



Inclusion Leader Vacancy
Part Time (0.4/0.6)
Fixed-term to cover maternity leave
for Nov/Dec 2019 (or as soon as possible thereafter)

Application Pack



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Email: office@burleyoaks.co.uk

Website: www.burleyoaks.co.uk

Twitter: [@BurleyOaks](https://twitter.com/BurleyOaks)

Headteacher: **Mrs Claire Lee**

Chair of Governors: **Miss Christine Smith**

Status: **Community Primary School**



About the School

Belong, Believe, Achieve

Our vision focuses on nurturing children to become: imaginative, passionate, confident, resourceful, resilient, reflective and responsible learners.

We seek to provide an enriched, vibrant and positive environment which:

- challenges children to use their initiative and to reach their potential
- provides real life, transferable learning opportunities which inspire life long learning
- develops ambition and collaboration thereby promoting a positive contribution to society
- celebrates happy, secure and independent learners who will reflect on precious memories of their time at Burley Oaks.

To fulfil this, we aim to:

- ensure that each child is valued as an individual, enabling them to develop a positive self-image and respect for others
- help children to understand the importance of health and find enjoyment in their learning
- develop children's confidence in their capacity to learn both independently and as a team
- provide equality of access to long-lasting learning and high quality teaching, relevant to their lives now and in the future
- provide a well resourced, flexible and e-confident environment
- establish a progressive learning culture which improves children's outcomes
- develop all stakeholders as learners
- develop 'children's voice' and 'parents as partners' to empower the learning community
- encourage children to understand and value others and the environment in which we live
- encourage everyone to work for the common good and make a difference for the better

Background

Burley Oaks Primary School is a two form entry school catering for children from Reception to Year 6. There are currently 420 children on roll – Sep 2019. We are one of two primary schools serving the village of Burley-in-Wharfedale, which is situated between the towns of Otley and Ilkley in the Wharfe valley. Housed in the premises of the former Burley Middle School, we benefit from specialist facilities, including Art/DT, Music and ICT.



Burley Oaks is a hard-working and caring school with a vibrant and creative ethos. We are fortunate to have a hugely committed and dedicated staff team. Have a look at [our video](#) on the home page of our website for a 'flavour' of what makes learning and working here fabulous!

Organisation/Curriculum

Currently we operate with 14 classes, consisting of Head + 16.6 teachers, supported by 14 support staff (Teaching Assistants and HLTAs). Support staff are organised into teams attached to particular phases – Reception, Year 1/2, Year 3/4 or Year 5/6.

At present, all year groups are either full or over-subscribed. We operate a two-year curriculum cycle to deliver the new National Curriculum. Many of the foundation subjects are taught as integrated themes through a very successful Learning Challenge Curriculum. The advantage of this system is that it allows teachers and support staff to plan and deliver much of the curriculum together as a team.

All children are taught in single age classes. Our curriculum is enhanced with creative topic weeks and whole school 'What's the Buzz' weeks. This means that all the children can focus on a theme or skill set which are brought together in a holistic and inspirational set of activities and celebrations. Results at both KS1 and KS2 have been consistently high compared to similar schools. We are focused on quality outcomes and progress for all children.



Our Community

There is a strong tradition of community involvement in the village and we work in partnership with local groups. We have a great deal of support from committed and interested parents. An active School Association organises Christmas and Summer Fairs and many social events for parents. The school also presents many performances for parents throughout the year – Harvest, Christmas, Easter, Y3/4 and Y5/6 productions, Y6 leavers' concert and a musical soir e.

Enrichment

At Burley Oaks there is a wide range of activities for children to participate in outside the classroom to enrich and enhance their educational experiences. We have a fabulous outdoor classroom and we work with Habitat Heroes to embed outdoor learning in our curriculum. We are incredibly fortunate to have such extensive grounds and to be surrounded by greenery.



We are proud of the fact we are one of only 80 schools nationally to have achieved 'Sing Up Platinum' status; **music is a key strength of our school**. We look forward to seeing the fantastic musical productions our pupils perform. All Year 5 children learn to play electric guitar, drums and keyboard whilst Year 3 children learn the recorder. Peripatetic teachers teach a variety of instruments across the whole school as well as our specialist music teacher who teaches across the classes.

Our **sports provision** is excellent, supported by a variety of external coaches and events throughout the year to raise the profile of PE. Our **health mentor** works across the school two days per week. A **designated art room** means that we can truly get creative (and messy!) in our lessons and to create scenery for productions. A **specialist Computing teacher** leads our IT provision across school and supported our recent work in achieving the safety mark recently.



Our buddy classes are very important to our teachers and children alike. Children benefit from working across phase and key stage with younger and older children in themed days. Teachers benefit from working in pairs and teams to share their good practice and recent training experiences; relationships are strong and supportive.

The children are always enthusiastic about our **extra-curricular activities** which include: football, netball, cricket, dodgeball, tennis, cross country running, choir, orchestra, recorder, Lego, French, Burley Oaks Theatre School, Mighty Chefs etc. There is clear value in the experiences undertaken. As well as after-school clubs, children also have opportunities to take part in residential visits.

Burley Oaks' partnerships with the other seven schools in the Wharfe Valley and the schools within the **2VLC Learning Collaborative** are extremely positive. We benefit from a range of networks which nurture shared best practice in areas such as: Literacy, Assessment, SEN, Early Years etc. Our relationship with Burley and Woodhead Primary is excellent; the two schools provide excellent education for the young people in Burley.

After School

The school currently operates before and after school clubs – **Early Birds** and **Night Owls**, which are very popular with both parents and children alike.

Ofsted Judgements

In November 2007, we were inspected by OFSTED, who judged us to be an **outstanding school**. Highlights of the report include:

- PUPILS “...simply love this school...” they “...want to make a difference...” and their “...attitudes and behaviour are excellent...”
- TEACHERS “...are passionate about their work...” and provide a “...quality of teaching and learning which is excellent...”
- SUPPORT STAFF “...are a real strength...” who “...contribute significantly to the quality of children’s learning...”

The inspection was a long while ago and clearly things have changed considerably – not least the framework itself. However, we strive to uphold the statements above and to ensure that we never rest on our laurels.

JOB DESCRIPTION



Burley Oaks Primary School Job Description



INTRODUCTION:

The following information is furnished to assist staff joining the School 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. This school 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. This school 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.

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 Advanced Threshold Level
Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

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.

INCLUSION LEADER

Key Responsibilities:

- The Inclusion Leader, in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the Special Educational Needs (SEN) policy and provision in the school to raise the achievement of children with special educational needs, those eligible for the Pupil Premium and those identified as vulnerable i.e. CIN, CAF, LAC, post LAC, medical needs etc.
- The Inclusion Leader takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with special educational needs and those eligible for the Pupil Premium, working closely with staff, parents and carers and other agencies.
- The Inclusion Leader also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs and those eligible for the Pupil Premium so that they achieve the best outcomes possible.
- The Inclusion leader line manages the Teaching Assistants and other named adults in school and is responsible for supporting their professional development and performance management.

Leader for SEND and those pupils eligible for Pupil Premium

- Implement the revised Code of Practice for SEND
- Review, evaluate and monitor the SEND policy as necessary and ensure its implementation across the school
- Review, evaluate and monitor the Looked After Children policy as necessary and ensure its implementation across the school
- Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it
- Be a strong advocate for change and champion school improvement
- Maintain a system for the identification of children with SEND by gathering appropriate evidence
- Map the SEND provision and ensure appropriate support is given and monitored
- Map the provision for those pupils eligible for Pupil Premium and ensure appropriate support is given and monitored

- Identify where adjustments need to be made to provision and discuss these with the Headteacher for further consideration
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by ensuring consistently high quality teaching;
- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with special educational needs
- Provide training opportunities for learning support assistants and other teachers to learn about special educational needs
- Oversee record keeping completed by colleagues and outside agencies and complete all paper work required, including the Annual Reviews
- Make appropriate referrals to outside agencies and communicate effectively with professionals from outside the school
- Ensure that children with statements receive appropriate provision in terms of adult support and resources
- Co-ordinate Care Plans and PEPs for individual children as required
- Review, evaluate and monitor resources for SEND children and those eligible for Pupil Premium,
- Ensuring that funds are well allocated to achieve the best outcomes for pupils
- Develop and maintain good relationships and communications with parents, governors, and the community.

Monitoring and Evaluation

- Monitor the progress of SEND children, named vulnerable groups and those eligible for Pupil Premium through the collection of data, rigorous analysis and the writing of robust reports
- Monitor the progress of SEND children those eligible for Pupil Premium through other monitoring activities such as classroom observations, work sampling, informal discussions with colleagues and pupil voice surveys
- Write an Inclusion action plan as part of the School Improvement Planning process and evaluate this termly
- Liaise with the Headteacher concerning future INSET needs and any funding needs
- Liaise with the Inclusion link governor and report to the Board on a termly basis

Behaviour and Attendance

- Review, evaluate and monitor the Positive Behaviour policy as necessary and ensure its implementation across the school
- Be proactive in supporting children, colleagues and parents when difficult situations arise, preventing the escalation of problems and reducing the impact on the school community
- Line manage the Health Mentor and ensure appropriate support is given and monitored
- Refer children with behaviour difficulties to appropriate outside agencies, e.g. behaviour support team
- Review, evaluate and monitor the Attendance policy as necessary and ensure its implementation across the school
- Liaise with the Administrative Officer, School Attendance Officer and Headteacher and identify where additional support is required for families to ensure good attendance is maintained
- Liaise with the Link Governor for Attendance

Supporting Colleagues

- Support and advise Class Teachers and Teaching Assistants in order to improve their practice in meeting the needs of SEND children and those eligible for Pupil Premium and bring to their attention any opportunities for professional development that may be appropriate
- Work with staff to ensure that appropriate provision is made for SEND children and those eligible for Pupil Premium
- Keep well informed of current educational developments in SEND and disseminate information to staff, including leading Professional Development Meetings
- Work alongside colleagues as appropriate in particular when to inform the Inclusion termly report to governors
- To assist in the implementation of the school's Performance Management Policy and be a Team Leader for Teaching Assistants. Liaise with Phase Leaders as part of PM process
- Induct new Teaching Assistants (Years 1 to 6) and oversee the organisation and deployment of Voluntary Teaching Assistants and Parent Helpers

Working with Parents

- Develop and maintain effective partnerships between parents and the school's staff so as to promote children's learning
- Communicate effectively, providing information to parents about support provided, children's achievements, progress and targets
- Communicate effectively to parents sharing information and reports provided by external agencies and the school's subsequent actions
- Lead parent workshops to provide information and support as required

Child Protection

- When required, carry out the roles of the Designated Person for safeguarding in the absence of the Headteacher and Assistant Headteacher.

Teaching Duties

- Whilst the role is primarily non-class based, you might be required to carry out the duties of a schoolteacher as set out in paragraphs 71 to 76 (inclusive) of the Schoolteachers' Pay and Conditions Document. You would, therefore, participate in the teaching programme of the school as appropriate and, by example, provide a very good professional model as a classroom practitioner.
- These duties may be varied to meet the changing demands of the school and/or the developing career aspirations of the teacher.

PERSON SPECIFICATION



Burley Oaks Primary School Person Specification



Category	Essential	Desirable
Commitment	<ul style="list-style-type: none"> Strong commitment to the school's mission statement: Belong, Believe, Achieve Understanding of the school's role in the village and wider community and in promoting community cohesion 	
Educational qualifications and training	<ul style="list-style-type: none"> Qualified teacher status Proven experience of improving teaching and achievement of pupils (including SEND/EAL/PP/Looked After and vulnerable pupils) Substantial and successful teaching experience in a primary school Evidence of continued professional development/research 	<ul style="list-style-type: none"> Experience in teaching across more than one key stage Has completed the SENDCO National Accreditation
Skills and abilities	<ul style="list-style-type: none"> Demonstrate outstanding classroom practice A good understanding of strategies to improve personal and academic outcomes for SEND/EAL/Looked After and vulnerable children pupils A good understanding of robust and effective safeguarding systems and ensuring that pupils know how to stay safe Skills to monitor and evaluate the quality of provision across the primary age range Good organisational and time management skills; ability to prioritise Able to delegate as and hold others to account as appropriate An awareness of current best practice and future developments in education <p>Have the ability to:</p> <ul style="list-style-type: none"> inspire, lead and motivate the children and staff influence the quality of teaching and learning 	

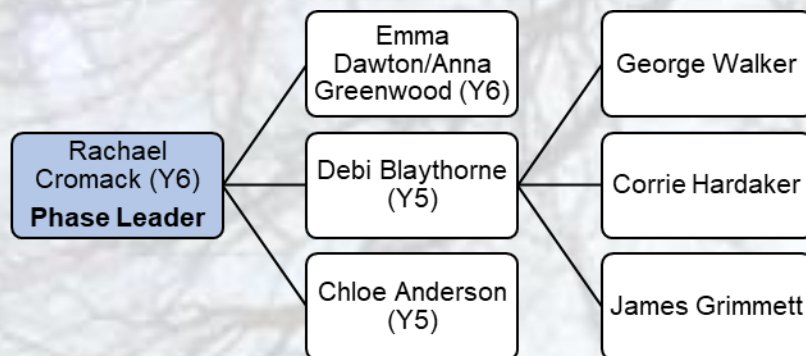
	<ul style="list-style-type: none"> analyse, understand and interpret school, local and national performance data evaluate wider school performance against improvement targets work as part of an effective team of staff and governors communicate effectively and sensitively with a wide variety of children, parents, the local community, governors, staff, LA representatives and other agencies demonstrate consistently good or outstanding classroom practice, including confident use of ICT maintain confidentiality 	
Experience	<ul style="list-style-type: none"> Contributed to the Senior Leadership Team/strategic direction of the school Previous SENDCo experience Effectively led whole staff improvement, demonstrating clear, positive impact Worked with children with a wide variety of learning needs Curriculum planning; implementation; assessing & recording across the curriculum Involved in the implementation of whole school initiatives Effective involvement with parents and governors. 	<ul style="list-style-type: none"> Member of the Senior Leadership team Leadership of a team of staff Experience as a mentor, coach or performance management team leader
Knowledge	<ul style="list-style-type: none"> Understanding of the whole curriculum for the primary age range, including Early Years Commitment to the extended services agenda and understanding of the core offer Thorough grasp of current educational issues Understanding of children with special educational needs and disability, English as an Additional Language, and the needs of the vulnerable and Looked After child Knowledge of, and commitment to inclusive practice and equal opportunities 	<ul style="list-style-type: none"> Knowledge and understanding of current developments and practice in SEND legislation Knowledge of the range and types of interventions available
Suitability to work with children	<ul style="list-style-type: none"> Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people Displays commitment to the protection and 	

	safeguarding of children and young people.	
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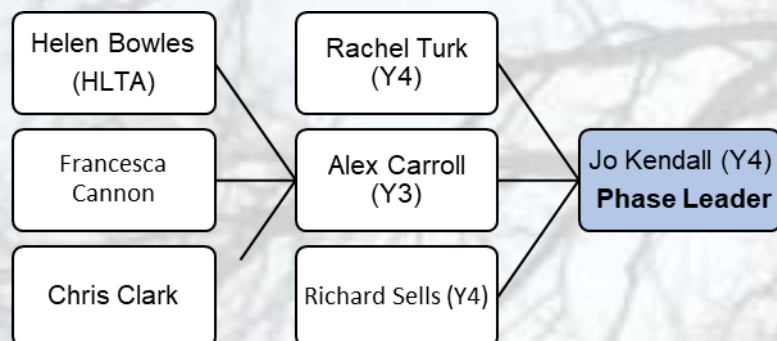
STAFFING STRUCTURE 2019/2020

Headteacher	Deputy Headteacher	Assistant Headteacher
Strategic Leadership + Management School self-evaluation Claire Lee	SEN Co-ordinator INSET Co-ordinator Assessment Manager Cathy Isaac	Curriculum Leader Performance Management Anna Greenwood 0.8

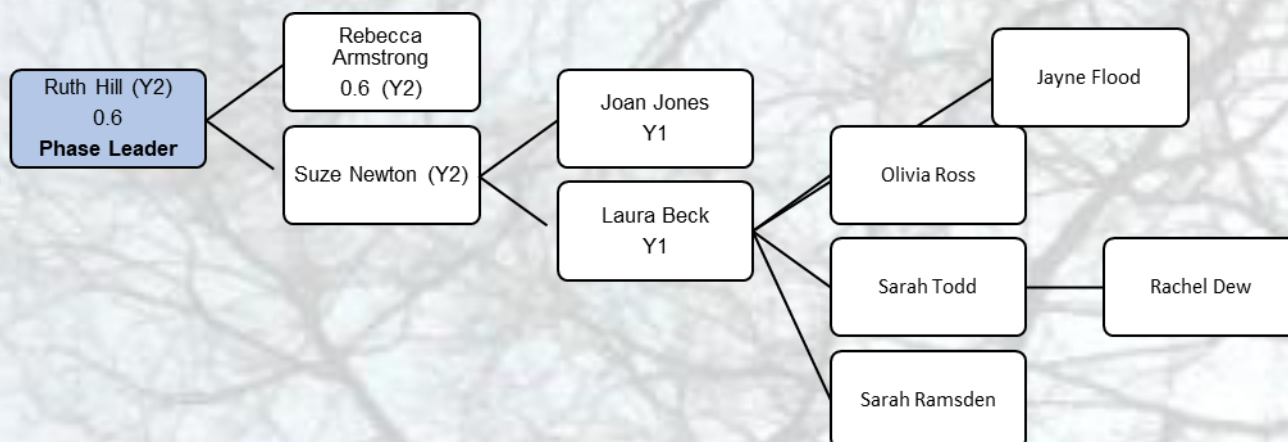
Year 5/6



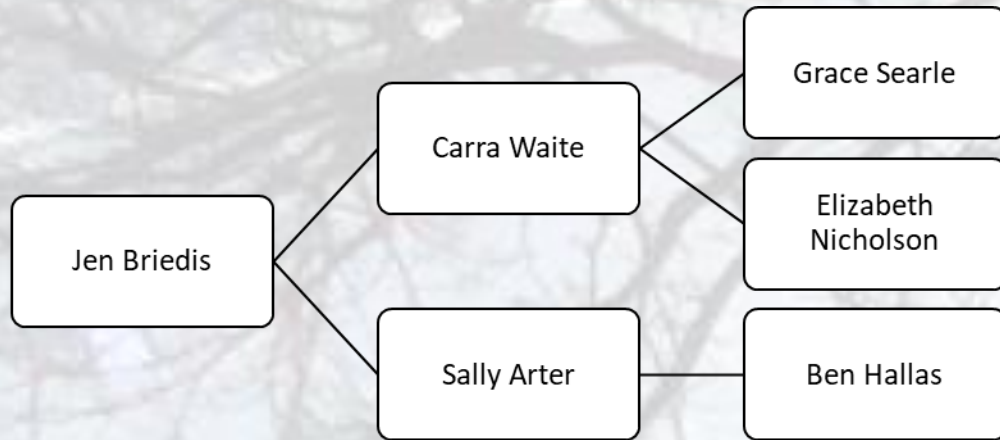
Year 3/4



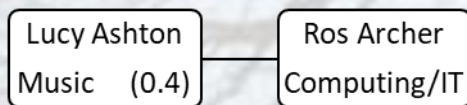
Year 1/2



Reception



Specialist Teachers



The Recruitment Process

How to apply:

1. If you wish to apply for this post, please download the PACT HR application form outlining how you meet the criteria on the job description and the attributes required.
2. You may supplement your application with a letter of **no longer than two sides of A4**. Your letter of application should outline your reasons for applying for the post and give an indication of what you can offer the school.

We would also request that you provide details of daytime and **evening** contact numbers or email address for use should you be called for an interview. **Please also ensure that email addresses are available for your nominated referees.**

You are more than welcome to visit the school, please contact the school office on 01943 862642 to arrange.

Closing Date: Noon, Monday 14th October 2019

Interviews: w/c 22nd October 2019

If you have not been contacted by the close of business on Thursday 17th October 2019, you should assume that your application has been unsuccessful at this time; however, we thank you for your interest in this post.

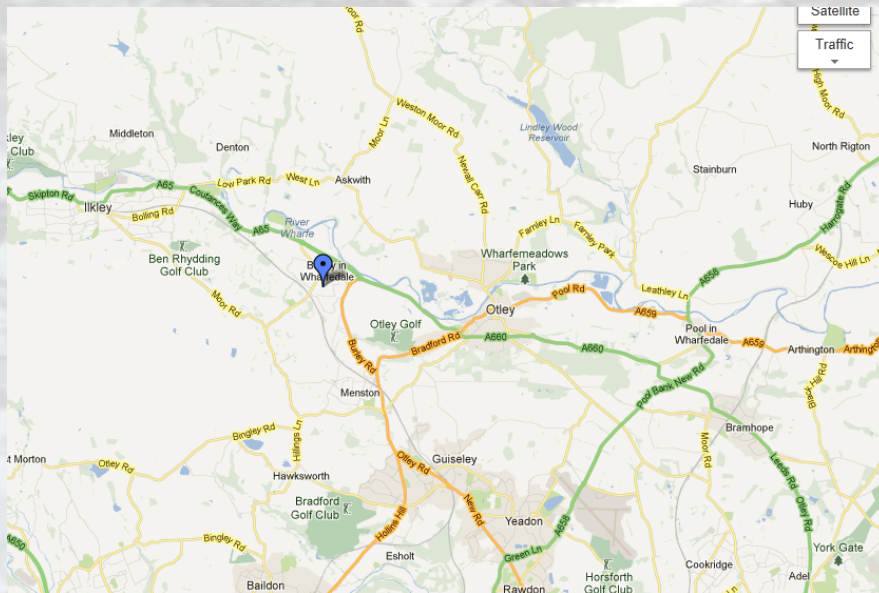
Completed applications should be uploaded on to the Prospects online site or forwarded to:

Burley Oaks Primary School
Langford Lane,
Burley in Wharfedale,
Ilkley,
LS29 7EJ

Or by email: office@burleyoaks.co.uk

Thank you once again for your interest in this post; we look forward to receiving your completed application.

How to Find Us



Our address is:

Burley Oaks Primary School
Langford Lane
Burley-in-Wharfedale
LS29 7EJ

Tel. 01943 862642

Email: office@burleyoaks.co.uk

