

St. Leonard's Church of England Primary Academy

ACHIEVE BELIEVE CARE



Destination Reader

Philosophy for Children



Learning Outside of the Classroom



Forest Schools



Collective Worship



Creative Curriculum



Numicon



St Leonard's Church of England Primary Academy
Collinswood Drive
St Leonards-on-Sea
East Sussex
TN38 0NX
Tel: 01424 422950



March 2018

Dear Prospective Applicant

Thank you for taking an interest in the post of Assistant Headteacher/Inclusion at our wonderful academy for September 2018.

This post offers a superb opportunity for the successful candidate to play a pivotal role in the further development of the academy. Please take a considered look at the attached job description and person specification. We would welcome applications for this role from existing or aspiring leaders with the willingness and capacity to drive improvement. You will be someone that understands the importance of inclusion and help us by:

- Ensuring provision is inclusive, and, intervention and support is targeted for individual needs
- Being innovative in supporting pupils and staff meet their potential
- Working with the Core SLT to deliver excellent outcomes for our pupils with a focus on SEND and Inclusion
- Making a positive contribution to the wider life and well-being of the academy
- Working within the Christian ethos of the Academy

We are very clear that the successful candidate will have a very sharp focus on inclusive practice and therefore will not have whole class teaching responsibility. Equally, we are clear that the successful candidate will possess the confidence and capacity to take on a range of senior roles as part of their leadership responsibilities.

Since joining the Diocese of Chichester Academy Trust (DCAT) the school has been on a journey of improvement. And we are delighted that this has been recognised by Ofsted in January 2018:

'Everyone at St Leonards is valued and their unique qualities celebrated. Positive and harmonious relationships are the norm and there is a tangible sense of belonging.'

'Pupils enjoy coming to school and speak with pride about their school and personal achievements.'

'Morale at the school is high.'

'Staff who fully support the drive for improvement.'

'The headteacher is ably supported by other senior leaders, who together form a strong team.'

If you are considering joining our team as the next step in your career, we would warmly welcome a visit and, in due course receiving your application.

Yours sincerely,

Marie Burgess

Marie Burgess
Headteacher

About the Academy

St Leonard's Church of England Primary Academy is situated in a socially and economically mixed area of Hastings & St Leonards. The school has 414 pupils on roll, expected to rise to 420 within the year; with an above average proportion of children eligible for free school meals and EAL. The school became an academy within The Diocese of Chichester Academy Trust (DCAT) on 1st April 2015.

It is an exciting place to work and it is our vision that every person who walks through our door learns and develops. We are dedicated to providing education for all. CPD is carefully planned and as well as focussing on whole school priorities it will also be tailored to the individual to ensure next steps along the career path.

Our curriculum has been written with the staff to ensure it meets the requirements of the National curriculum but also the individual needs of our pupils. We are surrounded by extensive school grounds and we are 10 minutes from the sea, which is reflected in our curriculum. We run a 'Forest Schools' initiative. Every child has access to this for a minimum of two terms per year. Learning outside of the classroom is encouraged. We excel



in sport and this is an important part of school life.

Our love of animals and the environment we live in is evident in the school and curriculum. We have a school dog, rabbits and ducks that the children look after.

The school has a 'Nurture' room and a 'Thrive' room where children's and families wellbeing is supported. The wellbeing team (made up of 5 staff) is led by our Assistant Head who ensures provision and support is targeted where it is most needed. We also have a teaching kitchen for the children to use.

Parental engagement is key and our parents are very active within the school. Spirit Days and breakfast reading are very popular events.



The school runs a popular Breakfast and After School Club - the Lions Club - which provide childcare for pupils from 8am to the start of school and from end of school to 6pm. In addition various extra-curricular clubs are held including netball, football, gymnastics, badminton, cross country, kick boxing and more!

You would be most welcome to view the school and find out more about all our activities – please contact Amanda Thomas in the school office to arrange an appointment. Telephone: 01424 422950.

Job Description

Assistant Headteacher – Inclusion

Salary Scale: L2-6

Context:

We want every child to succeed and maximise their potential, for our academy to improve and exceed national expectations and every member of staff to feel supported to deliver their very best. We celebrate our Christian distinctiveness and actively seek the involvement of the communities we serve.

Main Purposes of the Job

The fundamental task of the Assistant Headteacher (Inclusion) is to support the Headteacher in ensuring that all staff recognise the importance of planning their lessons in ways which will encourage the active participation, learning and achievement of all pupils, including those with Special Educational Needs and Disability (SEND), Additional Educational Needs (AEN), English as an additional language (EAL), disadvantaged pupils and any other groups vulnerable to underachievement within this inclusive school.

Leadership and Management Role	<p>The Assistant Headteacher is expected to contribute to a strategic view for the school in its community, and, to analyse and plan for its future needs within the local, national and international context by:</p> <ul style="list-style-type: none"> • Managing the strategic development of SEND policy and provision • Supporting and leading all staff in understanding the needs of SEND and pupils vulnerable to underachievement • Providing an example of 'excellence' in inclusive classroom practice • Analysing and presenting vulnerable pupil data across the school – EYFS to Year 6 and identifying trends, strengths, concerns etc. • Taking action based on data analysis, including coordinating and teaching intervention where needed • Working within the Senior Leadership Team to sustain high expectations and excellent practice in teaching and learning throughout the school • Monitoring and evaluating the quality of teaching and standards of pupils' achievement and set targets for improvement • Completing staff appraisal and line management of support staff and the Well-being Team • Working with the Leadership Team to lead, motivate, support, challenge and develop all staff to secure continual improvement including his/her own continual professional development • Liaising with staff, parents and external agencies and other schools to co-ordinate support for SEND pupils, including key transitions EYFS to KS1 and Year 6 to Year 7 • Actively seeking best practice, rooted in sound research • Contributing to the process of self-evaluation writing and production of the Academy Improvement Plan • Leading key stage/whole school Collective Worship and/or assemblies
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Achieve	Believe	Care
Leadership and Management Role cont.	<ul style="list-style-type: none"> • Contributing to the creation of a supportive ethos and stimulating school environment • Overseeing teaching practice students and newly qualified teachers • Taking a role in our local network of schools (DCAT) and other partnerships, leading or attending as appropriate • Gaining an understanding of the school's budget and value for money • Identifying resources required to meet the needs of pupils with SEND, AEN, EAL and pupil premium children and advising the Headteacher of priorities for expenditure • Advising the Headteacher and governing body on the efficient and effective deployment of staff and managing the 'Welfare Team' • Maintaining and developing a range of resources, co-ordinating their deployment and monitoring their effectiveness in meeting the objectives of school SEND, AEN EAL, pupil premium policies • Act as Designated Safeguarding Lead • Being accountable to the Head teacher 	
These accountabilities will be delivered through the following strategies	<ul style="list-style-type: none"> • Formulating the aims and objectives of the academy in partnership with the Headteacher and other Senior Leadership Team members • Working with others to create a shared strategic vision for the Academy which motivates pupils and staff and which plans for our future • Reporting to Local Governing Body and other stake holders • Establishing and implementing the policies through which the Academy's aims and objectives shall be achieved • Taking the lead on improving outcome for children and value enthusiasm and innovation in others • Inspiring confidence in all stakeholders • Demonstrating the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning • Contributing to the life of the school 	

This job description will be supported by the Academy Improvement plan and Business Plan, which will identify key distinct tasks and responsibilities for the Assistant Headteacher in the school year. These will be derived from ongoing school self-evaluation and other local/national priorities. The post holder's duties must be carried out in compliance with the school's policies and procedures including child protection/safeguarding procedures and the Diocese of Chichester Academy Trust's Equal Opportunities Policy, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974), and subsequent health and safety legislation. These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post. The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> QTS (Primary age range) Degree level (or equivalent) qualification 	<ul style="list-style-type: none"> Further professional qualification e.g. Leadership Pathways or NPQML, NPQSL SENCo Professional qualification Designated Safe-guarding Lead 	<ul style="list-style-type: none"> Application form
Experience	<ul style="list-style-type: none"> At least 5 years' experience (in EYFS/KS1/KS2) Assessing, recording, tracking and analysing individual pupils' progress and attainment in relation to SEND Can demonstrate impact of excellent classroom practice Demonstrate leadership and management of SEND in a whole school context 	<ul style="list-style-type: none"> Teaching experience in more than one school Leading INSET Effective collaboration with external agencies Development of innovative learning and teaching Use of technology to improve systems that raise pupil achievement Effective contribution to school self-evaluation Demonstrable evidence of Senior Leadership experience Pupil Premium Leader 	<ul style="list-style-type: none"> Application form Task Interview
Knowledge/ special attitude	<ul style="list-style-type: none"> Excellent knowledge and understanding of SEND, diversity and equality requirements Knowledge of the latest Ofsted requirements relating to SEN, outcomes and assessment Secure knowledge of statutory requirements relating to the SEND Knowledge of current educational trends, curriculum developments and educational initiatives including assessment without levels Passionate about children's learning Commitment to safeguarding and promotion of the welfare of children and young people Working knowledge of the SEN Code of Practice 	<ul style="list-style-type: none"> Knowledge of school self-evaluation requirements A creative approach to learning and teaching Experience of budgeting Proven ability in the development of effective structures and systems Knowledge of the role of the local governing body 	<ul style="list-style-type: none"> Task Interview

Knowledge/ special attitude	<ul style="list-style-type: none"> • A dedication to high academic standards • A belief in working in partnership and as part of an established team • Sound knowledge of the Early Years curriculum and Primary National Curriculum • Ability to think strategically • Excellent English and maths skills 	<ul style="list-style-type: none"> • Experience of providing intervention for children eligible for Pupil Premium Grant. 	<ul style="list-style-type: none"> • Application form • Interview
Other	<ul style="list-style-type: none"> • Ability to work within, preserve and develop the Christian character of the school • Empathic and capable of realistic self-assessment • Committed to personal continual professional development • Committed to working in partnership with outside agencies and other schools and academies • Open and honest • Fulfil the requirements of an enhanced DBS disclosure 		<ul style="list-style-type: none"> • Task • Interview • References • Enhanced DBS check

Achieve

Believe

Care

Children would like an Assistant Head who:

Likes cooking.

Has new ideas

Smiles, is happy and laughs



Challenges

Pushes you to get your work done, to help get you better at things



Never gives up

Works well with children and will get involved in their work

Helps us to learn outside

Fun!

Is not shy, but relaxed and calm with children.



Is smartly dressed

Clever—knows different things

Is a good at leading by example

Has skills for after school clubs.

Laughs

Help us be the best we can be.

Is strict but fair

Like shoes and football

Shows values like courage, respect, hope and perseverance

