

**Longlevens Infant School**

Inclusion Lead Application Pack

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# Letter from the Headteacher

Dear Applicant,

Thank you for showing an interest in the post of Inclusion Leader here at Longlevens Infant School. LIS is situated on the outskirts of Gloucester city and is an integral part of the established, strong and diverse community of Longlevens. We have an excellent relationship with our partners at Longlevens Junior School and this ensures high quality transition for our pupils when they reach KS2.

We pride ourselves on our outward facing approach to provision and learning, working closely in partnership with all relevant stakeholders- our parent body and their feedback forms an integral part of our school improvement strategy, as does our work with Gloucester Schools Partnership, our School Improvement Advisor and our strong Governing Body who challenge and support us in all that we do.

As an Infant School we have the benefit of being able to immerse ourselves in early educational development and ensure that our children are at the heart of everything we do. We are passionate that children begin their formal education in the Infant School with strongest foundations for learning regardless of their starting points. We are fully inclusive and are determined that provision matches need.

We have worked hard over the last few years to revise and redevelop our curriculum so that it is ambitious and rich and equips all our children with the foundations of knowledge and skills they need for the next stages in their education. This coupled with an explicitly taught attitudes and dispositions curriculum enables our children to be lifelong learners.

The school has fantastic grounds which enable us to excel in physical education and provides excellent outdoor learning spaces which have scope for further development. The school believes strongly in developing a deep understanding of knowledge and skills through creative approaches and performance. As a result our children are friendly, confident, articulate and caring individuals.

Everyone in our school community has high expectations of each other and we all live by our motto ‘All of Us Together’ recognising that everyone is important and valuable and has an essential role in making our school the best it can be.

We are seeking a Inclusion Lead to join our senior leaders team, who will bring new and fresh ideas and will further enhance our school provision and ethos. We are excited about the future and look forward to receiving your application.

Kerry Cunningham

Headteacher

# Letter from the Chair of Governors

Thank you for your interest in the post of Inclusion Lead at Longlevens Infant School. The Governors and I are very pleased that you are considering applying to support the leadership of our thriving school. The vacancy has arisen as a result of the retirement of our SENDCo. We have restructured the Senior leadership team and the Inclusion Lead is a new post. I hope that you find the information that we have provided of sufficient interest that you decide to apply and that you are able to see the scope and range of opportunities the post provides. We are looking for somebody who is able to build on our inclusion strengths developing them further and enabling a happy, vibrant school which nurtures and educates each child before their transition to junior school. Our new Inclusion Lead will be an approachable, compassionate and supportive leader who is passionate and knowledgeable about inclusion in schools and has a genuine love of working with children. The person specification provides a more comprehensive list of the qualities we are looking for, but in essence we wish to appoint somebody who will work in partnership with SLT, someone who builds on what is currently excellent and ensures we continue to improve by embracing the opportunities and challenges which are offered in a first-class infant school. I warmly encourage you to visit the school to see the pupils and staff at work. Please contact the office manager to make an appointment.

Best wishes

Suzanne Jervis

# Context of the School

# The School is a four form entry Infant School on the outskirts of the City of Gloucester. It is the largest Infant School in the county with 360 children on roll from EYFS to Year 2. Longlevens Infant School is a popular, happy school in the community. The school is judged as a good school (Ofsted 2018) but aspires to be outstanding. The school itself is 86 years old, built of bricks and mortar. The school is built around 2 large quadrangles which serve as 2 outdoor learning spaces for EYFS and Year 1. The grounds are substantial and consist of an enormous playing field and Forest School as well as 2 large playgrounds and an enclosed outdoor adventure playground. It has onsite before and after school care- ‘Fun with Friends’.

# We live by our motto “All of Us Together’ believing passionately that every member of the school community children, staff, governors, parents and carers, are an essential cog in the success of Longlevens Infant School. We actively encourage partnership working. Our three drivers which underpin this motto are Child Centred, Community and Creativity. Child Centred -we ask ourselves in all that we do, what will this mean for the children, will it make a positive difference to them? Play is integral to our EYFS vison and ethos and this continues through Years 1 and 2. Community-We are proud to be part of the community of Longlevens and involve ourselves both as providers, many community groups use our facilities, as well as community users, we have strong links with local schools Sir Thomas Riches and Longlevens Junior School as well as the Churches, shops and library. Creativity- Our curriculum has a strong emphasis on the arts- performance, speaking and listening and creative arts, we believe these develop and enhance deep learning of our academic offer as well providing our children with the attitudes and dispositions for lifelong learning nurturing young articulate, confident individuals.

# The school is fully inclusive within the constraints of a mainstream school. It is one of only a handful of schools in the county to have achieved IMPACT Autism Mark. We also hold the Mental Health Champions Award and Healthy Schools. We are a pilot school for the Gloucester Schools Partnership working with Emotion Coaching UK to embed emotion coaching across the school community. Both the Headteacher and the Learning Mentor hold Trauma Informed Schools Practitioner Diplomas. We promote restorative practice however this is an area that is not yet fully embedded in our practice.

# The school draws children from approximately 13 wards in and around Gloucester. It has excellent links with its main feeder nurseries which are Tiny Tots a private nursery on site, Playdays at the Junior School, Chestnuts and Into-play. All children who accept a place at Longlevens are visited during the Summer term in their own setting or have an individual online meeting with the nursery providers.

# Almost all the children transition from the school to Longlevens Junior School which is situated in Church Road. The two schools work closely together and share Inset and other training opportunities for staff, as well as a carefully constructed visit programme for children in Year 2 in order to help them transition from Infants to Juniors.

The school enjoys partnership working and encourages all stakeholders to get involved in the life of the school. The Friends of Longlevens Infant School raise much needed additional funds through their programme of events throughout the year which include the community Fireworks Display which is run jointly with The Junior School PTA.

We believe strongly in continuous professional development as an outward facing institution and although we enjoy and utilise our substantial experience from within, we also invest heavily in research and best practice nationally. We are active members of the Gloucester Schools Partnership, a collective of 39 schools across the city of Gloucester who organise CPD from NQT to Headteacher level, have a School Improvement Programme facilitated by external consultants, have an Inclusion programme, run research and development programmes as well as best practice networks. We organise events and activities for the children ranging from pupil conferences, art festivals, to Shakespeare plays and Country Dancing, who also offer Headteacher Supervision and school to school support. The partnership runs 2 conferences a year, where the strategy is collegiately constructed and approved. We are also active members of many academic communities The Somerset Literacy Network, Glow Maths and Ogden Trust for Science to name a few.

# The Role of the Inclusion Lead

We are looking to appoint an experienced Senior Leader with drive and vision to match that of our Headteacher, Governing Body and our team of dedicated staff; who can take on the role of Inclusion Lead at Longlevens Infant School.

We are seeking someone who is an outstanding teacher, with a strong knowledge of teaching and learning in inclusion practice, across the primary age range with particular strengths in EYFS and KS1. You will support the school in its drive to continue to fully distribute outstanding leadership at all levels and ensure provision has a positive impact on all our children, enabling them to make outstanding progress.

We are looking for a teacher who has experience in the role of SENDCO and holds the National Award. However, for the right leader the school is committed to providing training to obtain this award. There would need to be a commitment to self-study outside of the post working hours for this award.

## We have high expectations of our children and staff and aim to achieve the best for each of them, and we are aspirational in doing so. As our next inclusion lead, you will share our passion, enthusiasm and drive to embed our ambitious curriculum for children with SEND, facilitate outstanding teaching and learning and provide high quality CPD to achieve this.

As the Inclusion lead, you will contribute to the schools overall Safeguarding priorities, with delegated responsibility for attendance as part of our inclusion strategy. You will involve the children as key ambassadors, promoting the wellbeing and success of all young people within our school.

If you are looking for the next challenge in your career, this could be the role that provides you with the opportunity to grow and develop your leadership knowledge and skills in inclusive practice. This role is primarily non-class based.

Person Specification

Essential (E) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (D) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

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| **Qualifications/Experience** |  **Desirable** |  **Essential** |
| Qualified Teacher Status |  |  |
| Evidence of being an outstanding classroom teacher |  |  |
| A teacher with a wide range of experience of working with pupils with a range of special educational needs and vulnerabilities |  |  |
| Experience of teaching in EYFS/KS1 |  |  |
| Experience or working with professionals beyond the setting. |  |  |
| A teacher who has experience of SENDCO and holds the National Award or a commitment to completing the SENDCo Award The school is committed to providing training to the right candidate. There would need to be a commitment to self-study outside of the post working hours for this award. |  |  |

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| **Knowledge and Understanding** | **Desirable** | **Essential** |
| Excellent understanding of the SEND Code of Practice and Keeping Children Safe in Education legislation |  |  |
| Thorough knowledge of the educational process from Foundation Stage to KS2 |  |  |
| A sound knowledge of child development  |  |  |
| A clear knowledge of the Ofsted framework and commitment to sufficiently prepare for an inspection |  |  |
| Good knowledge of safeguarding |  |  |
| Up to date Designated Safeguarding Lead and Child Protection certification |  |  |
| Restorative Practice |  |  |
| Emotion Coaching |  |  |
| IMPACT Autism Mark |  |  |

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| **Leadership** | **Desirable** | **Essential** |
| Ability to lead by example, inspiring staff and pupils to generate high standards of work |  |  |
| Ability to manage change successfully to improve standards |  |  |
| Ability to delegate appropriately to ensure successful implementation of the school improvement plan |  |  |
| Experience of analysing data and using this analysis to inform planning and practice |  |  |
| A commitment to developing an effective team culture that enables pupils and staff to excel |  |  |

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| **Learning and Teaching** | **Desirable** | **Essential** |
| Demonstrates effective use of both innovative and traditionalapproaches to teaching and learning for pupils with SEND |  |  |
| Demonstrates a clear understanding of high-quality teaching and learning and the ability to offer constructive guidance for pupils with SEND |  |  |
| Demonstrates a proven success in raising standards in SEND |  |  |
| Shows understanding of, and commitment to, inclusive education |  |  |
| Demonstrates a clear understanding of what constitutes a broad and balanced curriculum that meets statutory requirements and which is sufficiently well differentiated and resourced to meet the needs of all pupils particularly those with SEND. |  |  |
| Demonstrates an interest in a commitment to use of education research, identifying new evidence-based initiatives to enhance pupil outcomes |  |  |

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| **Additional Skills and Abilities** | **Desirable** | **Essential** |
| The communication skills needed to provide clear and accurateinformation and well-informed advice |  |  |
| The ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support anddelegate when appropriate |  |  |
| To have high expectations of pupils' learning, attainment and behaviour and of one's own professional abilities and those ofcolleagues |  |  |

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| **Stakeholder Engagement** | **Desirable** | **Essential** |
| The ability to communicate and network with other stakeholders for the benefit of the whole school |  |  |

Job Description

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| **Post title:** | Inclusion Lead |
| **Salary and grade:** | Main Scale + TLR  |
| **Subject Leadership:** |  |
| **Line manager/s:** | The Headteacher |
| **Supervisory responsibility:** | The Inclusion Team |

**Main purpose**

All teachers are required to carry out the duties of a schoolteacher as set out in the current [*School Teachers Pay and Conditions* *Document*](https://www.education.gov.uk/publications/)*.* Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) as part of the appraisal process as relevant to their role in the school.

The Inclusion Lead, under the direction of the headteacher, will take a major role in:

* Leading on the strategic direction and development of SEN provision across the school.
* Provide leadership and management of the school’s inclusion and SEND responsibilities, ensuring these are effectively and appropriately implemented throughout the school.
* Lead and manage staff, making efficient and effective deployment of staff and resources

**Duties and responsibilities**

**Qualities and knowledge**

Under the direction of the headteacher:

* Support with the day-to-day management of the school
* Communicate the school’s vision compellingly and support strategic leadership
* Lead by example, including teaching, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
* Seek training and continuing professional development to meet own needs

**Pupils and staff**

Under the direction of the headteacher:

* Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
* Demonstrate best practice throughout the school working with all teachers to ensure children fulfill their potential
* Foster excellent relationships with children, colleagues and parents maintaining effective lines of communication
* Hold staff to account for their professional conduct and practice

**Systems and processes**

Under the direction of the headteacher:

* Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose
* Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
* Work with the governing board as appropriate
* Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
* Support distribution of leadership throughout the school

**The self-improving school system**

Under the direction of the headteacher:

* Write, implement monitor and evaluate key aspects of the School Improvement Plan
* Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
* Develop effective relationships with fellow professionals taking responsibility for teaching and learning across the school
* Develop and implement the CPD programme that is closely aligned to the school’s improvement priorities and individual’s needs.
* Inspire and influence others to believe in the fundamental importance of education in young people’s lives and to promote the value of education

**Other areas of responsibility**

* The Inclusion Lead will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
* To produce implement monitor and evaluate the policy for Attendance
* To produce, implement and monitor the Pupil Premium Strategy
* The role of designated teacher, to support looked after pupils to learn and achieve

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 Inclusion lead will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

#### **Note**

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.

Selection Process

The salary will be in the range of mainscale/UPS with an additional TLR and will be determined according to the skills and experience of the successful candidate.

Timeline Closing date for applications Tuesday 20th April 2021

Shortlisting will take place on the 26th April 2021

Interviews to be held on Tuesday 4th May 2021

Candidates shortlisted for interview will be contacted by Tuesday 27th April 2021 and will be advised of the arrangements for the interview day and any tasks they need to prepare in advance.

Candidates not shortlisted will receive a letter advising them of this.

Applications-when applying, please use the standard county application form. Please use the relevant skills and experience page of the application form to tell us about you and why you are qualified for the post this should be no more than 2 sides of A4. No additional CVs or accompanying letters other than to introduce yourself will be considered as part of the shortlisting process and will be discarded in line with our equal opportunities policies.

Your application must make it clear how you meet the person specification included within this pack.

Our school has an Equal Opportunities policy for selection and recruitment.

In accordance with our Safeguarding policy the successful candidate will be required to have an Enhanced DBS check along with a check against the DBS Children’s Barred List.

Visits to the school are subject to COVID-19 regulations and may be limited due to this. Please contact our office administrator, Mrs Abi Nation at: admin@longlevens-inf.gloucs.sch.uk to arrange a visit. We would encourage you to contact the school on 01452 520061 to arrange an informal Teams or telephone discussion with the Headteacher if you are unable to visit and would like further information.

Completed application forms should be sent to our office manager, Mrs Abi Nation at: admin@longlevens-inf.gloucs.sch.uk

Interview process- The interview process will be carried out by the headteacher, deputy headteacher and a selection panel of governors, on behalf of the full governing body. The panel includes at least two members who have completed Safer Recruitment Training.

The activities on the interview days will help the headteacher and the governors to determine candidates’ skills, knowledge and experience against the person specification. The successful candidate will be notified as soon as possible as to the outcome.