



JOB APPLICATION PACK

VICTORIA COMMUNITY SCHOOL

Permanent Full-time Assistant Headteacher with SEND & Inclusion Responsibility

Starting Date: 1st September 2024

CONTENTS:

- Covering Letter
- Information about our school
- Person Specification
- Job description

Where everyone is important



25th March 2024

Dear Applicant,

Thank you for your interest in the post of Assistant Headteacher (with SEND and Inclusion responsibility) at Victoria Community School. We are seeking to appoint a talented and researched-based practitioner to take on the role of Assistant Headteacher from September 2024, to really make a difference to the lives of our children. At our school, the smallest things make a big difference!

It is a very exciting time to join our school with a new name, logo and uniform planned for September, to signify a fresh start. The current Headteacher has only been in post just over two years, and is working hard to build a team to drive the school forward. The successful person will be an integral member of the school's leadership team and work closely with our two Deputy Headteachers and the Headteacher in embedding our new school vision. This, in addition to being the strategic lead for special educational needs and behaviour.

Our school is a very special place, and a really good environment to develop as a practitioner. Many previous staff members have progressed onto other positions of leadership as a result of the rich and diverse experiences they have gained at our school. Based over two sites, our is a hub for the local community. Over the years, the school has formed a close bond with parents and worked with many stakeholders to get the best for the children. The children are happy, resilient and well-behaved – they appreciate everything that we do to support them. When they step outside of school, the children represent our school in exemplary fashion, in spite of many coming from a diverse range of home backgrounds and challenges. If you are looking for a rewarding and uplifting career opportunity then this is for you.

Visits to our school are warmly welcomed and we have a number of dates available, to give all candidates a tour of both sites and the time to chat with myself about the work we've already started. There will be plenty of time to ask questions and share a brew! Please note - Our school is committed to the protection and safety of its pupils. On interview applicants will be asked to produce two forms of identity, one of which must be photo identification (driving licence or passport). Interviewees must also bring original documentation of the required qualifications. We will ask to see the certificates that verify qualifications cited in your application. If originals cannot be produced, written confirmation of the qualification(s) should be obtained from the awarding body. Successful applicants will be subject to enhanced DBS checks.

Applications need to be sent by email to office@victoria.staffs.sch.uk by 9am on Monday 29th April 2024. Interviews will be held on Wednesday 8th May 2024.

We look forward to hearing from you.

Yours faithfully,

A handwritten signature in black ink, appearing to read "L Smith". The signature is written in a cursive style with a large initial "L".

Mr L Smith
Headteacher

Where everyone is important



INFORMATION – March 2024

Our community

We are a two site, two form entry school with our Nursery and Reception to Year 3 classes based at our Victoria Road site and our Year 4 to Year 6 classes plus the Speech and Language Centre based at our Orchard site.

We currently have around 425 pupils across our two sites and Early Years Centre. The majority of our families are from a minority ethnic community where over 90% of our pupils are bilingual or multilingual. More recently we have admitted a number of pupils with a variety of cultural and linguistic backgrounds including families from Eastern Europe. We are very proud of our children's cultural heritage and take every opportunity to promote and celebrate our diversity. Since September, we have had over 100 new arrival children from abroad, join our school and experience English schooling for the first time.

Accommodation

The Victoria Road site is housed in a Victorian building some 140 years old and a purpose-built Early Years Centre for our Nursery children. The accommodation consists of spacious well-equipped classrooms as well as a hall, gym, library, Interactive Learning Centre, specially equipped sensory room, and staff room.

The Orchard site which opened in September 2015 is based on Belvoir Road in Burton upon Trent and comprises of a fifty-year-old refurbished building with a large playing field. Currently Year 4, Year 5, Year 6 and our Speech and Language Centre are based at this site. The Speech and Language Centre is a County funded resource for 20 pupils with Developmental Language Disorder and/or Speech Sound Disorders who experience a wide range of difficulties with communication and any associated problems. The Centre functions as part of the school and as such staff and pupils participate in all aspects of school life.

Staffing

The school has recruited both experienced and newly qualified staff. We currently have 18 teaching staff and 21 support staff plus our pastoral team, administration, lunchtime, catering and premises teams. We have strong links with local schools, colleges and universities and welcome into school a number of students following a variety of courses. Our school is supported by staff from our caretaking contractors.

The school attracts additional funding to support our pupils learning needs including EAL and Minority Achievement Funding as well as a delegated budget to support mainstream pupils with learning difficulties.

Classroom Organisation

Children are organised in classes of up to 30 pupils in Key Stage 1 and Key Stage 2 except for our Speech and Language Centre. Additional teaching assistant support is provided in every year group. Staff are firmly committed to a team approach to facilitate children's learning and we are constantly reviewing and developing school policies and practices. Class teachers and support staff have regular planning meetings to ensure all staff are deployed effectively to ensure maximum benefit to children's learning through a differentiated curriculum.

Curriculum Development

In July 2022 an Ofsted Inspection rated our school as Requires Improvement. The new Headteacher and staff are working hard to refocus the curriculum to improve our standards and we have embraced many new schemes and ideas e.g. Power Maths & Little Wandle.

Leadership and Management

We have a supportive Leadership Team with a new headteacher, Mr Lee Smith, who joined our school in January 2022. An additional Deputy Headteacher joined the school for September 2023 and a new EYFS Phase Leader started in January of this year. Our Teachers and Teaching Assistants play an important role in all aspects of the school and work incredibly hard for our children.

Extra-Curricular Activities

Our pupils are involved in a range of activities including football, cricket, dance, netball and games clubs, and after school clubs. We receive support from external groups such as Burton Albion who support lunchtimes and after school sports clubs for our pupils.

Inclusion – Everyone is Important

We use a variety of approaches to support children and families who may be encountering difficulties including nurturing and mentoring. We have a rigorous approach to screening pupils who may be finding learning more difficult. Our Special Needs Co-ordinator meets regularly with class teachers and we have a strong team of staff who directly support the teaching of SEND pupils across the school.

We hope this information will have been helpful to you. Should you require any further information please do not hesitate to contact us on **01283 247420** and ask for **Mr Lee Smith**.

In the interests of promoting a Healthy School we operate a no smoking policy.

This School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

Victoria Community School		
Post Title	Salary	Start Date
Assistant Headteacher with SEND & Inclusion Responsibilities	Leadership Spine: 2 - 6	September 2024

The school is committed to safeguarding children and young people. All successful candidates are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.

Person Specification for the post of Deputy Headteacher

Prepared By: The Headteacher

Start Date: September 2024

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, Current Education Acts, the required standards for Qualified Teacher Status, other current educational legislation. The job description may be amended at any time following discussions between the Headteacher

Areas for responsibility and key tasks:

a) Main Purpose

The Assistant Headteacher & Strategic Lead for SEND & Inclusion, under the direction of the headteacher, will:

- Assist in ensuring that the school runs smoothly and act in a management capacity as the need arises. This includes: undertaking teaching when staff absence is high, drawing up timetables and rotas to ensure the efficient use of premises and efficient deployment of staff and conducting assemblies as required
 - Deputise for the Deputy Headteacher when needed, with duties around school
 - Hold the Headteacher's counsel and be a confidential sounding board when needed
 - Lead by example and model those professional standards asked of all staff around school
 - Teach to the highest standards when needed and be an example of best practice for other staff at all times
 - Support the school's vision, its ethos and behave in a way that is complicit with whole school policies and procedures
 - Support the school with keeping pupils, parents and staff safe at all times
 - Safeguard pupils from harm and potential risk, ensuring that all staff follow policies and procedures in this regard
 - To take an active part in all aspects of school life. To provide information and advice to the Headteacher and governing body as required and support proper accountability processes throughout the school.
 - To take on specific tasks related to the day-to-day administration and organisation of the school as required.
 - Support the Headteacher (and Deputy Headteacher) in developing and maintaining effective communication across two sites to fellow staff and parents/children. Echoing key messages from the Headteacher and enforcing agreed expectations around school
 - To take on any additional responsibilities from time to time, be determined by the Headteacher.
-

b) Specific Duties and Responsibilities

- Attend school senior leadership team meetings, contributing to decisions at a whole school level and supporting the Headteacher in the long-term vision for the school
 - Model excellent teaching and learning around school when needed, that is supportive to the needs of all vulnerable groups and demonstrates high expectations for all pupils, irrespective of ability
 - Team teach and coach staff at all levels, when required. to support them deliver the best provision possible
 - Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
 - Develop SEND/Inclusion policy and provision across the school
 - Implement policies to support positive pupil behaviour around school and model, coach and advise staff accordingly
 - Set up systems and procedures to ensure consistency among teachers and all support staff in dealing with behaviour
 - Hold a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision at all times.
 - Carry out essential monitoring tasks under the direction of the Headteacher and alongside other school staff and external partners when needed
 - Contribute to school self-evaluation and the School Improvement Plan
 - Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in school at all times
 - Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
 - Evaluate whether funding is being used effectively for pupils and propose changes to make impact of funding more effective.
 - Contribute to the school's curriculum design over time, ensuring it is inclusive for all learning needs
 - Support provision for all vulnerable groups within each classroom over time, in conjunction with other senior leaders/subject leaders
 - Line Manage staff members under the direction, and with the support, of the Headteacher – carry out appraisal
 - Maintain an accurate SEND register and a costed Provision Map for the school
 - Be responsible for managing the weekly workflow and activities of the Assistant SENCO – delegating key tasks
 - Support the Headteacher in monitoring and costing provision for children classified as Pupil Premium
 - Support the Headteacher in monitoring and ensuring provision for Pupils with English as an Additional Language and new arrivals to the UK
 - Provide guidance and training to colleagues on teaching pupils with SEND or disabilities and those belonging to other vulnerable groups, advising on the graduated approach to support pupils over time (Staff Development Meetings, SEND Surgeries, INSET, email reminders etc)
 - Locate and share with staff, key resources to support children from a range of vulnerable groups
 - Ensure that all staff carry out their statutory responsibility for supporting the well-being and welfare of the children in their care and that essential documentation is in place and then followed
 - Support staff well-being by ensuring SEND paperwork is manageable and staff feel equipped to deliver their role.
 - Be aware of the provision in the local offer.
 - Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
 - Be a key point of contact for external agencies, especially the local authority.
 - Have oversight of assessment data for pupils with SEND and all vulnerable groups
-

- Implement and timetable intervention groups for pupils from vulnerable groups and evaluate their effectiveness.
- Maintain effective contact with parents through email, phone conversations and meetings
- Provide regular reports and information for governor meetings and liaise with the Link Governor
- Ensure confidential records are maintained and kept up to date.
- Review the education, health and care plan with parents or carers and the pupil.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.
- Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Identify training needs for staff and how to meet these needs.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability.
- 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 SENDCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Deputy Headteacher.

PERSON SPECIFICATION

Attributes	Requirements		Measurement
	Essential	Desirable	
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • A track record as a consistently good or better practitioner • Qualified to teach and work in the UK 	<ul style="list-style-type: none"> • Middle Completion of NPQ course • SENCO Award 	APP
Experience	<ul style="list-style-type: none"> • Minimum five years post qualification full time teaching • Teaching in a range of primary curriculum year groups • Working in a school undergoing a period of rapid change or innovation • Successful and proven experience of teaching pupils with special educational needs within a mainstream setting • Providing staff training/INSET for staff or coaching and mentoring others • Successful leadership of a specific area of school improvement or a curriculum subject 	<ul style="list-style-type: none"> • Working with new to English pupils • Special school experience • Working in more than one key stage • Monitoring of standards in a given area of responsibility • Working strategically over more than one site or being deployed to support in other schools (in addition to your own) • Line management and carrying out appraisal • Working within a school that is striving for Ofsted 'Good' • Working at a school with a nursery facility • Policy writing • Working with wider stakeholders including governors and outside professionals 	LOA AA F/I APP
Knowledge and Understanding	<ul style="list-style-type: none"> • Sound working knowledge and understanding of the National Curriculum • Able to plan for the delivery of a broad and balanced curriculum which meets the needs of all learners • Knowledge of effective teaching and learning strategies to meet the needs of all pupils including those with special educational needs, vulnerable groups and gifted and talented pupils • Effective strategies for how children learn to read • Restorative strategies for supporting pupils with their behavior and to support them to identify 	<ul style="list-style-type: none"> • Knowledge of the Early Years curriculum • Knowledge of what Ofsted 'Good' looks like and the current inspection Framework relating to SEND & Inclusion • Clear understanding of the graduated response to supporting pupils with needs, within a school setting • Zones of Regulation • Little Wandle Phonics • Power Maths • Principles of Nurture 	AA F/I

	<p>and manage their emotions</p> <ul style="list-style-type: none"> • Good oral and written skills • Up to date safeguarding training and understanding of effective practices 		
<p>Wider Responsibilities & Professionalism</p>	<ul style="list-style-type: none"> • Commitment to the school's new vision and ethos • Exceptional standards of professionalism towards all pupils, parents and staff. • Able to hold the Headteacher's counsel (As a member of the SLT) and adhere to impeccable standards of confidentiality around school, handling information with absolute discretion • Can demonstrate ambition for all pupils, regardless of need and high expectations • Commitment to nurturing and caring for children from all backgrounds • Attend and constructively contribute to staff, team and planning meetings and school improvement activity • Commitment to own personal professional development • Maintain a positive disposition at all times, and calm under pressure • Thinks at a whole school level and shows a willingness to get involved with the day to day running of the school. 		<p>LOA F/I APP</p>

MEASURED BY KEY:

APP = Application form

LOA = Letter of Application

AA = Assessment activities

F/I = Formal Interview

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people

- Ability to form and maintain appropriate relationships and personal boundaries with children and young people