



**WE ARE** ASTREA

**ASSISTANT PRINCIPAL (INCLUSION)**  
**APPLICANT BRIEF**

**HATFIELD PRIMARY ACADEMY**  
*Part of*  
**ASTREA ACADEMY TRUST**





## Open Letter from Principal

Dear Candidate,

Thank you for your interest in this role at Hatfield Academy.

Hatfield Academy is part of a wonderful community in Sheffield. We are working really hard to make a real difference to whole families. We are an inclusive school, who believes that working with the whole family is at the heart of ensuring success for our children.

The school is a 2 form entry school with approximately 366 pupils. Hatfield Academy is located in Firth Park. It is close to the M1, Meadowhall and Sheffield City Centre with good transport links.

HATTERS At Hatfield Academy, the Hatters Code is at the centre of all we do. H – Honest A – Active T - Thoughtful T - Trustworthy E - Enthusiastic R – Responsible S – Self-confident. If you feel these attributes are part of your values then Hatfield Academy would love to meet you.

We are looking forward to meeting you!

**Katy Beech**  
**Principal at Hatfield Primary Academy**



# JOB DESCRIPTION

<b>SALARY</b>	Leadership Scale 1 - 4
<b>CONTRACT TYPE</b>	Permanent
<b>WORKING PATTERN</b>	Monday to Friday, 52 weeks
<b>HOURS PER WEEK</b>	32.5 hours

## Purpose

Work with the Principal and wider SLT to:

- Promote the agreed vision of Hatfield Academy
- Provide professional leadership and management for the Inclusion Team
- Effectively manage the teaching and learning for SEND pupils
- Work collaboratively with colleagues, setting high professional standards
- Evaluate the school's performance and identify priorities that will lead to improvement and raising of standards for vulnerable groups
- Develop policies, practices and structures for the Inclusion Team
- To hold or gain the accreditation of the National Award for SEN Coordination (NaSENCO) within the first two years of post
- Be sensitive to the linguistic, cultural and ethnic backgrounds of the children and show an awareness of gender and class issues
- Monitor the lunchtime team
- Lead the personalised learning resource (PLR)
- Ensure the leadership of behaviour for learning is systemic, monitored and evaluated
- Be responsible for promoting and safeguarding the welfare of children and young people within the school.
- Carry out the professional duties of a teacher to meet Teacher Standards.

## Key Responsibilities

### Qualities and knowledge

Under the direction of the Principal:

- Undertake strategic planning for the Inclusion Team, which will support the School Development Plan
- Be an outstanding practitioner in Inclusion
- To have due regard to the requirements of the National Curriculum, including the SEN Code of Practice
- To take overall responsibility for the leadership of Inclusion and enhancing the curriculum of: SEND, EAL, & Social and Emotional Aspects of Learning (where a child may have an EHCP).
- Be available to respond to unplanned situations which arise in the daily running of the school
- Meet all legal requirements of SEND legislation
- Attend meetings of the Senior Leadership Team and other management meetings
- To contribute to the on-going process of Academy self-evaluation



- Keep up-to-date with current developments in Inclusion and communicate these to the staff, advising on INSET needs and liaising with relevant personnel/services as appropriate
- Ensure issues of equal opportunities/access are addressed in the designated area
- Safeguard the health and safety of all children.

### **Pupils and staff**

Under the direction of the Principal:

- Support staff in ensuring that pupils feel safe and have an understanding of unsafe situations
- Support colleagues in the planning of lessons for SEND, EAL pupils within the parameters laid down by each Academy
- Communicate and consult with pupils, colleagues, parents/carers and outside agencies as appropriate  
Organise parent meetings to discuss additional needs
- Co-ordinate annual reviews alongside staff
- Provide liaison and co-operation with other schools, particularly in relation to transition and transfer of pupils
- Provide for liaison and co-operation between the school and the Local Authority – making such reports as will enable the authority to discharge its function.

### **Systems and processes**

Under the direction of the Principal:

- Undertake monitoring and evaluation (within the Inclusion Team) which will:
  - Highlight teacher's professional strengths
  - Track developments in the curriculum for groups of students
  - Contribute towards improvements in school's structures, systems and policies
  - Identify where further development is needed
- To attend meetings of the Transition Management Board / LECC when requested
- To manage and evaluate the outcomes of intervention programmes and support for children with SEND & EAL pupils
- To analyse data for your groups of pupils and report on the development, progress and attainment of pupils as defined in agreed policies

### **The Self-improving School system**

Under the direction of the Principal:

- Participate in the Academy's arrangements for performance management and other professional development activities
- Generate an atmosphere of focus, drive and high expectations based on your own practice. ☑ Be a strong role model
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children

### **General**

**All Hatfield Academy employees are required to:**

3.1 Abide by the Health & Safety at Work Act



- 3.2 Attend training as required
- 3.3. Assist with taking pupils on educational visits.
  - 3.3 Respect confidentiality, applying to all areas
  - 3.4 Work within School and the Trust policies and procedures
  - 3.5 Participate and contribute to team meetings
  - 3.6 Co-operate and liaise with departmental colleagues
  - 3.7 Remain flexible and work in any phase as specified by the Leadership Team.



# PERSONAL SPECIFICATION

## Experience

- Curriculum Leadership of a core subject
- Member of the senior leadership team
- Leading areas of significant school improvement
- Excellent classroom teacher
- Previous successful experience of teaching in a primary school
- Experience of teaching experience across primary age range
- An understanding of the educational development of pupils
- Understanding and experience of assessment systems
- A clear understanding of multicultural/EAL issues

## Qualifications

- Qualified Teacher Status
- Degree
- SENCO Qualification (desirable)

## Behaviours

- Ability to stay calm
- Good communication skills
- Ability to work as a team
- Enjoyment of working with children
- Willingness and ability to pursue professional learning/ qualifications for the post
- Ability to support and develop SDP priorities
- Effective teaching and learning strategies
- A commitment to inclusion and pupil wellbeing
- High expectations of self and others with a Professional demeanour
- Ability to relate well to children and adults
- Effective interpersonal skills
- Effective organisational skills
- Calm, positive and ability to work under pressure
- Confidence and commitment
- A willingness to work in any year group



**This is not exhaustive.**

*Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)*