

Days Lane Primary School



Deputy Headteacher

Inclusion

Application Pack



Welcome from Days Lane Primary School

Dear Applicant,

Thank you for your interest in the position of Deputy Headteacher for Inclusion at Days Lane Primary School. We hope that you find this information pack a helpful introduction to the school and that you will be encouraged to apply.

Days Lane Primary School is a welcoming three form entry school with its own nursery and small resource provision for pupils in KS2. As a stand-alone academy, we work collaboratively as part of the Bexley Federation of Schools and as a member of the South East London Hub within Challenge Partners.

We are a school that is at the heart of the local community, with supportive parents and dedicated staff. At Days Lane, every pupil is valued and equipped with the necessary skills, knowledge and understanding to become caring, confident and successful individuals. Our core values underpin everything that we do and as a result, pupil's behaviour and attitudes are outstanding and their outcomes are high.

The Headteacher and Trustees are looking to appoint an exceptional and experienced qualified SENCO to join the Senior Leadership Team and use their vast knowledge to lead and develop Inclusion across our large successful school. This is a great opportunity for a school leader with ambition and enthusiasm to play a key role. We are keen to hear about your professional experience and what you can offer our school.

You will benefit from working with a strong team, continuous professional development and the opportunity to enhance the learning experiences of our wonderful children.

We encourage candidates to visit for a tour of the school. If you wish to have an informal discussion about the role, this can also be arranged by contacting Katrina Mendy on 0208 300 1697 or by emailing: recruitment@dayslanepprimary.co.uk

We look forward to meeting you and receiving your application.

Yours faithfully,

Mrs Joanna Trusty
Headteacher

Reverend Trevor Wyatt
Chair of Trustees



The School

Days Lane is a thriving three-form entry stand-alone Academy, providing an inclusive, caring and stimulating learning environment for pupils aged three to eleven. The school has a record of high academic standards and offers an exciting range of enrichment and extra curriculum activities. The school is a popular choice within the local community and annually over-subscribed in both Nursery and Reception. We were judged to be 'good' in all areas and 'outstanding' in behaviour and attitudes, by Ofsted in our last inspection in March 2023.

The school is well resourced and located on a large site that includes a separate building for the Nursery, sports hall, computing suite, Forest School, intervention rooms and onsite wraparound care.

At Days Lane School, our school moto 'Believe, Achieve, Succeed Together' is fulfilled through our carefully planned curriculum that is filled with exciting and memorable learning experiences. We value the development of the whole child and our core values underpin the key learning habits and qualities of our pupils.

- **Respect**
- **Resilience**
- **Responsibility**
- **Compassion**
- **Community**
- **Excellence**

Days Lane Primary School has high aspirations for all pupils, and particularly those identified with special educational needs, to ensure that all pupils thrive and fulfil their full potential. We are focused on creating an inclusive environment, where provision is adapted to the needs and abilities of our pupils. We have a small provision for pupils with complex needs in key stage two.

**660
Pupils
on role**

**97%
Attendance**

**10%
Pupil
Premium**

**15%
EAL**

**9.7%
SEND**

For further information about the school and the full Ofsted report, please visit:

<https://dayslaneprimary.co.uk/bexley/primary/dayslane>

A virtual tour of the school is also available on the homepage of our website.

The Role

This is an exciting opportunity for an innovative and talented school leader with experience in leading Inclusion to take their next step in our large successful school.

The Deputy Headteacher responsible for Inclusion will work closely with the Headteacher and all stakeholders to further enhance the vision and priorities of the school by developing strategic plans which will motivate all members of the school community to provide an outstanding and inclusive education for our pupils. They will also take the lead in our pastoral offer, behaviour, attendance and safeguarding.

The successful candidate will be responsible for:

- Ensuring the academy practice is compliant with the SEND Code of Practice and other relevant statutory requirements.
- The accurate identification of SEND need across the academy, ensuring rigorous and thorough assessment processes.
- Tracking the progress of pupils with SEND and the deployment of support staff and resources according to the needs of pupils.
- Embedding Quality First Teaching and ensure high quality targeted interventions enable SEND pupils make good progress.
- Line managing support staff including the Pastoral Lead and Attendance Officer
- Overseeing the programme of whole school interventions and their impact, including those outlined in the Pupil Premium Strategy.

The post holder must have the ability to analyse data to identify priorities for school improvement, and be able to evidence the impact of priorities on pupil outcomes. Provide termly reports to trustees, line manage others and their performance management, have a good working knowledge and experience of safeguarding and child protection, including working with outside agencies.

The successful candidate will work closely with all members of the school team to provide the highest quality inclusive education. The role requires you to have ambition and drive for working with children and empowering all stakeholders.

The right candidate will be organised and have high expectations of themselves and others. They must be empathetic with excellent interpersonal skills and be an effective communicator. They will also:

- Evidence of continuing professional development relevant to the SENCO role
- Knowledge and understanding of national priorities, including current curriculum development and the ability to adapt the curriculum based on SEND needs.
- A thorough understanding of quality assurance techniques
- An understanding of how professional development contributes to the raising of standards
- Evidence of successful teaching experience
- Ensure standards are met and the best possible outcomes for pupils with SEND Use rigorous monitoring and assessment strategies to review progress and set targets
- Work in partnership with all stakeholders of the school
- Provide in-depth information and analysis of data for stake holders: Headteacher, SLT, Trustees.
- Strengthen and maintain community links
- Operate strictly in accordance with school policy and create new policies
- Deputise for the Headteacher in their absence

Candidates should refer to the job description / person specification and explain within their supporting statement how they meet the criteria, whilst also describing what they will bring to the post from their knowledge and experience.

Our Offer

Days Lane Primary recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the best they can be. We do this by ensuring we have the following in place for all staff:

- Continuous professional development
- Formal training opportunities, bespoke and targeted professional development as well as in-house bespoke training.
- Initiatives to support with reducing teacher workload
- Well-being assistance and support including a dedicated employee assistance helpline
- Family friendly policies
- A happy, supportive and nurturing environment with a dedicated, experienced team
- Children who are eager and motivated to learn
- Termly staff events

Safeguarding Children and Young People

Days Lane Primary School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks.

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously list 99)
- Disclosure and Barring Service Check (for all staff and volunteers)
- References

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education, an online search will be discussed further with the applicant during the recruitment process.

Any information, found will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or questions about the process, please contact us for more information.

This post is considered a customer-facing position; as such, it falls within scope of the Code of Practice on English language requirement for public sector workers. Days Lane Primary School therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

How to Apply

Post: Deputy Headteacher for Inclusion

Location: Days Lane Primary School

Salary Range: Leadership Pay Range L12-L17

Contract Type: Full time and permanent

Closing Date for Applications: Monday 17 March 2025 – 12:00

Interview Dates: Monday 31 March & Tuesday 1 April

Start Date: September 2025

Visits welcome: School tours with the Headteacher are by appointment only, please contact Katrina Mendy via email recruitment@dayslaneprimary.co.uk to book.

The Job Description and Person Specification attached below will give prospective candidates a further insight into the position. If you feel you have the skills and experience for this role, we invite you to apply by the deadline of **Monday 17 March. Interviews will be held on Monday 31 March and Tuesday 1 April.**

It is essential that a fully completed application form is submitted. Please note that CVs will not be accepted and applications must be typed and not handwritten.

The main sections of the application form ask for various information relating to your work, educational and personal history. This information allows your application to be fully assessed against the criteria / competencies required for the job. When completing the application, you should provide your entire work history, including a description of any gaps in employment. In addition, outline your skills and qualifications.

Your letter of application and supporting statement is the most significant element of the application form. Using no more than 2 sides of A4, font size no smaller than font 10, please outline why you are applying for this post and how your experience, skills, training and personal qualities match the requirements of the role as set out in the job description and person specification.

As part of your application and supporting statement, we are interested in knowing your impact, so please provide relevant evidence. If you do not meet all the essential criteria, it is unlikely that you will be shortlisted.

Please provide details of two referees, one of whom should be your present /most recent employer (Headteacher) and previous employer.

Only those shortlisted for interview will be contacted. References will be requested for those shortlisted prior to interview.

Job Description and Person Specification

JOB TITLE	Deputy Headteacher – Inclusion, Pastoral and Behaviour
RESPONSIBLE TO	Headteacher
RESPONSIBLE FOR:	SEN Teacher, Pastoral Lead, Attendance Officer, SEND Support Staff
GRADE	L12 - L17
HOURS	Full Time
ALL STAFF RESPONSIBILITIES	<ul style="list-style-type: none"> • To value professional development and welcome any training opportunities to develop personal skills and knowledge, particularly in digital & technological areas. • To agree to follow the school policies and procedures.
Job Purpose	<ul style="list-style-type: none"> • To ensure the academy practice is compliant with the SEND Code of Practice and other relevant statutory requirements. • To work with the senior leadership team ensuring an ethos of Inclusion within the academy and a culture of high aspirations for pupils with SEND. • To ensure the SEND Policy is reflective of statutory requirement and good practice. • To ensure the provision of SEND support is in accordance with the aims of the academy and curricular policies. • To be responsible for maintaining an accurate and up to date academy SEND register. • To be responsible for the accurate identification of SEND across the academy, ensuring a rigorous and thorough assessment process. • To be a role model with regard to Quality First Teaching and adapting lessons for SEND pupils. • To work with the senior leadership team to embed Quality First Teaching across the academy. • To be responsible for the academy SEND Offer, ensuring high quality targeted interventions enabling pupils with SEND to make good progress. • To be responsible for tracking the progress of pupils with SEND using a range of data and identify barriers to learning. • To deploy staff and resources according to the needs of SEND pupils. • To write termly reports to the Trust board on progress and developments. • To take a lead responsibility for safeguarding and child protection. • To take a lead responsibility for the pastoral interventions provided across the school, including line managing the Pastoral Lead. • To take a lead in managing the schools small in-house SEND provision, including the staff allocated to the provision. • To lead on attendance with a focus on persistent absenteeism. Liaise with the EWO, attend Attendance meetings with parents, oversee requests from parents and replies. • To take responsibility for the Pupil Premium Strategy, working in partnership with the Headteacher and Senior Leadership Team to ensure it meets the needs our pupils and strategies employed to address barriers are based on current educational research. • To work collaboratively with the Senior Leadership Team to ensure the Behaviour Policy is applied consistently and track behaviour to address any concerns. Write termly reports to trustees.

<p>Main Areas of Responsibility</p>	<p>Operational / Strategic Planning:</p> <ul style="list-style-type: none"> • To be a member of the Senior Leadership Team, having collective responsibility for the school self-evaluations, understanding, and using data and planning appropriate provision so that all children in designated groups achieve well within expectations. • To ensure that strategies on pupil's support plans are being used as part of the lesson planning process and are integral to teaching and learning across the school. • To monitor, evaluate and review the quality of teaching and learning across the school, in relation to SEND pupils. • To provide training to staff to further develop the quality of teaching and learning of SEND pupils. • To monitor the academic progress of pupils with SEND, ensuring expected progress and the provision of targeted interventions as appropriate. • To ensure efficient and effective use of support staff that impacts positively on SEND pupils. • To ensure that the SEND Development plan has clear aims and objectives, enabling progression within all areas of SEND Policy and provision. • To be responsible for ensuring that the Assess, Plan, Do, Review Model is integral to monitoring evaluation and review of SEND provision and that it forms an essential part of monitoring, evaluation and review. This includes half-termly progress reviews, observations. • To be responsible for the development of effective provision mapping, tracking the impact of specific interventions to ensure that pupils with SEND make good progress. • To be responsible for the day-to-day management, control and operation of SEND provision, including effective deployment of staff and physical resources. • To be responsible for the identification, assessment and completion of Access Arrangements for any external examinations. This includes organising training for readers and scribes, monitoring their practice. • Lead and oversee the effective completion of EHC Plans, HNF applications and any other opportunities that utilise support available for children from external agencies. • To be responsible for the Annual Review process for pupils with EHCP. • To be responsible for ensuring that LA consultations for pupils with EHCPs are responded to in line with the SEND Code of Practice and within given time constraints • To implement Academy policies and procedures e.g. Equal Opportunities, Health and Safety etc. • To be responsible for the Pupil Premium Strategy ensuring analysis of data drives improvements and spending links to the latest proven educational research. • To be responsible for Attendance – monitoring, analysis and attending Attendance meetings with the EWO with a focus on persistent absenteeism. • Responsible for the Attendance Policy and raising the importance of good attendance with the school community. • To be the named person for Looked After Children and relevant policy. • To be the line manager for the Pastoral /Safeguarding Officer and Behaviour Lead, overseeing their timetable of interventions and impact. • To be the strategic lead for the schools in-house SEND provision.

- Establish, review and update as necessary the School Improvement Plan for Inclusion.
- Ensure that inclusion systems, organisation, and processes are well considered, efficient and fit for purpose.
- Support strategic, curriculum-led financial planning to ensure effective use of budget and resources.
- Support, monitor and develop the academy's behavioural system and how this is carried out within the school.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Deputise in the case of the Headteachers absence.

Curriculum Provision:

- To support all staff to understand and fulfil their statutory responsibilities as specified in the SEND Policy.
- To be responsible for ensuring that all SEND provisions are rigorously evaluated to ensure pupils with SEND are making good progress, producing termly impact reports.
- To be responsible for ensuring that the outcomes from interventions are tracked and integrated into classroom teaching.
- To be responsible for ensuring that Quality First Teaching is at the heart of teaching and learning and meets the needs of SEND pupils.
- To be responsible for ensuring that support staff have a clear understanding of their roles and that they are providing effective interactions within the classroom, facilitating learning development and independence.
- To be responsible for ensuring that teaching staff have a clear understanding of how to manage, organise and work with support staff within the classroom.
- To actively seek out ways to enrich the learning experiences of children through the coordination of extended learning programmes.
- To ensure a good understanding of the school's curriculum intent and implementation and keep abreast of curriculum developments and how learning can be adapted to meet the needs of SEND pupils.

Staff Development

- To work with the Headteacher to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of the Pastoral Lead and SEND support staff.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the area.
- Ensure ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact their work has on pupil outcomes.
- Develop staff through training and CPD opportunities.
- Work with staff to develop their current practice.
- Hold all staff to account for their professional conduct and practice.
- To make appropriate support arrangements for classes when staff are absent, ensuring appropriate arrangements for students when staff are absent.
- To participate in the interview process for SEND posts when required and to ensure effective induction of new staff in line with school's procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and promote the value of education.
- To be responsible for the day-to-day management of staff within the area and act as a positive role model.
- To develop and lead staff development programmes to support effective inclusive practices and provision in school.

- This job description sets out the duties of the post at the time it was published.
- The hours and the job description may be modified depending on the business needs of the school.
- The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.
- The priorities for each year will be reviewed against this job description annually through continuous feedback and development meetings.

Person Specification

Person Specification		
	Essential	Desirable
Education, Qualifications and Training	<ul style="list-style-type: none"> • Educated to degree level or equivalent. • Qualified teacher status. • Professional development in preparation for a leadership role e.g. NPQSL • SENDCo qualification 	<ul style="list-style-type: none"> • Evidence of continuing professional development relevant to the SENCO role. • DSL trained • Safer recruitment training • Middle leadership accreditation • Coaching or mentoring training
Experience	<ul style="list-style-type: none"> • At least 4 years' leadership experience in Inclusion. • Evidence of successful teaching experience 5 years+ • Experience and evidence of leading a successful SEND initiative • Experience of working with key stakeholders such as parents and trust board members. • Leading teams and performance managing staff. • Proven track record of raising standards and meeting challenging targets. 	<ul style="list-style-type: none"> • Evidence of pastoral experience • Experience of using Pedtech to support pupils with additional needs. • Successful budget monitoring and management.
Knowledge and Skills	<p>Knowledge and Understanding of the Curriculum:</p> <ul style="list-style-type: none"> • Knowledge and understanding of national priorities, current curriculum development and an ability to design and implement based on pupils needs. • Thorough understanding of quality assurance techniques 	<ul style="list-style-type: none"> • Experience of using digital technology to support SEND pupils.

	<ul style="list-style-type: none"> • An understanding of how professional development contributes to the raising of standards. <p>Leadership and Management:</p> <ul style="list-style-type: none"> • The ability to motivate and inspire staff and pupils. • Vision to develop Inclusion within a high achieving school. • The ability to make sound judgments based on objective criteria • Ability to manage the process of change effectively and thereby deliver major projects through to a successful outcome by continuously reviewing and evaluating progress • The ability to bring plans to fruition • Ability to analyse and interpret pupil data and set challenging targets • The ability to effectively use ICT as a management and communication tool • Excellent verbal and written communication. 	
<p>Personal qualities and attributes.</p>	<ul style="list-style-type: none"> • Excellent written and oral communication skills. • Excellent presentation and interpersonal skills. • Excellent time and task management skills. • Resilient and able to work under pressure, meeting deadlines while maintaining high expectations for self and others. • Strong commitment to providing and improving quality services, with a determined focus on achieving goals and targets. • Flexible, adaptable, and open to new ideas, building on the contributions of others and continuously seeking opportunities for professional growth. • Socially aware, empathetic, and emotionally intelligent, fostering positive relationships and a supportive school environment. • Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally. • Seek training and continuing professional development to meet own needs. • Committed to upholding the highest standards of child protection. 	

