



COSTON PRIMARY SCHOOL

RECRUITMENT PACK

POSITION AVAILABLE

- .Assistant Head Teacher
with responsibility for
SEND/ ARP
- .Full Time
- .Required for September
2023
- .Salary : Leadership Scale
6-10



Closing Date: Friday 24th March

Interview Date : Monday 24th April

“Coston is an inclusive and safe learning community that inspires us to achieve standards of excellence in all we think, say and do.”

Dear Applicant,

Thank you for showing an interest in Coston Primary School, and the position of an Assistant Head Teacher with responsibility for SEND and ARP. Coston Primary School is a two-form entry school in Greenford, with an Additional Resourced Provision for children with Autism.

This is an exciting opportunity for an enthusiastic, reflective and committed practitioner who is passionate about high quality provision for children with SEND in a mainstream school. We are proud of our reputation across the borough of Ealing as an inclusive school, and in particular of the recent accreditation of our ARP with the National Autistic Society.

Coston Primary School is committed to providing the best education for all children in order that they have the opportunity to reach their potential, and have choices about their future education and career pathways as they grow up.

If you are a strong, inclusive practitioner with a passion for developing the very best in all children, and would like to be a part of this exciting stage in the school's development, then we would like to hear from you.

Visits to the school are encouraged – please contact Ms Kerry Taylor (PA to Head Teacher) on 020 8578 1515 to arrange an appointment. All completed applications should be emailed to Ms Taylor -admin@coston.ealing.sch.uk

Yours faithfully,

Kate Moyse

Head Teacher

Coston Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure. This post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations. In line with KCSIE 2022 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Please refer to the Job Vacancy page on the school website for the Privacy Notice for Job Applicants



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OUR VISION

Coston Primary School endeavours to create a happy, secure environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations and through committed, enthusiastic and effective teaching.

Aims:

- To be, and to be known as a caring and effective school.
- To serve the local community needs of parents/carers and children in all aspects of primary and pre-school education by responding to their ever-changing needs, and those of teachers and education in general, in a positive and forward looking manner, offering support and advice where necessary.
- To ensure that every child regardless of race, gender, religion, culture, background, physical or intellectual ability should be given equal access to all aspects of curriculum experiences.
- To ensure that the five outcomes for children from 'Every Child Matters', "Being Healthy", "Staying Safe", "Enjoying and Achieving", "Making a Positive Contribution", "Economic Well-being" are at the heart of the education we offer in our school.
- To foster a stimulating, caring environment committed to achieving standards of excellence.
- To educate our children, whatever their capabilities, by offering them effective access to the National Curriculum including Religious Education so that they leave us able to read and write, calculate and question effectively.
- To offer our children experiences that will encourage appreciation of beauty and develop a sense of awe, wonder and fun.
- To show by example, and through our teaching, how to learn from and work with one another in a positive and beneficial manner and to make our children aware that they have a responsibility for their actions and the consequences of them, and that they have a wider responsibility to other people as part of a family, as well as the local and wider community.
- Instil in our children respect for themselves and others which includes learning to respect and apply religious and moral values, and tolerate, through understanding cultures, faiths and ways of life different from their own.
- To develop happy, confident and caring people within a safe, stimulating and attractive environment, so that they acquire the knowledge and skills relevant to future adult life and employment in an ever-changing world.



What we are looking for

ASSISTANT HEAD TEACHER WITH RESPONSIBILITY FOR SEND/ ARP (from September 2023)

Come and be a part of our aspirational and inclusive learning community and help to maximise the development of each and every child. At Coston Primary Academy we want our children to become respectful, resilient and responsible learners in a safe, nurturing and inclusive environment, where a strong sense of belonging and identity in the school and the wider community is valued. This is an exciting time for our school, and the successful candidate will need to be highly motivated, innovative, flexible and have a proven track record of working with children with a wide range of needs.

Successful candidates will:

- Be driven, motivated and passionate about teaching;
- Deliver high quality learning opportunities for our children;
- Demonstrate a creative approach to curriculum delivery;
- Have a commitment to sharing responsibility for raising standards;
- Be fully committed to learning from and contributing to a team;
- Have excellent communication skills to engage children, parents and colleagues;
- Be very well organised.

What we can offer

1. Friendly, welcoming school community
2. Children with great attitudes who are eager to learn
3. Inner London pay scales
4. Pension contributions to the Pension Scheme
5. Cycle to work scheme
6. Ongoing extensive CPD Programme
7. A friendly and supportive SMT and Governing Body
8. A professional stimulating and collaborative working environment
9. A commitment to professional development

Coston Primary School is an excellent school where we receive an interesting education in a variety of subjects. People are kind and respectful; they treat each other the way that they want to be treated. We feel safe at Coston because children follow the school rules.' - Herons class

Job Description

Assistant Head Teacher with responsibility for SEND/ ARP Job Description

Post title:	Assistant Head Teacher
School:	Coston Primary School
Pay range:	Leadership Scale 6 - 10
Line manager:	Head Teacher
Supervisory responsibilities:	ARP leader, Teaching Partners, Safeguarding

Main purpose of the job

- Under the direction of, and in consultation with the Head Teacher, take responsibility for the day to day operation of provision made by the school for pupils with special educational needs. In addition, the SENCO may be required to carry out the duties of a school teacher as set out in the School Teachers' Pay & Conditions Document and the Teachers' Standards.
- Determine the strategic development of the Special Educational Needs and Disability (SEND) policy and the provision across the school, including the Additional Resourced Provision (ARP)
- Take on the responsibilities of the head teacher as agreed and appropriate in the absence of the head teacher and deputy head teacher
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Lead high-quality SEND provision which enables high-quality teaching, excellent learning outcomes and success for all pupils
- Keep all aspects of paperwork up to date
- Contribute to the development of whole-school policy where appropriate
- Be a proactive and effective member of the Strategic Management Team
- To be a Deputy Designated Child Protection Officer

Duties and responsibilities

Strategic development of SEN policy and provision

- Promote a culture of inclusion within the school community where all views are valued and taken into account
- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Prepare and review the information the governing board is required to publish

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate and up to date SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support
- Be aware of the provision in the local offer
- Work with, and be the key point of contact with, early years providers, other schools, educational psychologists, health and social care professionals, other external agencies and the local authority.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Analyse assessment data for pupils with SEND or a disability
- Implement and lead intervention groups for mainstream pupils with SEND, and evaluate their effectiveness
- Organise and run parent support groups and information sessions for parents of pupils with SEND.
- Work collaboratively and effectively with the ARP Leader to have strategic insight of the management and organisation of the ARP.

Support for mainstream pupils with SEN or a disability

- Identify pupil's with possible SEND
- Carry out individual and group assessments of pupils with SEND as appropriate.
- Ensure mainstream teachers are planning for progression across the age and ability range taught, designing effective lessons in accordance with the needs of individual learners.
- Ensure teaching for mainstream children with SEND is challenging and well-organised using a range of appropriate teaching and learning strategies
- Ensure mainstream teachers evaluate learning and provide children with appropriate next steps to improve work in line with whole school expectations
- Carry out regular monitoring of teaching and learning for children with SEND in mainstream, reporting back to Leadership meetings and governors as required
- Work with mainstream class teachers to prepare for the Annual Reviews for children with EHC plans
- Lead all Annual Reviews for mainstream children with EHC plans, and ensure all relevant parties are invited and receive paperwork within published expectations.
- Monitor the effectiveness of all external services, evaluating value for money and communicate this to the SMT/ School Business Manager
- Secure relevant services for the pupil, including EHCP applications
- Ensure records are maintained and kept up to date
- Regularly review IPPs and EHCPs with parents or carers and staff
- Communicate regularly with parents or carers including informing parents that their child may have SEND and liaising with parents of pupils with SEND
- Promote effective and positive relationships with parents
- Promote the inclusion of SEND pupil's in the school community and access to the curriculum, facilities and extra-curricular activities
- Show ability to implement strategies for raising achievement for pupils with SEND, including teaching SEND classes/ groups and support other teachers with this.
- Be aware of and monitor all pupils with medical needs and work with Welfare Officer to coordinate provision for them.

Leadership and management

- Contribute to the school improvement plan and whole-school policy
- Annually update the school offer
- Identify training/ development needs for staff and how to meet these needs
- Lead Professional Learning meetings for staff
- Respond to all referral from the LA regarding places for mainstream places for children with EHC plans
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability
- Be responsible for the organisation, planning and evaluation of the school programmes for SEND across the school
- Manage effectively the transition of mainstream SEND children, into and from the school
- Be responsible for the organisation of assessment for children with SEND, including the tracking of data each term, and reporting to the Governors as appropriate
- Challenge underperformance of teaching and learning across the school by promoting a high support/ high challenge culture
- Be responsible for the pastoral care of all children, promoting independence and good behaviour
- Use a range of behaviour management strategies to promote positive behaviour outcomes in line with the school's high expectation of all children.
- Be responsible for the effective deployment and day-to-day management of support staff
- Manage, monitor and account for any budget allocated by the Head Teacher and governors for the day-to-day running of SEND provision
- Organise and monitor the use of resources for supporting children with SEND
- Contribute to the whole-school induction process for teaching partners
- Lead and manage teaching partners
- Lead staff appraisals and produce appraisal reports as appropriate
- Review staff performance on an ongoing basis
- Lead by example to motivate, inspire and work with others
- To undertake any professional duties, reasonably delegated by the head teacher

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to perform other duties appropriate to the level of the role, as directed by the Head Teacher. This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of head teacher _____ **Date** / /

Assistant Head Teacher with responsibility for SEND/ ARP Person Specification

Post title: Assistant Head Teacher
School: Coston Primary School
Pay range: Leadership Scale 6 - 10
Line manager: Head Teacher
Supervisory responsibilities: ARP leader, Teaching Partners, Safeguarding

Qualifications	A	I	E	D
1. Qualified teacher status or recognised equivalent (A) (E)	✓		✓	
2. Successful completion of National SENCo award, or a willingness to complete it within 2 years (A) (E)	✓		✓	
3. Evidence of continuous professional learning and commitment to further professional development (A) (E)	✓		✓	
Experience – show evidence of	A	I	E	D
4. Recent experience of working successfully as a senior or middle leader in a school. (A) (E)	✓		✓	
5. Evidence of a whole school responsibility and experience of turning policy into effective and successful practice. (A) (E)	✓		✓	
6. Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school. (A/I) (E)	✓	✓	✓	
7. Experience of working with children with Autism (A) (D)	✓			✓
8. Involvement in self-evaluation and development planning (A/I) (E)	✓	✓	✓	
Professional Knowledge	A	I	E	D
9. A clear understanding of the essential qualities necessary for effective teaching and learning. (A/I) (E)	✓	✓	✓	
10. Sound knowledge of the SEN Code of Practice (A/I) (E)	✓	✓	✓	
11. Understanding of what makes high quality teaching and effective intervention strategies (I) (E)		✓	✓	
12. Ability to plan and evaluate interventions (A/I) (E)	✓	✓	✓	

13. Up to date knowledge of statutory regulations and guidance relating to the post. (I) (E)		✓	✓	
14. Ability to demonstrate vision and strategic leadership (I) (D)		✓		✓
15. Data analysis skills, and the ability to use data to inform provision planning (I) (D)		✓		✓
16. Ability to build effective working relationships and work effectively within a team (A/I) (E)	✓	✓	✓	
17. Ability to act on own initiative (A/I) (E)	✓	✓	✓	
18. Good record keeping skills (A) (E)	✓		✓	
19. Ability to work with professionals, providing an independent support role to the family to ensure that children with SEND receive appropriate, timely support and high-quality teaching (A/I) (E)	✓	✓	✓	
Professional skills Can demonstrate the ability to:	A	I	E	D
20. Review whole school systems to ensure the robust evaluation of school performance and actions to secure improvements. (A/I) (D)	✓	✓		✓
21. Lead and manage a school team/s to successfully achieve agreed goals. (A) (D)	✓			✓
22. Be an effective team player that works collaboratively and effectively with others. (A/I) (E)	✓	✓	✓	
23. Commitment to getting the best outcomes for all children and promoting the inclusive ethos and values of the school (A/I) (E)	✓	✓	✓	
24. Develop and deliver effective and inspirational professional development for staff (including mentoring and coaching as appropriate). (A) (D)	✓			✓
25. Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate). (A/I) (E)	✓	✓	✓	
26. Organise self and others effectively showing an understanding of the importance of prioritising tasks and appropriate deployment of staff (A/I) (E)	✓	✓	✓	
27. Demonstrate high quality teaching strategies. (A/I) (E)	✓	✓	✓	
28. Support, motivate and inspire both colleagues and pupils by leading through example. (A) (E)	✓		✓	
29. Contribute effectively to the work of the head teacher and strategic management team. (A/I) (E)	✓	✓	✓	

30. Deal successfully with situations that may include tackling difficult situations and conflict resolution. (A/I) (E)	✓	✓	✓	
31. Work successfully with a range of external agencies. (A) (D)	✓			✓
32. Excellent organisation and time management skills (I) (E)		✓	✓	
33. Confidence, resilience, clarity and decisiveness in making decisions (I) (E)		✓	✓	

Commitment

Demonstrate a commitment to:

- a. upholding the school's equality policy
- b. promoting the school's vision and ethos
- c. high quality, stimulating learning environment
- d. relating positively to and showing respect for all members of the school and wider community
- e. ongoing relevant professional self-development
- f. safeguarding and child protection

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:

Undertake any other reasonable professional task as directed by the Head teacher

N.B. Candidates who apply for this post are asked to write a personal statement to show how they meet the criteria marked (A) and how their examples demonstrate impact. **Please ensure when completing your application form that you clearly and concisely address only the relevant criteria highlighted below (as A) in Ariel 12 and in no more than three pages.** Any evidence should include your role, the actions and decisions you took and the outcome or impact of your actions.

- (A) - evidence to be taken from Application form
- (I) – evidence to be taken at Interview
- (E) – experience essential
- (D) – experience desirable

Guidance Notes

Guidance notes to help you complete the Ealing teaching application form



These notes are here to help you submit the best possible application you can. We strongly recommend that you read them before you start work on your application.

Before you start

Read carefully all the information about the post, especially the person specification, which lists the skills, knowledge, experience and qualifications needed. Make sure you read it before filling in the application form. Please note for main scale teaching jobs without any additional responsibilities/points there will be no job description – just the person specification. If you have not received either the person specification and/or where appropriate the job description please contact the relevant organisation/school.

Your application form and especially the supporting statement are the only pieces of information we have about you. Unless you clearly demonstrate in your application how you meet the requirements of the post you may not be shortlisted.

Filling in the application form

Read the application form carefully before you start. We are an equal opportunities employer and select candidates for interview on the basis of how well they complete the application form.

1. Personal details

It is important that you fill in this section accurately and in full. If you are currently at college/university please ensure you give details of where you can be contacted both during and after completion of your course. The more information you give the better. Please do not leave any section blank. If it is not applicable please indicate with N/A.

2. Present /most recent post and

3. Employment history

Start with your current or last employer and work backwards making sure the dates are in the correct order. Provide the job title with responsibilities and the period you worked for them. If you are a newly qualified teacher (NQT) and you have not worked before you should give details of your practice schools here. It is important that you provide an explanation for any gaps in employment. Any voluntary work undertaken may also be included.

4. Education and training

Give a list of all the qualifications you possess and relevant training courses you have attended. Information here will be used to assess whether you meet the qualification requirements. Ensure nothing important is omitted. Please note that you will be asked to provide originals or certified copies of relevant certificates.

5. Rehabilitation of Offenders Act

The school has a duty to protect children and young people in its care. Please ensure you complete this section fully. Successful applicants will be required to apply for an enhanced disclosure from the Criminal Records Bureau (CRB). Further information can be found at www.disclosure.gov.uk

6. References

References may be taken up before interview. Any issues raised in the references may be discussed at interview. For all NQT applicants we will usually take references from your main practice school and college tutor. Please do not submit open testimonials with this application form.

7. Pension

If you secure a job with an Ealing school/organisation then the information provided here will mean that we can issue your contract of employment more quickly. Please do not leave any section blank. If it is not applicable please indicate with N/A.

8. If you have a disability

Ealing schools are committed to employing people with disabilities. If you have a disability you want us to know about please give details of adjustments you require for the selection process or to do the job itself.

9. Supporting statement

a) This is the most important part of your application, as it is where you show how you have the skills and knowledge for the post.

Make sure you read both the job description (if applicable) and the person specification to ensure that what you write is relevant. Please note for main scale teaching posts there will only be a person specification. For each point you will need to explain/give examples of how your skills, knowledge and experience make you suitable for the job. It would be helpful if you could number your responses to match those on the person specification.

If completing a paper application form we would prefer that the supporting statement be typed on separate sheets of paper. Please make sure that your name and the post you are applying for is on the top of any separate sheet. Hand written statements are acceptable but remember they need to be clear enough to read and be photocopied.

b) This is a more general statement about you and your personal attributes.

Monitoring information

Please remember to complete the monitoring information. This is important information that the Council needs in order that we can determine whether our equal opportunities policy is working with regard to employment. Also please sign and date the form. If you are completing the application form on line you will be asked to sign the form at interview.

Some points to bear mind

- Your application should be written in a concise, well-organised and positive way.
- Use active words such as 'I planned', 'I organised'.
- Do a rough draft first aiming to make impact throughout but especially with your first and last sentence. This avoids mistakes and allows you to organise your application properly.
- Do not submit the same application for all jobs. Remember no two local authorities will be looking for exactly the same thing so look at the requirements listed.
- Re-read what you have written, then look again at the person specification. Have you addressed all areas? Do you sound positive and confident? Have you shown that you are/will make a professional, capable teacher who enjoys working in a lively and diverse borough? Convey your suitability for the job but also aim to reveal a sense of your personality.
- When you are satisfied with your application, check again that all parts are complete and take a photocopy before sending it off so you can remember what you have written, if you are called to interview.
- Remember the closing date for applications and allow enough time if you are posting the form.

Sending your application

If you are completing the Ealing teaching application form in response to a specific position that has been advertised, please ensure you send it to the address stated on the front of the application form and/or advertisement. Alternatively it can be found in the school/organisation information pack sent to you with the application.

Please make sure you keep a record of your completed application form. Not only is this useful if you are called for interview but it will also assist you if you later need to enquire about your application.

Thank you for considering a teaching post in Ealing and good luck with your application.