

Assistant Headteacher:
SENCO/ Inclusion Manager
Duncombe Primary School
DUN/555

Closing date: Midnight, Thursday 19th October 2017.



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Post Ref: DUN/555
Date: October 2017

London Borough of Islington
Schools HR/Payroll
Room 111
Islington Town Hall
Upper Street
London N1 2UD

Fax: 020 7527 5810

e-mail: schoolsrecruitment@islington.gov.uk

Dear Applicant

[RE: DUN 555– Assistant Headteacher, SENCO/ Inclusion Manager](#)

How to apply

Application Deadline

Completed application forms must be received by Midnight, Thursday 19th October 2017. Please note that late applications will not be accepted.

Please [click here](#) to apply

*Please note that we **only accept online application forms**. CV's and hard copy applications will not be accepted.*

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the criteria identified at application stage.

Visits

Visits to the school are welcome and encouraged. Please contact the school office on 0207 272 3989.

Selection process

The selection process may have a combination of tasks, activities, assessment tools and interview. However, further information will be provided to the candidates shortlisted for interview.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

Assistant Headteacher: SENCO/ Inclusion Manager

Salary Range: Leadership Scale

Actual Salary Range: L4 £49,844 – L7 £53,194 per annum

Contract: Full Time, Permanent

Required for January 2018

We are looking to appoint an Assistant Headteacher who will have strategic responsibility for inclusion across the school, including pupils with Special Educational Needs, as well as being Deputy Designated Safeguarding Lead. SENCO qualifications are not essential but desirable; the appointed candidate would be expected to take the National Award for SENCO if not already qualified.

The successful candidate will:

- be passionate about meeting the needs of all children
- be a great senior leader and teacher with very high expectations and a proven track record of raising pupil attainment
- have a high degree of professionalism and resilience to navigate complex situations when supporting children and their families
- have experience of working with children with a range of additional needs and a good knowledge of the SEND code of practice
- be able to effectively lead and manage a team of support staff as well as coordinate and work closely with professionals from outside agencies
- have the ability to build strong relationships with staff, children and parents alike
- be flexible with a good sense of humour.

Duncombe Primary offers:

- a genuine opportunity to make a difference to the lives of our wonderful children and their families in our diverse community
- inspirational and supportive staff team
- an exciting, well-organised and vibrant environment in which to work
- high quality CPD including the option to undertake a part-funded Master's Degree in Education

Closing Date for Applications: Midday, Thursday 19th October 2017.

Interview Date: Monday 30th October 2017.

Please [click here](#) to apply. If you need assistance please email the HR Team at schoolsrecruitment@islington.gov.uk quoting reference number **DUN/555**.

Duncombe Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants. Also, this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

Duncombe Primary School Sussex Way London N19 4JA **Head Teacher** Barrie O'Shea, MA
Tel 020 7272 5620 **Fax** 020 7281 9180 **Email** succes@ duncombep rimary.co.uk **Web** www.duncombep rimary.co.uk





JOB DESCRIPTION

Assistant Headteacher: SENCO/ Inclusion Manager

Job Title: Assistant Headteacher for Inclusion

Accountable to: Headteacher and Deputy Headteachers

Main Purpose

Under the overall direction of the Headteacher, the Assistant Headteacher will play a lead role:

- In formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved;
- Be responsible for the standards and curriculum of pupils, including monitoring of progress towards achievement;
- Proactively manage staff and resources;
- Take full responsibility for the school in the absence of the Headteacher and Deputy Headteachers;
- To carry out the professional duties for teachers as detailed in the School Teachers Pay and Conditions document and meet the requirements of teaching standards, including some provision for cover of absent teachers as required;
- Be a member of the senior leadership team, attending SLT/SMT meetings, staff meetings and occasional meetings during the evening hours or school holidays as required;
- Assist the Headteacher in leading and managing the school;
- Undertake such duties as are delegated by the Headteacher;
- Be responsible for the line management of specific areas;

Main Tasks

The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

The internal organisation, management and control of the school:

- To be the leader of Inclusion focusing on the achievement of children with specific educational needs and the well being of all children by promoting and developing inclusive practice, recognising the combination SEND, positive behaviour management and the promotion of well being to meet the needs of the whole child.
- To fulfil all relevant duties of a SEND co-ordinator, including taking day-to-day responsibility for the operation of SEND policy and provision to raise the achievement and attainment of children with special educational needs and disabilities.
- To be one of the designated trained joint Child Protection Officers for the school and designated lead teacher for looked after children.
- To co-ordinate the provision for children with EAL or AEN, oversee their records, maintain a register/list for overview, co-ordinate the deployment of human resources and liaise with class teachers, parents and other agencies.
- In conjunction with other key staff, to raise the achievement and attainment of children eligible for Pupil Premium and those with EAL.
- Be systematic in the completion of CAFS, reviews, record keeping, and meetings; provide the Headteacher, governors and LA with evidence on the progress of pupils with AEN;
- Evaluate the impact of all intervention programmes;
- Liaise with the Safeguarding and Inclusion governors as appropriate;
- Take responsibility for the day-to-day management of the AEN support staff and promote good team work through effective planning, monitoring and implementation;
- Liaise with and make referrals to professionals from other schools and agencies;
- Organise and lead meetings/reviews with parents and outside agencies.

To contribute to

- Maintaining and developing the ethos, values and overall purposes of the school;
- Evaluation of the school; formulating the aims and objectives of the school and policies for their implementation;
- Co-ordinating CPD needs in relation to Safeguarding, SEND and AEN.
- Planning improvement which will translate school aims and policies into actions;
- Implementing the Local Authorities and Governing Body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs;
- The efficient organisation, management and supervision of school routines;

Curriculum Development

- To be responsible for progress and support of all Key Stages.
- To identify appropriate attainment and or/achievement targets;
- To monitor pupil standards and achievement against annual targets;
- To monitor planning, curriculum coverage and learning outcomes for pupils with EAL, AEN and SEND;
- To monitor standards of pupil behaviour and application;
- To lead evaluation strategies where improvement needs are identified;
- To ensure that relevant attainment and/or achievement targets are met;
- To share accountability for progress and standards according to School Improvement Plan priorities;

To contribute to:

- The development, organisation and implementation of the school's curriculum
- school policies on curriculum, teaching and learning, assessment, recording and reporting
- ensuring that the learning and teaching provided by different faculties and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
- ensuring that information on pupil progress is used to improve teaching and learning, to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers and to aid Governors in their management of the school
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided

Pupil Care

To Contribute to:

- To lead on the development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance;
- To lead on safeguarding, working in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty;
- To ensure that effective transition planning is in place, both within school and between school and other educational establishments;
- To ensure the smooth transition of child protection documentation, and if current, fully brief the receiving school;
- The promotion among pupils of standards of conduct/discipline and proper regard for authority and the encouragement of good behaviour;
- The development of culture of independent learning;
- The handling of individual pupil disciplinary cases.

The management of staff

- To be responsible for the line management, appraisal and performance management of staff;
- To participate in the recruitment and development of teaching and non-teaching staff of the school;
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures;
- The provision of professional advice and support and the identification of training needs;
- Complete observations and monitoring of standards across school as necessary to secure accountability and sustained improvement.
- Ensure that the statutory requirements of the SEN Code of Practice are met and that review meetings are completed in a timely manner;

Relationships

- To be responsible for fostering positive relationships across the school community;
- To secure a clear vision and shared understanding for EAL, AEN, SEND and pastoral care; to harness the skills and attributes of the staff team to bring this to fruition;
- Encourage all members of staff to recognise and fulfil their statutory duties to pupils with SEND;
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making reports;
- To take a strategic leadership role in working with and engaging with parents and the wider community, including leading parent workshops in order to support child development.
- To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's educations and wellbeing;
- To liaise with other educational establishments in order to promote the continuity of learning, progression and curriculum developments;
- To develop and maintain positive links and relationships with the community, local organisations and employers;
- Secure accountability where necessary and challenge under performance.

Additional

- To work closely with the Headteacher to provide the strategic vision, leadership and direction which will ensure that the school's aims for inclusion are translated into its organisation and operational plans;

- To be aware of and adhere to applicable rules, regulations, legislations and procedures including the School's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
- To maintain confidentiality of information acquired in the course of undertaking duties for the school;
- The post holder is responsible for his/her own self-development on a continuous basis.
- To undertake other duties appropriate to the grading of the post as required.

PERSON SPECIFICATION

Assistant Headteacher for Inclusion

Qualifications and experience	Essential	Desirable
1. Qualified Teacher Status.	√	
2. 4 years qualified teacher status	√	
3. Evidence of a completed significant further relevant professional development in SEND.		√
4. Experience of successfully teaching pupils with a wide spectrum of need.		√
5. Recent experience of teaching pupils in the Primary age range.	√	
Strategic direction and development of the school		
6. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community.	√	
7. Experience of data analysis and tracking.	√	
8. The commitment to develop a positive, diverse and inclusive school ethos which values each individual and challenges any form of discrimination.	√	
9. Experience of self-assessment and School Improvement Planning in order to secure effective teaching and learning and raise standards.	√	
10. Knowledge of recent educational developments, initiatives and legislation, and how they may impact on the school. Outstanding knowledge of the revised SEND Code of Practice.	√	
11. Experience of supporting transition of SEND pupils between classes, phases and schools.		√
12. Understanding of the various agencies working with EAL, SEND and AEN pupils.	√	

Leadership and management		
13. Proven experience as a manager within school, leading motivating and managing staff effectively and working as a team member.	√	
14. Proven ability to self-motivate, use initiative and lead proactively.	√	
15. Good organisational skills and the ability to have a flexible and adaptable approach.	√	
16. To possess excellent listening, written and oral communication skills, the ability to chair meetings, make presentations and to communicate effectively with pupils, parents, governors and staff.	√	
17. The ability to manage time effectively.	√	
18. Experience of completing performance management or appraisals including the day to day management of staff.	√	
19. Full understanding of the issues surrounding Safeguarding.	√	
20. Experience of delivering and organising staff training.	√	
Teaching and Learning		
21. The proven ability to be an outstanding teacher with the knowledge and skills to support others in attaining the same level of practice.	√	
22. The ability to inspire and motivate others through innovative and original practice.	√	
23. A proven ability in the use of information and communication technologies and of their application in management and education.	√	
24. Significant long term impact of subject or project that you have led.	√	
25. Experience of, and commitment to, broadening the range of opportunities available to pupils through extracurricular/ extended schools activities.		√
Financial and resource management		
26. Experience of successfully managing a key stage or subject coordinator budget.		√
Personal qualities		
27. A positive, enthusiastic individual loyal to the school and proud of its achievements.	√	

28. Ambitious and self-motivated professional who can inspire and motivate others working in partnership with the headteacher and deputy headteacher, members of staff, governors, children and parents.	√	
29. A “can do” attitude with a flexible and positive approach to whole school leadership.	√	
30. Ability to analyse, prioritise and meet deadlines.	√	
31. The ability to remain calm and clear even in difficult situations.	√	
Additional Factors		
32. Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.	√	

Information about Duncombe Primary School

Welcome to Duncombe Primary School

Duncombe is a community and family school with magnificent diversity. Everyone is welcome, and everyone has important opportunities to share and to learn from the differences they experience. We maintain friendships with children and their carers as they travel throughout the world. The acquisition of knowledge and academic skills, and a celebration of our varied cultures are central to our teaching and learning.

The school building occupies a site set back and screened from the main roads. It is an attractive well-constructed building originating from the late nineteenth century of which we are very proud and consistently seeking to maintain and develop to meet our changing needs.

Playgrounds, which are allocated to different age ranges and activities surround the school. Our children have space to run and play freely, to play team games or just to sit in a reasonably calm area.

We have an exciting multiracial community of over forty languages and cultures, all of which contribute to the unique environment that can be found at our school.

The school has an exciting and challenging atmosphere where purposeful learning takes place. It is a large school, which benefits from spacious Victorian buildings and the best resources and equipment that we can offer children. The staff is highly motivated, enthusiastic, caring and industrious. They want only the best education possible for your child.



The children are happy in school and are encouraged to do their best at all times. They are well behaved and take pride in, and look after their school and its grounds. At Duncombe hard work is encouraged.

Academic, sporting and creative achievements be large or small, are valued and recognised in our outstanding achievers register.

We aim to provide a wide range of balanced learning opportunities for all children to help them grow into

independent and responsible people with an ambition to aim for.

Please view our school website on: www.duncombeprimary.co.uk

Ofsted report for Duncombe Primary School is available at:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100403>



Guidance for candidates applying for a job with Islington Schools

Please read this carefully BEFORE you start to complete the application form.

General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete the form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advertisement, job description, person specification and other accompanying information carefully before you start. All parts of the application form must be completed. Failure to provide information requested may lead to your application being rejected.

Personal Details

Complete this section fully and clearly. If you do not know your national insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK*. Verification of identity is required before confirmation of appointment.

*A copy of the Asylum and Immigration Act 1996 (Section 8) is available from Schools Human Resources team including a list of the accepted documents.

Relatives and Other Interests

If this applies to you, please give the name of the employee, the department/school that they work in and the relationship (e.g. husband, daughter).

Education, Qualifications and Training

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

Employment record

Please list in chronological order, starting with your current or most recent job including employment other than teaching. You have to list details of employment since leaving full-time education. Failure to provide full account of your employment record may lead to your application being rejected.

Gaps in Employment

If there are any periods of time that have not been accounted for in your application, e.g. periods spent raising a family or extended travel, please give details. Please ensure that there are no gaps in the history of your education, employment and other experience.

Personal Statement

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information given is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement.

If you do not send us this statement, you will not be considered for short listing. CVs are not be accepted.

References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. References may be taken up immediately after shortlisting. Please note:

- It is your responsibility to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference.
- You must provide the **professional email address** for references coming from an employer.
- One reference must be from your present or most current employer.

- If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.
- We reserve the right to approach any of your previous employers for a reference.
- Candidates for Headship are advised to seek a reference from their Local Authority.
- Schools/Colleges of a Religious Character are permitted, to give preference to applicants who are practising Catholics. Therefore, it is recommended that one referee should be your Parish Priest/the Priest of the Parish where you regularly worship, if applicable. Most Senior Leadership posts require you to be a practising Catholic and, therefore, one referee must be your Parish Priest/the Priest of the Parish where you regularly worship.
- If you are successful, a further post-offer reference will be requested, seeking information on attendance and sickness records.

All offers of appointment depend on receiving references satisfactory to the school. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The school reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

Disclosure & Barring Service / Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 provides that certain spent convictions and cautions are "protected" and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website, DBS filtering guide.

All school-based jobs are exempt from the provisions of the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Therefore you will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record, also be able to discuss any details with the selection panel as part of your interview. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures. Disclosure of a criminal record will not necessarily debar you from employment with Islington Schools, this will depend upon the nature of the offence(s), frequency and when they occurred.

The application for an enhanced disclosure with barred list information will be verified before your first day of work. Please read the policy on the recruitment and employment of ex-offenders. If you have any queries, please call Islington Human Resources helpdesk on 0207 527 2875.

Childcare (Disqualification) 2009 Regulations

If this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations, you will be required to complete a declaration form to establish whether you are disqualified under these regulations.

Additional Information for people considered to have a disability under the Equality Act

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

Declaration

Under the Data Protection Act 1998, we must ask you to freely give your explicit consent to the processing of information on this application form in accordance with London Borough of Islington's registration under that same Act for personnel and payroll purposes, equal opportunities monitoring and to fulfil statutory requirements.

Equal Opportunities Monitoring Information

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Islington Schools Human Resources on 0207 527 2875.

Before you submit your application form, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria listed in the person specification.



Policy on the recruitment and employment of ex-offenders

Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools Human Resources or on the internet at www.direct.gov.uk). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a disclosure.

Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

During the application process

When you apply for a job with Islington schools you will be informed if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications.

A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post, proof of relevant qualifications and any other essential requirements for the post.

All employees/advisers involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage;
- ✓ Whether the conviction or information revealed is relevant to the job;
- ✓ How long ago the offence(s) took place;
- ✓ The candidate's age at the time of the offence(s);
- ✓ The number and pattern of offences;
- ✓ Any other relevant circumstances.

All staff/advisers in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate.

Islington Schools Human Resources will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

Policy on handling disclosure information

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools Human Resources has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools Human Resources on request.