

**ST KEYNA PRIMARY SCHOOL INCLUSION LEAD APPLICATION PACK**



**ST KEYNA PRIMARY SCHOOL**

MONMOUTH ROAD, KEYNSHAM, BRISTOL, BS312JP

Telephone: 0117 986 3852

# Letter from Steve Gumm, Headteacher

Dear Applicant,

We are delighted that you are considering an application for the position of Inclusion Lead at St Keyna Primary School.

Our current Inclusion Lead will be pursuing further studies next year. She leaves the school with a well-deserved reputation for inclusivity, and for providing a positive learning environment for all our children. At our most recent inspection in September 2021 the school was judged to be still Good.

The governors, staff and children are seeking to appoint an Inclusion Lead who is a confident and inspirational leader who will develop St Keyna’s strengths and fast-growing positive reputation.

To be eligible for this post, you will already have a National Award in Special Educational Needs Coordination and will have a proven track record of successful primary school teaching and leadership. You will need to encourage high aspirations in all of our children and their families, and be able to lead, inspire and support a cohesive staff team who are keen to develop. You will ensure consistently good standards of teaching and learning, whilst ensuring the school provides good value for money.

I would encourage you to visit the school in advance of your application, and see for yourself the passion our children have for their education. Please call our office on 0117 986 3852 to make arrangements.

Yours faithfully

**Steve Gumm**

**Headteacher**

# Why our children are proud of St Keyna

Our children enjoy coming to St Keyna Primary School which they recognise as safe and well disciplined, and as supporting every child to achieve their best. Here is some feedback from a recent School Council meeting:

“We respect each other – we are a St Keyna family.”

“People care for each other, no problems with bullying.”

“It is okay to make mistakes.” “We enjoy coming to school.”

“Our school is a caring and safe school” “Ours is a small school, so children don’t get lost.”

“We have people to talk to, to share our worries and help with any problems.”

“We love our clubs: especially science, netball, football.”

“We have fun lessons and are active.”

“I like everything and feel confident (in school).”

# Child and staff views

We asked the children what they saw as the most important qualities for a new Inclusion Lead. Here are their comments:

“They should be really caring, kind, supportive, understanding, funny and playful.”

“They should have lots of good ideas, really help with learning and helps us with friendships.”

We also asked the teaching staff what they saw as the most important qualities for a new Inclusion Lead. Here are their comments:

1. They should be compassionate, approachable, supportive, determined and thorough
2. They should be very organised and maintain high standards and be knowledgeable
3. They should champion every child in our school
4. They should drive our inclusive provision including nurture provision
5. They should think outside of the box
6. They should follow through on everything with all relevant stakeholders
7. They should engage with and support parents well

St Keyna Primary School

St Keyna is a Bath and North-East Somerset Local Authority Maintained School. Opened in 2007, the building is a modern, well-resourced teaching and learning environment that we are proud of.

There are dedicated areas for sport, outdoor learning, a large hall, a kitchen for the children, and a research centre. We are currently a single-form entry school, with our foundation stage including a nursery class, called Little Gems. In 2017 the nursery moved into a brand, new purpose-built classroom. From September 2024 we will have an intake of 60 and will increase by one class, each year.

Each of our classrooms has a special gem coloured theme. During their time at St Keyna our pupils work their way through the colours of the rainbow (as featured in our ammonite logo), starting in Quartz and finishing with Ruby.

In March 2016 OFSTED found the school to be Good overall, with Early Years, and Personal Development, Behaviour and Welfare, judged as Outstanding. In September 2021 we had a short inspection and were judged to still be Good overall.

Our children are proud of St Keyna’s reputation, as an inclusive school. Our children have a very active Equalities Team, which has just organised a disabilities awareness week. The school has a strong identity, with a vision and values encapsulated in the St Keyna Standard.

The St Keyna curriculum is progressive and enables the children to be ready for each stage of their education. We have developed our own ‘Groblox,’ which are the key aspects of learning in each unit and they enable us to prioritise learning. Our sensible approach covers the main learning without overloading the children. We believe that less is more and encourage class trips, enrichment and experience for the children. We do, of course, have high expectations and we are very pleased with our 2023 phonics score of 96.4%, which places us in the highest 4% of schools.

St Keyna attracts a higher-than-average number of SEND pupils. This is partly driven by our excellent reputation in this area of expertise. It also brings extra financial challenges that will need to be effectively balanced and managed.

Links with the local community include our active parent – teacher association, the Friends of St Keyna, who organise fund raising activities throughout the year, and support other school events. We also work with local organisations whenever possible.

Keynsham

Keynsham is a bustling town situated in a rural area between Bristol and Bath where the River Chew meets the River Avon. The town is growing, with many recent housing developments. Growth in Keynsham has been driven in part by a major rolling programme of redevelopment, with an expansion and refurbishment of the sports centre.

There are good road, bus and train links with Bristol, Bath and beyond.



## Job description

# Inclusion Leader job description

**Employment details**

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| Job title: | Inclusion Leader |
| Key areas of responsibility: | SEND, LAC/PLAC, EAL, Member of Senior Leadership Team, Member of Safeguarding Team, |
| Reports to (job title): | Headteacher |
| Hours of work: | 5 days per week but would consider 0.9 FTE or 0.8 FTE |
| Salary: | Upper Pay Scale 1-3, TLR 2b (£48,077 - £51,336 based on 1.0 FTE) |

**Main duties/responsibilities**

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| **General Duties** |
| Have overall and day to day responsibility for determining the strategic development of Inclusion and SEND policy and provision in the school. |
| Undertake training and CPD to improve and maintain a well-rounded knowledge of Inclusion and SEND provision to ensure duties can be effectively performed. |
| Ensure the specific requirements of pupils with SEND including LAC/PLAC are understood and support measures are implemented effectively. |
| Contribute to the development of a positive and inclusive ethos and ensure the school’s provision is inclusive at all levels. |
| Have a sound knowledge of the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and ensure the school’s SEND provision meets the requirements that it sets out. |
| Have a sound knowledge of how relevant legislation impacts on the provision of SEND in the school. |
| Support staff members to understand the needs of pupils with SEND and be available to advise on classroom practice. |
| Coordinate and support the Teaching assistants and Inclusion team. |
| Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary. |
| Identify staff training needs and ensure that they are met through organised CPD opportunities and training programmes. |
| Coordinate and lead annual reviews for pupils with high needs funding. |
| Liaise and coordinate the involvement of external agencies for additional support, where necessary. |
| Assist in the monitoring and evaluation of the effectiveness of teaching and learning. |
| Manage, support and contribute to the work of the Inclusion team. |
| Act as the main point of contact for parents, dealing with any concerns and issues relating to inclusion. |
| Participate in the analysis of relevant data, research and inspection evidence to inform school policies and the strategic development of the school |
| **Teaching and learning** |
| Understand the most effective and high-quality teaching approaches for pupils with SEND, LAC/PLAC, EAL and ensure that they are implemented for individual pupils. |
| Effectively bridge barriers to learning through assessing pupils’ needs, monitoring the quality of teaching and pupil attainment, setting targets and keeping accurate records. |
| Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND, LAC/PLAC, EAL. |
| Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND. |
| Take the appropriate action to improve the quality of teaching and learning, such as by conducting a training session. |
| Monitor the quality of support by establishing effective systems to identify and meet the needs of pupils, and ensure that the systems are coordinated, evaluated and regularly reviewed. |
| Ensure that pupils are accurately assessed and monitored, and their progress is tracked in line with the school’s evaluation cycle and reporting periods. Ensure that pupils with SEND meet agreed targets in classroom progress and in EHC plans. |
| Liaise with and coordinate the contribution of external agencies for additional support, making referrals to initiate any additional support required. |
| Keep up-to-date with initiatives that may impact upon the policy and practice of inclusion in the school, and communicate these changes as appropriate. |
| Liaise with other schools to ensure continuity of support and learning when pupils with SEND transfer to another school. |
| Ensure that school policies and procedures are adhered to throughout pupils’ key stages of development in regards to inclusion, SEND and LAC/PLAC. |
| Identify pupils who may require extra help during assessment periods and help them to overcome barriers to learning. |
| Encourage and support pupils to work independently by implementing study skills that help pupils with SEND develop independent working skills. |
| Analyse performance data to ensure continuity and progression through the key stages. |
| Encourage pupils with SEND to engage in activities alongside their peers, actively taking the appropriate steps to make this possible e.g. reasonable adjustments. |
| Work with individual pupils and small groups of pupils on a one-to-one basis to develop English, Maths and social skills. |
| Talk to pupils with SEND and listen with the view to develop a more effective support system. |
| **Leadership and management** |
| Provide professional guidance to staff to secure good quality teaching for pupils with SEND. |
| Ensure staff recognise and fulfil their responsibilities to support pupils with SEND and provide support to staff where required to ensure that they fully understand their responsibilities. |
| Lead the performance management process of TAs. |
| Contribute to the professional development of staff, offer advice to, and seek CPD opportunities for, staff in relation to SEND. |
| Ensure the whole-school community has an opportunity to learn about SEND. |
| Ensure that resources are effectively maintained, catalogued and deployed in line with the school’s objectives and SEND policy. |
| Lead curriculum planning to ensure that it reflects the needs of pupils with SEND. |
| Work with teachers to ensure supported lessons provide differentiated materials for all pupils. |
| Support teachers with discipline techniques for pupils with SEND and ensure that these are used appropriately and correctly. |
| Assist staff in the acquisition and preparation of resources to promote the inclusion of pupils in the classroom. |
| Make sure that teaching assistants are deployed effectively, to cater for the needs of pupils with SEND. |
| Lead the design of the school’s provision map and ensure that all members of staff are aware of how the map influences their provision. |
| Ensure that the School Improvement Plan makes appropriate consideration of pupils with SEND. |
| Ensure that EHC plans are live, regularly monitored and their impact assessed, making appropriate adjustments to any EHC plans that are not aiding pupils sufficiently. |
| Ensure that intervention programmes target the right pupils and that staff expertise is appropriately deployed in relation to this. |
| Ensure that intervention programmes have clear entry and exit criteria and are assessed on a regular basis |
| Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively. |
| **Communication** |
| Be the key point of contact with external agencies, ensuring that these links are actively promoted. |
| Oversee and support the Early Years Lead in Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals and other bodies with regards to Early Years SEND provision. |
| Liaise, collaborate and engage with parents of pupils with SEND to develop an EHC plan, Transition Support or Inclusion Support Funding in a timely manner. |
| Work with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. |
| Ensure that external support offered to the school is coordinated and managed effectively. |
| As a member of the Leadership Team contribute to meetings on the effectiveness of SEND provision and share information with the key stakeholders. |
| Ensure that pupils with SEND have a smooth transition from one school to another. |
| Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility. |
| **Recording and assessment** |
| Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date. |
| Ensure that the school’s administrative work for SEND is effectively completed. |
| Use tracking systems to understand pupil assessment data and use this data to inform practice. |
| Use screening systems at the point of entry to identify, assess and review provision for pupils with SEND. |
| Set realistic targets for raising achievement amongst pupils with SEND. |
| Meet with class teachers and TAs to formulate plans to address any issues and needs as appropriate. |
| **Safeguarding** |
| Be a member of the school’s safeguarding Team; attending termly (6) meetings to review the provision and level of need for vulnerable children and their families. |
| Attend training relevant safeguarding training to DDSL level (one of two DDSLs). |
| Have a strong commitment to safeguarding and promoting the welfare of children and young people. An enhanced DBS check is required. |

The Inclusion Lead is accountable to the Headteacher and Governing Body for the standards achieved and the management, administration and continual development of Inclusion in the school, subject to any policies which the DfE may make. This job description is subject to annual review.

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| Person Specification |

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|  | **Essential** | **Desirable** |
| **Qualifications and training** | The successful candidate will:   * + - * Have National Award in Special Educational Needs Coordination       * Have QTS.       * Have taught for at least five years. | * Achieved specific qualifications related to SEND. * Training in leadership. |
| **Experience** | The successful candidate will have experience of:   * Working with and caring for pupils with SEND. * Leading whole-school approaches to Nurture support. * The expectations in the Ofsted framework regarding effective learning and teaching. | * An understanding of curriculum and pedagogical issues and research findings. |
| **Knowledge and skills**  **Knowledge and skills (Cont’d)** | The successful candidate will be able to:   * Demonstrate an ability to work with pupils and their families in a sensitive and positive way. * Demonstrate a sound knowledge of the SEND Code of Practice and its application. * Evidence that they have experience of behavior management techniques for groups and individuals with SEND. * A good understanding of Nurture provision * Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress. * Make consistent judgements based on careful analysis of SEND data. * Communicate in both written and verbal mediums effectively. * Present clearly a wide range of specialised information to both educationalists and non-educationalists. * Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice. * Demonstrate a commitment to safeguarding and the welfare of children | * Greater understanding of how pupils with SEND develop. * Sound understanding of SEND funding on offer. * Knowledge to support EAL and P/LAC pupils. * Capacity for, and interests in, enhancing further personal development. * DSL or DDSL experience. |
| **Personal qualities**  **Personal qualities (Cont’d)** | The successful candidate will have:   * A calm and caring nature. * Enthusiasm and be a strong advocate for disadvantaged children. * Fully support the values and ethos of St Keyna Primary School. * A strong understanding of diversity and the unique place every individual has and the contribution they make to the learning community. * An ability to analyse and summarise complex information and situations. * Excellent verbal and written communication skills. * Excellent time management and organisation skills. * A flexible approach towards working practices. * High expectations of self and professional standards. * The ability to work as both part of a team and independently. * Approachable and enjoys being highly visible to children and parents. * The ability to maintain successful working relationships with other colleagues. * High levels of drive, energy and integrity. * A commitment to equal opportunities and empowering others.   The successful candidate will be:   * Committed to promoting high-quality care of children. * Dedicated to promoting their professional development and achieving desired qualifications. * Able to plan and take control of situations. * Committed to contributing to the wider school and its community. * Capable of handling a demanding workload and successfully prioritising work. * Professionally assertive and clear thinking. |  |

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| Application Process |

**Application deadline:** Noon, Tuesday 16th April 2024

**Interview:** Thursday 18th April

**Visits:** Tuesday 26th March, or by arrangement

**Applications.** Please download and complete the school’s Teacher Application form and email it to [Yvette\_collier@bathnes.gov.uk](mailto:Yvette_collier@bathnes.gov.uk) by 12 noon on Tuesday 16th April 2024.

**Visits.** We welcome and encourage prospective applicants to visit the school; please contact the school office on 0117 986 3852 to make arrangements to visit on the 26th March. We would do our best to accommodate visits at other times if needed

**References.**  References will be required for shortlisted candidates and will be sought once a candidate has confirmed they will be attending the interview. Two professional references are required in all cases. Referees should be warned of the need to respond within the timescale set.

**Safeguarding.** The post will be offered subject to satisfactory completion of pre-employment checks. This will include formal checks in accordance with the current statutory requirements relating to child protection.