

ASHLYNS SCHOOL



Application Pack

Assistant Inclusion Coordinator

MPS/UPS plus SEND Allowance

September 2018



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Welcome

Thank you for your interest in the post of Second in Inclusion at Ashlyns School.

The information included in this pack will give you an insight into our school and the high aspirations we have for our students.

Ashlyns is a popular and oversubscribed school. We became a full secondary school in September 2013 following the re-organisation of the education provision in Berkhamsted, and now have over 1,200 students. The school has undergone significant refurbishment with continuing improvements in progress as we expanded to eight forms of entry in September 2017. This is an exciting time to join our school and make your impression as we continue to develop and build on our success.



The school was rated 'Good' by Ofsted in September 2014 and is focused on rapid improvement in results with the aspiration to be rated 'Outstanding' at our next inspection.

Ashlyns is a thriving school with a rich heritage. Originally established to provide for the most vulnerable in society, the school continues to emphasise the traditional values of respect, honesty and hard work. These values, combined with high expectations, innovation and creativity, mean that Ashlyns is a school which encourages and helps students to develop and make the most of their abilities and interests.

If you want to provide outstanding learning opportunities for students within a forward-thinking, hard-working school community, we would like to hear from you.

Further information about Ashlyns School and details on the application process can be found in this pack. Additional information can also be found on our school website.

A handwritten signature in black ink, appearing to read 'J Shapland'. The signature is stylized with a large, looped 'J' and a cursive 'Shapland'.

J Shapland
Headteacher

Additional Information



Aspire and Achieve

Ashlyns expanded from an upper school to a full secondary school in September 2013, enabling us to expand our staffing, intake and facilities and offer greater choice to students. As such we are, in effect, a 'new' secondary school with a strong history.

74% of students gained grades 9 to 4 in English and Maths this year, with 57% achieving grades 9 to 5 in both subjects. 22% achieved grades 9 to 7 in both subjects.

With our focus on improving standards, we confidently expect even better results this year.

We enjoy high retention rates into the Sixth Form with more than two-thirds of our students choosing to continue their studies at Ashlyns.

Students perform well in our Sixth Form with a high percentage of students each year going onto further education, including Russell Group universities.

Our Core Values

At its heart, Ashlyns has a well-motivated and reflective staff and governing body with a shared purpose, and students who are warm, positive and engaging. The school blends traditional values of respect, trust, honesty and hard work with forward thinking teaching and innovation. Our aim is simply to provide the best opportunities and support for every student to flourish and succeed. The successful candidate will, like the Governors and Headteacher, want and expect the best from, and for, all students.

Ashlyns is a thriving school and we welcome all applications from talented and ambitious professionals who would like to play their part in helping to shape the school's future.



Inclusion at Ashlyns School

“It’s a big family, you feel safe” (Y10 student)

Ashlyns is an inclusive school which works hard to ensure that all students can fully access their learning. Our Inclusion Department aims to ensure that students are happy and comfortable in their school experience and in their learning. Students with special educational needs have access to a range of support options including mentoring, counselling, personalised curriculum, transition support, social and self-esteem development, as well as in-class Teaching Assistant support. The school fosters a supportive community ethos with programmes such as transition buddies, Homework and Breakfast Clubs.



Extra-Curricular Activities

The range of activities on offer is excellent and includes: World Challenge expeditions; Duke of Edinburgh Award Scheme; fantastic music concerts, tours abroad and school shows; a wide range of team games and fixtures; an extensive and broad range of curriculum based visits; a highly successful sports leader programme and numerous charity events.

Magnificent Site

Ashlyns School is located on the edge of the small market town of Berkhamsted in south west Hertfordshire. Our Georgian style listed building is an impressive sight. Built in 1935 as a foundling hospital, it is steeped in history; its very fabric has an ethos of looking after children. Our school has been used as the backdrop in films and TV programmes – most recently in the BBC's 'Call the Midwife'.

Standing in a magnificent 40 acres of green belt land, we have ample space for a variety of sports and space for developing new facilities. We have recently completed phase two of our reconfiguration as a full secondary school with development of our sports hall and state of the art gym, which opened to staff, students and the public in September 2017. Working in partnership with a local community football club, we have established a full-size Astro turf pitch as part of our excellent sports facilities.



Job Description



Post Title	Assistant Inclusion Coordinator
Salary	MPS/UPS plus SEND Allowance
Responsible to	Inclusion Coordinator

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions document:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2016>

Job descriptions are subject to review and amendment. This job description may be amended at any time following discussion with the Headteacher and is to be reviewed periodically.

Expected "standards" to be reached and maintained are clearly defined within the school's Performance Appraisal (PA) documentation and should be referred to regularly for further clarification and specific detail.

PURPOSE OF POST

- Assist the Inclusion Coordinator in leading and managing the provision for students who are vulnerable in their learning
- Deliver high quality interventions including literacy and numeracy
- Support the Inclusion Coordinator in leadership and management of the team

MAIN (CORE) DUTIES

LEADERSHIP

- Work alongside the Inclusion Coordinator to develop effective provision for students who are vulnerable in their learning
- Support the Inclusion Coordinator in the day to day management of the Inclusion Team working closely with Heads of Year
- Work with the Inclusion Coordinator to promote an inclusive curriculum and ethos within the school
- Deputise for the Inclusion Coordinator as required
- Lead the school's Access arrangements
- Carry out lesson studies with staff and run staff drop-in sessions

LEADING PROVISION FOR COGNITION AND LEARNING

- Work with the Literacy Coordinator and Head of English to develop literacy support for students with SEND
- Develop small group and SpLD numeracy provision across the key stages
- Liaise with parents of Inclusion students as required

STUDENT PROGRESS

- Oversee and monitor the records of all students on the Inclusion Register
- Lead 'Hints & Tips' reviews for students on the Inclusion Register
- Work alongside the Head of Year 7 to support transition of all vulnerable students, including running 'Reading Plus' for selected students
- Support the monitoring of the effectiveness of intervention and support plans
- Deliver writing intervention to selected Year 8 students; deliver Maths and writing intervention to selected year 9 students

TEACHING AND LEARNING

- Carry out teaching duties in accordance with the school's schemes of learning and the defined National Curriculum. To plan and deliver lessons and other learning activities in accordance with the school's Teaching, Learning and Assessment guidance
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of learning (this contribution reflecting the post holder's level of responsibility)
- Work closely with teaching and other support assistants in delivering "personalised learning"
- Set targets for student attainment levels (using prior data provided)
- Set work for students absent from lessons in line with the school's behaviour and teaching policies
- Within the Performance Appraisal framework, work towards or maintain the teaching standards applicable

ASSESSMENT AND RECORDING

- Maintain a "teacher planner" as prescribed in the school's policy, including the recording of attainment and effort marks, homework set, student attendance and lesson plans
- Mark and return work (following the school's marking and assessment policy). Marking should include feedback for improvement and progress for each student
- Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested
- To ensure that suitably differentiated material and learning pathways are provided to challenge all students, regardless of their ability
- Liaise with parents on students' progress using the school diary system, letters, telephone calls and consultation evenings where reasonable and appropriate
- Work within the code of practice relating to special educational needs

PROFESSIONAL STANDARDS

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Set a good example in terms of professional dress and appearance, punctuality and attendance
- Uphold the school's behaviour policy, uniform regulations and code of conduct in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and *consistently* apply the school's prescribed sanctions and rewards procedures.
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow
- As a consequence of the Performance Appraisal cycle, take responsibility for personal development and progression making full use of the school's professional development opportunities and training
- Attend and contribute to staff meetings

GENERAL

- The successful candidate will also be expected to teach in a subject area for which they are appropriately trained
- To promote positive student behaviour and relationships
- To work with parents, carers and the community in promoting positive attitudes to learning
- To set high expectations for staff, students and all participants in the areas relevant to the role
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.

This position will also involve taking on other appropriate roles and duties as and when directed by the Headteacher

Person Specification



Assistant Inclusion Coordinator

The Governors are looking for an exceptional teacher to play their part in driving and shaping the future of Ashlyns School.

Our person specification is underpinned by our educational philosophy. This centres around a shared view that a child's starting point should not define their destiny and an understanding of, and belief in, the difference that school can make.

The successful candidate will share a commitment to:

- our core values of respect, trust, honesty and hard work
- high standards of academic achievement for all students
- first class pastoral care, support and guidance
- developing the experiential element of school life to ensure that students leave our school as well-rounded individuals ready to take their place in the world

	ESSENTIAL	DESIRABLE/HELPFUL
Education and Qualifications	<ul style="list-style-type: none"> • QTS and successful teaching experience in a secondary school • Evidence of Continuing Professional Development relevant to SEND 	<ul style="list-style-type: none"> • Qualification in SpLD • Good Honours Degree • Appointed candidate will take the SENCO Award after 1 year in post
Experience	<ul style="list-style-type: none"> • Experience of effective deployment of staff or resources • Experience of introducing new initiatives and/or managing change 	<ul style="list-style-type: none"> • Experience of working with external providers to enhance curriculum delivery and pastoral care for students
Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge and understanding of national and regional education issues relating to provision for students with additional needs • Understanding of effective teaching and learning strategies including behaviour for learning • Knowledge and understanding of current and national issues in relation to student development, student progress and raising achievement at KS3 and KS4. • Good understanding of best practice and current educational thinking • Understanding of how to track student achievement using data and of intervention strategies to raise achievement • Knowledge and understanding of current SEND policy • Understanding of how to use data to inform planning to improve student progress 	<ul style="list-style-type: none"> • Experience of effective deployment of staff or resources
Motivation and Social Skills	<ul style="list-style-type: none"> • Vision to develop SENCO role within a high achieving school • Ability to motivate, lead and support staff and students • Excellent communication and interpersonal skills • Ability to analyse problems, reach considered judgements, resolve 	<ul style="list-style-type: none"> • Experience of working with/supporting parents

	<p>issues and delegate effectively</p> <ul style="list-style-type: none"> • Personal organisation and time management skills • Ability to communicate effectively, both orally and in writing with a range of audiences • Ability to manage and encourage good behavior • Ability to make appropriate use of ICT for learning • Willingness to contribute fully to the extra-curricular timetable 	
Personal Qualities	<ul style="list-style-type: none"> • Ability to motivate, lead and support staff and students • Enthusiasm • Team-working skills • Reliability and Integrity • Personal Organisation • Flexibility 	<ul style="list-style-type: none"> • Strategic Planning • Engagement in own continuous professional development • Interest in new developments and challenges for the subject • Innovative and creative approach to all aspects of the job role

Application Guidance

Candidates should be aware that there are 3 components to the application:

1. HCC Job Application form (Teachers in Schools)
2. HCC Person Specification form
3. Covering Letter: this should not exceed 2 sides of A4 (font size no smaller than point 10)

All parts of each section should be completed. CVs will not form part of the application process and should not be submitted.

When nominating referees, please provide a telephone number and email address. One of these must be the Headteacher of your current school, if you are currently employed as a teacher. Please note that if you are short-listed your references will be taken up before the interview day.

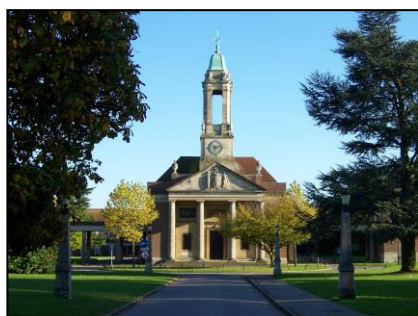
If you are appointed, you will be required to complete an online Disclosure and Barring check. All posts in schools are exempt from the Rehabilitation of Offenders Act; this means you must declare all convictions, including those that would generally be regarded as 'spent'.

Further Information

We would be delighted to show you around our school. Please contact Jane Gaherty, PA to the Headteacher, on 01442 863605 to arrange a visit.

Applications for the post of Assistant Inclusion Coordinator should be submitted by 21 February 2018 marked 'Application – for the attention of the Headteacher'. Candidates are encouraged to submit their applications as soon as possible as the school reserves the right to close the advert should we feel able to appoint an appropriate candidate.

Applications may be posted, delivered by hand or sent electronically to recruitment@ashlyns.herts.sch.uk (with the subject line: 'Application – for the attention of the Headteacher').



Ashlyns School is committed to safeguarding children and young people. All employees have a responsibility for the safeguarding of children in our school.
All postholders are subject to a satisfactory enhanced DBS.