



**Class Teacher /
Inclusion Lead
Application Pack
(Includes SEN
allowance)**



Contents

Letter from Catherine Paine, Chief Executive Designate	3
Letter from James Kenyon, Headteacher, Water Lane Academy	4
Our Cornerstones and Touchstones	4
The role	6
The application	6
The application process and timetable	7
Safeguarding, Safer Recruitment and Data Protection	8
Job Description	9
Person Specification	12

Letter from Catherine Paine, Chief Executive Designate

Dear Candidate

Thank you for your interest in this role within the REACh2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REACh2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Catherine Paine

Chief Executive Designate, REACh2 Academy Trust

Letter from James Kenyon, Headteacher, Water Lane Academy

Dear Candidate,

Thank you for your interest in our Class Teacher role - with responsibility for leading Inclusion at Water Lane Primary Academy.

Water Lane Primary Academy is a one-form entry primary academy with an excellent reputation in the local area. We are proud to be part of REAch2 Academy Trust – a successful and supportive trust with excellent networks, collaboration and career opportunities for all staff.

We are fortunate to have many caring, committed, supportive and hard-working staff. All visitors to the school comment on how much they enjoy their time with us, the warm welcome from the staff and the excellent behaviour of the children.

Following the resignation of our current post holder, we are now looking for an existing SENCO or a hardworking and thoughtful Class Teacher who is keen to take the next step in their career. The role includes an SEN allowance and regular release time to help further our work to be the best that we can be. The successful candidate will work alongside our senior leadership team and REAch2 colleagues. There will also be an opportunity to work with senior leaders in other REAch2 schools and become part of the network of SENCOs and Inclusion leads.

If you feel that you have the qualities we are looking for, we welcome your application for this exciting position.

If you would like to discuss the role further or visit our lovely school, please arrange a meeting with me.

Mr James Kenyon
Headteacher
REAch2 Academy Trust

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: www.reach2.org



The role

Post: Class Teacher / Inclusion Lead

School / Location: Water Lane Primary Academy, Broadley Road, Harlow, Essex CM19 5RD

Start Date: September 2022

Contract: Permanent

Salary: M1 – UPS3 + SEN Allowance

Working hours: Applications are welcome from candidates looking for full time or part time roles

About the role:

We are looking are for someone who:

- Is a qualified teacher with a passion for supporting children with additional needs.
- Has a National SENCo Award. **(The school will support the right candidate to achieve this if not in place already.)**
- Has the understanding, knowledge and experience to support the progress of pupils with a range of abilities, additional needs and talents.
- Has a dedication to removing barriers to progress, including social disadvantage.
- Actively promotes inclusion, diversity and equality.
- Will be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- Understands children's emotional and social well-being.
- Has the capacity to be an excellent and reflective leader.
- Can line-manage and deploy a team of Learning Support Assistants, evaluating provision and impact.
- Has the ability to lead and support new initiatives and a passion for the curriculum offer for all pupils.
- Will provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Fosters and demonstrates a love for learning.
- Has high expectations of children's learning and conduct.
- Prioritises the safeguarding of all children.
- Ability to act as the designated teacher for CLA effectively using the pupil premium plus funding.

We offer:

- An Ofsted GOOD school with strong, supportive leadership and a caring, enthusiastic and united staff team
- Becoming part of REAch2 – the largest primary only trust in the country.
- A welcoming school and a supportive team.
- Leadership time, training, and support to lead an area of the school.
- REAch2 offer excellent CPD and many exciting opportunities for ambitious teachers who are keen to grow and develop.
- An attractive environment to work in, including extensive and well-planned grounds.
- Enthusiastic, well-behaved pupils who are eager to learn.
- Hardworking, motivated, supportive colleagues and leadership team.
- Excellent professional development opportunities.

This is a fantastic opportunity for a passionate, committed and highly organised SENCo or aspiring SENCO to join our school this academic year enhance our SEND and safeguarding capacity and provision. We offer enthusiastic, well-behaved pupils who thrive on opportunities and experience and a very supportive team of teachers and support staff. If you are seeking a vibrant, forward-thinking, joyful school to dedicate yourself to, get in touch.

The application

You are invited to submit an application form to **James Kenyon, Headteacher** - via my email address: headteacher@waterlaneacademy.org

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact **James Kenyon – 01279 417410**

The application process and timetable

Application deadline:	Wednesday 25 th May 2022, midday.
School visits:	TBA with the Headteacher
Interviews:	Friday 27 th May 2022
Contract details:	Permanent
Salary:	M1 – UPS3 + SEN allowance
Start date:	September 2022

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Post title:	Leader of Inclusion
Grade:	MPR/UPR & SEN Allowance
Responsible to:	Headteacher
Responsible for:	SEND support assistants

Overall responsibility

- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching, to coach and train colleagues and to teach across the school
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate
- To work as a senior member of staff within the school's leadership team.

Key Accountabilities

- Strategic direction and development of SEND provision in the school.
- 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 SEND pupils
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangement
- Devise and promote plans to ensure the needs of pupils with SEND are met and that ^{IT}they are reflected in the school improvement plan
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Analyse and interpret relevant school, local and national information relating to pupils with SEND 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 SEND
- Develop partnerships with parents/carers to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately
- Comply with The SEND regulations 2014 list of key responsibilities for a SENCO

Teaching, learning and Inclusion - to:

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND, including targeted interventions and adjustments to quality first teaching (Wave 1, 2 and 3)
- Collect and interpret specialist assessment data on SEND to inform practice
- Work with pupils, class teacher and LSAs to ensure realistic and challenging expectations of pupils with SEND
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND

Leading and managing Staff – to:

- Achieve constructive working relationships and establish opportunities for the SENCO, LSAs and other teachers to review the needs, progress and targets of pupils with SEND
- Provide regular (minimum once a term) information to Senior Leadership Team (SLT) and governors on the effectiveness of SEND provision and outcomes
- Advise and contribute to all aspects of SEND training to ensure the professional development of staff
- Lead and manage the performance review for LSAs

Parents/carers, the community and extended schools – to:

- Play a full part in the life of the school community
- Work with parents/carers and families who have a child with SEND offering support and guidance
- Encourage parents/carers to participate in the life of the school in a variety of ways

Managing own performance and development - to:

- 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 timescale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Use of Resources – to:

- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely
- Oversee and monitor appropriate budget allocations in liaison with the Headteacher and School Business Manager

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, strongly opposing any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

Additional Information

REAch2 is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. This post is subject to an Enhanced DBS with a Children's Barred List Check and two satisfactory references.

The duties outlined in the Job Description may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment.

Professional Development

Develop in a professional capacity by:

- Evaluating your performance and show a commitment to improving your practice through professional development
- Participating in the Academy's appraisal system (not applicable to NQT)
- Acting upon advice and feedback and be open to coaching and mentoring

- Other duties and responsibilities
- To carry out any other such duties, which may be, required from time to time in order to meet the changing needs of the school
- Lead when appropriate
- Support the implementation of the School Improvement Plan
- Liaise with the Monitoring Governors as necessary
- Other duties to be agreed following discussion with the Leadership Team

Person Specification

Pay Scale/Grade:	Main/Upper Pay Scale + SEN Allowance
Reports to:	Headteacher
Liaison with:	Teaching Staff, Support Staff, Staff in other phases, Headteacher, Senior Leadership Team, Pupils, Parents/Carers

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your covering letter, application form and person specification form, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Leader of Inclusion

The following will be tested by the application form and interview process.

	Essential	Desirable
Qualifications	<p>Qualified Teacher status</p> <p>The National SENCo Award (commitment to achieve the qualification within 3 years, or have been a SENCO for a year or more prior to 2009)</p>	<p>Leadership and management experience</p> <p>Level 3 Designated Safeguarding Lead qualification.</p>
Knowledge & Experience	<p>Has the understanding, knowledge and experience to support the progress of pupils with a range of abilities, additional needs and talents.</p> <p>Experience in planning and delivering professional development and training for staff.</p> <p>Relevant experience of work with children and families, including parents and carers.</p> <p>Liaising with a wide range of professionals and agencies to support the safety, wellbeing and pastoral needs of pupils.</p>	<p>Experience of working with confidential and sensitive material and information in line with GDPR legislation.</p> <p>Knowledge of inter-agency provision local to the assigned schools / clusters which support schools, children and families including Warwickshire Local Authority.</p> <p>Have experience of appraising, developing and training others including those aspiring to be SENCO/specialise in SEND support.</p> <p>Detailed knowledge of current, relevant education legislation policy, practice, guidance and good practice including the SEND Code of Practice 2015 and Keeping Children Safe in Education 2021.</p> <p>Proven experience in establishing a highly effective Plan, Do and Review cycle that results in strong progress for SEND pupils.</p>

		An elevated level of current expertise in implementation of education, early years and/or childcare legislation, research, and best practice including the ability to use pupil outcome data and evidence from a variety of sources to inform planning/decisions.
Technical & Applied skills	<p>Ability to keep up to date with legislative, policy and practice guidance developments in SEND, inclusion and safeguarding.</p> <p>A methodical and efficient approach to tasks with the ability to work on own initiative with minimum supervision.</p> <p>Ability to identify key issues and present them clearly to all stakeholders.</p> <p>Ability to identify examples of poor practice and ensure that necessary change is implemented.</p> <p>Ability to communicate effectively, orally and in writing, with a wide range of stakeholders.</p> <p>Proficient word processing and IT skills.</p>	<p>Experience of preparing papers / reports for the Local Governing Body/Governance.</p> <p>Planning strategically and reviewing the impact of interventions, provisions and practice.</p> <p>Proficient in use of online safeguarding recording systems (CPOMS and / or My Concern)</p> <p>Proficient in use of online SEND recording systems (Provision Map)</p> <p>Experience of preparing, writing and leading the process of application/assessment of Educational and Health Care Plans.</p> <p>Ability to undertake training as appropriate and develop skills to support safeguarding and family liaison work.</p>
Personal attributes	<p>Has a dedication to removing barriers to progress, including social disadvantage.</p> <p>Ability to work sympathetically and sensitively with others.</p> <p>Remaining calm in a crisis, and ability to 'go the extra mile' to identify solutions.</p> <p>An understanding of the needs of children and young people, particularly those with complex emotional, social or medical needs and behavioural difficulties.</p> <p>An understanding of, and commitment to, working in an equal opportunities environment.</p> <p>Willingness to work on own initiative, work with flexibility, and work collaboratively with colleagues.</p> <p>Actively promotes inclusion, diversity and equality.</p>	<p>Qualification/ experience/ training in trauma, attachment and SEMH.</p> <p>An ability to be a reflective leader who is a role model to others.</p>

Note to applicants:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.