St Dunstan's Catholic School

Drayton Road King's Heath Birmingham B14 7LP

Inclusion Leader Application Pack

Closing date: 12 noon Monday, 10th May 2021

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St Dunstan's Catholic School

INCLUSION LEADER
Required from 1st September 2021

Contract: Full Time, Permanent
MPR / UPR plus TLR 1/2 allowance (depending on experience)

St Dunstan's School is looking to appoint an enthusiastic and motivated Inclusion Leader to join our happy, friendly and supportive team. The successful candidate will share our values as a Catholic community and be committed to school improvement. You will have experience of SEND and its legislation, and be able to lead on all aspects of inclusion in school, including SEND, EAL, LAC, intervention programmes and equality. The successful candidate will have experience of working successfully in a team and a proven track record of their impact on pupil progress. You must be an excellent communicator and be able to support our children and their families. It is preferable that you hold the National SENDCO qualification, but for the right candidate, training will be provided.

The successful candidate will:

- Be an outstanding teaching.
- Have a proven track record in school improvement.
- Have excellent communication skills
- Have the ability to lead staff and work collaboratively.
- Have high expectations of yourself, our staff, children and parents.
- Proven ability in assessment with experience of data analysis.

In return our school offers:

- Children who are confident, enthusiastic and fully engaged in their learning
- Professional and dedicated staff, supportive parents, and active Governors
- A strong, hardworking and dedicated staff team
- A genuinely exciting partnership of schools, known as the Tolkien Cluster, that thrive together as a group through training and shared expertise
- A willingness to embrace new ideas

We warmly welcome and encourage applicants to visit our school and to speak to the Headteacher about the role. Appointments can be arranged by contacting the school office. Further information and an application pack are available online from the school website at Vacancies - ST DUNSTAN'S CATHOLIC SCHOOL, or from the School Business Manager, Angela Gilbride, a.gilbride@stdunstans.bham.sch.uk

Closing date: 12 noon on Monday 10th May 2021
Interviews: Week commencing Monday 17th May 2021.

Application Procedure

Please complete a **Catholic Education Service Application Form**, **Consent to Obtain References Form** and **Recruitment Monitoring Form,** which can be downloaded from the school's website www.stdunstans.bham.sch.uk/vacancies

Please return your completed application to Mrs Gilbride, no later than 12 noon on Monday, 10th May 2021

Mrs A M Gilbride
School Business Manager
St Dunstan's Catholic School
Drayton Road
Birmingham
B14 7LP

0121 464 4648

Application Form Completion

Please read the Catholic Education Service Notes to Applicants before completing the application form. Please explain and give evidence of why you believe your knowledge and qualifications, skills, experience and personal qualities, either at work or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Description.

Applications should be on **a CES application form** and sent to the school (applications **NOT** submitted on the **CES application form** will not be considered). Any electronic applications will have to be signed by the applicant before attending an interview.

Receipt of Application

Applications will be acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact Angela Gilbride on the number above.
Failure to return your application form to the above addressee may invalidate your application.

Selection Procedure

Applications will be shortlisted after the closing date; interviews will take place week commencing Monday 17th May 2021. Further details will be sent to those candidates called for interview.

Applicants will be advised by email, within three working days after the closing date whether they have been successful or not.

References will be sought for all short listed candidates prior to interview. Please ensure referees are notified they may be contacted to provide a reference and that their contact information is up to date. Please provide an email address for all referees.

Safer Recruitment

St Dunstan's Catholic School are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. The successful candidate will be subject to an enhanced Disclosure and Barring Service check along with other relevant employment checks.

JOB TITLE Inclusion Leader

REPORTS TO: HEAD TEACHER

SALARY RANGE: MPR / UPR + TLR 1 or TLR 2 depending on experience

DATE: September 2021

MAIN PURPOSE OF THE POST:

- Carry out the duties of this post in line with School Teacher's Pay and conditions documentation and any other relevant statutory provisions.
- To assist in the promotion, direction and oversight of high standards of teaching and learning, to provide leadership, support and direction for Inclusion, ensuring pupil achievement and progression through effective inclusion for all pupils.

Note: In the context of this Job Description, pupils with special educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils identified as being Gifted and Talented;
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural problems;
- 'Looked After' pupils and those subject to Child Protection procedures;
- Pupils eligible for free school meals; • Pupils belonging to ethnic minorities;
- Pupils of Romany, Gipsy or Traveller families;
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.

MAIN DUTIES and RESPONSIBILITIES

Shaping the future

- A strong commitment to raising educational attainment for children with SEND.
- Exercise a key role in the strategic development of SEND policy and provision, ensuring the school meets its statutory SEND obligations and review annually.
- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEN are reflected in the School Improvement plan.
- Monitor progress of objectives and targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to drive future improvements.
- Lead by example with exceptional classroom practice and to motivate and work with other staff.
- Promote a culture of inclusion within the school community.

Leadership and management

- Manage and work closely alongside the SEND team.
- Undertake personal training and disseminate to teaching and learning support staff.
- Develop and maintain robust systems for identifying pupils with SEND.
- Attend Leadership and Pupil Progress meetings and meet regularly with Headteacher / Deputy Head and/or Assistant Head.
- Liaise with parents and all relevant agencies to support SEND pupils, leading annual reviews for pupils with an EHCP.
- Develop links with other professionals, outside agencies, governors and partnership schools.
- Regularly update the SLT and Governing Body on the effectiveness of provision for pupils with SEND
- Contribute to other related school policies and ensure they are adhered to.

Teaching and Learning

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance, modelling teaching, coaching and mentoring.
- Work with the Head teacher, SLT and staff to develop effective ways of bridging barriers to learning through assessment of needs, target setting and tracking progress on the school's assessment system.
- Support Teachers and Teaching Assistants in the identification of the most effective teaching approaches for pupils with SEND.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.

Monitoring and Assessment

- Play a key role in developing and maintaining SEND records, strategic assessments and the school provision map, ensuring they are regularly reviewed and updated.
- Analyse and interpret relevant school data, local and national data and advise the Headteacher.
- Monitor teaching and learning strategies to ensure they meet the needs of the individual child.
- Monitor any screening and baseline assessments to identify children who may be falling behind.
- Set and monitor appropriate targets for raising achievement of SEND pupils and keep parents / carers informed about their child's progress.

Manage resources

- Identify resources to support and meet the needs pf pupils with SEND; advise SMT of priorities for expenditure including Pupil Premium Funding and manage the SEND budget.
- Organise and manage the use of SEN resources as appropriate, recording and evaluating impact.
- Prioritise, organise and manage the effective deployment of teaching assistants.

Staff development

- Contribute to the performance management process of support staff working with SEND children.
- Take a lead role in identifying and providing training opportunities for support staff and teachers to develop appropriate intervention strategies.
- Keep up-to-date with current understanding of learning needs and ensure these are reflected in the school policies, procedures and that all staff understand the needs of SEND pupils.

Other duties and responsibilities

- Establish and update the Special Educational Needs register on SIMS.
- Advise colleagues with concerns about pupils and ensure these are documented as appropriate.
- Liaise with staff, parents, external agencies and other schools to co-ordinate provision and provide maximum support.
- Complete and timely submit relevant paperwork for referrals to outside agencies and for applications for Statutory Assessment.
- Ensure arrangements are in place to support SEND children in statutory tests.

Health and Safety:
Be aware of and comply with policies and procedures relating to Safeguarding, Health and Safety, Confidentiality and Data Protection (GDPR); and report all concerns to an appropriate person (as outlined in the Whistle Blowing Policy).

Safeguarding:
Because of the nature of this job, it will be necessary for the Enhanced Barring & Disclosure check to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bid-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.
Disclosures are handled in accordance with the DBS Code of Practice which can be assessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk.

This job description will be reviewed annually as part of the Appraisal process.

Inclusion Leader Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

	Essential	Desirable	Evidence
Faith Commitment	Willingness to participate fully in the life and practice of our Catholic school		A/I
Qualifications	Qualified Teacher Status Degree	CCRS Qualification Evidence of continuous INSET with particular reference to Special Educational Needs (SEND). Willingness to undertake SENCO qualification within 2 years of taking up the post.	A/I
Experience	The Inclusion Leader should have experience of: - Teaching at KS1 & KS2 - Qualified teacher with at least four years' experience in the primary sector - Evidence of continuing professional development - Evidence of work with colleagues in primary schools - Experience of training other teachers - Experience working alongside other teachers in the development and learning - Experience of setting targets and monitoring, evaluating and recording progress.	In addition, the Inclusion Leader might have experience of teaching the whole primary age range dealing with a range of SEND: - Experience of leading a team of teachers on the curriculum initiative - Experience of budget management	A/I
Knowledge and Understanding	The Inclusion Leader should have knowledge and understanding of (or willing to receive the relevant qualification): - The SEND Code of Practice and its practical application - The EHCP process and the evidence needed - Behaviour management techniques for groups and individuals - Familiarity with the concepts of Gifted and Talented - Good understanding of curriculum and pedagogical issues related to extending	In addition, the Inclusion Leader might have knowledge and understanding of: - Using comparative information about attainment - The funding support mechanism for SEND - The roles and responsibilities of educational psychologists and of learning and behaviour support services - Pastoral support plans - An understanding of the broader secondary and primary context and Government initiatives to raise achievement	A/I

	pupil performance and the development of thinking skills - Good understanding of factors promoting effective transfer of learners from one phase of education to the next - Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress - Knowledge and understanding to support EAL children	- Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress	
Skills	The Inclusion Leader will be able to: - Make consistent judgements based on careful analysis of available evidence - Excellent classroom practitioner - Good communication skills, both written and oral - Good presentation skills with the ability to enthuse and motivate others - Good organisation and time management skills – needed for prioritising and balancing a busy and varied workload - Flexible	Confident in the use of information and communication technology. Good influencing and negotiation skills: - Empathise with the difficulties of SEND pupils in accepting the curriculum - Organise and sustain systematic support from a variety of providers for a range of SEND - Manage the co-ordination of teaching assistants in support of SEND pupils - Advise and motivate teaching staff with SEND initiatives - Present clearly a wide range of specialised information to both educationalists and non-educationalists	A/I
Personal Characteristics	Willingness to share expertise, skills and knowledge Sensitivity to the aspirations, needs and self-esteem of others Commitment to team working Willingness to address challenging issues with a clarity of purpose and diplomacy Passion for supporting children with SEND A strong commitment to raising educational attainment for children with SEND		A/I

Equality Issues	Demonstrable commitment to inclusive teaching & learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy		A/I
Other Requirements		Support pupils with social, emotional and behavioural needs including mental health Knowledge of support and processes relating to Looked After Children (LAC)	A/I

NOTE:

It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application (A) <u>and</u> observing all the various aspects of the interview (I) process.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The post holder will ensure that school policies are reflected in all aspects of his / her work, in particular those relating to:
Equal Opportunities, Health & Safety, Safeguarding Children, Data Protection Act (1984 & 1998) GDPR 2018, Code of Conduct

Please download and complete the following documents,

- CES Notes to Applicants For information only
- CES Application Form (Teacher)
- Consent to Obtain References
- CES Recruitment Monitoring Form