



# **Crossley Hall Primary School**

## **Part of Pennine Academies Yorkshire**

### **Recruitment Pack**

Leader of the Resourced  
Provision

(for Communication & Interaction needs)

L1-L5

To start September 2024 or Sooner



## Letter from Our Headteacher:

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 6 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of inclusion, **aspiration** and **happiness**.

To us these values mean:

- **Aspiration** – being full of hope for something better and working hard to make it happen.
- **Inclusion** – we value diversity; everyone feels safe and has a sense of belonging.
- **Happiness** – being curious, being respectful and having confidence = happiness

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and Read Write Inc. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly 'Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our **inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

Eleanor Monnery  
Headteacher

**Headteacher: Mrs E Monnery**  
**Crossley Hall Primary School - 01274 488703**



## **RESOURCED PROVISION LEAD**

### **Permanent**

**Leadership Scale Point 1-5**  
**Actual salary £47,417-£52,330**

Are you looking to take the next step in your career and become a Senior Leader in a vibrant three form entry school? Do you have a drive to improve standards for pupils with SEND?

The successful candidate would have responsibility for leading the Resource Provision for children with Communication and Interaction difficulties and ASC. This is an exciting opportunity for someone who has particular interest in SEND and wants to take the next step in leadership. The Leader of the RP will be supported by and work closely with our AHT for Inclusion and join our passionate leadership team. You will need to be passionate, resilient, inclusive and used to working in a fast-paced environment!

Crossley Hall Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We welcome applications regardless of age, gender, ethnicity or religion.

Visits to the school are warmly welcomed by arrangement. Please contact the Operations Manager to arrange an appointment or to ask for further information on 07741 164878 or [e.jarockyj@chps.paymat.org](mailto:e.jarockyj@chps.paymat.org)

**The successful candidate will have met the requirements of the person specification and will be subject to an enhanced DBS check.**

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK. This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

***As a member of the Leadership team we can offer you:***

- ✓ Opportunities to complete the SENDCo Qualification
- ✓ A highly tailored programme of professional development to support your future
- ✓ Opportunities to coach teaching and learning and share your expertise with others
- ✓ To work as part of a forward thinking, straight talking and energetic leadership team
- ✓ Strength of partnership working through our Pennine Academy

***What Ofsted say (May 2023)***

- ✓ The first of Crossley Hall's school values is inclusion. This is apparent in every aspect of the school's work.
- ✓ Pupils with a wide range of special educational needs and/or disabilities (SEND) are warmly welcomed.

**Closing date: 26<sup>th</sup> February 2024 @ 9am**

**Interview date: W/C 4<sup>th</sup> March 2024**

# **JOB DESCRIPTION – LEADER OF THE RESOURCED PROVISION**

**Salary:** Leadership Scale Point 1-5

**Date:** September 2024

**Responsible to:** Headteacher/SLT

## **GENERIC INTRODUCTION:**

The following information is furnished to assist staff joining Pennine Academies Yorkshire to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## **PRIME OBJECTIVES OF THE POST:**

- To lead and teach in the Resource Provision (RP)
- To promote, direct and have oversight of; high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.
- To promote excellence of teaching and learning for pupils with communication and interaction needs (C&I) within the RP and across the mainstream school.
- To lead continued professional development by modelling, research based/ evidence informed practice.
- To make strategic evaluations of teaching and learning and provide support where necessary.
- To work as part of our Inclusion Team
- To provide support for class teachers with children with C&I.
- To adhere to all the School policies and practices
- To manage, develop and maintain high-quality SEND provision including engaging effective environment tailored to the children's specific needs.
- To keep all paperwork including records and policies, up to date and actioned, as appropriate
- To develop strong positive relationships with parents
- To monitor the quality of SEND support delivered both by teachers and support staff within the RP

- To support the AHT for Inclusion to maintain the SEND register of pupils
- To act as a role model for pupils through personal presentation and professional conduct
- To carry out the duties of a school teacher as set out in paragraphs 64 to 67 (inclusive) of the School Teachers' Pay and Conditions Document 2005 (hereafter called the Document) Part2: Post -Assistant Head Teacher Primary Group 2. Part 3: You are required to carry out such professional duties which form part of paragraph 60 of the Document which the Head Teacher may reasonable ask you to undertake.

#### **AREAS OF RESPONSIBILITY AND KEY TASKS:**

Strategic direction and development of the Resource Provision (with the support of, and under the direction of the Headteacher, AHT for Inclusion and the Trust Strategic Inclusion Manager) including:

- Working collaboratively to strategically improve standards across the RP.
- Support all staff in understanding the needs of SEND pupils in their care.
- Ensure the SDP reflects the strategic vision and development objectives related to the RP.
- Monitor progress towards the EHCP objectives and targets for pupils in the RP.
- Evaluate the effectiveness of teaching and learning.
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.

#### **TEACHING AND LEARNING**

- To work collaboratively to monitor and evaluate pupil achievement and attainment for children accessing the RP.
- Lead by example as a teacher and as a leader, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
- To work collaboratively to support teachers in planning and assessing pupils of the RP.
- To support the integration of new pupils accessing the RP.
- To work collaboratively with the Assistant Head for Inclusion/ SENDCo and teachers to monitor the quality of provision for children with C&I needs. This may include 'development opportunities', monitoring the provision of C&I children and providing feedback to teachers.
- To monitor the standards of behaviour and achievement within the RP and feedback to SLT.
- Set appropriate expectations for staff and pupils in relation to: standards of pupil's achievements and the quality of teaching; establishing clear targets for improving and sustaining pupil's achievement; supporting the process of teaching and learning in accordance with agreed policies and guidelines.
- Supporting staff to meet personal and professional targets.
- Ensure staff share the aims of the school in promoting a high quality of learning in the classroom.
- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND.
- Work with colleagues to develop effective ways of bridging barriers to learning through: assessment of needs; monitoring of teaching quality and pupil achievement; target setting, including MSPs and developing a recording system for progress
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day coordination of RP pupils' provisions through close liaison with staff, parents and external agencies;

- Consider the range of teaching strategies / equipment that could be utilised for pupils requiring specialist provision.

## **LEADING AND MANAGING**

- Support the Headteacher in providing a clear direction for the development of the RP.
- Contribute to establishing the core values of the leadership team.
- Work collaboratively to contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan, building in independence.
- Support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives.
- Attend SLT meetings as required, and report back to staff when necessary.
- Establish good relationships both internally and externally, encourage good working practices, support and lead teachers.
- Plan, organise and chair meetings as appropriate such as Annual Reviews, Parent Consultations, EP meetings etc.
- Lead, support, motivate and direct support staff working with children with C&I needs.
- Provide professional guidance to staff to secure good teaching for RP pupils, through both written guidance and meetings;
- Contribute to the appraisal process for identified staff;
- Advise on and contribute to the professional development of staff, including whole school INSET provision;
- Provide regular information to relevant members of SLT within school and trust wide on the evaluation of SEND provision and the impact on improving outcomes.
- Attend the Trust Scrutiny Committee and provide RP feedback.

## **MONITORING, ASSESSMENT, PLANNING AND TRACKING**

- Update the Headteacher, other senior managers and Trustees on the effectiveness of provision for pupils with C&I.
- Have a clear process to monitor and evaluate pupils with EHCPs, including annual reviews, interventions, and assessments.
- Have input into the target setting process for raising achievement for pupils and feedback to the Headteacher.
- Monitor progress and ensure appropriate strategic action plans are in place where issues are identified.
- Ensure planning is effectively carried out and ensure individual needs are being met.
- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports
- To oversee the writing and regular review and updating of My Support Plans
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other professional reports and disseminate them so that they are effectively implemented in the classroom

- To use data generated by school assessments effectively to inform future pupil progress

## **COMMUNICATION AND REPORTING**

- To write reports for parents on the pupils receiving specific teaching
- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the MSPs, and to be proactive in communication about these issues
- To make recommendations to parents regarding the use of external agencies for further specialist support.

## **PROFESSIONAL KNOWLEDGE AND DEVELOPMENT**

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the School and where appropriate to lead INSET/ twilights/ staff meetings on SEND issues
- To ensure that the School's Health and Safety Policy is followed
- To understand the funding for SEN and how this is spent effectively/efficiently.
- Lead the professional development of all staff through example, coaching peer support and target setting.
- Ensure support and training during the induction of new staff and for trainee teachers.
- Maintain effective and efficient management and organisation of the accommodation and resources of the school.
- Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development.

## **STANDARDS AND QUALITY ASSURANCE**

- Support the aims and ethos of the school.
- Liaise with the Trustees, when appropriate, to facilitate their overview of school management;
- Attend and participate in open/parent evenings.
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training.
- Participate in Continuing Professional Development
- Attend team and staff development meetings.
- Develop links with Trustees, LEAs and other RP's.

## **PEOPLE AND RELATIONSHIPS**

- Sustain effective, positive relationships with all staff, pupils, parents and Trustees and the local community.
- Support Curriculum Co-ordinators within the context of school policies, in relation to working practices and relationships to be fostered with pupils, including those relating to behaviour, discipline and attitude.
- Encouraging moral and spiritual growth and civic and social responsibility amongst pupils.
- Manage and develop effective working relationships with Headteacher and senior managers in the school.

## **OTHER PROFESSIONAL REQUIREMENTS**

- Support annual reviews and attend / chair when necessary;

- Liaise with other school SENDCOs as required.

**ENVIRONMENTAL/WORKING CONDITIONS:**

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

**Fluency Duty**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

**Intermediate Threshold Level**

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

**Special Conditions of Service:**

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Other considerations**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.



## PERSONNEL SPECIFICATION

	ESSENTIAL (E)/DESIRABLE (D)
<b>EXPERIENCE:</b>	<ul style="list-style-type: none"> <li>• At least 5 years' experience as a class teacher with secure judgements of good and outstanding teaching (E)</li> <li>• Prior experience related to SENDCo role (E)</li> <li>• Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision (E)</li> <li>• Knowledge of relevant legislation - in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without (E)</li> <li>• Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child (E)</li> <li>• Knowledge of current educational issues and their relationship to inclusion, behaviour support and SEND (E)</li> <li>• Experience of leading/developing provision (E)</li> <li>• Experience in liaising with external professionals (E)</li> </ul>
<b>QUALIFICATIONS / TRAINING:</b>	<ul style="list-style-type: none"> <li>• A degree or equivalent higher degree qualification, postgraduate courses (E)</li> <li>• QTS status (E)</li> <li>• Hold the National Award for SEN Coordination (NASENCO) or willing to work towards.(E)</li> <li>• Evidence of on-going professional development; attendance on courses, INSET, action research personnel study (E)</li> </ul>
<b>KNOWLEDGE / SKILLS:</b>	<ul style="list-style-type: none"> <li>• Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality (E)</li> <li>• Will possess a full and in-depth working knowledge of the School's relevant policies/procedures/codes of practices with an outline understanding of relevant legislation. (E)</li> <li>• Will have in depth knowledge of the policies covering their service area. (E)</li> <li>• In depth knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate. (E)</li> <li>• Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. (E)</li> <li>• Excellent organisational and problem solving skills with the ability to work proactively and independently. (E)</li> <li>• Excellent communication skills. (E)</li> <li>• Enhanced advisory, guiding, negotiating and persuasive skills at a developed level. (D)</li> <li>• Excellent numeracy/literacy skills. (E)</li> <li>• Excellent ICT skills. (E)</li> </ul>

- Ability to use relevant equipment/resources. (E)
- Ability to self-evaluate learning needs and actively seek new learning opportunities. (E)
- Ability to understand classroom roles and responsibilities. (E)
- An understanding of the needs of a multicultural society. (E)
- An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (E)
- In depth knowledge and practical experience of behaviour management. (E)
- Knowledge and commitment to schools' Equality policy. (E)
- In depth knowledge and practical experience of Health and Safety requirements. (D)
- In depth knowledge and practical experience of child protection. (E)
- Ability to relate well to pupils and adults. (E)
- Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience. (E)
- Ability to remain calm under pressure; prioritising conflicting demands. (E)
- Demonstrate a commitment to working with children of the relevant age. (E)
- Demonstrate good co-operative, interpersonal and effective listening skills. (E)
- In depth knowledge and experience of maintaining confidentiality in matters relating to the school, its pupils, parents or carers. (E)
- Ability to perform all duties and tasks with reasonable adjustments where necessary, working flexibly and willing to accept change. (E)
- Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. (E)
- In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level (E)