

BISHOP RAMSEY SCHOOL



AIC MANAGER

INTERIM FOR UP TO 12 MONTHS

CANDIDATE INFORMATION • FEBRUARY 2026

Part of the Veritas
Educational Trust

VERITAS
EDUCATIONAL TRUST

INTRODUCTION FROM OUR INTERIM HEADTEACHER

Dear Colleague,

Thank you for your interest in joining Bishop Ramsey School, part of the Veritas Educational Trust. We are a Church of England school shaped by the belief that every member of our community carries great dignity and worth. Together, we work toward our vision that students and adults may flourish and enjoy the fullness of life.

Our approach is built on three strands:

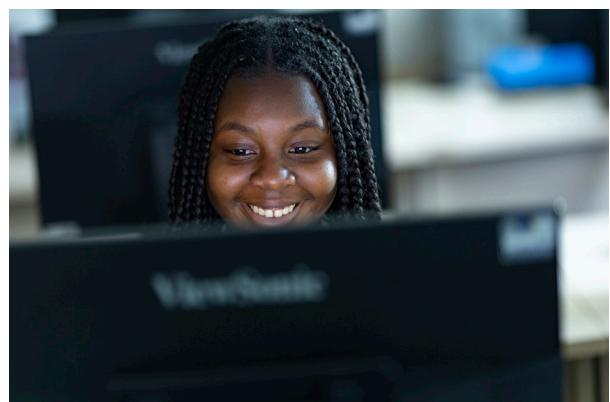
- Loving - the development of good character and care for others
- Learning - excellence in discovery, progress, and achievement
- Living - broad experience and preparation for life beyond school

Building on our history of excellence and academic success, we are forward-looking and constantly evolving to prepare students for an ever-changing future. Our recent SIAMS and Ofsted inspections affirm the strength of our vision and the inclusive nature of our community, and our exam results consistently rank highly both locally and nationally.

We welcome applicants from all backgrounds who share our commitment to education, dignity, and community. If this resonates with you, I encourage you to apply, and I look forward to meeting you.

Warm regards,

Malcolm Britton
Interim Headteacher



Key Stage 4 Performance Data - Summer 2025

Measure	Bishop Ramsey School	Hillingdon LA	England
Attainment 8 (all students)	55.9	47.7	45.9
% achieving Grade 5+ English & Maths	59.0%	49.3%	45.2%
% achieving Grade 4+ English & Maths	78.1%	68.3%	64.5%

OUR VALUES AND AIMS

OUR VALUES

Bishop Ramsey School is a Christian Learning Community. We recognise that every individual is created in the image of God. We seek to nurture each member of our community to develop his or her skills and abilities in a positive and ordered learning environment, so that students mature into responsible and caring adults, and that all members of the school community recognise the value of every individual in God's eyes.

As a Church of England School we wish students to grow in the Christian faith. While being firmly committed to this, we encourage an understanding of and a respect for other faiths.

The principle of Christian stewardship underpins our approach to the use of the school's resources. Our approach to our relationships is based on the Christian view of God's love for each of his human children and of Jesus' command to forgive and love our fellows.

We base our approach to achievement and the provision of opportunities for development on Jesus' statement that he came of offer 'life in all its fullness' (John 10.10).

OUR AIMS

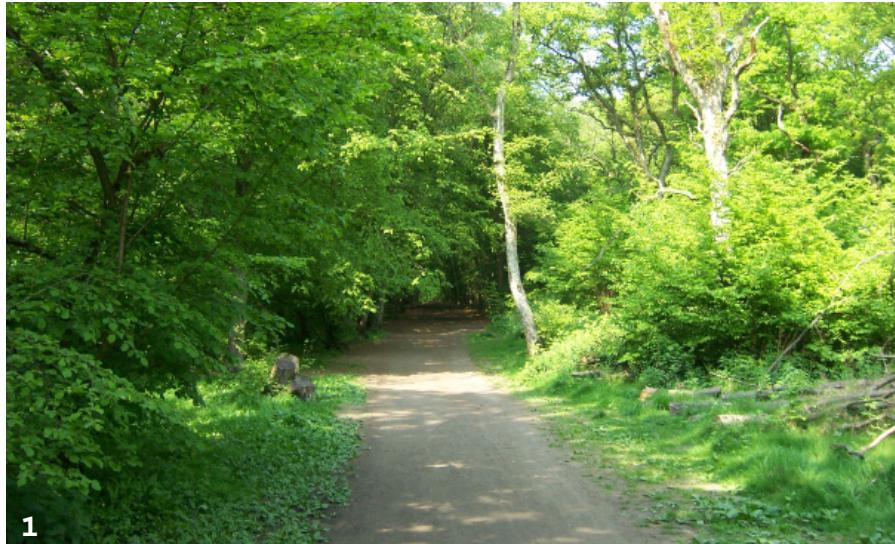
- Every learner is an empowered learner.
- Every lesson is an excellent lesson.
- Every day at school is a rich experience.
- Every relationship is a positive encounter.
- Each school community looks outwards and beyond.

We achieve our aims by:

- **Loving** so that every day at school is a rich experience and every relationship is a positive encounter.
- **Learning** so that every learner is an empowered learner and every lesson is an excellent lesson.
- **Living** so that students learn to look outwards to the world and beyond to God.



HILLINGDON AND THE SURROUNDING AREA



- 1 Pathway in Ruislip Woods
- 2 Manor Farm House in Ruislip, built in the 16th century
- 3 Hillingdon Court Park
- 4 View across Ruislip Lido
- 5 Windsor Street in Uxbridge town centre



The name 'Hillingdon' appears in the *Domesday Book* (1086) and Veritas Educational Trust has its offices at Ruislip in the northern part of the London Borough of Hillingdon.

Hillingdon is a large borough and borders the London Boroughs of Harrow, Ealing and Hounslow to the east and the counties of Buckinghamshire and Berkshire to the west and Hertfordshire to the north.

With excellent transport routes, including being the home of Heathrow airport, and with easy access to the A40, M4 and less than half an hour by train or tube into the centre of London, the borough benefits from many first-class schools, a wide variety of restaurants and different types of housing.

With a wealth of green spaces and parks, Hillingdon enjoys the advantages of being a London borough but has the feel of a suburban oasis.

A short drive or train ride across the northwest boundary into Buckinghamshire leads to the uncrowded, beautiful rolling green English countryside of the Chiltern Hills, most of which is designated an Area of Outstanding Natural Beauty (AONB), and a little further north west is Oxfordshire.

Many of our staff live in the surrounding Home Counties and choose to travel the relatively short distance into London to work.

THE ACCESS & INCLUSION FACULTY

The aim of the Access and Inclusion Faculty is to ensure that all students have full access to a broad and balanced education and that they are treated as individuals while considering their needs holistically. At Bishop Ramsey the Access and Inclusion Faculty is headed up by the Head of the Access and Inclusion Faculty who is also our SENDCO. The team includes:

- Stretch, Challenge and Support Coordinator
- Access and Inclusion Centre Manager
- Higher Level Teaching Assistants (HLTAs)
- An Access and Inclusion Administrative Assistant
- A team of Teaching Assistants (TAs)

The team has a range of experienced and qualified staff who have had many years of practical experience in special educational needs. HLTAs and TAs are there to provide support in the teaching and learning of students with a range of needs. We are in a privileged position of having an HLTA who is a dyslexia specialist. Additionally, we have a TA trained as an Emotional Literacy Support Assistant (ELSA).

To support the individual needs of our students the Access and Inclusion Faculty works with a range of educational and medical professionals to support the academic and social progression of our students. This includes half termly consultation with an independent Educational Psychologist and regular contact with and referrals to independent diagnostic assessors. The Access and Inclusion Faculty also conducts joint planning with Visual and Hearing Impairment teams and Speech and Language Therapy. Additionally, we work closely with our pastoral teams and "Place to Be" our inhouse counselling service as well as CAMHs.

The Access and Inclusion Faculty works in partnership with parents and carers and most importantly students so that they have a voice in the decision-making process. Empowering our students and supporting their self-esteem is paramount to the Access and Inclusion Faculty as we believe this is the first step to ensuring that students can thrive in their education and their lives beyond Bishop Ramsey.

INFORMATION ABOUT THE POST

ACCESS & INCLUSION MANAGER (INTERIM)

Grade POA

Immediate supervisor Head of Access & Inclusion Faculty / SENDCO

Line Management Member of Faculty as directed

Contacts (internal) All teaching and relevant support staff

Contacts (external) Parents/Carers, Community Service Supervisors, External Agencies Inspectors, Prospective parentst and students

MAIN PURPOSE OF THE POST

- To assist in managing the provision for pupils within the Access & Inclusion Faculty to promote high quality teaching, effective use of resources, and high standards of learning and achievement of all students.
- Responsible for the management and development of a differentiated curriculum within the Access and Inclusion Faculty.
- Management, development and supervision of staff within the Inclusion Faculty.
- To develop strategies, resources and programmes to support curriculum teaching for students with SEND in liaison with HLTA's and Heads of Faculty.
- Planning, preparing and delivering learning activities for individuals/groups.
- Responsible for the running of intervention groups and programmes including the monitoring and evaluation of these.
- Managing the AIC including the teaching and learning of students timetabled there.

KEY TASKS AND RESPONSIBILITIES

1 Support for Curriculum

- To work with HLTA's, TAs and teaching staff to implement Individual Learning Plans (ILPs).
- To advise staff on strategies to differentiate curriculum.
- Using data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Ensuring that staff are kept informed of pupil's SEN and advise on areas to develop and support.

2 Support for Students

- To identify students for interventions, design and oversee them and track progression.
- To interview students to create and update ILPs in conjunction with the Administrative Assistant.
- To support students 1:1 and in small groups in developing learning strategies to overcome their barriers including how to maximise their use of EAA.

3 Support for Head of Faculty / SENDCO

- To assist the SENDCO in leading the provision within school including managing resources and ensuring the are used effectively and safely to support teaching, learning and self-esteem.
- To work with the SENDCO to promote an inclusive curriculum.
- To create and update timetables for the Faculty under the direction of the SENCO and in conjunction with the HLTA's.
- To keep up to date records of support students receive and evaluate the impact of this.
- To contribute to the updating of provision mapping.

- To liaise with relevant outside agencies including but not limited to the HI & VI teams and SALT.
- To keep accurate records of meetings with external agencies and communicate information to relevant groups.
- To support in preparing students for transitions.
- To support meetings of SEN staff, communicate information to staff and co-ordinate resulting action.
- To liaise with and inform parents/carers about the specifics of the SEN provision for their child under the direction of the SENDCO.

4 Line Management responsibilities

- Management of HLTA and teaching assistants including allocation and monitoring of work, performance management and training.
- Have a key role in the support, supervision and development of staff within the Faculty.
- Liaise between faculties, pastoral teams and SENDCO.
- Hold regular team meetings with managed staff.
- Attend relevant meetings.
- Undertake recruitment/induction/performance management/training/mentoring for other TAs.

5 Support for the School

- Comply with and assist with the development of policies and procedures relating to Safeguarding, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person and any others as directed by the Executive Headteacher
- Contribute to and support the overall ethos/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- To support with the management of students' transitions from primary to secondary, secondary to college and Sixth Form to employment, training or university.

6 Other

- Undertake any other reasonable duties as directed by the Executive Headteacher, Head of Access and Inclusion Faculty, SENDCo
- To undertake additional duties that are commensurate with the level of responsibility of the post, as directed by the Head of Inclusion/ SENDCo, and / or the Senior Leadership Team.

10 Other Tasks

- To undertake such teaching duties as required by the Head Teacher in accordance with teacher regulations currently in force.
- To deputise for the Director of Faculty as appropriate.

PERSON SPECIFICATION

E Essential D Desirable A Assessed by application I Assessed by interview process				
Qualifications & requirements	E	D	A	I
Achieved a qualification in English/literacy and mathematics/numeracy to at least Level 2 of the National Qualifications Framework	●		●	
Achieved HLTA qualification		●	●	
Degree level qualification or equivalent	●		●	
Training in relevant learning strategies	●		●	
Specialist skills/training in supporting students with SEND		●	●	●
Experience	E	D	A	I
Experience of working with relevant age groups within a learning environment		●	●	●
Experience of working in a school/educational environment		●	●	●
Knowledge and skills	E	D	A	I
Demonstrate sufficient understanding of defined specialist area to support students' learning and an ability to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.	●			●
Demonstrate familiarity with the school curriculum, the age related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.	●		●	●
Able to understand and recognise desired outcomes of lesson plans.	●		●	●
Understand the key factors that can affect student learning.	●		●	●
Aware of the statutory frameworks relevant to the role.	●		●	●
Understand the legal definition of Special Educational Needs (SEND) and are familiar with the guidance about meeting SEN given in the SEND Code of Practice.		●		●
Understand a range of strategies to establish purposeful learning environment and to promote good behaviour.		●	●	●
Monitoring & Assessment	E	D	A	I
Awareness and understanding of student assessment activities		●		●
Teaching & Learning activities	E	D	A	I
Able to interest, motivate and advance learning of students using clearly structured teaching and learning activities	●		●	●
Able to communicate effectively and sensitively with students to support their learning	●		●	●
Appreciate the importance of inclusion and understand methodologies employed in promotion inclusion for a diverse range of learning activities	●		●	●

E Essential D Desirable A Assessed by application I Assessed by interview process				
Understand the use of behaviour management strategies and procedures, which contribute to a purposeful learning environment	●		●	●
Understand and be able to use ICT for the advancement of students' learning, using common ICT tools and their own and students' benefit	●		●	●
Personal qualities	E	D	A	I
Understand and respect social, cultural, linguistic, religious and ethnic backgrounds	●			●
Able to build and maintain successful relationships with students, treating them equitably with respect and consideration	●			●
Demonstrate a commitment and ability to raise educational achievement to all students and to promote positive values, attitudes and behaviour	●			●
Understand the roles of parents and carers in students' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively	●			●
Demonstrate a willingness and ability to improve own practices and methodologies through the utilisation of available information tools, evaluation, observation and discussion with colleagues, mentors and line-managers		●		●
Special requirements	E	D	A	I
Sympathy with the aims of a Church school and support for the ethos and mission statement of Bishop Ramsey Church of England School	●		●	●

APPLICATION AND SELECTION PROCESS

OUR CANDIDATE CHARTER

We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly, and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.

In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

OUR COMMITMENT TO YOU

- **Transparency** We will treat you with respect, honesty and fairness.
- **Protecting your privacy** We will ensure your information is secure and handled sensitively.
- **Understanding** You will be given everything you need to make informed decisions.
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential.
- **Feedback** We will provide constructive feedback professionally and promptly.
- **Listening** We welcome feedback and we will act on what you have to share.
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse and inclusive workforce.



Veritas Educational Trust and Bishop Ramsey CE School are signatories of the London Diocesan Board for Schools' Anti-Racism Charter. Click [HERE](#) for more information about our approach to Equity, Diversity & Inclusion.

SAFER RECRUITMENT IN EDUCATION

Veritas Educational Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

WHAT WE WILL PROVIDE

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Veritas Educational Trust application form.

All applicants will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants will be required to account for any gaps or discrepancies in employment history.

REFERENCES

All formal offers of employment for support staff are subject to appropriate DBS checks, a medical health check and receipt of satisfactory references which are taken up at the formal offer stage. Referees will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

- If the referee has any reservations, the Trust/school will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

INTERVIEWS

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

PRE-EMPLOYMENT CHECKS

An enhanced DBS check is required for all successful applicants and this should be completed prior to the start of employment with us. This will include checks against barred lists and teacher prohibition lists. Appointees who have spent more than three months outside of the UK since age 18 will additionally be asked to apply for an overseas criminal records check, about which our HR Team will provide advice.

KEEPING CHILDREN SAFE IN EDUCATION (KCSIE)

Keeping Children Safe in Education (KCSIE) asks schools to carry out online searches on shortlisted candidates as part of the process of assessing suitability. If shortlisted, the following information will be asked for: Social media platforms on which you have accounts, account names/handles, websites you are featured in or named on, any other publicly available online information about you of which the school should be made aware of.

For more information on our approach to safeguarding, click [HERE](#).



VERITAS EDUCATIONAL TRUST IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE

HOW TO APPLY FOR THIS POSITION



INFORMATION FOR APPLICANTS

CLOSING DATE

The closing date for applications is **10am Monday 9th February** with interviews likely to take place in the seven days immediately following.

APPLICATION FORM

An **Application Form** for the post can be downloaded from the **Work with Us** section of our website. It must be completed in full and applicants should directly address the skills and experience outlined in the person specification. An **Equal Opportunities Monitoring Form** must also be completed and this can be found in the same place. Both should be submitted as detailed in the candidate pack.

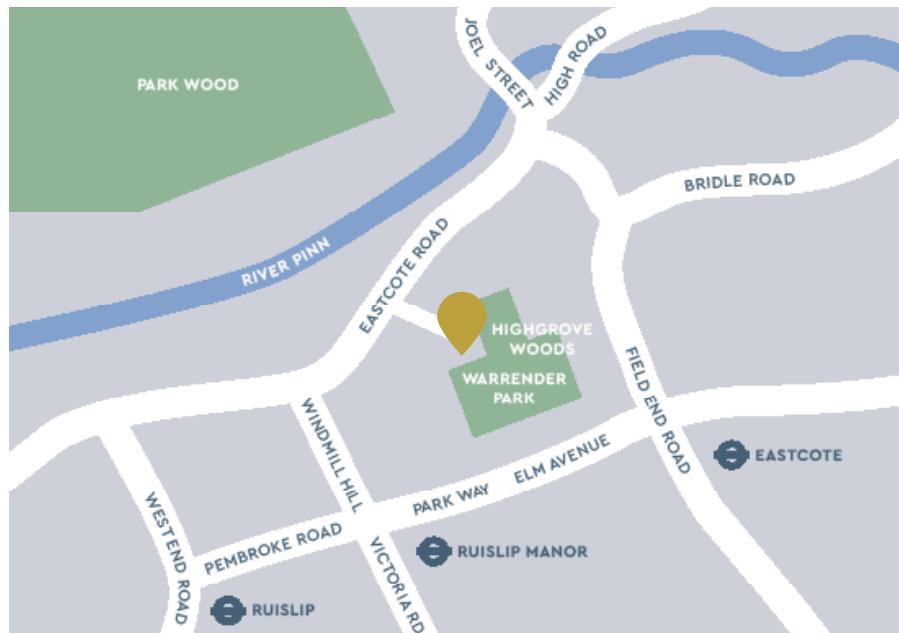
Once completed, both forms should be emailed to recruitment@bishopramsey.school

MORE INFORMATION

For more information about this position, or to have a confidential discussion about the role, please contact Joe Kennedy, Head of HR, on [01895 671082](tel:01895671082) or email jkennedy@bishopramsey.school

We look forward to hearing from you.

BISHOP RAMSEY SCHOOL



Bishop Ramsey School

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Veritas Educational Trust

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