



LEAD PRACTITIONER IN INCLUSIVE PRACTICE

APPLICATION PACK



Anthony Gell
— School —

Care Aspire Achieve

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Letter of Introduction

Thank you your interest in this post at Anthony Gell School. We are seeking to appoint a Lead Practitioner in Inclusive Practice to join our excellent school. Please find included in the application pack, some information about the school, a job description and a person specification. I hope the information contained within this pack will help you to discover more about what makes Anthony Gell a special place to work and learn, and enable you to gain more of an insight into the post being advertised.

We work hard to create an environment in which every young person is provided with a range of opportunities whilst being cared for and supported. We are proud to have a truly comprehensive intake, and our fully inclusive approach guides all that we do.

We are looking to appoint an enthusiastic and motivated Lead Practitioner in Inclusive Practice. The role involves working in partnership with specialist staff in SEND, teaching colleagues and the pastoral team, to provide support for students who, for a variety of reasons, may be finding things a little bit more difficult. This is an exciting opportunity to contribute to and develop our provision, which enables some of our most vulnerable students to better access their curriculum, make progress and be successful.

We believe it is important to give everyone the chance to develop the skills and knowledge necessary to become self-motivated, independent and confident learners; with the social awareness to make a difference and to care about ourselves, others and the environment.

If you would like any further information before you apply, please contact the Headteacher, Mr Kelly, via his email address mkelly@anthonygell.co.uk. Thank you for showing an interest in this role and becoming part of the fabulous team of staff at AGS. If you think this sounds like a school you would love to work in, we look forward to receiving your application.

The closing date for applications for this vacancy is 23rd June 2024 with successful applications being invited to interview the week commencing 24th June 2024.

Anthony Gell School works in partnership with many other schools and we are proud to be part of a very successful Trust. Embark are a Trust based in Derbyshire and have recently been recognised as MAT of the Year in the National MAT Awards 2024.

Anthony Gell School is committed to the safety and welfare of all its students. The person appointed must share this commitment and will be subject to a DBS check, qualifications check and identity check as well as satisfactory references.

Yours sincerely



Malcolm Kelly
Headteacher

Background Information

Anthony Gell School is a very successful, fully inclusive, Comprehensive school situated in the Derbyshire Dales within the market town of Wirksworth. The school takes its name from a 16th Century benefactor who helped first establish the school in 1576. The school benefits from the support of the Anthony Gell Foundation and occupies a generous plot close to the centre of the town.

Our school is within easy reach of the major centres of Derby and Chesterfield, as well as the beautiful Peak District National Park.

As well as serving Wirksworth and the villages nearby, Anthony Gell School attracts a growing number of students from further afield; with approximately one third of our intake coming to us from outside of our catchment area. The school is usually oversubscribed, with more families wanting to join us than we have places for. There is a waiting list for admission into most year groups.

Anthony Gell is a school at the heart of the community, with many families maintaining close links to the school for several generations. The staff body is made up of a blend of youth and experience. Students and staff share a sense of pride in their school which is reflected in an atmosphere of mutual respect and understanding for each other, the school environment and the wider community.

In 2023, AGS formally joined the other schools within the Embark Federation. Embark is a Multi-Agency Trust (MAT), of Derbyshire schools. The Trust's core beliefs of Family, Integrity, Teamwork and Success closely match those of Anthony Gell School. Our membership of Embark has helped our school to continue to grow and develop via outstanding partnerships and collaboration. Our staff benefit from networking with other colleagues from across our Trust. These opportunities help us to work together, support each other and develop professionally in an environment conducive to promoting good mental wellbeing.

Visitors are warmly welcomed to experience first-hand the unique ethos of the school. If you would like to arrange a visit, please do not hesitate to contact Fran Calladine, PA to the Headteacher, via her email address fcalladine@anthonygell.co.uk.

More information about our school can be found by visiting www.anthonygell.co.uk

Inclusive Practice At AGS

Anthony Gell School has an excellent reputation for providing outstanding pastoral care as part of our inclusive approach to education. We firmly believe that every child should be able to access high quality education in an environment in which they are safe, happy and cared for. Our role as adults who work in Anthony Gell School is to support this ethos and work hard in order to give every child the chance to excel. We believe that academic excellence is fundamental to a child's level of self-fulfilment but school must provide much more than this. Children and young people who attend Anthony Gell are encouraged and taught to be independent learners who can contribute very effectively to the community in which they live and work.

The sense of mutual respect, belonging, and understanding is clearly evident throughout the school. Adults treat students as individuals and model the behaviour we expect all to display. Students and staff are proud to be associated with their school. We enjoy working together. Our success relies on an excellent partnership with parents/carers. The home-school links are strengthened by the work of all staff and none more so than the staff who are at the heart of our pastoral and SEND support team.

Anthony Gell School has had a 'House system' for a long time. Students each become a member of one of our five Houses – Arkwright, Fearn, Gell, Nightingale and Wright when they join AGS. The House system allows us to split a small school into five smaller groups, each with a dedicated Pastoral Manager and team of tutors. Our tutors in Key Stages 4 and 5 meet with their tutees twice a day. Our Key Stage 3 tutor groups each contain students from years 7-9. This vertical grouping in tutor groups helps in the establishment of our ethos and values.

The network of support for students has been in place for a number of years and has been expanded to meet changing needs. Staff who form part of this support network for all students have dedicated work spaces and meeting rooms. The pastoral, SEND and teaching teams act as an important point of contact for parents and students alike. All teaching staff at AGS work as part of this team, with leadership provided by an Assistant Headteacher who has responsibility for pastoral care and our Deputy Headteacher.

Anthony Gell School caters for a wide range of special educational needs and disabilities within the realms of a mainstream secondary school. To enable this support to happen effectively, we provide a wide range of assistance, including: in-class support, 1:1 and small group sessions, a differentiated and broad curriculum, and specialist support.

The Learning Support Department consists of the SENDCo and an experienced team of Teaching Assistants. We work alongside the Pastoral Team, teachers and partner agencies/professionals to support and care for our students with additional needs. We deliver a range of targeted interventions. Our support further enhances transition to secondary school and helps develop the self-confidence and proficiency which enable greater success.

Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job title	Lead Practitioner in Inclusive Practice
Reporting to	Assistant Headteacher / SENDCo
Job Purpose	To undertake the strategic lead and provide operational capacity for elements of SEND provision across Key Stages 3, 4 and 5.
Leadership and Management	<ul style="list-style-type: none"> a. To assist with the leadership of a team of Teaching Assistants, establishing and modelling best practice b. To work with the SENDCo to secure, allocate and monitor a resource budget, including the school's delegated SEND budget to ensure effective curriculum access for all students with SEND c. To assist in the monitoring and evaluation of the effectiveness of SEND provision through an evaluative provision management cycle d. To work with the SENDCo and other senior leaders to devise and implement short, medium and long term plans set for the year e. To support the Headteacher in the self-evaluation process f. To support and develop colleagues in relation to SEND through advice, guidance and organisation of in-service training g. To be a point of contact for parents h. To provide leadership in the establishment and management of effective administrative systems i. To line manage staff as directed by the Headteacher
Student Progress	<ul style="list-style-type: none"> a. To carry out the role of a teacher, as detailed in an additional job description. b. To monitor progress against targets and to intervene when/where necessary, implementing support plans, formulating strategies and providing an effective and overarching coherency between all interested parties c. To monitor teaching and learning activities, including planning and student work, to ensure they meet the needs of students with SEND

	<ul style="list-style-type: none"> d. To help coordinate a range of interventions that are aimed at improving student progress including student 'withdrawal' from classes when deemed appropriate e. To liaise with other colleagues regarding progress of students and intervention groups f. To support staff in promoting positive attitudes and outcomes to learning g. To help all staff to have up to date knowledge of teaching and learning strategies that promote effective inclusive practice h. To assist with the review and analysis of assessment and reporting for SEND students, liaising with the appropriate members of staff to do so. i. To coordinate the management of transition arrangements for students with SEND j. To make efficient use of prior attainment and current academic information for specific students/groups of students to create additional feedback for parents, when relevant k. To provide information to parents, school and external bodies on request
<p>Behaviour for Learning, Pastoral Care and Standards</p>	<ul style="list-style-type: none"> a. To promote and actively monitor the safeguarding of all students b. To promote and assist in effective pastoral care for all students c. To promote and assist with high quality inclusive practice d. To lead by example as an outstanding role model for staff and students reflecting our standards and expectations e. To assist with the management of Teaching Assistants, ensuring these and other colleagues play a role in supporting whole school Behaviour for Learning strategies and impact positively on the outcomes of students across the curriculum f. To work with the Head of Pastoral Care and the SENDCo to identify and report patterns of behaviour or learning difficulties, and suggest strategies for intervention g. To monitor behaviour through analysis of data, generate regular reports and advise on any necessary intervention strategies for individual students or groups h. To link with other post holders to ensure that the SEND work fully reflects the school's distinctive ethos and mission. <p>STAFFING</p> <ul style="list-style-type: none"> a. To work with the SENDCo and other senior leaders to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs b. To continue own professional development as agreed with Headteacher c. To undertake Performance Management Review(s) as part of the school's Appraisal system and to act as reviewer for colleague(s) where appropriate d. To oversee the co-ordination of the work of teaching assistants e. To help facilitate annual TA skills audit and arrange an appropriate programme of staff development activities

- f. To promote teamwork and to motivate staff to ensure effective working relations, within school and with external organisations including partner primaries

ADMINISTRATION

- a. Work closely with support staff to ensure the maintenance of accurate and up-to-date information concerning all students on the management information system (e.g. Arbor)
- b. Make use of analysis and evaluate performance data provided.
- c. Take a lead role, working in conjunction with the SENDCo, in 'access' arrangements
- d. Help analyse allocation of SEND budget and suggest areas for development
- e. Review, update and review SEND policies as required
- f. Review, update and review Person Centred Plans (PCPs) to foster ongoing good communication with teaching staff
- g. Comply with statutory obligations regarding review of statements/EHCPs
- h. Keep abreast with national and local developments

COMMUNICATIONS & LIAISON

- a. Help ensure effective communication/consultation as appropriate with the parents/carers of students
- b. Oversee the maintenance and distribution of the SEND register
- c. Collaborate with outside agencies to raise the achievements of students with SEND

SCHOOL ETHOS

- a. To play a full part in the life of the school community including enrichment activities, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- b. Comply with the school's health and safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

SIGNATURES

- a. This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.
- b. The remuneration for this role is Lead Practitioner Spine Point 2-6

Signed: _____ Print Name: _____

Date: _____

Signed: _____ (Headteacher) Date: _____

All employees have the responsibility to:

- Be aware and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school's Performance Management (Appraisal) process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To represent the school at events as appropriate
- To support and promote the school ethos
- Ensure any documentation produced is to a high standard and is in line with the brand style
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Headteacher

Lead Practitioner in Inclusive Practice – Person Specification

<p>Education and Qualifications</p>	<p>Essential</p> <ul style="list-style-type: none"> • Recent participation in a range of relevant in-service training • Teaching qualification <p>Desirable</p> <ul style="list-style-type: none"> • A qualification/range of qualifications relevant to this post • Currently hold or be willing to undertake a Level 7 qualification in Special Educational Needs Coordination • Currently hold or be willing to undertake a Level 7 qualification in specialist assessment (re access arrangements) 	<p>Assessed by:</p> <p>A, I, T, R</p>
<p>Experience</p>	<p>Essential</p> <ul style="list-style-type: none"> • Excellent understanding of how SEND systems work and link to standards and achievement • Teaching experience <p>Desirable</p> <ul style="list-style-type: none"> • Leadership/management experience • Knowledge of SEND and best practice at KS1, 2, 3, 4 or 5 	<p>A, I, T, DT, R</p>
<p>Special Aptitudes</p>	<p>Essential</p> <ul style="list-style-type: none"> • Effective mentor and role model • Thorough understanding of Child Protection procedures • Thorough understanding of Equal Opportunities issues • Thorough understanding of SEND and inclusion issues • Able to analyse and interpret data • Able to lead and manage staff • Application of ICT to lead, manage and monitor • Skilled at partnership working • Able to liaise effectively with parents/carers • Able to support and implement effective behaviour for learning strategies <p>Desirable</p> <ul style="list-style-type: none"> • Skills in creating a personalised curriculum for students • Able to manage finance and resources • Awareness of current local and national initiatives and legislation 	<p>A, I, T, DT, R</p>

<p>Interpersonal Skills</p>	<p>Essential</p> <ul style="list-style-type: none"> • Sets professional standards and displays a sense of integrity in all that is done and show commitments to continuing professional development • Excellent attendance • Excellent punctuality • Able to inspire children and young people • Committed to inclusive education • Team worker • Team leader • Communication Skills • Interpersonal Skills • Self-motivated • Creative thinker • Reflective practitioner • Integrity • Reliability • Positive attitude • Resilience • Sense of humour • Effective time management 	<p>A, I, T, R</p>
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<p>A = Application I = Interview R = References</p>	<p>DT = Data Task T = Teaching</p>
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