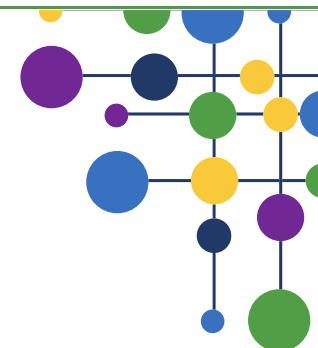
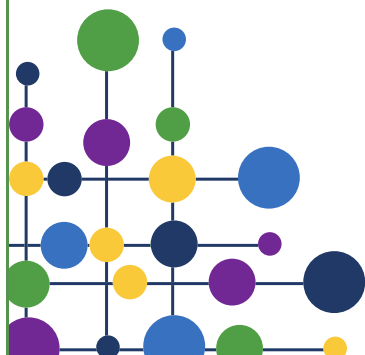
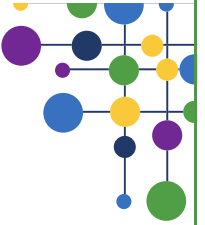




**Royds Hall Community School –
Primary Phase
(Luck Lane and Lily Park)**

**Head of Inclusion
Application Pack**





Welcome from the CEO

Academic Year 2021 /2022

Dear Applicant,

Thank you for taking an interest in the **Head of Inclusion** vacancy. I hope the materials enclosed in this pack give you a good sense of what makes the Trust a special place to work and provides the information you need about the post. It is with regret that in the current climate we cannot offer you a visit to our academies but please do not hesitate to contact us if you need additional advice.



Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

John McNally
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of three secondary and five primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley; Lily Park Primary Academy, Huddersfield and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. As well as being part of the Trust, some of our schools are National Support Schools and National Teaching Schools and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than six hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you.

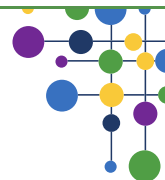
We are part of the SHARE Multi-academy trust Kirklees and Calderdale Teaching HUB. This means we can offer the successful candidate access to a fantastic support network, CPD and opportunities to develop practice across the trust.

We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our pupils/students enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

The Curriculum is developed in a thematic and practical way that engages both our employees and children/young people. We seek ways to make our curriculum even more interesting every year. Lessons are expected to be fascinating, engaging, exhilarating, and demand that pupils/students think for themselves whilst ensuring pupils/students see a purpose to their work. A wide range of learning styles are used ensuring personalised learning is at the heart of what we do.

The teams include teachers and support staff, all of whom work together to deliver the agreed curriculum to all the children/young people. Together they assess pupils/student progress and achievement discussing to ensure each learner's self -confidence and self -esteem rise quickly, developing their thirst for learning

We can offer a strong team spirit and very high staff morale, which has created an open and supportive environment where staff can be innovative in accelerating pupils/students learning.



Head of Inclusion Role Profile

Role Title	Head of Inclusion	Reporting to	Head of School
Section	Royds Hall Primary Schools (Luck Lane and Lily Park)		
Contract type	Permanent, 37 hours per week, term time only. Some flexibility in hours is required (e.g. occasional evening meetings).	Grade / Salary	Band H (spinal point 28-31) £27,752 to £ 29,899 (actual salary)

Part A – JOB DESCRIPTION

Overall purpose of role	As a Head of Inclusion you will be required to meet the general requirements of this post. In addition you will be required to fulfil any reasonable expectations from the Head of School. The post will require you to play a critical leadership role in the life of the school, inspire confidence and work with pupils and staff to create a shared strategic vision which motivates all. You will develop and implement strategies to improve the management of behaviour, welfare, attendance and achievement across the whole school. You will also develop and maintain strong home school links and promote inclusion throughout the school.
Safeguarding Requirements	This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household. Applicants MUST complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications, and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Headteacher.

Key Outputs

1. To have responsibility for the pastoral care, welfare and behaviour of all pupils in the school.
2. To be responsible for the intake or transfer of any pupils throughout the year and transition into and out of the school.
3. To maintain records pupil, school and those relevant to your role. Ensuring information is collated and shared where appropriate and organise and attend meetings with staff, governors, parents and other professionals as appropriate.
4. To collect and interpret specialist assessment data and records of incidents, using these to inform practice and implement follow up action.
5. To work with the SENDCO to oversee and quality assure provision provided for specific pupils.

6. To develop relationships and work in conjunction with other stakeholders to ensure the help and support pupils need is received.
7. To lead, manage and coordinate the effective use of support staff, including lunchtime supervision and oversee their performance management.
8. To be the DSL for the school being, part of the Child Protection Team and deliver training and development to all staff when required.
9. To develop, implement and monitor strategies and policies around behaviour management and inclusion.
10. To ensure best practice is in place across the school around behaviour management and inclusion, providing feedback and training staff where needed.
11. To work with pupils and families to develop behaviour and inclusion strategies for specific pupils, Advising teachers on the writing of PSPs and EHCPs. Completing reviews and preparing for and involvement in key/statutory meetings where appropriate.
12. To work with individual pupils where needed, providing counselling support alongside academic and behaviour support. Making referrals to others or outside agencies where appropriate.
13. To ensure individuals and groups of pupils are engaged in all learning activities as a result of staff planning, delivering, communicating and working with them effectively.
14. To lead and or contribute to staff development on welfare issues, inclusion, behaviour and attendance.
15. To monitor the attendance and punctuality of all children including at risk groups and set targets for improvement.
16. To develop strategies to ensure attendance and punctuality targets are met. Liaising with families and external agencies in individual cases.
17. To ensure good attendance and punctuality are celebrated.
18. To undertake any other duties associated with the role, as may be decided by your line manager.

Dimensions *(Financial/Statistical/Mandates/Constraints/No. of direct reports)*

- Range of Teachers and Support Staff approximately 60 across the school.
- Range of pupils approximately 400 across the school.
- Number of SEN/additional needs pupils varies with each new intake.
- Number of direct reports up to 5.

Work/Business contacts

Internal: All teachers and support staff and 'Empowering active citizens of the future'

External: External staff, other schools, agencies, parents, and families

<i>Expertise in Role Required (At selection - Level 1)</i>	Essential or Desirable
• Be able to demonstrate levels of numeracy and literacy to GSCE [A-C]	Essential
• NVQ 3 or equivalent qualifications or experience	Essential
• Successful experience of working with children preferably within a primary school setting	Essential
• Successful experience or the ability to lead and manage inclusion in a primary school setting	Essential
• Experience of leading and managing a team	Desirable
• Experience of dealing with a range of challenging behavioural issues, using effective strategies to manage behaviour and promote inclusion	Essential
• Experience of working and communicating effectively with a range of stakeholders including parents and families, staff, and external agencies	Essential
• Up to date knowledge of relevant policies, codes of practice and legislation	Essential
• Evidence of continuing professional development and a willingness to undertake further development as appropriate	Essential
• Highly competent in ICT and the use of computers	Desirable
• Excellent communication skills	Essential
• Commitment to the safeguarding of children.	Essential
<i>Other (Physical, mobility, local conditions)</i>	
• Is willing to work flexibly within scope of overall hours, e.g. occasional evening meetings.	Essential

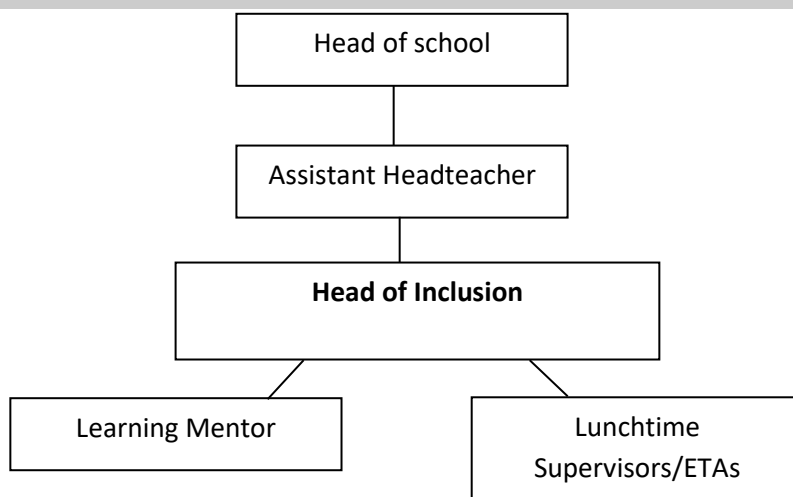
<i>Expertise in Role - After initial development - Level 2</i>
• Ability to effectively carry out the role of a Designated Safeguarding Officer • Knowledge of issues affecting the personal wellbeing and development of primary age children • Knowledge of Equal Opportunities issues and legislation • Good working relationships with service providers who are able to support children and families.



Expertise in Role (Advanced - Level 3)

- Ability to lead safeguarding as part of the school's designated safeguarding team, ensuring that safeguarding policies, procedures, and practice are highly effective.
- Ability to work in partnership with the SENCO to lead inclusion, providing highly effective provision to improve outcomes for all children.
- Ability to lead and manage pastoral care, under the direction of the Head of School, providing highly effective provision to improve outcomes for all children.
- Has actively been involved with the development and implementation of pupil support strategies.

Structure



Signatures

Approved by : CEO

Approved by : Post Holder/or Representative

