

**NORTHLANDS WOOD PRIMARY ACADEMY
INCLUSION MANAGER
CANDIDATE INFORMATION**



**Inclusion Manager - Required from September 2018
Leadership scale (£39,374 - £38,250 fte) • 0.7 • Permanent**

3rd May 2018

Dear Candidate

Thank you for your interest in the role of Inclusion Manager at Northlands Wood Primary Academy. I hope that after reading the attached you will not only be excited by the position but also the opportunities that working for Sussex Learning Trust and our Academy can offer you.

We are looking for an effective and energetic Inclusion Manager who can join our team in September 2018, to lead, develop and support the current effective SEN provision. There is no anticipated teaching commitment associated with the role. The role will be part-time and for the equivalent of approximately 0.7.

If you are keen to join our dedicated team, daily creating exciting opportunities within which our children thrive and achieve, we would love to hear from you. We are committed to growing leaders and fostering positivity across the whole School community.

If you are enthusiastic and have a passion for making teaching, learning, progress and attainment outstanding for every child and you would like to be considered for this post, please download an application pack, see below (also available on our website <http://www.northlandswood.co.uk/>) Please email your completed application form to office@northlandswood.co.uk We strongly recommend that you come and visit us and spend some time looking at our website to find out more about us. If you have any questions, and to arrange a visit, please contact our School Office on 01444 455653.

On behalf of our children, parents, staff and Governing Body, thank you for your interest in applying for a job at our school. Please call us if you have any questions. We very much look forward to considering your application and welcoming you to our school.

Sussex Learning Trust are an equal opportunities employer and are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced DBS check along with all other relevant employment checks. Sussex Learning Trust is committed to promoting equality of opportunity and diversity.

Closing date: 10am, Tuesday 15th May 2018

Interviews: Tuesday 22nd May 2018

Yours sincerely

Mark Sears

Mark Sears
Headteacher
Northlands Wood Primary Academy

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Job Description

Post title: Inclusion Manager
Responsible to: Headteacher
Responsible for: SEN support assistant and Learning Mentors
Purpose of the job: The SENCO is required to carry out the duties of a schoolteacher as set out in the School Teachers' Pay & Conditions Document and the Teachers' Standards.

Overall responsibility

- To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for all pupils including those with Special Educational Needs

Key Accountabilities

Strategic direction and development of SEN provision and that of vulnerable pupils in the school – with the support of and working in collaboration with the leadership team to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEN pupils
- Model effective teaching, and coaching and training colleagues
- Devise and promote plans to ensure the needs of pupils with SEN are met and that they are reflected in the school improvement plan
- Regularly monitor progress against targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Ensuring we meet the needs of our vulnerable children and their families
- Analyse and interpret relevant school, local and national information relating to pupils with SEN and advise the Headteacher on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEN
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately
- Being aware and open to innovative ways of working within the Academy Trust.

Teaching and learning to:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEN.
- Collect and interpret specialist assessment data on SEN to inform practice
- Work with pupils, class teacher and key stage leaders to ensure realistic and challenging expectations of pupils with SEN
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEN

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Leading and managing colleagues to:

- Achieve constructive working relationships and establish opportunities for the SENCO, support assistants and other teachers to review the needs, progress and targets of pupils with SEN
- Provide regular information to Senior Leadership Team (SLT) and governors on the effectiveness of SEN provision and outcomes
- Advise and contribute to all aspects of SEN training to ensure the professional development of staff

Working alongside parents, the community and extended schools to:

- Play a full part in the life of the school community
- Work with parents and families who have a child with SEN offering support and guidance
- Encourage parents to participate in the life of the school in a variety of ways
- Ensure extended schools provision continues to be effective and meets ever changing needs

Managing own performance and development:

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Deploying resources to:

- Promote and support the achievements of SEN children and ensure they are used efficiently, effectively and safely
- Oversee and monitor appropriate budget allocations in liaison with the Headteacher

Additional responsibilities and general requirements to:

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues
- Lead, and where appropriate delegate, the performance management of support staff

The meeting of the above professional duties is to include the following key tasks:

- To ensure all aspects of paperwork including records and policies, are up-to-date and actioned, as appropriate
- Be an integral part of half-termly pupil progress meetings so that class teachers can monitor the effectiveness of pupil's targets
- Developing, with others, strategies and methods for teaching SEN pupils in order to enable them to access the curriculum
- Updating the provision mapping based on the outcome of pupil progress meetings and ensuring that teaching assistants are deployed to have maximum impact
- Collecting data in order to be able to monitor the impact of interventions throughout the academy

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- Promoting and supporting the professional development of all staff within the context of SEN, in accordance with the academy policy for CPD
- Undertaking appropriate training in order to develop professional effectiveness as a co-ordinator
- Establishing and maintaining appropriate SEN resources within budget restraints.

This job description may be amended at any time after discussion with you, but in any case will be reviewed each academic year.

Signed Date..... Teacher

Signed Date..... Headteacher

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Person Specification

	Essential	Desirable
Qualifications	Qualified Teacher status National Award for SEN or willing to work towards it	Evidence of continuous INSET with particular reference to Special Educational Needs (SEN)
Experience	<p>The SENCO should have experience of:</p> <ul style="list-style-type: none"> • Teaching and/or a good understanding of EYFS, KS1 and KS2 • Qualified teacher with at least three years' experience in the primary sector • Leading SEN provision and line managing staff to deliver SEN interventions • Evidence of continuing professional development • Evidence of work with colleagues in primary schools • Experience of leading a team of teachers on the curriculum initiative • Experience of training other teachers • Experience of working alongside other teachers in the development of learning • Experience of setting targets and monitoring, evaluating and recording progress • Successful experience of monitoring, evaluating and improving the quality of teaching and learning • Experience of raising attainment for all pupils in challenging classroom environments 	<p>In addition, the SENCO might have experience of teaching the whole primary age range dealing with a range of SEN</p> <p>Experience of budget management</p> <p>Experience of safeguarding and Child Protection practices and procedures</p>

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Knowledge and Understanding	<p>The SENCO should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Strategies for meeting SEN in a mixed ability class situation • The new SEN Code of Practice (2014) and its practical application • A good understanding of the new SEN developments as identified in the green paper • The Education, Health, Care needs assessment process and the evidence needed • Behaviour management techniques for groups and individuals • Familiarity with the concepts of Gifted and Talented • Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills • Good understanding of factors promoting effective transfer of learners from one phase of education to the next • Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress • The roles and responsibilities of educational psychologists and of learning and behaviour advisory services • Understanding of the role of assessment in children's learning 	<p>In addition the SENCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Using comparative information about attainment • The funding support mechanism for SEN • Pastoral support plans • An understanding of the broader secondary and primary context and Government initiatives to raise achievement • Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress • Knowledge and understanding to support EAL children
Skills	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> • Empathise with the difficulties of SEN pupils in accessing the curriculum • Organise and sustain systematic support from a variety of providers for a range of SEN • Manage the co-ordination of SEN teaching assistants in support of SEN pupils • Advise and motivate teaching staff with SEN initiatives • Present clearly a wide range of specialised information to both educationalists and non- educationalists • Make consistent judgements based on careful analysis of available evidence <p>The SENCO will have the following skills:</p> <ul style="list-style-type: none"> • Excellent classroom practitioner • Good communication skills, both written and oral • Good presentation skills with the ability to enthuse and motivate others • Good organisational skills 	<p>Confident in the use of information and communication technology. Good influencing and negotiating skills.</p>
Personal Characteristics	<ul style="list-style-type: none"> • Willingness to share expertise, skills and knowledge • Sensitivity to the aspirations, needs and self- esteem of others • Commitment to team working 	<p>Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight</p>

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	<ul style="list-style-type: none">• Willingness to address challenging issues with clarity of purpose and diplomacy	stays and occasional work in the evenings, at weekends or in school holidays.
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Candidates should ensure that they address all of the above criteria in their application form, referring, where appropriate to actual experience. In addition the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children
- Ability to form and maintain appropriate relationships and personal boundaries with children
- Behaviour management strategies which respect children's needs

Disclosure

Sussex Learning Trust academies require all employees to undertake an enhanced DBS check. You are required before appointment to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances be extended by up to 10 weeks). The probation period is a trial period to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.