



# Applicant information Pack

CRANBROOK C OF E PRIMARY SCHOOL



## JOB DESCRIPTION

### **Job Title: Inclusion Manager**

**Job description:** Leading specific and additional teaching and learning throughout the school – SENCO, Inclusion, G&T, Pupil Premium, Social and Emotional Aspects of Learning

**Salary:** MPS + SEN TLR

**Hours:** 21.5 hours per week, 39 week contract. Three days per week in school, 8.30am-3.30pm (with Fridays desirable as one of these days). 2 additional hours paid each week for paperwork time, which can be taken at school or from home.

**Job purpose:** Lead and develop teaching and learning ensuring equal access for all groups of pupils

- To be responsible for the education and pastoral needs of pupils in accordance with the contractual obligations of the current 'School Teachers' Pay and Conditions Document'
- Assume an active role on the Leadership Team.
- Lead, develop and manage inclusive practice throughout the school.
- Champion Pupil Premium development, working to improve outcomes and narrow the gap between Pupil Premium pupils and their peers.

### **General Duties**

- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers and SENCOs.
- Manage and evaluate the outcomes of intervention programmes and support for children with Special Educational Needs.
- To lead in the promotion of a professional, caring and supportive atmosphere with the school.
- Take responsibility for leadership of Inclusion: SEN, GRT, G&T, PP and Social and Emotional Aspects of Learning.

### **Strategic Development**

To contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices.

- Plan and assess pupils' learning using knowledge of school policies, schemes of work and the National Curriculum requirements.
- To play a role in ensuring that school policies and practices are adhered to throughout the school.
- In partnership with the leadership team, monitor and evaluate the quality of teaching and learning throughout the Key Stages.
- Help others to evaluate the impact of their teaching on pupil progress.
- Ensure continuity and progression throughout the school through the analysis of pupil performance data, the assessment of progress and support for teachers with target setting.
- Work with other teaching and learning leaders in school to ensure coherence and consistency in curriculum progression.
- Ensure that the Headteacher, senior leadership team and governors are informed about policies, plans, priorities and targets for the school and that these are included in the school development plan.
- With the senior leadership team, monitor and evaluate the progress made, with priorities and supporting action plans, in the school development plan.



- In partnership with the senior leadership team, support the implementation of the Primary National Strategy in order to foster a creative, rich and exciting curriculum.

### **Teaching and Learning**

- To secure and sustain effective teaching for individuals, groups and classes.
- To be an outstanding practitioner who knows and understands how pupils learn.
- To be an exemplar of high quality teaching and learning so that others are inspired and motivated.
- To offer support and guidance to assist collaborative planning linked with a programme of monitoring and evaluation.

### **Leading and Managing Staff**

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

- Take on the role of line manager for support staff (TAs and LSAs)
- Organise deployment of support staff and interventions in order to ensure maximum impact and progress.
- Monitor the INSET needs of colleagues and in collaboration with the senior leadership team, ensure that they are met.
- Oversee training and development needs of staff, including organising, budgeting and booking courses where required.
- Organise and lead school based INSET as appropriate.
- Assume one of the 'deputy designated safeguarding lead' roles within the school, attending training, managing child protection concerns and following procedures.
- Act as team leader for performance management in line with policy and procedure.

### **Deployment of staff and resources**

- To develop, monitor and control resources within the teaching area.
- Establish resource needs for the school and advise the Headteacher and senior leadership team of priorities for expenditure and allocate resources effectively – in terms of Inclusion.
- Deploy support staff effectively and take a line management role with all academic support staff.



## PERSON SPECIFICATION

### **Essential Criteria**

- Formal Teaching Qualification recognised by the DfE.
- Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.
- Have gained, working towards or commitment to gaining the National qualification for SENCOs or other appropriate experience/qualifications.
- Proven track record as a successful teaching practitioner within a whole class setting.
- Experience of successful leadership and management within a school or other educational setting.
- Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.
- Knowledge of relevant legislation - in particular of the SEN Code of Practice/2014 Code of Practice 0-25, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without.
- Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.
- Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Children's Services.
- Ability to work under pressure and to deadlines.
- Ability to use data effectively in setting targets.
- Experience of inter-agency work.
- Excellent written and oral communication skills.
- Excellent presentation and inter-personal skills.
- The ability to work in a way that promotes the safety and wellbeing of children and young people.

### **Desirable Criteria**

- Experience as a mentor, coach or performance management team leader.
- Experience in working with pupil premium children and children with EAL and SEN.
- Training in child protection and a knowledge of school safeguarding procedures.
- Experience in more than one primary school.

### **Personal Qualities**

- To have high expectations
- Ability to relate well to children and adults.
- Ability to lead, motivate and influence others.
- To have excellent time management skills.
- To have a sense of humour.
- To show commitment to sustain excellent attendance at work.



## SAFEGUARDING STATEMENT

Cranbrook C of E Primary School is committed to ensuring the welfare and safety of all our children. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the/our safeguarding processes to avert and alleviate any such problems.

Safeguarding is about ensuring that everyone is safe from harm – safe from bullying, safe from people who could abuse, safe from discrimination or harassment.

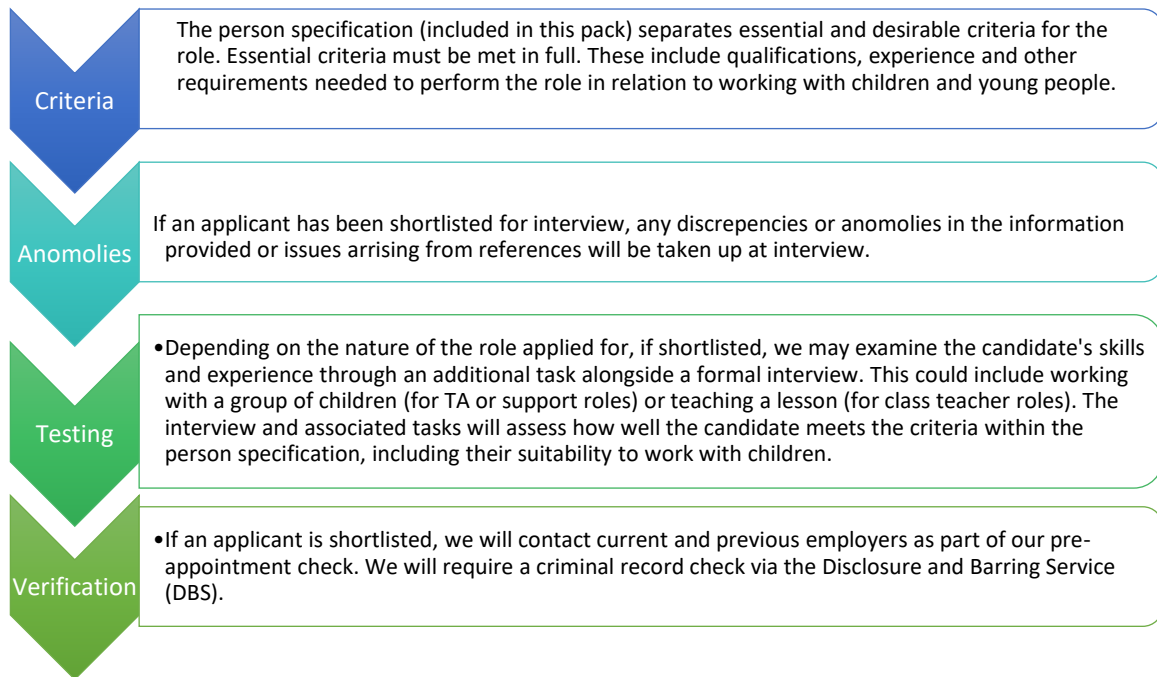
This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Safeguarding (Child Protection) Policy and procedures in place. Our safeguarding policy can be found on our website.

If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to one of the Designated Child Protection Officer (DCOP) in confidence, who will refer the matter to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher) who will consider what action to take.

We actively support the Government's Prevent Agenda to counter radicalism and extremism.

## SELECTION PROCESS

As a school we are committed to safeguarding children and ensuring we recruit suitable staff to work in our school. Please see below for an outline of how we select and appoint staff to work in our school.



If you would like to apply for this role, please do so via the online application form at Kent Teach.

Please call the school office on 01580 713249 if you have any queries about this role.



REFERENCE PRO FORMA

Please note, references will be taken up prior to interview, if a candidate is shortlisted for the role. One referee should be from a candidate’s current or most recent employer. Please see below for our reference pro-forma. References will only be accepted from employers using this template.

**STRICTLY CONFIDENTIAL: REFERENCE REQUEST FORM**

**1. APPLICANT’S NAME AND POSITION APPLIED FOR**

<b>Applicant Name:</b>	
<b>Post applied for:</b>	

**2. APPLICANT DETAILS & POSITION WITH YOUR ORGANISATION**

a) In what capacity did you employ the applicant?		
b) Dates of the applicant’s employment with you:	From	To
(MONTH/YEAR)		
c) How long have you known the applicant?		
d) In what capacity do you know the applicant?		
e) Main duties and responsibilities of applicant’s role with your organisation:		
f) How would you assess the applicant’s performance in their work with your organisation?		
<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Requires improvement <input type="checkbox"/> Very poor		
Comment:		
g) Please provide details of any areas needing improvement and any action taken or support provided:		
h) Why did/does the applicant leave/wish to leave your organisation?		

**3. ABSENCE [NOT SICKNESS-RELATED: E.G. FOR PERSONAL MATTERS OR UNATTRIBUTED REASONS]**

*[The Equality Act 2010 prohibits prospective employers from asking about a candidate’s health, sickness record or health-related matters prior to making an offer of employment]*

Please give details of absences unrelated to sickness in the applicant’s most recent two years of employment with you:

a) How many <u>days</u> of absence from work did they take in total?
DAYS / DETAILS
b) How many <u>episodes</u> of absence did they have?
PERIODS / DETAILS



#### 4. SALARY & SERVICE

Most recent salary scale		Additional payments type	
Most recent scale point		Additional payments value	
Most recent gross annual salary		Length of continuous service	

#### 5. SUITABILITY FOR THE POST APPLIED FOR [PLEASE REFER TO ATTACHED JOB DESCRIPTION IF SUPPLIED]

Do you believe the applicant has the ability and is suitable to undertake the position applied for?  Yes  No

Would you re-employ the applicant? (If No, please give reason briefly)  Yes  No

#### 6. SAFEGUARDING, TRUST, CAPABILITY & DISCIPLINE [YOU HAVE A LEGAL DUTY TO ENSURE THAT ALL INFORMATION YOU PROVIDE IS COMPLETE & ACCURATE]

a) Has the applicant ever been the subject of any child protection, safeguarding or welfare allegations, concerns or investigations? If Yes please give full details including outcomes, even if concerns were fully resolved.  Yes  No

b) Do you know of, or have reasonable grounds to suspect, any reason why the applicant may not be suitable to work with children? If Yes, please provide details.  Yes  No

c) Did the applicant hold any position of special trust or responsibility? If Yes, please give details.  Yes  No

d) Has the applicant ever been the subject of any disciplinary or capability actions (including any which are "expired") or are they subject to any investigation or disciplinary process that is still current? If Yes please give details.  Yes  No

#### 7. PERSONAL EVALUATION

	OUTSTANDING	GOOD	ADEQUATE	INADEQUATE	VERY POOR
Plans, structures and prioritises own work					
Learns from situations and past experience					
Able to work on own initiative					
Attention to detail					
Works hard to achieve objectives and goals					
Resilience under pressure					
Interaction and relationships with children					
Interaction and working relationships with other adults					
Ability to work as a member of a team					
Actively seeks solutions to problems independently					
Refers problems upwards when appropriate					
Seeks ideas for improvement					
Focuses on benefits to both self and others					
Professional and personal values, integrity & honesty					
Punctuality and commitment					





<b>8. TEACHING POSTS ONLY</b>	<b>OUTSTANDING</b>	<b>GOOD</b>	<b>ADEQUATE</b>	<b>INADEQUATE</b>	<b>VERY POOR</b>
Teaching ability (with reference to Teachers' Standards)					
Lesson planning & preparation					
Classroom & behaviour management					
Initiative and leadership					
Interest & willingness to undertake extra-curricular activities					
Subject leadership					

**9. ADDITIONAL COMMENTS**

**10. DETAILS OF THE PERSON COMPLETING THE FORM**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Organisation: \_\_\_\_\_ Tel No: \_\_\_\_\_

Signed: \_\_\_\_\_ Email: \_\_\_\_\_

Date: \_\_\_\_\_

***Please return with organisational stamp/ headed paper. Use clearly marked continuation sheets if necessary.***

***Thank you very much for your prompt help and cooperation.***