



## **Assistant Principal with Responsibility for Whole School Inclusion**

*(This role has a teaching commitment of up to 2 days per week)*

### *Application Information*

**Permanent - Full Time**

**L3-L7**

*To start: 1<sup>st</sup> January 2020 (or earlier)*

We seek to appoint an outstanding and inspirational **Senior Leader** to join our successful and inclusive one form entry school with Designated Specialist Provision -10 mainstream classes and 3 classes within the DSP. We pride ourselves on our high expectations, commitment to ensuring pupil progress and high quality teaching and learning provision for all. You will share these values be able to enthuse and motivate our children with your passion and creative teaching, presence and personality. You will be ambitious and will embrace being part of moving our Academy to outstanding.

**This is an exciting opportunity for an ambitious leader, whose passion is SEND and inclusion. You will be the driving force in shaping the future of our unique school and be at the forefront of providing innovative and inclusive educational opportunities for all.**

Yew Tree Primary Academy has a clear vision of 'Excellence for All', with a continued commitment to making a difference for all of our children, with superb care, nurture and support as the foundation stones of our inclusive approach. With an unwavering child-centred ethos, we put our children at the heart of every decision we make. On the 1<sup>st</sup> September 2018 Yew Tree Primary Academy joined the Wade Deacon Trust with a joint commitment to excellence.

We can offer you fantastic, eager children and supportive parents. Our dynamic and friendly staff are passionate about raising standards and aspirations for all children. Our school is well resourced and has a supportive and reflective Senior Leadership Team, Governing Body and Multi Academy Trust. We have a whole school commitment to professional development, as we believe that development of staff is a key aspect in raising standards for our pupils. As a member of the Wade Deacon Trust, we can offer you numerous exciting opportunities to further develop your career.

You will have to meet the requirements of our Person Specification and be subject to an enhanced DBS (CRB) check.



Closing Date: **12noon - Friday 13<sup>th</sup> September 2019**

Shortlisting: **Friday 13<sup>th</sup> September 2019**

Observations: **Wednesday 18<sup>th</sup> September 2019**

Interviews: **Tuesday 24<sup>th</sup> September 2019**

## **Job Description**

### **Line Management:**

The post holder will be accountable to the Principal for all initiatives related to this post.

### **Job Purpose:**

To be responsible and accountable for all aspects of the progress, attainment, care, guidance and support of an identified group of pupils, and the quality of learning and teaching in the classroom.

To determine the strategic development of special educational needs (SEN) policy and provision in the school, be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability, and provide professional guidance to colleagues, working closely with staff, parents and other agencies.

### **Job Accountabilities:**

#### **The class teacher is responsible for:**

- the learning and teaching of every individual pupil in his/her care
- working collaboratively with colleagues to improve the quality of lesson planning and resources and making direct contributions to the school Self-Evaluation as part of his/her professional development and the Professional Standards for Teachers
- the thorough preparation and planning of all lessons in line with a whole school framework designed to promote pupil learning
- making effective use of ICT to provide interactive learning opportunities for pupils
- using the whole school Assessment for Learning framework to monitor the progress of individual pupils and personalise the learning; this includes planning and delivering objective led lessons with clear, differentiated outcomes; using the whole school marking policy
- using pupil progress and attainment data available to monitor and evaluate the progress and attainment of all pupil groups e.g. pupils in receipt of disadvantaged funds; ethnic minorities; SEND; girls; boys; high attainers
- ensuring that all Classroom/Teaching Assistants receive clear direction re: classroom intervention and that all planning and preparation is shared in advance of the lesson
- adopting the whole school behaviour for learning policy to enable all pupils and staff to work productively
- providing opportunities for pupils to work in a variety of learning styles



- following all agreed recording and reporting arrangements to parents according to school policies, calendar dates and deadlines
- maintaining an orderly, graffiti and litter free classroom and providing a safe, secure learning environment which inspires pupils to want to learn
- participating in arrangements for the appraisal of his/her performance and that of other teachers, where appropriate
- participating in arrangements for further training and professional development as a teacher, including undertaking training and professional development that aims to meet needs identified in appraisal objectives or in appraisal statements
- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements
- Communicating and co-operating with specialists from outside agencies; when required
- Report to parents on the development, progress and attainment of pupils
- Implement agreed school policies and guidelines

**In addition to their normal classroom duties the specific expectations of the Assistant Principal will:**

- **Class based teacher-** demonstrate a working understanding and knowledge of curriculum requirements in all phases of primary education, planning and preparing lessons, teaching pupils assigned to you, assessing, recording and reporting on the development, progress and attainment of pupils, communicating and consulting with colleagues, parents and relevant outside agencies. Maintain personal expertise and share this with other staff, acting as a role model of high quality provision.
- To work with other senior leaders to support, challenge and develop middle leaders in ensuring teaching, learning and assessment is of the highest standard across all phases and in key priority areas
- **Senior Leadership team-** being a member of the leadership team, attending leadership meetings with the Principal and other senior colleagues, continuing to develop personal leadership experience through CPD, supporting the school self evaluation and improvement programme.
- **Ethos of the school-** establish a high standard of expectation, highlighting and sharing effective practice of colleagues and pupils, reinforcing the positive approach to behaviour and supporting colleagues when required.
- **Communication-** ensure open lines of communication, liaising with the Principal and relaying information to all stakeholders.



- **Performance Management-** Fulfil the role of Manager within the performance management process for allocated staff members and support the professional development of other senior and middle leaders.
- **SENCO** - Be an outstanding classroom practitioner with an excellent understanding of how children learn and of Special Educational Needs and Disabilities.
- Have a sound knowledge of the SEN Code of Practice and The Single Equality Duty and their impact on school practice.
- Ensure a diagnosis is sought for children displaying special needs via early intervention and appropriate multi agency referrals.
- Develop effective relationships with multi agency practitioners to ensure specialist support is put into place when required.
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.
- **INCLUSION** - Be committed to ensuring an inclusive ethos is evident throughout the school.
- Work closely with families in a considerate and supportive manner.
- Be the Strategic Lead Behaviour Professional, demonstrating high expectations for pupils' behaviour and conduct.
- Lead all staff to have high expectations of children with differing needs.
- Be creative and constantly looking for new ways to engage and inspire all children.
- Motivate, inspire, lead and support colleagues, holding to account when appropriate.
- Work with Children Looked After, being the Lead Professional.
- Working strategically as part of a team, working collaboratively with the Senior Leadership Team, colleagues, parents, governors and the Wade Deacon Trust



# Wade Deacon Trust

Chief Executive Officer: Mr Gary Kelly BEd (Hons)

Innovation Enterprise Centre, Birchfield Road,  
Widnes, WA8 7TD

[www.wadedeacontrust.com](http://www.wadedeacontrust.com)

Company No: 08278808

- Maintain good knowledge of data sources to plan interventions and 'narrow the gap' for children of all abilities, vulnerable groups, including children in receipt of Pupil Premium funding and more able.
- Deputise in the Principal's absence
- Additionally, any other duty deemed by the Principal to be appropriate to this post



## Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
<b>A. Education and training</b>	<ul style="list-style-type: none"> <li>Graduate with Qualified Teacher Status</li> <li>Experience of successful teaching as evidenced by adding value to student achievements</li> </ul>	<ul style="list-style-type: none"> <li>National Award for SENCo Qualification</li> <li>Other SEND Qualifications/Training i.e. Dyslexia Training, CAF, Sensory, Mental Health, Attachment and Trauma</li> <li>Evidence of appropriate professional development</li> <li>Knowledge of teaching across the whole primary age range</li> </ul>
<b>B. Skills and abilities</b>	<ul style="list-style-type: none"> <li>Demonstrate excellent classroom practice</li> <li>Ability to relate to and motivate pupils</li> <li>Have commitment to raising standards and achievement of all pupils</li> <li>Possess excellent behaviour management strategies</li> <li>Ability to create a happy, challenging and effective learning environment</li> <li>Commitment to promote the school's aims positively and use effective strategies to monitor motivation and morale</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>C. Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>Have a thorough working knowledge of the curriculum across all phases</li> <li>A secure knowledge of all aspects of safeguarding as it relates to school</li> <li>Have a thorough working knowledge of Government legislation, all aspects related to the Code of Practice for SEND, Inclusion and The Single Equality Duty and strategies for effective inclusion, intervention and screening</li> <li>Knowledge and understanding of vulnerable groups including Pupil Premium, CLA and Gifted and Talented</li> <li>Implementing policies and procedures in respect of SEND and Inclusion</li> <li>Monitoring the quality standards of learning and achievement for pupils with additional needs</li> <li>Effective record keeping and dissemination and sharing of information, following GDPR guidance</li> </ul>	<ul style="list-style-type: none"> <li>knowledge and understanding of PIVATS, B-Squared</li> <li>Experience of working in different settings</li> </ul>
<b>D. Personal qualities</b>	<ul style="list-style-type: none"> <li>Demonstrate effectiveness of:</li> <li>Verbal and written communication</li> <li>Interpersonal skills</li> <li>Use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effectiveness of:</li> <li>Time management</li> <li>Team working</li> </ul>



	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Integrity</li> <li>• Confidentiality</li> <li>• Self motivated and proactive</li> </ul>	
<b>E. Leadership &amp; Management experience</b>	<ul style="list-style-type: none"> <li>• Leadership experience</li> <li>• Experience of School Improvement Planning</li> <li>• A working knowledge of whole school data systems &amp; national expectations</li> <li>• Proven record of innovation and leading change successfully</li> <li>• Leading a team and holding people to account</li> <li>• Knowledge of highly effective pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of additional CPD to support leadership development – NPQML, Leading from the Middle, Leadership Pathways</li> <li>• Leadership of a Core Subject</li> <li>• Coaching of others</li> <li>• Leadership of a key SLT area</li> <li>• Experience of Ofsted inspection</li> </ul>

**Once in post, the Assistant Principal will:**

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;

**In addition, the post holder should have the ability to:**

- vocalise the school's vision and aspirations
- be flexible to adapt to change
- have excellent attendance
- be a role model and act as an ambassador for Yew Tree Primary Academy and Wade Deacon Trust in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times.

Yew Tree Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced DBS disclosure, satisfactory medical clearance and evidence of eligibility to work in the UK.



## About the School

Yew Tree Primary Academy is a one form entry school with 252 pupils on roll, including Nursery and Designated Specialist Provision. In the most recent Ofsted report (December 2013), the school was judged to be a 'Good' school. On the 1st September 2019, Yew Tree Primary Academy joined the Wade Deacon Multi-Academy Trust. During the academic year 2018/19 the schools was judged as one of Knowsley's **'Most Improved Performers'** at the end of Key Stage 2 with writing and mathematics outcomes increasing by 40%.

For the second year running, the school has been **awarded flagship status for inclusion** through the Inclusion Quality Mark. The most recent report stated that:

***'In terms of inclusion, Yew Tree Primary Academy is an outstanding school in every sense, with superb care, nurture and support as the foundation stones of its inclusive approach and are at the heart of everything that happens on a daily basis at the school'***

The school is conveniently located within 10 minutes of the M62, and 10 minutes' walk from Halewood train station.

To arrange a visit around the school, please contact Mrs Cathy Graham, School Administrator on 0151 477 8950.

Further information is available on the school and trust websites:

[www.yewtreeknowsley.co.uk](http://www.yewtreeknowsley.co.uk)

[www.wadedeacontrust.co.uk](http://www.wadedeacontrust.co.uk)



## How to Apply

### Application Forms

Any interested candidate should apply by completing the following;

1. Application Form
2. Supplementary Information Form
3. Letter of Application
  - Your letter should be addressed to the Principal, Mrs Rebecca O'Hanlon
  - It must be a maximum two sides of A4, using font size 12
  - It should address the following points:
    - a. why you are interested in this post and how you have prepared yourself so far
    - b. what contributions you feel you can make to pupils' development within our school
    - c. any particular areas of strength and expertise you feel you may have

Please ensure you send us all three elements of your application as outlined above. We will be unable to process applications with missing elements. Blank forms can be downloaded from the Recruitment page on the Trust website; <https://wadedeacontrust.com>

If you have any difficulty downloading the application form, please contact the Trust HR team at [trust@wadedeacon.co.uk](mailto:trust@wadedeacon.co.uk) or by telephone on 0151 423 8877 to request a hard copy by post.

### References

On the application form you are asked to nominate two referees, one of whom must be your present employer. Close relatives are not accepted as referees, and two referees from the same school or organisation will not be accepted.

The process of calling for references is an important element of Safer Recruitment and therefore applications with nominated referees that do not meet the above rules will be rejected. Please take care to make sure your referees will be acceptable.

### Application Deadline

Applications should arrive in school by Closing Date:

**12noon Friday 13<sup>th</sup> September 2019**



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## Submission

Please email your application to [yewtree@knowsley.gov.uk](mailto:yewtree@knowsley.gov.uk) with 'Assistant Principal - Inclusion' in the subject line.

If you are unable to email your application, you may post your application to the address below with the envelope clearly marked 'Assistant Principal - Inclusion.'

Yew Tree Primary Academy  
The Avenue,  
Wood Road,  
Halewood,  
Knowsley.  
L26 1UU

## Feedback

If you have not heard from us within three weeks of the above closing date, then please assume that on this occasion your application has been unsuccessful. As we receive a large number of applications for each post advertised, unfortunately we cannot provide feedback to individual candidates as to why they were not short-listed for interview.

*Vacancy Reference: 538011 190619*