

**Eden Primary, 79 Creighton Avenue, London N10 1NR Tel 0208 883 9527**

**Head Teacher: Jo Sassienie** jo@edenprimary.org.uk **www.edenprimary.org.uk**

**RECRUITMENT PACK: INCLUSION LEADER/SENCO**

**PART TIME: 0.6**

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**Welcome Letter From the Head Teacher**

Dear Candidate,

Thank you for your interest in applying for a position at Eden Primary. I hope that you will enjoy our introduction to the school and that you will decide to apply and join our team. Eden Primary opened in September 2011 and we now have a flourishing and dynamic one-form entry primary school with children from Reception-Year 6. In September 2012 we moved into a beautiful, brand new building which we designed to create a learning environment conducive to achieving the values and vision that we are committed to at Eden.

Eden Primary has a very strong commitment to inclusion and special educational needs. We have built an environment, which enables an inclusive approach for children with special needs in every class and allows us to provide a variety of specialist expertise and therapies on site at the school to secure the best possible learning outcomes for each child. We are looking to recruit a part time Inclusion Leader who is interested in working up to 3 days a week (0.6 FTE). The ideal candidate will work with our committed staff team on maintaining our inclusive vision by continuing to develop excellent, inclusive quality first teaching and supporting children with complex needs. They will be a caring individual who has relentless drive and enthusiasm for our inclusive ethos. They will have great problem solving, administrative and organisational skills and will have teaching experience, experience of providing support for groups of children with learning difficulties and recent experience working in SEN/Inclusion in a school. For part of their time each week they will work on interventions with some of our children requiring additional support. They will have high expectations of children’s abilities and behaviour and a passion for supporting individuals and groups of children with identified challenges within a culture of whole school inclusion. For a candidate with experience in SEN and Leadership there is a place on the Senior Leadership Team.

Not long ago, Eden Primary was a dream for a small group of interested and committed parents. They believed there was a growing desire for a Jewish school that stood outside denominational limitations and at the same time took an innovative and creative approach to excellence in the education of young children: a school that would value, educate, welcome and nurture every Jewish child irrespective of their background and ability, as well as children who are not Jewish, on an equal basis. Jewish Education at Eden is firmly grounded in the context of the local community and the wider world. Eden Primary now provides an education in which children learn about their own religion, backgrounds and cultural heritage, and also understand, explore, value and respect the full range of religions and cultures that abound in our modern, integrated society.

We are an ambitious school and are keen to find a person with high expectations of themselves, of their colleagues and of the children they work with. Excellent educators and school leaders tend to be exceptional because they are reflective about their work and committed to growth in every way. Think about your skills, expertise and ambitions and apply for this position if you think it is a good match for you. We hope to find a talented Inclusion Leader to enrich our school.

There is no doubt in my mind that this is an exciting role and I hope you will feel the same way. If this vision resonates with you, I strongly encourage you to find out more about the school and put in an application. I hope that you find the enclosed information helpful. I would be very happy to speak with you to tell you more about the school and answer any questions you may have. Please do contact me on 0208 883 9527 or at jo@edenprimary.org.uk for an informal conversation.

With very best wishes

Jo Sassienie, Head Teacher

jo@edenprimary.org.uk



**Vision and Values**

Eden Primary is a Jewish school where everybody is welcome. It is a one-form-entry school with a cross-communal Jewish ethos that welcomes children from across the spectrum of Jewish belief and beyond on an equal basis.

INCLUSION: Eden primary enables every child to develop their true potential by recognising and meeting their individual needs in an inclusive school, creating a caring and creative environment, fostering a love of learning and helping each child to play an active and responsible role in their community.

JEWISH EDUCATION: Eden Primary uses Jewish teaching as a source of inspiration and knowledge, while promoting respect, understanding and positive relations across the Jewish and wider community.

DIVERSITY AND COMMUNITY: Children and families of different backgrounds and beliefs learn from diversity and difference and value one another in a warm, vibrant and compelling community.

OUTDOORS EDUCATION: Eden Primary fosters a love of nature, the environment and outdoor activity so that the children develop self-confidence and learn how to enjoy, protect and take responsibility for the world around them.

CURRICULUM INNOVATION: Values academic excellence achieved through an innovative curriculum incorporating both Jewish and general studies with high expectations of achievement for all children.

**What kind of person are we looking for?**

**PLEASE ALSO READ CAREFULLY THE JOB DESCRIPTION AND PERSON SPECIFICATION FURTHER ON IN THIS PACKAGE.**

We are looking for a teacher and leader who:

* Feels excited at the prospect of working towards achieving our ambitious and innovative vision for inclusion and ensuring that the school continues to improve.
* Will act as an inspiring role model for colleagues.
* Is interested in the pillars on which we build our school: inclusion, a diverse community of families and learners, outdoor education, integrated Jewish and general education.
* Has a proven track record as an effective leader or teacher in SEN and Inclusion.
* Sees the vision and values of the school as a good fit for their professional work.
* Demonstrates flexibility and is open to new ideas, change and new initiatives.
* Is a highly professional, positive educator who will strive for excellence and work to a high standard securing the best possible learning outcomes for the children and for the school.
* Is creative with a passion for teaching and learning.
* Can be emotionally responsive to the needs of the children, their families and their colleagues.
* Has a passion for Jewish life and learning, but this is not essential.

**Our Commitment to Staff**

* A vibrant, warm and engaged community of children, parents, staff and governors.
* The opportunity to work in a school where SEN/Inclusion is a high priority.
* The challenge, excitement and rewards of creating, developing and improving our school with an innovative vision, new approaches to school life and learning and inspiring values.
* The opportunity to work in a creative and thoughtful environment with a strong and committed team.
* The opportunity to work in a beautiful school building.
* The opportunity to work as part of an ambitious and passionate team of school leaders.
* Exciting professional development opportunities.
* A range of responsibilities working largely outside the classroom.
* A committed and supportive governing body.



**Inclusion Leader/SENDCO**

**Job Description**

**Purpose:** To promote and develop the values, skills and organisation necessary for high quality inclusive education throughout the school, enabling high quality inclusive teaching and learning which will enable all children to achieve their full potential.

The Inclusion Leader plays an important strategic role in the leadership of the school, developing systems and teaching to ensure high levels of achievement for all groups of pupils. The role involves supporting classroom teaching and learning, co-ordinating appropriate provision for children with special needs, liaising with colleagues, parents/carers, therapists working on-site and outside agencies, organising and chairing annual review meetings, leading Individual Support Plan reviews with teachers and parents and being part of termly pupil progress meetings. The Inclusion Leader oversees provision for pupils with special educational needs and/or disabilities (SEND), ethnic minority pupils, looked after children, pupils with English as an additional language, pupils in receipt of the pupil premium, pupils with medical conditions, able, gifted and talented pupils, and other identifiable groups who need support. The Inclusion Leader oversees the onsite provision for children requiring additional therapies or expertise.

**Responsibilities Specific to the Post**

* Be accountable for raising the standards of teaching, learning and achievement for all children identified as having specific needs.
* Lead learning and co-ordinate the strategic management and development of inclusion across the school so that all pupils with a range of additional needs, in the identified groups above and in each class, are well supported across the school and make very good progress.
* Hosting and chairing annual reviews for all children with an Education, Health and Care Plan (EHCP)
* Oversee and ensure quality provision and interventions are in place for children with a range of additional needs through effective implementation of regular cycles of Assess, Plan, Do, Review.
* Develop school based provision for children with SEN working with team of professionals and therapists.
* Ensure appropriate SMART targets, Individual Support Plans and pupil profiles exist for all identified children.
* Support class teachers in establishing effective Positive Strategies Plan where identified needs are contributing to behavioural difficulties.
* Make referrals to outside agencies where specialist expertise are required to support the needs of individual children, including in the application for Education, Health and Care Needs Assessments where needs are identified as being above what the school can provide through ordinary universal and targeted provision
* Ensure the SEND register is continually monitored, accurate and up dated regularly.
* Ensure school policies are up to date, approved and shared on the school’s web site – including the SEND Information Report for parents
* Lead, develop and enhance the teaching practice of all staff, through monitoring, evaluating and promoting improvement strategies to secure effective learning and teaching.
* If relevant be part of the Senior Leadership Team, having collective responsibility for school self-evaluation, understanding and using data and planning appropriate provision so that all children in designated groups achieve well within expectations.
* Line manage delegated staff and be involved in the recruitment, performance management and development and induction of staff with respect to inclusive practices and where appropriate their specific deployment.
* Develop and lead INSET to support effective inclusive practices and provision in school.
* Ensure all staff are aware of and fulfil their statutory duties with regard to SEND.
* Take on responsibility for safeguarding where required as a Deputy Designated Safeguarding Lead (DDSL) and work closely with the DSL.
* Work closely with the Deputy Head Teacher to ensure effective timetabling and cover rotas for teaching and support staff

**Teaching, Learning and Assessment**

* Be an outstanding practitioner who knows and understands how pupils learn.
* Be an exemplar of high quality teaching and learning demonstrating when working with small groups and with individuals how to meet the needs of all children so that others are inspired and motivated.
* Offer support, guidance and advice to assist collaborative planning linked with a programme of monitoring and evaluation.
* Establish, review and update as necessary the School Improvement Plan for Inclusion.
* Oversee, and work collaboratively with other staff, to ensure the effective co-ordination of intervention programmes to support designated groups of pupils.
* Actively seek out ways to enrich the learning experience of children through the co-ordination of the wider school curriculum and extended learning for pupils in identified groups.
* Develop and support systems of assessment for all children and participate in pupil progress meetings and action planning.

**Knowledge and Understanding**

Maintain an up to date knowledge and understanding of:

* The school’s vision and values.
* The school’s policies particularly with reference to Inclusion.
* The school’s priorities, targets and improvement plan.
* Statutory legislation with regard to Inclusion and SEND.
* Local arrangements for SEND.
* The statutory national curriculum requirements and the requirements for assessment, reporting and recording pupil’s attainment and progress.
* The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils within the designated groups.

**Communication**

* Ensure that the Head Teacher and staff team are kept informed about issues relating to Inclusion.
* Ensure parents are partners in the education of their children and have a good understanding of their child’s achievement and support.
* Work creatively to strengthen pupil voice for all pupils from identified groups.
* Liaise and work co-operatively and collaboratively with colleagues.
* Work with and co-ordinate the multi-disciplinary team of professionals working with children from identified groups both externally and from the SEND hub.
* Promote links with other schools and networks.
* Ensure effective record keeping and systems are in place and kept up to date for identified pupils.
* Work closely with the SEN Governor and contribute to governors’ meetings and reports on a regular basis.

**Resources**

* Manage the Inclusion budget ensuring that expenditure provides good value for money.
* Establish resource needs for the school and advise the Head Teacher and senior leadership team of priorities for expenditure and allocate resources effectively.
* Ensure that relevant resources are kept up to date, catalogued and stored in an organised way, and accessible to staff.
* Where relevant, work with the Head Teacher and leadership team in decisions relating to the deployment of staff.
* Ensure that Inclusive practice is represented in display and through the curriculum around the school.
* Ensure that equipment and resources for Inclusion comply with health and safety requirements.

**Monitoring, Evaluation, Review and Development – Relevant to designated groups of pupils**

* Play a role in the strategic self-evaluation process.
* Analyse and interpret relevant national, local and school data, research and inspection evidence to inform decisions relating to identified groups of children with a range of additional needs.
* Monitor planning, records and reporting of inclusive practice.
* Identify areas for staff professional development and be aware of possible ways of addressing these needs.
* Monitor the progress made in implementing the improvement plan and towards targets and evaluate the effects of the above on teaching and learning using this analysis to guide further improvement.

**Generic Responsibilities**

The post holder will be required to undertake such duties as may be reasonably directed by the Head Teacher from those described in detail the current ‘School Teachers Pay and Conditions’. In particular the following duties will be required:

* Planning and preparing of lessons ensuring coverage of the curriculum and that the needs of learners are met through well planned differentiated tasks.
* Setting and regular marking of work.
* Playground, lunch and other duties as needed.
* Assessing, recording and reporting on pupil development, progress and attainment.
* Creating and managing a learning environment that enables children to achieve highly.
* Taking an active role in extended opportunities for children and contribute to promoting the life of the school within the community.
* Working collaboratively with colleagues.
* Attending relevant committee meetings and working with Governors where appropriate.

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Essential | Desirable |
| Qualifications | Teaching Qualification recognised by the DfE. | √ |  |
| Evidence of on-going professional development; attendance on courses, INSET, action research, personal study etc. | √ |  |
| Have gained or a willingness to work towards the National Qualification for SENCOs  | √ |  |
| Experience | Proven track record of being an experienced and exemplary class teacher. | √ |  |
| Experience of successful leadership and management within a school or other educational setting. |  | √ |
| Experience in Inclusion or SEN | √ |  |
| Experience of leading workshops, staff meetings and INSET on Inclusion. | √ |  |
| Experience of working with parents to ensure the best possible outcomes for children. | √ |  |
| Experience of providing professional leadership to a staff team to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school. | √ |  |
| Experience of inter-agency work and working with Local Authority SEN services. | √ |  |
| Experience of teaching and working with children from identified groups. | √ |  |
| Knowledge, skills and understanding | Knowledge of relevant legislation - in particular of the SEND Code of Practice and Pupil Premium, equal opportunities and disability discrimination legislation and how these apply to pupils with Education, Health and Care Plans as well as those without. | √ |  |
| Knowledge of the range and type of evidence-based interventions available and be able to apply these appropriately in the context of the school's resources and the individual child. | √ |  |
| Knowledge of current educational issues and their relationship to inclusion. | √ |  |
| A good understanding of the EYFS and National Curriculum. | √ |  |
| A sound understanding of the issues surrounding the safeguarding of children’s welfare. | √ |  |
| Knowledge of assessment, analysis and reporting of data to inform on progress, attainment and impact. | √ |  |
| Knowledge of LA systems related to SEN and supports available for schools |  | √ |
| Excellent behaviour management skills. | √ |  |
| Personal Qualities, Skills and Attributes | Excellent written and oral communication skills. | √ |  |
| Strong organisational skills and ability to prioritise | √ |  |
| Ability to develop and maintain open, supportive and cooperative relationships with all stakeholders. | √ |  |
| Excellent time and task management skills with an ability to work under pressure and to deadlines. | √ |  |
| Enthusiastic and energetic. | √ |  |
| Approachable, accessible and flexible attitude. | √ |  |
| Ability to work professionally with all staff and parents, to maintain appropriate professional boundaries and to be firm and clear when prioritising and communicating the school’s approach to working with children and their families. | √ |  |
| Ability to work on own initiative. | √ |  |
| Passionate about ensuring excellence for all. | √ |  |
| Ability to lead, motivate and inspire others. | √ |  |
| Approach to work | To show a commitment to working in partnership with parents, governors and wider community to provide the best education possible for our pupils, modelling the school’s values and promoting the school’s vision. | √ |  |

**HOW TO PROCEED AND APPLY**

**When are visits to the school possible?**

Visits and/or conversations with the Head Teacher are strongly encouraged. If you are interested in the position please do not hesitate to be in touch.

Moving to a new post is an important step and we want you to make a good match. This involves finding out everything you can about the school and asking questions. Ideally, you will visit the school when it is in operation. Please email me, Jo Sassienie, Head Teacher at jo@edenprimary.org.uk to arrange a conversation or a visit.

***Applications are due by 12.00 pm on Wednesday 18th May 2022.***

**Who should the completed application forms be returned to?**

Please email your completed application form and your supporting statement or letter toJo Sassienie, Head Teacher at jo@edenprimary.org.uk.

***Shortlisted candidates will be notified by telephone and also by email, and references will be taken up before interview.***

**What will the interview process involve?**

We are keen to make the recruitment process as comprehensive and as relaxed as possible to bring out the best in our candidates.

***The interviews will take place in the week beginning May 23rd and will include:***

1. **A panel interview ( either in person or by zoom ) which will include the delivery of a 10 minute professional development session to be agreed with the Head Teacher in advance (50 mins approx. in total)**
2. **We will also arrange to see candidates teach either at Eden or in another context: all candidates will be asked to plan and prepare a short lesson for a small group. The focus will be on candidates’ skills when working with children such as pace, questioning, managing differences, interactions with the children, pupil engagement, class management skills and how you talk to children.**

The successful candidate will take up their full time post on 1st September 2022.

***For more information about the school please go to our website at*** [***www.edenprimary.org.uk***](http://www.edenprimary.org.uk)***. You may be particularly interested in the school prospectus page.***



79 Creighton Avenue, Muswell Hill, London N10 1NR

**Exciting opportunity for an inspiring, dedicated and ambitious professional to join our staff and play an important role in the future of our school and our community.**

**INCLUSION LEADER/SENCO**

**Salary:** Main Pay Scale/UPS & TLR (commensurate with experience)

**Contract type**: Permanent - Part Time 0.6

Part-time: up to 3 days FTE but will consider candidates who may want to do less or take on other teaching responsibilities in addition.

**CLOSING DATE FOR APPLICATIONS: 12.00 pm Wednesday May 18th 2022**

**INTERVIEWS: Week Beginning 23rd June 2022**

**Our school community is looking for an INCLUSION LEADER who:**

* Is an exemplary educator with high expectations and the ability to differentiate and inspire all children to achieve their very best across the primary age range.
* Can promote a compelling culture of inclusion throughout the school community and lead training.
* Will play a leading role in developing the school as a centre for excellence in SEN working closely with external professionals based at the school.
* Has experience of coordinating and delivering high quality provision for groups of children with Special Educational Needs.
* Has a strong knowledge of legislation in Special Educational Needs.
* Has excellent interpersonal and organisational skills and is open to working closely in partnership with parents.

**Eden Primary** is an innovative and successful new Jewish primary school that welcomes children from all backgrounds. The school is inspired by:

* Inclusivity.
* The diversity and strength of community.
* Outdoor and Forest School Learning.
* Creative and thoughtful initiatives in education such as the Reggio Emilia approach.
* Excellence in general and Jewish education.

**We can offer you:**

* A vibrant, warm and engaged community.
* The opportunity to work in a beautiful school building.
* Exciting professional development opportunities and a broad range of responsibilities working largely outside the classroom.
* A strong commitment to Inclusions and to innovation in meeting the needs of all children.

Visits and conversations are strongly encouraged. For more information or to talk about possibilities please contact Head Teacher, Jo Sassienie on jo@edenprimary.org.uk.

Eden Primary is committed to safer recruitment and the protection of children and vulnerable adults. All positions will require satisfactory DBS & DBA checks. We are committed to promoting equality and challenging discrimination. We welcome applicants from all sections of the community.