

Rothwell Schools

ASSISTANT HEADTEACHER: INCLUSION

CANDIDATE PACK
SEPTEMBER 2022





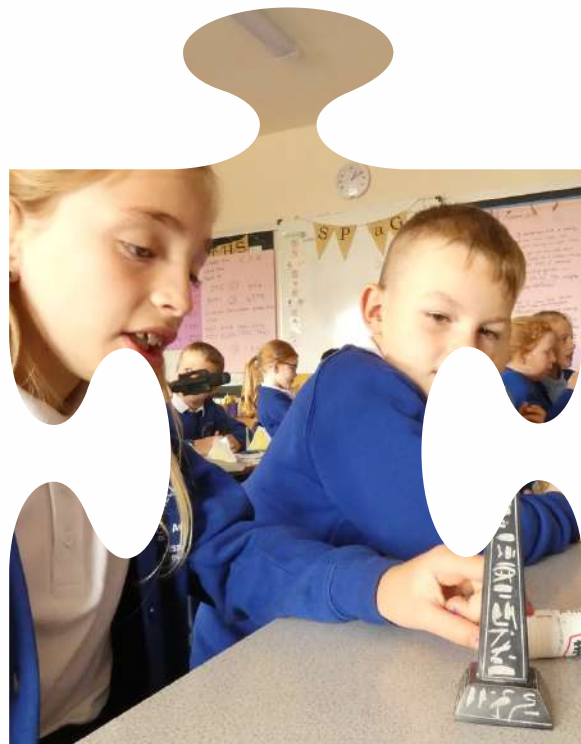
CONTENTS

About us	1
Our aims	2
Career development	3
What our staff appreciate most	4
Pathfinder Schools	5
Being a Pathfinder Schools Leader	6
Advert	7-8
Job Description	9-12
Person Specification	13-17
Contact us	18

“

No matter what happens the teachers are always here to help

”



ABOUT US

The Rothwell Schools are comprised of a partnership between the Rothwell Victoria Infant School Nursery & Infant School and Rothwell Junior School, of which both are good schools. (OFSTED July 2021, RVIS and January 2019, RJS)

The Rothwell Schools are located in the historic Northamptonshire market town of Rothwell, easily reached from Leicestershire, Northamptonshire, Warwickshire and Bedfordshire.

Northamptonshire was recently placed as third in the country in the Halifax Quality of Life Survey and is one of the greenest counties in England; with 161 parks covering 1,600 acres.

The Rothwell Schools are part of Pathfinder Schools Multi-Academy Trust and collaborates closely with the Trust Central Team and its eight other schools.

We are extremely proud of our school community, our ethos, tradition and the outstanding educational provision we provide.

We are fortunate to support the learning of nearly 700 pupils from our vibrant local community.

We employ close to 100 staff, including Teachers, Leaders and Support Staff who enable our school communities and pupils to thrive.

“

It's like learning is a power-up that helps you be stronger

”

“

The kindness in the adults and children

We all care about each other.

”

OUR AIMS

At Rothwell Schools we are concerned with the **care** and **growth** of **every child**. Our work is aimed directly at **fostering** the **development** of each child **emotionally, intellectually, morally, physically, socially** and **spiritually**, providing the appropriate **learning** situations to achieve this. We **share** an agreed code of **values**, based on a firm belief that we are all **significant individuals**, with **major contributions** to make towards the life of our school.

Everyone at Rothwell Schools has their own aspirations and abilities, and through the provision of an ordered, caring and happy community, we strive to help everyone reach their full potential.

Our aims are:-

- To encourage the children to value themselves and others within the school.
- To provide a caring community in which all individuals can interact with each other recognising and accepting individual differences with tolerance, and ensuring equality of opportunity for all.
- To create a meaningful, stimulating and safe environment, which provides security and stability for everyone within the school community.
- To provide within the framework of National Curriculum requirements, a broad, balanced and creative curriculum, which will develop learning skills and promote understanding and enquiry, so enabling each child to achieve their full potential. Wherever possible we would try to achieve this through first hand experiences.
- To promote opportunities for children to express themselves creatively and imaginatively with confidence.
- To encourage and motivate children to take increasing responsibility for their own learning and to make informed choices through self-discipline and co-operation.
- To promote in our children, a positive and responsible attitude towards wider community and environmental issues and their own role in society.





CAREER DEVELOPMENT

We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

Apprenticeships-Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

Early Career Framework-We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

National Professional Qualifications (NPQ'S)-Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

WHAT OUR STAFF APPRECIATE MOST

“ ”

Colleagues

The children who work hard all the time and give everything.

I feel able to approach Senior leaders about any concerns

The opportunity to grow and ask questions to professionally develop.

The colleagues I work with, the children in my class.

Support of my peers

I love my job - making a difference to the children - and it has the added bonus of fitting around my family life

Compassion & openness

People are helpful, good work-life balance encouraged

Supportive SLT

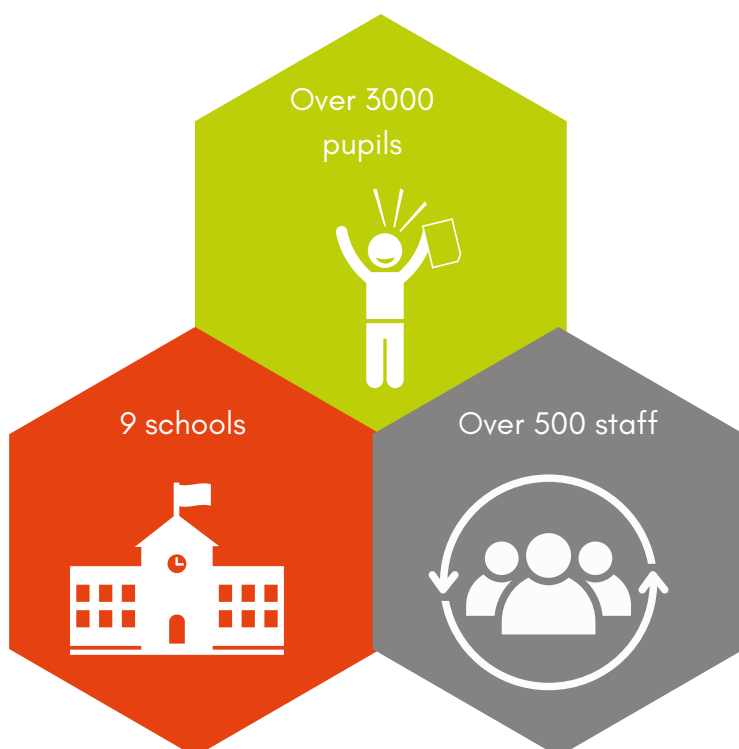
Amazing support staff



Pathfinder Schools is a growing family of Academies, made possible by our talented staff and volunteers. We are fortunate to support pupils from nursery age up to post-16, and are proud of the contribution we make to local families throughout their children's education.

Our values of COLLABORATION, HUMANITY and INDEPENDENCE drive every decision we make.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.



"As a group of schools, we continue to grow stronger through collaboration and have seen some dramatic improvements as a result of our close working relationships"

Ann Davey-CEO-Pathfinder Schools

OUR PURPOSE

We exist to deliver the very best educational outcomes for every learner. Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

OUR VISION

At the heart of every Pathfinder School is the belief that life is about more than success; it's about greatness. The secret to finding this greatness lies in our everyday actions that make life more fulfilling and more rewarding for us and those around us.

OUR VALUES

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

BEING A PATHFINDER SCHOOLS LEADER

Commitment to collaboration is at the heart of Pathfinder Schools; colleagues at all levels across the Trust work together to learn from and support each other, we have a number of cross trust groups and committees that meet regularly.

Senior Leaders at Pathfinder Schools work closely, to provide peer support, share ideas and take part in exceptional CPD which enables them to continually develop and provide the best outcomes for their schools and experience for their staff. With support from an experienced Trust Central Team Pathfinder Schools Senior Leaders have the support they need to fulfil their roles whilst maintaining a healthy work life balance.

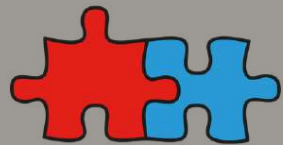
Pathfinder Schools is authentic about its value of collaboration and key decisions which affect our schools are made together with school consultation and feedback at the centre of decision making.

Whilst collaboration is important the Trust also recognises the importance of enabling its schools to be proud of and maintain their own identity, ethos and values.

"I wanted to join Pathfinder Schools as I was attracted to the Trust's values – a belief that anyone can find their own greatness always strikes a chord with me and I know that the Trust really believes in its students and staff."-
Pathfinder Schools colleague



Assistant Headteacher: Inclusion



Rothwell Schools

Contract type-Permanent

Full Time

Salary - Leadership Scale: L 4 - 8
£45,434 - £50,150 per annum pro rata

Closing date - Thursday 6th October 2022 16:00

Interviews - To be confirmed

Start date - January 2023

How to apply

To apply please complete a Pathfinder Schools teacher application form which can be downloaded from the vacancies page of the website

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be accompanied by a letter of application and should be sent to recruitment@pfschools.org.uk

Advert

Are you looking for your next challenge?

We are looking for a new Assistant Headteacher of Inclusion to join our team from January 2023 working across the Rothwell Schools.

We are looking for an Assistant Headteacher who:

- Is an outstanding practitioner who can work with the Senior Leadership team to improve the quality of learning and teaching for SEND pupils across the schools
- Can act as a champion for pupils with additional needs
- Support children who struggle to manage their behaviour or mental health
- Can act as a Deputy Designated Safeguarding Lead to support our children and families as part of our safeguarding team
- Can be responsible for the standards, performance and progress of pupils in a key phase: phase 1 (EYFS/Y1) or phase 2 (Y2/Y3)
- Can work as part of a flexible and support team to meet the needs of the schools

We can offer you:

- Well-motivated children and supportive families
- An enthusiastic, friendly and dedicated staff
- A driven and determined SLT
- Loyal and Supportive Governors
- Support with your own CPD from an experienced Headteacher
- A chance to work as part of our self-created Multi Academy Trust: Pathfinder Schools
- Opportunities to work across the primary age range from 3-11

Advert cont.

The Rothwell Schools comprises of Rothwell Victoria Infant School and Rothwell Junior School of which both are good schools (OFSTED July 2021, RVIS and January 2019, RJS) which are part of the Pathfinder Schools Academy Trust. We are based in the north of the county in the market town of Rothwell which has seen significant growth over the last few years.

We would be happy to answer any questions you have through a phone call with our Executive Headteacher, Ashley Izzard-Snape or by visiting the school in person. Please contact our School Business Manager, Michelle Johnston on bursar@rothwell.pfschools.org.uk to arrange.

Rothwell Safeguarding Policies and Procedures are available on their website which can be accessed on the following web address :

<https://www.rothwellschools.org.uk/staying-safe/staying-safe-introduction> - The policy can be downloaded from the side bar on the web page.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

Pathfinder Schools is passionate about its values of collaboration, humanity and independence, we believe that when people feel respected and included they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we're committed to moving our Trust and the education sector forward.

Assistant Headteacher: Inclusion

Job Description



Responsible to: Executive Headteacher

Overall purpose of the post:

The Assistant Headteacher for Inclusion, with the support of the Executive Headteacher, other senior leaders and the Governing body, takes responsibility for the day-to-day operation of provision made by the school for learners who have Special Educational Needs or learners who require additional support.

In these schools, groups of learners (from aged 3-11) for whose progress and provision the Assistant Headteacher for Inclusion has a strategic and operational overview are:

- Pupils with special education needs and disabilities (SEND)
- Pupils with behaviour needs
- Pupils who require support as victims of bullying, racism and homophobia
- Pupils who need support with their mental health and wellbeing

The Assistant Headteacher for Inclusion provides professional guidance to all staff working with pupils from these specified groups in order to secure high quality teaching as well as the effective use of resources to bring about improved standards of achievement of all identified pupils.

The Assistant Headteacher will be the lead senior leadership team member with responsibility for:

- Supporting the development of teaching and learning of a phase team within the school: Phase 1 (Nursery, Reception and Year 1) or Phase 2 (Years 2 and 3)

This is a senior position across both schools and is part of the senior leadership team.

Principal responsibilities:

- To be responsible for the effective leadership and management of the SEND and Inclusion provision;
- To act as a Deputy Designated Safeguarding Lead sharing responsibility for safeguarding and child protection.
- To be the lead professional for the school's partnership work with the Mental Health Strategy Team.
- To fulfil the duties of a teacher and the relevant professional standards as outlined in the School Teachers' Pay and Conditions Document.
- To assist the Executive Headteacher in the implementation of the school's vision, values, policies and procedures across both schools.
- To taking a lead role in the implementation of a whole school development priority as required.
- To take responsibility for the management of teacher appraisals within allocated phase year group teams, liaising with each year group leader where appropriate.

SEN responsibilities across both schools:

- To hold the SENCO qualification and be the named Special Needs Co-ordinator for both schools.
- To write and review the implementation of the SEND/Inclusion Policy.
- To monitor and evaluate the impact of SEND/Inclusion intervention strategies across both schools.
- To oversee all administrator and communication processes relating to SEND/Inclusion provision are conducted in a timely manner.

- To ensure all annual reviews for EHCP and statemented children are undertaken in line with statutory requirements.
- To maintain an inclusion register of all children who are defined as having special educational needs or disabilities.
- To manage the SEND budget with due regard to priorities for expenditure.
- To work with the Executive Headteacher to secure and sustain high expectations and outstanding practice in inclusive teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of SEND pupils achievement, use benchmarks and set targets for improvement.
- To support staff to develop inclusion practice which secures effective learning across the breadth of the National Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline.
- To take responsibility for the development and monitoring of identified areas of the SEND/Inclusion provision across both schools.
- To identify and promote the most effective teaching approaches for children with SEND.
- To attend Pupil Progress meetings and to suggest ways forward for SEND children who are not making the necessary progress.
- To monitor the effectiveness of SEND interventions and make changes in the light of findings.
- To produce reports to the Governing Body and meet with the inclusion governor as required.
- To set challenging and realistic targets for raising achievement of SEND children in consultation with the Assistant Headteachers responsible for Assessment.
- To interpret specialist assessment data.
- To work in partnership with parents/carers by maintaining regular contact with them and keeping them informed of their child's progress including IEP meetings, annual EHCP meetings, arranging transition meetings for pupils joining and leaving the schools.
- To work with the Executive Headteacher to motivate, support, challenge and develop all staff to secure continual improvement; including his/her own continuing professional development.
- To support the Executive Headteacher in developing positive working relationships with and between all staff within SEND/inclusion.
- To lead groups of staff in development activities related to SEND/inclusion and to delegate appropriately and evaluate outcomes.
- To manage the CPD arrangements for SEND/inclusion.
- To ensure all members of staff recognise and fulfil their statutory responsibilities to SEND children.

- To work collaboratively with the senior leadership team to ensure a holistic approach is taken to the inclusion of all children through regular meeting opportunities.
- To support the Executive Headteacher in the appointment, deployment and development of support to make effective use of their skills, expertise and experience; ensure that all staff have a clear understanding of their roles and responsibilities in relation to SEND
- To ensure that support staff are deployed effectively to ensure that effective SEND learning takes place.
- To complete referrals and actions support for pupils who are experiencing mental health needs and work in co-operation with the MHST team as required.

Supporting pupils with behaviour needs across both schools:

- To be responsible for ensuring that the school's behaviour policy is implemented and consistently applied across the school.
- To act as a named contact for parents in relation to serious behaviour issues and work in collaboration with parents, other school staff and external agencies.
- To take responsibility for the management and monitoring of pupil behaviour in line with the school behaviour policy.
- To act as a source of support and training to all staff in the management of behaviour, offering effective strategies and promoting good practice.
- To be responsible for the development of individual behaviour support plans and pastoral support plans.
- To line manage member of support staff who work on a 1:1 basis with pupils with behaviour needs offering staff supervision discussions as needed.
- To ensure that key members of staff are trained in team teach restraint techniques and correct records are kept in the bounded and numbered book when restraint is used.
- In the absence of the Executive Headteacher undertaken re-integration meetings for pupils who have been subject to a fixed term exclusion.

Teaching and Learning responsibilities across both schools:

- To contribute to the senior leadership team's approach to monitoring the quality of teaching through the triangulation process of: lesson observations, learning walks, drop-ins and book scrutinies.
- To act as a role model and support middle leaders to effectively monitor the quality of teaching within their year group facilitating the sharing of best practice.
- To offer high quality feedback, mentoring and coaching to members of staff.
- To act as the main point of contact for staff in a key phase with the development of improvements within teaching and learning.

- To attend PPA sessions to offer suggestions/advice on the agreed teaching sequences (objectives, content, lesson structures) and approaches as required.
- To liaise with school improvement governors as required and contribute to the EHT's report on the quality of teaching and learning.
- To attend pupil progress meetings as required and offer suggestions of appropriate interventions/strategies to accelerate pupil progress.
- To reinforce the importance of high-quality teaching and learning through leading by example.
- To implement effective systems and practices which will meet the needs of all the children, whatever their abilities including vulnerable groups.
- To keep up to date with national and international initiatives and lead them through the schools.

Other Responsibilities

- To attend all senior leadership team meetings, full governing body meetings and relevant committees as required.
- To represent the senior leadership team at whole school events and enrichment activities as required.
- To act as a named contact for pupils and parents across both schools in relation to issues caused by bullying, racism and homophobia as well as any other protective characteristics in order to support and provide appropriate support/provision.
- To report termly to the Governing body concerns linked to bullying, racism and homophobia.
- Undertake any other professional duties as set down by the school and as directed by the Headteacher.

Assistant Headteacher:Inclusion

Person Specification



AF = Application Form I=Interview

Attributes	Essential	Assessment	Desirable	Assessment
Qualifications	<p>Qualified teacher status. Degree</p> <p>Willingness to train for the National accreditation for SENCOs within 3 years of holding post</p>	<p>AF</p> <p>AF/I</p>	<p>Post Graduate Qualifications.</p> <p>Willingness to or undertaken leadership qualifications/CPD</p> <p>Holds national SENCO accreditation</p> <p>Holds NPQML or NPQSL qualifications</p>	<p>AF</p> <p>I</p> <p>AF</p> <p>AF</p>
Professional Development	<p>Evidence of sustained participation in CPD to develop professional skills, knowledge and understanding.</p>	<p>AF</p>	<p>Participation in work with other schools</p> <p>Experience of leading initiatives across the whole school</p>	<p>AF</p> <p>AF</p>
Teaching	<p>At least 5 years classroom teaching experience</p> <p>A passion and enthusiasm for improving learning and teaching.</p> <p>A proven ability to generate outstanding outcomes</p> <p>Experience of using class data to impact upon pupil progress</p> <p>Ability to plan and differentiate work appropriately for all children.</p> <p>A clear understanding of the use of assessment to target planning and interventions for all children.</p>	<p>AF</p> <p>AF/I</p> <p>AF/I</p> <p>AF</p> <p>I</p> <p>AF/I</p>	<p>Experience/Ability to teach across the primary age phase</p> <p>Experience of Lesson Observation and giving feedback</p> <p>Experience of teaching in different schools</p>	<p>AF/I</p> <p>AF/I</p> <p>AF</p>

Assistant Headteacher:Inclusion

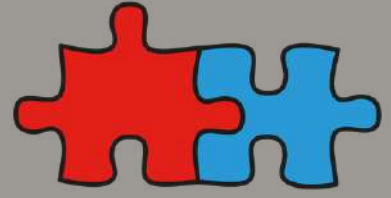
Person Specification



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Attributes	Essential	Assessment	Desirable	Assessment
Management Responsibility	<p>Knowledge of data and assessment analysis</p> <p>Experience of creating subject development plans</p> <p>To have experience of training colleagues and evidence that this has led to improved practice.</p>	<p>AF/I</p> <p>AF</p> <p>I</p>	<p>Previous experience as a member of a Senior Leadership Team</p> <p>Experience of managing, coordinating, mentoring and coaching other staff</p> <p>Experience of holding staff to account for performance</p> <p>Experience of implementing policies across a team</p>	<p>AF</p> <p>AF/I</p> <p>AF</p> <p>AF/I</p>
Resources	<p>Awareness of handling a budget area</p>	<p>AF/I</p>		
National Framework	<p>To have a good knowledge of current educational developments, and in particular, those relating to inclusion and SEND.</p> <p>Knowledge of the Education Acts and other relevant legislation including equal opportunities, health & safety, SEND and child protection.</p> <p>Knowledge of the National Curriculum & EYFS curriculum including assessment, recording and reporting</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p>	<p>Experience of Ofsted inspection and follow up.</p>	<p>AF</p>

Person Specification



Rothwell Schools

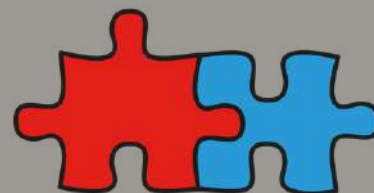
AF = Application Form I=Interview

Attributes	Essential	Assessment	Desirable	Assessment
Teaching & Learning	<p>Practical understanding of effective teaching, learning and classroom management strategies for SEN pupils.</p> <p>Knowledge and understanding of AfL to effectively support progress.</p> <p>To have a knowledge of the barriers to learning for vulnerable groups</p> <p>To have experience and success of teaching and supporting pupils with a variety of learning needs and tracking their progress through school based assessment systems.</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>	<p>Experience of monitoring and evaluating learning and teaching</p> <p>Experience of creating policies</p>	<p>I</p> <p>AF</p>
Vulnerable Learners	<p>Knowledge of the SEN Code of Practice and legislative changes</p> <p>Experience of working with outside agencies</p> <p>Knowledge of a range of different strategies/approaches to manage behaviour</p>	<p>I</p> <p>I</p> <p>AF/I</p>	<p>Experience and detailed understanding of working with children with a range of learning needs.</p> <p>To have experience of managing a special needs provision.</p> <p>To have experience of managing the provision of English as Additional Language</p>	<p>AF</p> <p>AF</p> <p>AF</p>

Assistant Headteacher:Inclusion

Person Specification

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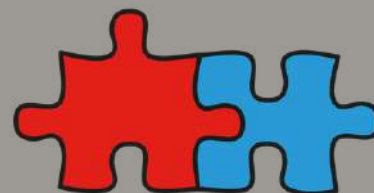
Rothwell Schools

Attributes	Essential	Assessment	Desirable	Assessment
Vulnerable Learners	Knowledge and strategies for support pupils with mental health needs	AF/I	To have experience of working with children in need and looked after children Experience of writing individual education targets/EHCP applications for children	AF AF
Safeguarding	An awareness of child protection procedures To have a commitment to the safeguarding and welfare of all pupils.	AF/I I	Trained as a designated safeguarding lead Safer recruitment trained	AF AF
Parents and Community	Understanding of the role which can be played by parents and the community in supporting the school. To be able to work professionally and sensitively with parents/carers and other agencies Understanding around the role of Early Help	I I I	Experience of working directly with parents to raise standards and involvement.	AF/I
Leadership	Promote the school's aims positively and use effective strategies to monitor motivation and morale To have the ability to critically and objectively monitor and evaluate quality of provision in order to ensure best outcomes for SEND learners.	I I		

Assistant Headteacher:Inclusion

Person Specification

AF = Application Form I=Interview



Rothwell Schools

Attributes	Essential	Assessment	Desirable	Assessment
Relationships	Able to establish and develop good relationships with all involved in the school. Ability to enthuse and motivate others. Able to deal sensitively with people	I I		
Interpersonal and communication skills	Calm and positive approach. Ability to show empathy, patience and a nurturing approach with pupils Ability to communicate effectively orally and in writing to a variety of audiences Able to use ICT effectively.	I AF/I AF/I AF/I		
Education and Philosophy	A positive and energetic attitude. A desire to strive for excellence A belief in their approach to education To have a commitment to promoting inclusive strategies.	I I I I		
Equal Opportunities	Commitment to equality of opportunity. Commitment to showing respect, acceptance and tolerance for others	I I	Understanding the need to promote positive role models.	I



Contact us

<https://www.rothwellschools.org.uk/>

Rothwell Junior School:

Gladstone St,

Rothwell,

Northamptonshire,

NN14 6ER

Phone 01536 906699

Email-parents.rjs@rothwellschools.org.uk

Rothwell Victoria Infant School & Nursery:

School Lane,

Rothwell,

Northamptonshire,

NN14 6HZ

Phone 01536 906699

Email parents.rvis@rothwellschools.org.uk