**Ark John Keats Academy Assistant Principal for SEND & Inclusion**

**Reports to:** Primary Headteacher

**Start date**: April 2022

**Salary:** L7-L11 Ark Leadership scale £53,142- £58,282

**Closing date:** Friday 28th January [Please note that interviews will be held on a rolling basis, and we reserve the right to close the application process early. Early application is advised.]

**Exciting opportunity to join an exceptional school in north London.**

Ark John Keats is looking to appoint a permanent Assistant Principal for SEND and inclusion. This pivotal leadership role will also include the line management of a key stage. You will play a leading role in delivering outstanding support in all aspects of the curriculum, with a particular focus on those students identified as having special educational needs.

The successful candidate will either hold or be working towards the national SENCO qualification and have extensive experience and skills in working with students with a range of SEND, displaying a passion for helping all students achieve their full potential and benefiting from a full curriculum entitlement. With your strong communication skills, you will have the ability to relate to parents, staff and students to support innovative pastoral development, pupil support and staff development.

Ark John Keats was founded in 2013 with one class of reception children. We are now a fully-fledged all-through school, running from nursery to year 13, with over 1800 children. Our secondary school is oversubscribed, with a waiting list for every year group. Our community is composed of supportive and committed families who buy into our vision and work with us to ensure their children achieve all they are capable of in the future.

We aspire for all our children to have the academic knowledge necessary to enable them to progress to university, for pupils to have a love of learning and curiosity about the world, and for them to be polite, well-mannered young people who take responsibility for their choices and drive their own destinies.

Ark John Keats is part of Ark Schools, a hugely successful network serving pupils from deprived communities. Our network shares a belief in our six pillars:

**High expectations:** Every adult who works at AJK believes in the limitless potential of all children.

**Excellent teaching:** Subject specialists plan lessons which make pupils work hard and think deeply about the subject, fostering their curiosity and love of learning.

**Exemplary behaviour:** The AJK community is one of politeness, gratitude and service, where pupils take responsibility for their choices and want to behave impeccably.

**Depth for breadth:** An academic curriculum, rich in powerful knowledge, opens up opportunities for our children for the rest of their lives.

**Knowing every child:** A culture of respect and kindness, combined with proactive work with families, leads to positive relationships which unlock learning capabilities.

**Always learning:** Our culture of continuous improvement is supported by a research-driven programme of development and a spirit of collaboration.

At Ark John Keats, we believe in **rigour** – our curriculum is full of challenge, and we know that our children are intellectually resilient and capable of learning lots in every subject no matter what their starting point.

We believe in **exemplary behaviour** – we have sky high standards and support all children to reach these, by focusing on developing pupils’ self-regulation, explicitly teaching pupils how to behave, and by working closely with families.

We believe in **the limitless potential of all children** – if children work hard, there are no limits to what they can achieve.

At Ark John Keats, you will be joining a committed team of professionals. You will benefit from one to one coaching on your teaching no matter what stage of development you are at, because we believe all teachers deserve to get better every year. You will have ten days of CPD over the course of the year. We have a no-email policy after 6pm or at weekends to safeguard work/life balance for our team, and a free gratitude breakfast for all staff on Fridays to share our appreciation for each other.

To apply please click [here](https://arkcareers.engageats.co.uk/LoginV2.aspx) to submit your application by **Friday 28th January.** For an informal, confidential discussion, please contact the Primary Headteacher, Olamide Ola-Said via m.said@arkjohnkeatsacademy.org

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**The Role**

* Lead on the strategic direction and development of the primary phase offer for SEND.
* Line manage and ensure the achievement of consistently outstanding teaching and learning in key stage 1 and EYFS.
* Embedding of the Ark John Keats ethos and culture in the department and, as a member of the leadership team, across the academy

**Key responsibilities and outcomes for the Assistant Principal of SEND & Inclusion**

**Leading Inclusion**

* Ensure early identification and support for students with additional needs by embedding the graduated response for literacy, numeracy, language, and communication, SEMH, EAL and attendance at a whole school level
* Support teachers to scaffold, make class-based adaptations to the curriculum and develop systems to access targeted intervention and specialist support when needed
* Monitor the provision of teaching and learning activities and their impact on the progress made by students with SEND, EAL, medical needs, higher attaining students, PP students and LAC, reporting to staff, governors and appropriate agencies
* Line manage the Inclusion Team and participate in the staff recruitment process, and coordinate the provision for Child Protection and Safeguarding
* Influence whole school teaching and learning policy to ensure inclusive teaching
* Identify the training needs of staff and coordinate relevant INSET and CPD

**SENDCO**

Lead on the strategic direction and development of the school offer for SEND. This includes ensuring that:

* SEND administration is effective and efficient, including provision mapping and costing; overseeing and monitoring the quality of information sharing etc.
* The SEND register is up to date and all staff are aware of the needs of students
* Students receive the provision outlined in their EHCP or Statement of SEN, and that these are reviewed annually
* A school-based plan is implemented for children identified at SEN Support and this is reviewed termly with a view to apply for an EHCP if needed
* Teachers know how to support students and have access to CPD, targeted intervention and specialist support from external agencies (e.g. Speech and Language Therapy, Educational Psychology, Autism Outreach Services, Sensory Impairment Services, etc.)
* A pupil centred approach is promoted, involving pupils and parents, where parents are informed regarding the support in place for their child and this is reviewed termly
* A transition plan is agreed to ensure continuity of support and learning when transferring students with SEND between key stages and/or schools
* The Academy’s SEN Information Report is reviewed annually, shared with parents and published on the school website
* Coordinate the deployment of resources at set out in Statements/EHCPs
* Facilitate and coordinate multi-agency input

**Activities**

**Leadership and management**

* Write an area development plan, set teaching and academic targets and embed a meaningful monitoring and review process
* Participate in recruitment and selection activities
* Assist in the professional development of teachers
* Develop strong partnerships and ensure regular and productive communication with parents
* Maintain regular and productive communication with pupils, parents and colleagues

**Teaching and Learning**

* Provide weekly teaching cover to assigned year groups
* Direct and supervise support staff within relevant key stage to ensure the support provided to individuals and groups is having a significant impact on academic progress
* Support the Head of Year to implement an ongoing intervention programme to ensure pupils who fall behind have effective intervention to ensure they catch up quickly and sustain progress

**Academy Culture**

* Support the academy’s values and ethos by contributing to the development and implementation of policies, practices and procedures
* Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
* Help develop an academy culture and ethos that is utterly committed to learning and achievement
* Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required

**Other**

* Undertake and, when required, deliver or be part of the appraisal system and relevant training and professional development
* Undertake other various responsibilities as directed by the Principal

**Development**

* An opportunity to lead on and develop whole school initiatives
* Regular feedback through link meetings and performance appraisal
* Involvement in SLT meetings and strategic decisions across the primary phase of the academy
* Opportunity to plan out the development of key staff across the academy and impact on their professional development

**Person Specification: Assistant Principal for SEND & Inclusion**

Qualification Criteria

* Qualified to at least degree level
* Qualified to teach and work in the UK

**Experience**

* Evidence of being, or having the potential to be, an outstanding primary teacher
* Evidence of having raised attainment in a key stage

**Knowledge**

* Up to date knowledge within KS1 and EYFS
* An understanding of what an outstanding education looks like in the classroom
* An understanding of the strategies needed to establish consistently high expectations.

**Behaviours**

**Leadership**

* Effective team worker
* High expectations for accountability and consistency
* Vision aligned with Ark’s high aspirations, high expectations of self and others
* Genuine passion and a belief in the potential of every pupil
* Motivation to continually improve standards and achieve excellence
* Effective listening skills that lead to a strong understanding of others
* Commitment to the safeguarding and welfare of all pupils.

**Teaching and Learning**

* Excellent classroom teacher, or potential to be one, with the ability to reflect on lessons and continually improve their own practice
* Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards
* Thinks strategically about classroom practice and tailoring lessons to pupils needs
* Understands and interprets complex pupil data to drive lesson planning and pupil attainment
* Good communication, planning and organisational skills
* Demonstrates resilience, motivation and commitment to driving up standards of achievement
* Acts as a role model to staff and pupils
* Commitment to regular and on-going professional development and training to establish outstanding classroom practice.

**Other**

* Commitment to equality of opportunity and the safeguarding and welfare of all pupils
* Willingness to undertake training
* This post is subject to an enhanced Disclosure & Barring Service check.