



Deputy Inclusion Leader (KS2)

Temporary one year position

For further details please go to the
Thomas's Academy website:

academy.thomas-s.co.uk

or e-mail recruitment@thomas-s.co.uk

www.academy.thomas-s.co.uk



Deputy Inclusion Leader (KS2)

Part-time (Two days per week), non-class based

This is a temporary one year position in the first instance

Salary: Main Pay Scale (pro-rata)

From: September 2022

Are you an experienced teacher with a passion for making a difference for all children? Do you have the enthusiasm and expertise to be an advocate for all children?

If so, then Thomas's Academy is seeking to appoint an enthusiastic and passionate Deputy Inclusion Leader for KS2.

Our school is an innovative collaboration between an excellent community primary and a family of four outstanding independent preparatory schools, based in Parson's Green, London. We are a vibrant and inclusive school with a clear focus on enabling children to become confident, independent and thoughtful learners.

We have based our school on Four Cornerstones:

'Be Kind' - reflecting our emphasis on values education

'Learn to Learn' - emphasising the importance of metacognition at the Academy

'Think Globally' - outlining our inclusive, international outlook

And **'Create Beauty'** - defining the importance of Mastery Learning, collaboration and craftsmanship at our school.

The successful candidate will be expected to be an integral part of the whole staff team effort to provide Thomas's Academy children with the best learning opportunities. You will need to have high aspirations for all children across the school and engage with parents to help and support their child.

You are a highly skilled teacher. You may have experience of working as a SENDCo or you are an aspiring SENDCo. As a school that is committed to the development of its staff, we are willing to work with you to gain the experience and the statutory qualification for the post. The key is that you can show that you have the vision, expertise and determination to improve opportunities for all children at Thomas's Academy so they can reach their full potential.

The successful candidate will be someone who:

- Is committed to supporting the ethos and the values of our school
- Has excellent teaching skills and who has high expectations for all children with regards to their behaviour, achievement and personal development
- Is a good role model who will inspire confidence and self-belief, and demonstrate the positive attitudes, values and behaviour
- Has excellent interpersonal and communication skills; who is willing to show initiative, imagination, creativity and all with a positive approach
- Is willing to contribute to the life of the school and be committed to their own professional development

Why Join Thomas's Academy?

- Thomas's Academy is a warm and welcoming, one-form entry school in Fulham. We have a friendly, dedicated staff team, along with supportive Governors and parents.
- Thomas's Academy endeavors to provide every child with the tools to be the best they can be when they reach adulthood.

What Thomas's Academy can offer to the successful candidate:

- A supportive team of professionals who work collaboratively to consistently improve outcomes for all children
- A school that supports their staff's professional and personal development with high quality CPD

Please come and visit as we will be happy to give you a tour of the school and show you what makes Thomas's Academy a great place to work and learn. Otherwise, please feel free to phone if you have any questions related to your application.

For more information about our school, please visit our website at academy.thomas-s.co.uk

There you will find an informative blog which outlines the vast breadth of our curriculum.

To apply, please complete the school application form [Click Here](#) to download and forward to recruitment@thomas-s.co.uk

Applications considered on receipt.

Thomas's Academy is committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment. Appointments are made using safer recruitment processes and the successful candidate will be subject to enhanced Disclosure and Barring Service checks.



Job Description Deputy Inclusion Leader (KS2)

Main Purpose

The Deputy Inclusion Leader (KS2), under the direction of the Headteacher/ Inclusion Team you will be required to:

Demonstrate a commitment to the school's vision by actively promoting and supporting our ethos and values

- To champion, lead and promote high standards of teaching and learning for children with SEND
- To support the strategic development of the school's Special Educational Needs and Disability (SEND) Policy, Pupil Premium Grant Policy and English as an Additional Language Policy and associated provision in the school
- Be responsible for day-to-day operation of the SEND Policy and coordination of specific provision to support individual pupils with SEND in KS2.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Fulfill the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Leadership and Management

- Work with the Headteacher, Inclusion Team and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements for pupils with SEND
- In partnership with the Inclusion Team, you will lead, monitor and evaluate provision for pupils with SEND, PPG, EAL and other key pupil groups across the school
- Work in partnership with the Inclusion Leader, to write and implement an annual SEND Action Plan and carry out a self-evaluation of the previous year's SEND Action Plan, of which both documents will feed in to the school's main annual School Evaluation and Development Plan
- Working in partnership with Headteacher/Inclusion team have an oversight of the school's PPG Strategy
- Working in partnership with Headteacher/Inclusion Team to implement an annual PPG Action Plan and carry out a self-evaluation of the previous year's PPG Action Plan, of which both documents will feed in to the school's main annual School Evaluation and Development Plan

- Working in partnership with Inclusion Leader, ensure the school's SEND Policy is reviewed and updated annually and that it is being implemented across KS2 through the monitoring of teaching and learning
- Working in partnership with Inclusion Leader, to meet regularly with the SEND and PPG Governor to update them on latest developments, progress made against the annual SEND Action Plan and conduct an annual SEND Learning Walks.
- Working in partnership with Inclusion Leader, provide reports and data analysis for the Governing Board as required
- Working in partnership with Inclusion Leader, update the school's SEND information on the school website, in line with Government guidance and expectations
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's SEND, PPG and EAL Policy and practice and communicate changes and initiatives to staff and Governors, as appropriate
- Attend relevant meetings, training, CPD, forums, network meetings and courses as appropriate
- Working in partnership leadership team, identify training needs for staff and lead and organise appropriate training and CPD to address the needs
- When appropriate, attend Senior Leadership Team meetings and any other meetings as needed
- Working in partnership with Inclusion team, line Manager, carrying out annual appraisal meetings, for the school's Learning Assistants who have been identified as supporting pupils with EHCPs and other pupils within the classroom
- Support the Senior Leadership Team in the effective deployment of Learning Assistants across the school.
- Support the Senior Leadership Team in promoting equality of provision across the school and diversity of resources and learning opportunities
- Promote an ethos and culture that supports the school's SEND, PPG and EAL policies and promotes good outcomes for pupils with SEND, PPG and EAL

Implementation of the SEND Policy and Co-ordination of Provision for SEND, PPG and EAL Pupils

- Working in partnerships with Inclusion Team, maintain and update accurate SEND, PPG and EAL Registers and provision maps
- Provide advice to colleagues on teaching pupils with SEND, PPG and EAL and provide guidance on a choice of teaching and learning strategies appropriate to the diverse range of needs of pupils with SEND, EAL and who qualify for PPG
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Work collaboratively with relevant outside agencies and providers (Local Authority Officers, Educational Psychologists, Speech and Language Therapist, Occupational Health Therapists, School Nurse, early years providers, other schools, etc) in order to support pupils with specific needs
- Working in partnership with the Inclusion Team, liaise with the Assessment Leader to review planning and assessment procedures and to undertake termly analysis of assessment data relating to SEND, PPG and EAL pupils in order to monitor and track progress using the school's assessment tools
- Carry out appropriate assessments of SEND children to help with diagnosis and in-school support
- Working in partnership with Inclusion Leader and in consultation with the Local Authority's SEND Department, co-ordinate, oversee and be responsible for the school's Educational Health Care Plan Needs Assessments for individual pupils
- Be responsible for auditing, ordering and organising resources for Inclusion.
- Monitor the use of resources throughout the school and provide training for staff & children in their use.

Supporting SEND, PPG, EAL and all Other Pupils and their Parents

- In partnership with class teachers, identify a pupil's SEND and support teachers in creating and implementing Learning Support Plans that are reviewed on a termly basis
- Coordinate provision, interventions and relevant services that meet the needs of pupils with SEND, EAL and those who qualify for PPG and monitor their effectiveness
- Oversee the intervention programme, with the aim that all pupil groups make at least their expected progress based on their starting points and that interventions are timely, effective and measurable
- Where appropriate, and in consultation with class teachers, plan one-to-one and/or small group teaching interventions with children identified as having SEND or who have been identified as needing specific targeted support.

- Working in partnership with Inclusion Team, co-ordinate, oversee and be responsible for the delivery and provision of the school's Social, Emotional and Mental Health therapies that it is able to offer pupils and parents (ELSA and Wellbeing Practitioner)
- Where appropriate, carry out and submit CAHMs referrals
- Meet with and communicate with parents of children with SEND as required
- Ensure records are maintained and kept up to date
- Working in partnership with Inclusion Leader, organise and chair annual EHCP Review Meetings with parents or carers of EHCP pupils
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra curricular activities
- To undertake any other duties as reasonably requested by the Headteacher commensurate to this role.

Deputy KS2 Inclusion Leader Person Specification

Selection criteria	Essential	Desirable
1. Commitment		
To the school's vision, aims and values	✓	
To the school's commitment to inclusive practices and to champion for all children, including those with SEND and who are identified as PPG and EAL	✓	
To safeguarding and equality in line with school policies and practices	✓	
2. Qualifications		
Qualified teacher status	✓	
Relevant degree	✓	
National Award for Special Educational Needs Co-ordinator or a willingness to complete the qualification within three years of appointment to the post at Thomas's Academy		✓
3. Experience		
Successful and varied experience of teaching children across both KS1 and KS2		✓
Relevant impactful experience as a leader within a school setting	✓	
Experience of leading whole school change and initiatives with an ability to plan, self evaluate and monitor	✓	
Experience of planning and leading training, CPD and INSET at whole school level	✓	
Experience of line managing and being involved with a school's appraisal systems and procedures		✓
Experience leading provision for children with SEND as a SENDCo		✓
Experience of successfully working with outside agencies and organisations		✓

Selection criteria

Essential

Desirable

4. Professional Skills, Knowledge and Understanding

- An outstanding classroom practitioner ✓
- A sound knowledge of the SEND Code of Practice ✓
- Data analysis skills, and the ability to use data to inform provision planning ✓
- An in-depth knowledge and understanding of a range of strategies and interventions to promote and achieve high quality learning experiences ✓
- An ability to plan, monitor and evaluate the impact of interventions to ensure effectiveness ✓
- Understanding of what contributes to successful Quality Inclusive Teaching and how to support colleagues in implementing QIT across KS2 ✓
- A professional knowledge and understanding of wider research that can impact on school policy and raising achievement ✓
- To be pro-active in taking responsibility for own professional development ✓
- Effective IT skills to; produce and evaluate data; enable efficient communication and to produce and present training materials ✓
- Effective time management skills and the ability to meet deadlines ✓
- Accurate and clear record-keeping skills and maintaining high levels of confidentiality ✓

5. Interpersonal Skills and Attributes

- Strong inter-personal and communication skills with an ability to establish credibility and strong working relationships with all pupils, staff, Governors, parents and outside agencies and behave in a professional manner ✓
- Strong ability to lead, inspire, negotiate, build rapport, motivate and challenge positively ✓
- An ability to give constructive feedback in a sensitive and positive manner ✓
- Honesty, reliability and integrity ✓
- An excellent team player ✓



This role involves regular contact with children and falls within the category of regulated activity; therefore, the school will conduct safeguarding checks, including an enhanced DBS check and a barred list check. Should you receive any cautions or convictions whilst in our employment these must be reported immediately to your line manager.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and work in accordance with our child protection policies and procedures.

The post holder will have responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact and will be required to adhere to the school's policies at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) immediately.



**Be Kind
Be Thomas's**
