**St Jérôme C E Bilingual School**

**in partnership with**

**Holy Trinity C E Primary School Northwood**

**Director of Inclusive Learning**

Our partnership of two Church of England schools is seeking to strengthen and further develop our inclusive practice and is seeking to appoint an inspirational leader who is equally passionate about our vision for including everyone in our school learning communities.

This is an exciting, innovative and demanding role that requires a special person who is able to build upon our strengths and lead us forward in ensuring we meet our commitment to supporting every child and member of our team to fulfil their potential.

Based at St Jérôme C E Bilingual School in Harrow, where we will also develop our inclusion resource base and making regular visits to our partner school Holy Trinity C E Primary School Northwood you will provide strong leadership in both of our schools. You will work with our Executive Headteacher and the Heads of School as a key member of our senior leadership teams and will be the lead professional for all matters relating to SEND, inclusion and equality and diversity.

We will support you to continue to develop your knowledge and experience and you will have the opportunity to establish an excellent team and resource base for your work. We are ideally seeking a candidate who can work full time but are willing to consider near full time working or some flexibility of working arrangements if necessary.

We are offering a competitive salary commensurate with experience and qualifications on the Leadership Scale (outer London) and the successful applicant with have the use of a macbook pro, ipad and iphone and support with the cost of travelling between our schools.

**Welcome to St Jérôme C E Bilingual School**

St Jérôme C E Bilingual school opened its doors to welcome the children of Harrow in September 2016. By September 2019, we will have 240 pupils from Reception to Year 3, we will be full when we have Year 6 in 2022. We believe that we offer a unique educational experience to our children. We are a Christian School that welcomes all people and seeks to share the love of God with our community in words and actions. We believe that teaching is a vocation and a ministry as we reach out to serve the children and families of central Harrow. We are also a bilingual school that is passionate about languages and we teach children in both English and French. We believe that this gives our children, the majority of whom already speak another language at home, a significant linguistic and cultural advantage. The ability to speak another language and to communicate with others opens doors and possibilities. Our dream for our children is that they will love both the English and French languages, and that they will maintain other languages that they may speak at home and go on to learn many other ones. The progress that our children have already made is strong and we are looking forward to seeing what is possible as they continue to grow and develop.

Opening the school took a significant amount of dedication from local parents, the London Diocesan Board for Schools, our founding staff team and our many partners. Our partnerships continue to thrive and provide excellent opportunities for our children and staff. Our close partnership with Holy Trinity C E School Northwood has enabled us to develop our curriculum and Christian ethos and our partnership with Eurostar has enabled staff to visit France and for our Reception children to meet a train driver. Our partnership with Harrow School has supported the governance of the school and we have plans to enable St Jérôme pupils to benefit from the resources and facilities at Harrow. We have been in touch with experts in the field of Christian Education and children’s spirituality and as a result have been able to open an innovative ‘Godly Play’ classroom. We have also benefited from our partnership with Cambridge University with whom we are engaged in a longitudinal study on the impact of bilingualism on our pupils. Our research and partnerships have extended around the world as we have sought to find the best practice internationally and enable our children to interact with English and French speakers around the world.

We have very quickly become a popular and oversubscribed school and we were significantly oversubscribed on opening. Our parents are exceptionally supportive of our school and we have an active PTFA who have already raised substantial funds to support the future development of the school. We have a close relationship with the Parish of St John’s Greenhill and The Revd. Barry Hingston. Our children visit the church regularly and Barry and other members of the St John’s team are regular visitors to our school.

Our founding staff members and those who have joined our team as we have continued to grow have been able to benefit from the opportunity of helping to shape the school and bring our vision to reality. To be able to design classroom spaces and choose resources and educational approaches has been really exciting and our school learning environment is state of the art. We have chosen to use Apple technology which supports our innovative and creative bilingual curriculum. We have an extremely passionate and committed staff team who are looking forward to welcoming new members to our team. There is still much to do and to contribute to continue to grow our school. As a team, we strive to support and care for one another and we take very seriously the professional development of all our staff, knowing that a passionate and engaged staff team who love what they do will have a greater impact on our children. Our staff team is diverse and reflects the English/ French bilingual nature of the school. Staff communicate predominately in their mother tongue but we all have the opportunity to develop our language skills. St Jérôme School, in partnership with our partner school Holy Trinity is a lead School for providing teacher training with the LDBS SCITT Teaching London, an outstanding provider of initial teacher training and our staff members have been involved in mentoring and coaching teachers of the future.

The proportion of children at St Jérôme School who speak another language other than English is significantly above the national average and our intake reflects the diverse population of central Harrow. The number of children with SEND or who are disadvantaged is currently well below the national average but is growing and we need to rise to the challenge of fully meeting the needs of all children in our school as we grow.

**Welcome to Holy Trinity C E Primary School Northwood**

On each of the 190 days in the academic year, 236 children, their parents and family members, 37 members of staff and 16 governors are welcomed and invited to share in the daily life of Holy Trinity School. The majority of members of this community will journey with us for the 8 years in which their children are pupils at the school. This community is made up of people from all walks of life and from many cultural backgrounds. Members speak over 30 different languages and have many different world faiths. Each day this community is united in its pursuit of educating children and their families and offers the opportunity for all its members to experience living and learning in a Christian community.

Holy Trinity School is popular with parents and is significantly oversubscribed each year. It is well regarding for the depth of its Christian ethos (SIAMS Outstanding 2015) and this is the most common reason that parents choose it. Children generally achieve standards that are above local and national averages and Ofsted have rated the school as good (2017). Holy Trinity School is currently working in partnership with Hillingdon Local Authority on a ‘good to outstanding’ programme.

The number of pupils with additional learning needs is below the national average but is increasing and have recently seen an increase in the number of pupils arriving at the school with more complex needs.

We are looking forward to working in partnership to further develop the inclusive practice across our partnership of schools.

**Application Process**

Applications should be made on a London Diocesan Board for Schools (LDBS) application form **and returned directly to St Jérôme C E Bilingual School** for the attention of Revd. Daniel Norris, Executive Headteacher with an accompanying letter of application which sets out your motivation for the role and how you meet the criteria in the person specification. The closing date for applications is **Friday 26th April at 5pm**.

Please send applications by email to [office@stjeromebilingual.org](mailto:office@stjeromebilingual.org)

Visits to our schools are welcome and encouraged and should be made by contacting Mrs Karen Smith, School Business Manager. Who can be contact via [office@stjeromebilingual.org](mailto:office@stjeromebilingual.org) or by telephoning 020 3019 6363.

**Job Description for the Director of Inclusive Learning**

**Core Purpose**

To provide highly effective and inspirational leadership that ensures that our partnership of schools’ Christian commitment to include everyone and enable all members of our community to grow and flourish is realised.

To lead the promotion, direction and oversight of high standards of inclusive education and practice in our schools with particular responsibility for pupils with SEND or any additional needs.

In the context of this Job Description, pupils with additional needs are deemed to include:

• Pupils on the Special Educational Needs Register or who have an EHCP;

• Pupils with identified specific learning difficulties;

• Pupils with identified behavioural problems;

• ‘Looked After’ pupils;

• Pupils whose first language is other than English;

• Disadvantaged pupils entitled to the Pupil Premium;

• Pupils belonging to ethnic minorities;

• Pupils of Romany or Traveller families;

• Pupils who are gifted and talented;

• Pupils with medical needs;

• Pupils who have a social or emotional need or who are subject to a child protection plan

• Pupils who the Executive Headteacher considers have previously received, for any reason, an inadequate or compromised education.

**Areas of Specific Responsibility**

1. Be a passionate and energetic advocate for inclusion and the promotion of equality, diversity and well-being in our schools.
2. Lead the development of our schools’ policies and practice in all areas relating to inclusion, SEND, equality and diversity and welfare and well-being.
3. Keep abreast of relevant legislation, guidance and good practice in your areas of responsibility and take every opportunity to develop own knowledge and skills as the lead professional for inclusion, SEND, equality and diversity and welfare and well-being in our schools.
4. To fulfil the statutory duties of a SENDCO as described in the SEND Code of Practice at both of our schools and ensure that our schools are fully compliant with the relevant legislation and guidance;
5. Ensure that our schools have effective strategic plans and impact evaluations for the use of additional funds for SEND and disadvantaged pupils and that our websites are fully compliant in these areas;
6. Encourage, support and hold to account all members of our staff teams for fulfilling their statutory responsibilities to pupils with special educational needs/ additional needs;
7. Monitor the progress, attendance and well-being of pupils with SEND or who have additional needs and identify and adopt the most effective approaches for these pupils that ensure they have good attendance, secure strong progress in learning and enjoy their education;
8. Monitor teaching and learning activities to ensure that they meet the needs of pupils with additional needs and contribute actively to the self-evaluation and development planning of our schools;
9. Disseminate good practice in inclusive teaching across and between our schools and build effective links and partnerships to improve the quality of educational practice;
10. Lead high quality training for staff and governors and support the induction of new members of staff, newly qualified teachers and student teachers.
11. Support our staff teams in the identification and assessment of additional needs, working in partnership with parents and carers and other agencies and professionals;
12. Plan, co-ordinate, deliver and monitor the impact of additional interventions to support and accelerate pupil progress and support other teachers and support staff to deliver these effectively;
13. Liaise with other schools to ensure continuity of support and learning when receiving and transferring pupils with special educational needs/ additional needs;
14. To provide high quality guidance and support to parents, carers and family members of children with additional needs in our schools;
15. Line manage and provide high quality training and CPD opportunities for learning support assistants and other teaching assistants to improve their knowledge of how to effectively support children with additional learning needs;
16. Line manage and quality assure the work of our Welfare Officers and ensure that our schools meet the relevant legislation and guidance to meet the medical needs and provide high standards of care for the children in our schools.
17. Identify resources needed to meet the needs of pupils with additional needs and advise our Heads of Schools and Executive Headteacher and School Business Manager of priorities for development and expenditure
18. Support our Inclusion governors to effectively discharge their statutory duties and to ensure that leaders and governors fulfil the vision and strategic plans for our schools.
19. To be the senior leader with responsibility for staff and community well-being in our partnership of schools and the development of our strategy to support the emotional and mental health of our community.
20. To fulfil the role of Deputy Designated Safeguarding Lead as necessary.

**Person Specification**

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| **Criteria** | **Essential** | **Desirable** |
| A passionate and energetic advocate for inclusion and the promotion of equality, diversity and well-being. | X |  |
| A thoughtful, reflective and compassionate leader with a courageous and resilient vision for inclusive education | X |  |
| Qualified Teacher Status and experience of effective teaching in a primary school, special school or similar setting | X |  |
| Successful completion of an accredited course for SENDCOs (or extensive relevant experience and willingness to obtain this accreditation within 12 months of appointment) | X |  |
| Strong commitment to own professional development.  Appropriate CPD in the areas of inclusion, SEND, welfare, well-being, mental health that are relevant to this role. | X |  |
| Additional qualification relevant to the role:  eg. Speech and Language Therapy, Educational Psychology, Occupational Therapy, Play Therapy, First Aid |  | X |
| Relevant research in the field of inclusion and or learning and teaching (eg. Advanced Diploma, Masters, PHD) |  | X |
| Experience of leadership in a primary school or similar setting which includes managing a team, phase or curriculum area that secures at least good outcomes. | X |  |
| Experience of leading inclusion and being a SENDCO | X |  |
| Excellent understanding of and vision for developing inclusive learning and teaching and a range of strategies to ensure teaching meets the needs of all learners | X |  |
| Experience of monitoring learning and teaching and providing feedback that secures improvement | X |  |
| Experience of leading training or CPD and coaching and mentoring members of staff | X |  |
| Demonstrable passion and commitment to inclusive practice and promoting equality and diversity that inspires others | X |  |
| Strong alignment with and desire to support and promote the inclusive Christian vision and ethos of our schools. | X |  |
| An active interest in the opportunities a bilingual education offers to all pupils including pupils with SEND or additional needs. | X |  |
| A good empathetic listener who is also a highly effective communicator both orally and in writing, who is able to work with confidence, tact, diplomacy and sensitivity. | X |  |
| Strong organisational and administrative skills with the ability to manage multiple priorities, delegate as appropriate and remain calm under pressure. | X |  |
| Excellent team leader who is able to work in collaboration with a wide range of people to secure the best quality of education for our children. | X |  |
| Good knowledge of leading safeguarding and experience as a Designated Safeguarding Lead or Deputy |  | X |
| A positive attitude and a good sense of humour. | X |  |