



LEARNING TODAY LEADING TOMORROW



ASSISTANT HEADTEACHER: SEND AND INCLUSION LEAD

WELCOME TO RUGBY FREE SECONDARY SCHOOL

CONTRACT TYPE

PERMANENT

CONTRACT TERM

FULL TIME

EXPIRY DATE

29.04.2024



Why Work at Learning Today Leading Tomorrow

Relationships are at the heart of LT2. We underpin our core values and are always looking for dedicated staff who share our ethos and demonstrate our values.

The wellbeing of staff is a priority here across the Trust and this has been developed as part of the Trust's wellbeing commitment for all staff.



There are many benefits for staff working at LT2

- Competitive salaries which are reviewed annually
- A first-class Pension Scheme
- Employee Assistance Programme
- Enhanced Maternity, Adoption and Paternity Leave
- Membership to the Confederations Schools Trust
- Commitment to staff professional development
- Extensive resource library
- Career opportunities for staff to progress



Vision, Mission and Values

Vision



The vision of Learning Today Leading Tomorrow is to build a group of outstanding schools across phases, including specialist provision. As a Trust we provide vibrant and inclusive learning environments in which every member of the Trust community is passionate about learning.

The Trust is led by a CEO who works closely with Headteachers and our schools are supported by a central team to support finance, HR, estates, procurement, IT and governance.

Mission



LT2 Trust and schools have a relentless focus on high achievement, supported by robust organisational structures and governance. We aim to give children and young people in our care the knowledge, skills and experiences to expand their minds and world view to enable them to develop a naturally inquisitive approach to learning and life, fit for an ever-changing world.

Ultimately, we educate and support all children attending LT2 Schools to grow into capable and contributing citizens who have developed the personal attributes and characteristics that will enable them to become considerate, self-reliant and confident young people who are ready for the next stage of their lives.

Values



The Trust Values underpin the mission and provide the basis on which LT2 Trust, School Leaders, all staff and students can articulate the key behavioural characteristics that promote a positive philosophy. Our six values are unseen drivers of our behaviour as experienced by others and are designed to create a shared organisational culture:

- **Kindness** – The quality of friendliness, generosity, and consideration
- **Collaboration** – The belief that working and learning with others will lead to greater success
- **Curiosity** – A strong desire to know and to learn
- **Resilience** – The ability to recover quickly and learn from the difficulties we face
- **Respect** – To appreciate the importance of understanding and admiration for others and self
- **Endeavour** – The belief hard work is needed to achieve something of which we can be proud of



Rugby Free Secondary School

Learning Today Leading Tomorrow (LT2) is a not-for-profit Multi-Academy Trust (MAT) based in Rugby. Its founding schools are two start-up free schools, Rugby Free Primary School and Rugby Free Secondary School.

Learning Today Leading Tomorrow aims to provide local, inclusive education to support children and young people to gain the knowledge, skills and experiences that will enable them to move onto the next stage of their education and life, prepared for an ever-changing world.



Iain Green, Headteacher



We set high expectations for our staff, who in turn encourage our students to be ambitious and have high aspirations.



It is an exciting time to be working as part of the RFSS family and as part of our Trust, Learning Today Leading Tomorrow. RFSS opened in 2016 and we relocated to our brand-new purpose-built facility in February 2020.

Our school is committed to providing success for all of its students, and providing a workplace that supports its staff, to ensure they are able to work to the best of their ability for our students every day.

You won't find teachers and staff anywhere else who are as committed to a school's purpose and supporting its success. Relationships are at the heart of RFSS and underpin our new core values.... and we are always looking for dedicated staff who share our ethos and demonstrate our values.

The wellbeing of staff is a priority here at RFSS and we have developed a wellbeing commitment for all staff. This is monitored by our Wellbeing group and regularly reviewed with all staff.





Staff Wellbeing Commitment at RFSS

Trust Wellbeing Survey 2022



Kindness:

- 'Shout outs' for staff who have gone above and beyond.
- Support flexible working requests.
- Opportunity to attend personal events or celebrations.



Collaboration:

- Staff Wellbeing committee.
- A 'buddy' to provide support and advice.
- Staff social events across the year.
- We provide staff with a free lunch on the day of their duty.
- Regular staff breakfasts, food on all CPD days and occasional treats



Curiosity:

- Promote and support Staff CPD
- Staff to network and visit other schools to improve their practice and share great ideas.



Respect:

- Staff Room - meet, work and even socialise
- Each faculty has its own staff work room
- Regular appraisal conversations to discuss career progression



Resilience:

- We promote resilience through our reflective CPD pathways.
- We have an area in the staff room dedicated to wellbeing which is used to promote health and wellbeing.
- We share weekly health and wellbeing information.



Endeavour

- Promote work life balance
- Celebrate our staff and their achievements on a regular basis, for example; a black tie celebration evening.

“96% of staff are proud to be a member of the school ”

“84% of staff feel well supported at work ”

“88% of staff feel happy in their role ”

“82% of staff believe Leaders and Managers are considerate of their wellbeing ”

“99% of staff feel optimistic about the future ”

Assistant Headteacher Job Description

Salary and Grade	L10-L15
Reporting to:	Headteacher, Deputy Headteacher
Liaising with:	Senior Leadership team, Heads of Year, Parents & Carers, LA
Start Date	1st September 2024

About Rugby Free Secondary School

'Pupils benefit from a school community that includes pupils from a wide range of different backgrounds and cultures. There is a culture in which pupils see these differences as a positive thing. Uniqueness is valued and celebrated. Pupils feel confident 'to be themselves' at Rugby Free Secondary School. (Ofsted 'Good': July 2021)'

At Rugby Free Secondary School, we aim to foster kindness and pride, whilst maximising our academic and personal potential. We believe that all of our students should be happy and safe, whilst demonstrating the limitless endeavour and resilience required to succeed by striving for excellence. To achieve these goals, our school ethos is underpinned by the foundations of mutual respect, positive relationships and genuine curiosity.

This is encompassed in our educational philosophy of creating more articulate, organised and progressive learners, and the desire to create both independent and collaborative learners who are proud to be educated at Rugby Free Secondary School.

Alongside this, we focus on broadening our students' core subject knowledge and understanding of the wider world. As a consequence, quality-first Teaching and Learning is at the centre of our school's ethos, and is the key priority for all staff. Our aim is for teachers to deliver high-quality lessons to all year groups, whilst also being supported to develop through pertinent and purposeful internal and external CPD that is bespoke.

Learning is integral to everything we do at RFSS. We ensure that all of our students, regardless of gender, ethnicity or ability, receive the best possible learning experiences, to enable them to achieve and maximise their potential. Here at RFSS, we continually support students to develop a love of learning to help them become learners for life, in order to equip them with the knowledge and skills that they will need in the real-world. This is also the case with our teaching staff, who continuously develop and update their own pedagogical practices, through Action Research projects and other bespoke professional development sessions.

Please find below link to our website with the latest Ofsted report when we were graded as 'Good'.

<https://www.rugbyfreesecondary.co.uk/ofsted>

Our Values are:

- Kindness – The quality of friendliness, generosity, consideration, honesty
- Collaboration – The belief that working and learning with others will lead to greater success
- Curiosity – A strong desire to know and to learn
- Resilience - The ability to recover quickly and learn from the difficulties we face
- Respect - To appreciate the importance of understanding and admiration for others and self
- Endeavour - The belief that hard work is needed to achieve something we can be proud of

RFSS is seeking to appoint an enthusiastic, warm and caring SEND & Inclusion Lead to join our growing school. We are looking for someone who is committed to the development of young people, and someone who believes that everyone can achieve. We welcome applications from qualified SENDCo's who are experienced, though we do have a qualified SENDCo currently in position.

This role is a fantastic opportunity for a Senior Leader who wants to build relationships and work with students and parents/carers of students with varied needs. In addition to this, the SEND & Inclusion Lead will have the ability to work with colleagues and stakeholders to shape the future direction of the school's Communication & Interaction Specialist Resource Provision (SRP), in collaboration with the SRP Manager.

The SEND & Inclusion Lead will have overall responsibility for the strategic development of the school's Special Educational Needs (SEND) policy and implementation; including oversight of the day-to-day operation of that policy with the aim of raising all students' attainment and achievement.

Specific Areas of Responsibility and Key Tasks:

Strategic:

To be accountable for the strategic direction and development of SEND policies, plans and targets in line with the School Improvement Plan including the monitoring and evaluation of the quality of education and outcomes for students with special educational needs.

To lead, manage and oversee the operations of the School's SEND strategy and policy in line with the national SEND Code of Practice ensuring that the school is compliant with SEND Legislation and requirements. In addition, to ensure that the school is meeting the criteria of the new Warwickshire Inclusion Charter.

To ensure that Senior Leadership and the Trust are kept up to date on government changes to policies including actively monitoring and responding to inclusion initiatives at a national, regional and local level.

To work with the Local Authority, other SENDCos in the area and other professional stakeholders to share best practice from SEND Networks.

To provide reports for the Headteacher and the Trust where required.

Teaching

To manage the SEND budget including applying for additional higher needs funding from Local Authorities, managing costed IEPs for all EHCP students and liaising with the Finance team to ensure that the correct funding is being received for all EHCP students.

To develop, plan and monitor the delivery of educational and therapeutic provision in our new Communication & Interaction Specialist Resource Provision alongside the SRP Lead and Senior Leadership Team.

To line manage the staff within the Inclusion department.

Report on SEND developments to DoLs, Deputy Headteacher, Headteacher and Governors as appropriate.

Update the SEND Policy, the SEND Information Report and other information on the school website.

To contribute to the development of a positive ethos where outcomes for all groups of students are outstanding.

To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School.

To lead and manage the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, SIP and the aims and objectives of the school.

To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary, therefore liaising with the School's Health and Safety Manager.

To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.

To evaluate performance data provided and to identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.

To produce reports within the quality assurance cycle for the department.

To produce reports on examination performance, including the use of value-added data.

To provide the Local Governing Body with relevant information relating to the departmental performance and development.

To ensure effective communication/consultation as appropriate with the parents of students.

To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.

Operational:

To provide regular updates on student progress through written reports and meetings with parents, including pastoral reintegration meetings, where appropriate.

To confidently know the progress and predictions of students with SEND.

To meet regularly with key pastoral staff to discuss and identify plans for specific students who may have additional needs.

To make referrals and liaise with professionals outside the school eg psychologists, health and social care providers, speech and language therapists and occupational therapists.

To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, etc.

To work closely with the exams officer and key staff to ensure access arrangements are in place and contribute to the auditing for JCQ.

To effectively line manage the SENDCo, and deploy teaching/support staff within curriculum support and across the school.

To undertake Appraisal(s) and to act as reviewer for a group of staff within the department.

To promote teamwork and to motivate staff to ensure effective working relations.

To be responsible for the day-to-day management of staff within the department and act as a positive role model.
To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles within the department.

Identify appropriate resources to support students with SEND needs

To manage, with the support of SEND Administrator, the Annual Reviews for all EHCP students, the any applications for EHCPs for those students who you feel require it and to respond to EHCP placement consultations in the statutory timeframe.

To coordinate the team of specialists RFSS commission – Speech and Language Therapist, Specialist Teacher, Educational Psychologist and external intervention providers - to deliver support to students and staff.

To ensure that the Graduated Response of Assess Plan Do Review is being followed in order to support Students with SEND.

Monitor the school's SEND Register ensuring it is up to date and reviewed regularly.

Outline strategies for key SEND students at safeguarding briefings and student spotlights

Develop effective communication with parents regarding provision for students identified on the SEND register

Supervise the work of the Inclusion team with regular reviews and meetings

Liaise with feeder and primary schools regarding SEND students to ensure continuity of support and continue to develop a robust transition plan for those students who need it.

Be available for consultation at Parents' Evenings to provide information about targets, achievements and progress

Curriculum & Quality First Teaching:

To work with Deputy Head of Quality of Education and Directors of Learning to ensure the development of appropriate curriculum, resources, schemes of work including the development of the Preparing for Adulthood courses and vocational courses on offer to support students with SEND.

To work closely with the Leadership Team, Heads of Department and Heads of Year to improve the progress and achievement of students with SEND across the school and to support students who are becoming disengaged, school refusing or at risk of exclusion.

To work with classroom teachers, the learning support team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans.

To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.

To support the school in ensuring the effective operation of quality control systems.

To establish the process of the setting of targets within the department and to work towards their achievement.

To contribute to the Quality Assurance processes for lesson observation.

To monitor and evaluate the curriculum area/department in line with agreed School procedures including evaluation against quality standards and performance criteria.

To seek and implement modification and improvement where required.

To ensure that the department's quality procedures meet the requirements of Self Evaluation and the Strategic Plan.

To participate in the School's quality assurance cycle.

Ensure staff are aware of students in their classes who have a special educational need

Work with individual teachers and departments to raise awareness of teachers' roles and statutory responsibilities in classroom teaching of students with special educational needs

Give specific advice regarding the individual learning needs of each student on the SEND register and identify appropriate approaches

Run or organise CPD regarding strategies for different areas of special educational needs

Contribute to the induction/training programme for NQTs and trainee teachers

Identify resources for use in school to support teaching and learning among students with special needs

Staff Training :

To help co-ordinate staff training on SEND issues so as to ensure first quality teaching. To play a key role in coaching and training staff, by modelling and sharing best practice. To exemplify and model best practice in your own teaching

To undertake and maintain safeguarding training and to work with the DSL and other safeguarding leads where necessary.

To participate in the school's ITT programme.

Interventions

Develop an intervention programme with the support of the Educational Psychologist and professionals. Ensure it is monitored for impact and to regularly evaluate the effectiveness of the interventions that are running.

To support the Literacy Coordinator and the Directors of Learning to run and develop the reading intervention programme and the intervention programme for the booster groups in Years 7 and 8 for Maths and English

Manage a referral system for students causing concern and gather relevant information from departments and subject teachers

Evaluate the help given prior to referral and then monitor and evaluate support put in place to ensure teaching supports individual needs

Modify and seek to continually improve provision in the light of evaluations

Ensure correct support is available to students with an EHCP, arranging review and transition meetings as necessary and annually reviewing progress

Implement and evaluate suitable support for students identified as being at the level of SEND Support, writing and registering an Individual Education Plan and apply for EHCPs as necessary

Other Key Tasks

- To prepare and deliver lessons according to school/departmental schemes of work
- To mark and assess students' work according to the school/departmental policies
- To attend and contribute to relevant meetings
- To play an active part in the long-term development of the Department
- To play a full part in the allocated Head of Year Team – including carrying out duties as a form tutor, if appropriate
- To play a full part in safeguarding students and contributing to their personal development and well-being

Additional Duties

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes

Safeguarding

Rugby Free Secondary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this and the below commitments.

- To ensure that all students have a safe environment in which they can learn, reporting any concern about the environment to a member of the site team or if appropriate to one of the Designated Safeguarding Leaders.
- To be aware of systems which support safeguarding and following the procedures as highlighted in the Safeguarding Policy
- To identify children who may benefit from early help as soon as possible and discuss this with one of the Designated Safeguarding Leaders
- To consider at all times what is in the best interests of the child
- To protect children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- To take action to enable all children to have the best outcomes
- Checking of visitor identification, especially at the point of school entry and the issuing of relevant safeguarding information.

Generic Responsibilities of all Rugby Free Secondary School Staff

- To continue personal development as agreed
- To engage actively in the appraisal process
- To undertake any other duty as specified by the School Teachers' Pay and Conditions Document not mentioned in the above
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to adhere to the School's agreed Code of Conduct and set an example of personal integrity and professionalism
- Ensure all tasks are carried out with due regard to Health and Safety
- To remain confidential at all times
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school

Person Specification

Areas	Essential It is essential candidates can provide evidence of:	Desirable It is desirable candidates can provide evidence of:
Qualifications	<ul style="list-style-type: none"> • QTS 	<ul style="list-style-type: none"> • Evidence of further educational professional development • SENDCo Qualification
Experience	<ul style="list-style-type: none"> • Experience of teaching at KS2 / KS3 / KS4/ KS5 • Experience in leading on departmental initiatives • Experience of leading effective meetings 	<ul style="list-style-type: none"> • Experience of facilitating CPD • Experience of monitoring student progress to demonstrate impact • Experience of managing/working within a long term inclusion provision
Knowledge	<ul style="list-style-type: none"> • Grounding in Teaching and Learning strategies • Commitment to the role of assessment to monitor progress • Understanding of differentiation 	<ul style="list-style-type: none"> • Use of Quality First Teaching • Understanding of the impact that language has on learning • Understanding of the Code of Practice
Skills	<ul style="list-style-type: none"> • Ability to communicate clearly and effectively • Commitment to high quality teaching • Ability to use data effectively to monitor student progress • Ability to differentiate all learning materials effectively • Willingness to join in the development of schemes of learning 	<ul style="list-style-type: none"> • Ability to make outstanding progress with SEND students • Creative • Adaptable
Attitudes and Values	<ul style="list-style-type: none"> • Enthusiastic about teaching young people of all abilities • Willingness to contribute to the development of Teaching and Learning across the department • Enthusiasm for SEND 	
Personal Qualities	<ul style="list-style-type: none"> • Dynamic and energetic • Desire for constant improvement • An evaluative and reflective approach to own practice • Ability to maintain appropriate, productive relationships with students • Ability to maintain emotional resilience 	<ul style="list-style-type: none"> • Passionate about ensuring all types of learners are able to access their best life chances through effective and meaningful education • Great sense of humour • Empathetic
Professionalism	<ul style="list-style-type: none"> • Team player • Ability to meet deadlines 	<ul style="list-style-type: none"> • Ability to take constructive criticism from members of your team

Contact Information

If you feel that you could bring further impetus to our drive to improve the provision for our students and have the necessary energy, enthusiasm and sense of humour to take us forward at this exciting time, then please get in touch.

To arrange an informal discussion or visit to the school, please contact us

 01788 222060

 megan.jones@rugbyfreesecondary.co.uk

 Anderson Avenue, Rugby, CV22 5PE

 www.rugbyfreesecondary.co.uk/vacancies

Closing date for applications: 29.04.2024

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing paragraphs.

The job description will be reviewed at least once a year and it may be subjected to modification or amendment at any time after consultation with the holder of the post.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown but in consultation with the post holder may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

We reserve the right to withdraw this vacancy at any time.

Learning Today, Leading Tomorrow (LT2) is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check. LT2 is always happy to receive speculative applications from excellent teachers and support staff.
