 2023

The role of Assistant Headteacher will have a major impact on the children's lives through delivering high quality teaching and learning. We are looking for someone who:

- Has recent successful teaching/leadership experience preferably across different phases and in at least one inner city multi-cultural school.
- Has proven experience of high standards of primary classroom practice, including how to adapt learning for pupils who may be vulnerable to underachievement or have SEND
- Has respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process, and has experience of managing conversations with parents about safeguarding or additional needs
- Shows evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils, regardless of their background

In return we can offer you:

- Schools committed to your professional learning/development



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- Schools at the heart of their communities
- Schools working in partnership to develop professional practice

Visits to the schools are actively encouraged please contact the school office to arrange a time.

Salary: L5 to L10 depending on experience. Inner London.

Closing date: midnight on the 16th April 2023

We reserve the right to appoint before the above dates should a suitable postholder be found.

Rotherfield Primary School takes safeguarding pupils seriously, and as such this post is subject to enhanced DBS and other safeguarding clearances.

Early applications are strongly encouraged as due to the high volume of expected submissions, we are likely to review/interview candidates as they apply. We reserve the right to withdraw the vacancy if a successful appointment has been made.

Please apply online at www.islington.gov.uk/jobs. If you need any assistance, please contact Schools HR at schoolsrecruitment@islington.gov.uk quoting reference **RTH/1346**.

Rotherfield and Newington Green Primary Schools are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check will be required. Also, if this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to declare.



Job Description

POST TITLE: Assistant Headteacher – SENCO and DSL

GRADE: L5-L10

**REPORTING
RELATIONSHIP:** Executive Head Teacher/Head of School

JOB PURPOSE: To provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement.

MAIN DUTIES/RESPONSIBILITIES

Professional Duties

In line with the current School Teacher's Pay and Conditions Document, it is the responsibility of the post holder to carry out the following professional duties:

Fulfil the general responsibilities of Assistant Head Teacher. This will include:

1. Working with the Executive Head Teacher/Head of School to provide vision, leadership and a clear direction for the school.
2. Supporting the Executive Head Teacher/Head of School in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school.
3. Supporting the Executive Head Teacher/Head of School in the day-to-day management and organisation of the school.
4. Supporting the Executive Head Teacher/Head of School in ensuring that financial management and administrative procedures in school support its vision and aims.



5. Supporting the Executive Head Teacher/Head of School in the management and organisation of the school accommodation to ensure that it meets the needs of the curriculum and health and safety regulations.
6. Supporting the Executive Head Teacher/Head of School in the production, implementation, monitoring and review of policies adopted by the School Governing Body.
7. Supporting the Executive Head Teacher/Head of School in the production, implementation, monitoring and evaluation of a school improvement plan which identifies priorities and targets for ensuring that pupils make progress and achieve high standards and increasing teachers' effectiveness.
8. Sharing in the curriculum development of the school(particularly how adaptive teaching supports all pupils) and driving forward the vision and future developments with the Executive Head Teacher/Head of School.
9. Supporting the Executive Head Teacher/Head of School in the deployment, supervision and welfare of all staff.
10. Supporting the Head of School with the discipline and pastoral care of all pupils.
11. Any other tasks as may be reasonably requested by the Executive Head Teacher/Head of School from time to time.

Fulfil the specific responsibilities of Assistant Head Teacher. This will include:

1. Demonstrating an understanding and knowledge of curriculum development; planning and preparing lessons, teaching pupils assigned to you, setting and marking work, assessing, recording and reporting on the development, progress and attainment of pupils, communicating and consulting with colleagues, parents and relevant outside agencies.
2. Being a member of the senior leadership team, attending leadership meetings with other senior colleagues, continuing to develop leadership experience through CPD, supporting the school self-review and improvement programme.
3. Establishing a high standard of expectation, praising and sharing the good work of colleagues and children, reinforcing the positive approach to discipline, supporting colleagues in the approach to dealing with behaviour.



4. Ensuring open lines of communication, liaising with the Executive Head Teacher/Head of School and relaying information to colleagues.
5. Working alongside the Executive Head Teacher/Head of School in monitoring achievement and standards across the school. **Leading across school, particularly in relation to SEND or vulnerable pupils:** including; analysing data, identifying appropriate attainment and achievement targets, monitoring pupil standards and achievement against annual targets, monitoring planning, curriculum coverage and learning outcomes, leading evaluation strategies to contribute to overall school self-evaluation, planning and implementing strategies where improvement needs are identified, ensuring that relevant attainment and achievement targets are met. This will also include data management, ensuring all data is collected, analysed and reported on with the support of the Executive Head Teacher/Head of School.
6. Actively participate in the process of appraisal.
7. A commitment to safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures. Being the Designated Safeguarding Lead for the school.
8. Maintaining personal expertise and sharing this with other teachers, acting as a role model of good practice for other teachers, modelling effective strategies with them, monitoring and evaluating standards of teaching, particularly pupils with SEND identifying areas for improvement, planning and implementing strategies to improve teaching where needs are identified.
9. Responsibility for targeted interventions and ensuring the effective deployment of support staff
10. Ensuring that the school works closely in partnership with both the immediate and wider community by developing effective transition arrangements for children with SEND need.
11. To comply with Health and Safety policies, organisations statements and procedures, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.



12. Key accountability will be for supporting the Executive Head Teacher/Head of School in raising standards of teaching, learning and attainment for all SEND pupils in the school through:

- Working and developing the SEND Strategy for the children
- Working with teaching staff to identify appropriate targets and support strategies to ensure that children learn as best they can – and monitoring the provision that children are experiencing.
- Supporting the delivery of staff training in relation to SEND best practice.
- Attend meetings with professionals and families in order to evaluate and plan the best support for children.
- Support the Executive Head Teacher/Head of School in the organisational aspects of the SENCO role: making referrals, chairing meetings and liaising with stakeholders

13. The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies (Head of School and Phase Lead AHTs), but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners



- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
 - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- The above includes:
 - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)



➤ Where children leave the school (including in year transfers):

- Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them



- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Governing Body may determine.



Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE (or equivalent) in English and maths • Degree • QTS • Desirable- Level 5 Safeguarding Qualification, and National award for SEND co-ordination.
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school or other relevant organisation • Experience of managing safeguarding/SEND in a school or other relevant organisation, including: <ul style="list-style-type: none"> ◦ Building relationships with children and their parents, particularly the most vulnerable ◦ Working and communicating effectively with relevant agencies ◦ Implementing and encouraging good safeguarding practice throughout a large team of people • Demonstrable evidence of developing and implementing strategies to help children and their families • Experience of handling large amounts of sensitive data and upholding the principles of confidentiality



Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge of legislation and guidance on safeguarding/SEND and working with young people, including knowledge of the responsibilities of schools and other agencies • Ability to work with a range of people with the aim of ensuring the safety and welfare of children • Awareness of local and national agencies that provide support for children and their families • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding/SEND concerns • Good IT skills, including ability to use excel, word, MS teams, and schools management software- or ability to learn quickly • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none"> • Commitment to ensuring the safety and welfare of children • Commitment to upholding and promoting the ethos and values of the school • Integrity, honesty and fairness • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to equality



How to apply

Application Deadline

Completed application forms must be received by **16th April 2023**

Early applications are strongly encouraged as due to the high volume of expected submissions, we are likely to review/interview candidates as they apply. We reserve the right to withdraw the vacancy if a successful appointment has been made.

Please note that we only accept online application forms. CVs, hard copy or late applications will not be accepted.

To apply

Please apply online at www.islington.gov.uk/jobs. If you need any assistance, please contact Schools HR at schoolsrecruitment@islington.gov.uk quoting reference **RTH/1346**.

Contact

To find out more about the role, please contact either school office to arrange a time (Rotherfield – **020 7226 6620** / Newington Green - **020 7254 3092**).

Completing your application

Please read the job description and person specification carefully. You should demonstrate on your application how you meet the requirements of the post according to your qualifications, skills, abilities and experiences. Please ensure to address each criteria of the person specification as this will be used to assess your suitability for the post.



Guidance notes on how to apply for a job within schools and the policy on the recruitment employment of ex-offenders are available as attachment within the online job listing. Please refer to those before submitting your application.

Shortlisting and selection procedure

The shortlisting and selection will be made by a panel of senior leaders. Shortlisted candidates will be notified immediately after shortlisting has taken place and will be provided with further information on the selection process.

The selection process may have a combination of tasks, activities, assessment tools and interview. Further information will be provided to the candidates shortlisted for interview.

Please would all applicants ensure that their preferred means of urgent contact (phone, mobile phone or e-mail) are clearly identifiable from the application form, so that your confidentiality is maintained.

References

Candidates are advised that references will be taken up during the shortlisting process. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least two professional references are required.

The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.



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