

**Application Pack**

**Senior Leader of Learning Support and Inclusion**





Where every member of our extended family realise their God-given potential, inspired by **John 10:10. Jesus said ‘I have come so you may have life in all its fullness’.**

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Thank you for your interest in this important leadership post at All Saints’ Academy. We are a successful 11-19 Anglican Church Academy sponsored by the Diocese of Gloucester, serving the Cheltenham and Gloucester area. We are one of the best performing secondary state schools in the Cheltenham and Tewkesbury area.

We are a thriving oversubscribed Academy “where every member of our extended family realises their God-given potential, inspired by **John 10:10. Jesus said, ‘I have come so you may have life in all its fullness.’** It is with this vision in our hearts that we work for all our young people, their families and the local community to have and live life to the full.

The Academy is highly respected because we are outward-facing and we have many strong links locally, nationally and internationally working with parents, parishes, schools, community groups, business, industry, colleges and the universities.

We currently offer 900 places for students aged 11-16 and 220 places for Sixth Form with a broad range of academic & vocational courses for 16-19-year olds.

At All Saints’ Academy, there is a passion to achieve excellence in all that we do through living out our Christian values of love, peace, justice, respect, reconciliation and service to others.  Our Academy has excellent, modern facilities and a highly valued staff team who aim to provide a caring and enriching environment for all our students where their needs and personal growth are given utmost priority.

In both 2014 and 2018 Ofsted judged us as a ‘Good School’. Ofsted judgements state, in All Saints Academy:

* Leaders and directors have a passion and commitment for the community they serve.
* Staff hold fast to the school’s values and ethos which unite them in their drive to improve standards.
* There is a strong culture of respect and tolerance.
* The school’s curriculum provides breadth and balance for pupils and students
* Pupils are polite and courteous.
* The school is calm and orderly during the school day.
* The behaviour of pupils is good.
* Pupils said that they felt safe in school.
* Pupils are particularly effusive about the wide range of extra-curricular sports and arts in which they can engage. Participation levels are high.
* Pupils benefit from positive relationships with staff.

Most importantly to us, Ofsted judged us to be a very inclusive school.

If you would like more information about this post at All Saints’ Academy or wish to visit, please contact Mrs Katie Jordan, HR Manager, [kjordan@asachelt.org](mailto:kjordan@asachelt.org)

Best wishes,

Dermot McNiffe

Principal

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**All Saints’ Academy**, Cheltenham, Gloucestershire.

Principal: Mr Dermot McNiffe

**Senior Leader of Learning Support and Inclusion**

Start date: 1st January 2022

Salary: Academy Leadership Scale Points 11-15 (£54,091 - £59,581 per annum)

Hours of work: Full Time

Contract: Permanent

Closing date: 10 am Friday 22nd October 2021

Interview date: Tuesday 26th October 2021

We are seeking to appoint a Senior Leader of Learning Support and Inclusion to lead and manage the provision for students who are vulnerable or have special education needs. This is a newly enhanced post as a consequence of the excellent work the Academy has done to promote inclusion, as recognised by Ofsted in our most recent report. This is an excellent opportunity for someone who is committed to the well-being and success of all students with experience and knowledge of the SEND Code of Practice and SEND needs. Experience of supporting the mental health and well-being of young people for example, SEMH, would also be desirable. The successful candidate will line manage the Learning Support Faculty team and the leadership team of the Life Centre, which is our internal alternative support for vulnerable students. The successful candidate will also liaise and line manage the internal provision for the mental health and well-being of our students.

All Saints’ Academy is one of the best GCSE performing non-selective secondary schools in the Cheltenham and Tewkesbury area, and it has been for a number of years now.

Following another Good judgement, Ofsted reported:

• All Saints’ Academy is an inclusive school.

• Leaders and directors have been successful in improving pupils’ life chances by ensuring that they have achieved well in recent years.

• Staff hold fast to the school’s values and ethos, which unite them in their drive to improve standards.

• There is a clear determination to support pupils and their families to overcome barriers.

*(Ofsted 2018)*

Sponsored by the Anglican Diocese of Gloucester, we are an Academy serving at the heart of our local community. All Saints’ Academy has a Life Vision, ‘Where every member of our extended family realises their God-given potential, inspired by John 10:10. Jesus said 'I have come so you may have life in all its fullness'.

We are an inclusive Church Academy who welcomes applications from all denominations and those of none.

What we offer:

- The Academy is in an attractive new building, within easy access to Cheltenham, Tewkesbury and the M5 with onsite catering facilities

- Entry into the Teachers’ Pension scheme

- Free access to the onsite gym facility

- Access to our Employee Assistance Scheme

- Free onsite parking

The Academy is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Successful applicants will be subject to enhanced DBS clearance.

To apply for this role please send a covering letter and a completed TeachingStaff Application Form to Katie Jordan, HR Manager at [hr@asachelt.org](mailto:hr@asachelt.org)

*All Saints’ Academy is committed to ensure that all applicants and employees are given equal opportunities and that no applicants or employees are discriminated against on the basis of gender, gender reassignment, race, disability, pregnancy or maternity, sexual orientation, marital or civil partnership status, age or religion and belief.*

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# **Post Title: Senior Leader of Learning Support and Inclusion**

## Salary: Academy Leadership Scale Points 11-15

# **Reporting To: Vice Principal and Principal**

# *This Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment*

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| Core Duties |
| The Senior Leader of Learning Support and Inclusion, with the support of the Principal and Board of Trustees, takes responsibility for the day-to-day management of provision made by the Academy for students with SEND and the students attending The Life Centre. They will provide professional guidance in the provision of SEND and for students who are vulnerable due to their social and emotional well-being, in order to secure high quality teaching and resources to bring about improved standards of achievement of all students in the mainstream setting and The Life Centre, whilst meeting all regulatory requirements. |
| * Leading and managing the Learning Support Faculty to promote inclusion in all aspects of the curriculum * Alongside the Vice Principal (Pastoral), ensuring that the school is fully compliant with all aspects of the SEN Code of Practice, in particular maintaining the annual SEND Report * Identifying students with specific special educational needs and ensuring that up-to-date records are maintained and readily available to staff * Ensuring the completion of reports, consultation responses and other documents in line with statutory deadlines. * Effectively and efficiently deploying resources (including Teaching Assistants) to ensure appropriate support for students with identified needs to ensure that they are able to make progress * Planning and arranging high quality training for staff within the Learning Support faculty, and as appropriate for staff in the whole Academy * Championing and promoting the progress of different groups of students with additional learning needs and disabilities * Supporting Academy colleagues to develop effective teaching and learning strategies for all students * Leading and managing the processes of planning, review and self-evaluation within this area of the Academy * Maintain oversight of Exam Access Arrangements (EAA) in line with JCQ regulations * Line management of the Learning Support faculty * Line management of the Life Centre team * Line management of the TA providing Mental Health and Well-being support |
| Principal Responsibilities |
| 1. Strategic PlanningKeep up to date with and disseminate national developments in relation to SEN  * Work with the Senior Leadership team, to develop a Learning Support and Inclusion Faculty Area Improvement Plan informed by robust self-evaluation, and underpinned by sound financial planning. * Oversee the effective induction and appraisal of the Learning Support and Inclusion Team, including an appropriate programme of professional development * Collaborate with the Vice Principal – Pastoral during the consultation process regarding admissions and secondary transfer for students with EHCPs      1. **Management of Resources**     * Line management of the Learning Support leadership team, including Deputy SENDCo, Leader of The Life Centre, HLTA and TA team.    * With the Learning Support team, deploy staff efficiently to meet the needs of students    * Ensure the effective line management, appraisal and professional development of all Learning and Inclusion Support staff, including an appropriate load of direct line management    * Alongside the Vice Principal - Pastoral, take responsibility for the Learning Support budget and manage resources effectively within the limitations    * Take the lead in identifying staffing needs and leading staff recruitment in Learning Support    * Through regular liaison with Gloucestershire and other local authorities, take steps to ensure that the provision necessary for individual students is identified and adequately funded      1. **Teaching and Learning**     * Alongside the Vice Principal - Pastoral, oversee and promote the inclusion of mainstream EHCP students in mainstream classes    * Oversee the provision of intervention for individuals and small groups    * With members of the Senior Leadership Team, oversee the provision of an alternative curriculum in The Life Centre for mainstream SEN students who are not able to access the curriculum fully    * Lead annual reviews for main school students with an EHCP    * Ensure that students in need of additional support are identified accurately and as early as possible    * Maintain an up-to-date Student Support Register and ensure it is available to all staff    * Alongside the Vice Principal - Curriculum, review and analyse data on attainment, progress, behaviour and attendance of SEN students, planning interventions as necessary    * Maintain oversight of decisions regarding the provision of exam access arrangements, as outlined in JCQ regulations    * Have a significant input to whole-academy CPD (not least at the start of the Academy year), to help colleagues understand aspects of additional need and devise strategies to support the learning of all      1. **Personal Development, Behaviour and Welfare**     * Liaise with the AVPs/Progress leaders/Primary Liaison Co-ordinator as required to ensure effective transition into and through the Academy for SEN students    * Assist as required in the production and organisation of Pastoral Support Programmes    * Participate in Inclusion Panel meetings to agree actions and resources for students with additional needs, including those with SEN      1. **Communication and Representation**  Maintain systems for smooth communication with the Learning Support Department, including writing of reports, personal My Plans, pen portraits, responses to LA, contact with parents etc..Work alongside the Vice Principal - Pastoral to maintain an appropriate dialogue with parents of current and incoming SEN students to ensure a constructive partnershipWork alongside the Vice Principal - Pastoral to liaise as required with external support services and agencies to ensure that SEN students are assessed and supported as necessary |
| **Other duties:**   * Ensure the health and safety of colleagues and young people. * Disseminate good practice of SEND across the academy. * Ensure that policies, practices, targets and teaching/learning methods are informed by relevant national, local and academy data, research and inspection evidence. * To develop reading programmes and associated strategies to improve literacy. * To identify vulnerable students and develop an appropriate intervention strategy. * Carry out any other duties commensurate with the grading of the post as directed by the Principal. |
| All Teaching Staff are expected to meet the relevant National Standards for Teachers in addition to the job description detailed above.  All Leadership will have generic responsibilities, such as a ‘hands-on’ role in the day-to-day management of the Academy e.g. maintaining a presence around the academy throughout the day. All Leadership will also:   * contribute to the strategic leadership and management of the academy in order to develop an ethos and culture of high expectations * model the ethos and vision for the Academy * line and performance manage identified staff and teams * coach and develop the staff and students for which they are accountable * to continue personal professional development as required * to actively engage in the performance review process * to lead whole Academy acts of worship and prayer for the day * contribute to specialism activities within the learning area. * be a tutor/mentor for an identified group of students, actively involved in monitoring their progress, attendance, punctuality, behaviour and general well-being.   Many specific responsibilities will require collaborative working with other leadership members on the staff team, which the Senior Leader of Learning Support and Inclusion member will develop proactively. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description  The post is on the Leadership Spine therefore comes under the leadership conditions of service.  The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. |

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**Senior Leader of Learning Support and Inclusion**

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|  | **Essential** | **Desirable** |
| Qualifications | * Graduate with good degree in a relevant subject. * Qualified Teaching Status. * National Award for SEN Co-ordination | * Further professional qualifications in a relevant subject or training in supporting mental health and well-being |
| Skills and Experience | * Excellent teaching skills. * Experience of working at a whole school level * Involvement in self-evaluation and development planning * Sound Knowledge of the SEND Code of Practice * Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies * Ability to plan and evaluate interventions * Data analysis skills, and the ability to use data to inform provision planning * Effective communication and interpersonal skills * Ability to build effective working relationships * Ability to influence and negotiate * Good record-keeping skills | * Previous line management experience in a similar role i.e. existing SENDCo. |
| General | * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school * Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * Have ideas that you can turn into practice. * Ability to self-review effectively and set appropriate targets. | * Willingness to organise and participate in extracurricular activities. |