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**SEND BASE LEAD TEACHER**

CANDIDATE PACK

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**WELCOME FROM THE HEADTEACHER**

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Thankyou for taking an interest in the post of SEND Base Lead Teacher at John Gulson Primary School. I hope this candidate pack will give you information and insight into our school and the community we serve.

My name is Mrs Watson and I am very proud to be Headteacher of such a richly diverse school community in which different languages, cultures and religions learn together and from each other.

Our mission is to ensure that all members of the school community has passionate ambition and commitment to learning; we recognise the uniqueness of every individual in the pursuit of excellence.  Our mission is driven by our desire to offer the best education for our pupils in partnership with parents, carers, Governors and the wider community. We believe our approach will inspire a love of learning and unlock the talents that lie within all of our children, preparing them to be kind, happy, successful and responsible citizens of the future.

We are a friendly, caring school with high expectations for all our pupils and a strong commitment to the mental health and wellbeing of all within our community. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued.

Mrs V Watson

**Welcome from the Head of Teaching, Learning and Curriculum and the Head of Safeguarding, SEND, Behaviour and Pastoral Care**

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At John Gulson we pride ourselves on our demonstrating our values through our conduct, through our curriculum and how we support each other.  We want to create an environment where our children receive the best education in a nurturing environment.  My role in school is to help develop staff to be the best that they can be in providing a high-quality provision to our pupils.  I also support subject leaders in developing an exciting, tailored curriculum and improving their own skills as leaders.

Working at John Gulson will mean that you will receive excellent CPD and the opportunity to further your own career with access to bespoke training.  You will also be able to work collaboratively with your own and the wider team.  We are a supportive workplace that values you as an individual and are also committed to ensuring that wellness for all is a priority.

We are in an exciting period of transition of creating a school that we are all proud to be a part of and you have the chance to be a part of that journey.

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My name is Suzanne Webberley Holmes and my role in school is Head of Safeguarding, SEND, Behaviour and Pastoral Care. I have worked in the school for a number of years in different roles and took up this new post in April 2021. I am a qualified SENDCO and recently achieved my NPQH qualification. My role centres around supporting children and families, in particular those with additional vulnerabilities, to access high quality provision which meets their needs and also ensure any additional needs are met. Safeguarding is of the highest importance at our school and is at the heart of all we do in school and is central to all of my role. Part of my role is to lead on behaviour and we work hard at school to ensure our approach is built around relationships and good choices. I lead a team of pastoral staff and oversee our nurture provision and EAL provision. The children and families and staff at John Gulson are a joy to work alongside.

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**MISSION STATEMENT**

John Gulson Primary School reflects passionate ambition and commitment to learning and we recognise the uniqueness of every individual in the pursuit of excellence.

**VISION**

Our mission is driven by our desire to offer the best education for our pupils in partnership with parents, carers, Governors and the wider community. We believe our approach will inspire a love of learning and unlock the talents that lie within all of our children, preparing them to be kind, happy, successful and responsible citizens of the future.

**VALUES**

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**SCHOOL CONTEXT**

John Gulson Primary School is a 2FE school, with 3FE in Year 1. We have a 39-place morning Nursery provision. We are based within an area of high deprivation in central Coventry (Foleshill). The school ranks amongst the top 20% in terms of deprivation (idaci 0.36). There are high levels of mobility within the school. At our recent OFSTED inspection (June 2024), we were graded as Good in all areas and Outstanding for Personal Development. The school is an incredible place to work, with fantastic families, children and staff team.

Currently, numbers in each year group as follows:

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NURSERY – 36

Reception – 60

Y1 – 86

Y2 – 60

Y3 – 60

Y4 – 62

Y5 – 63

Y6 – 62

35% of pupils are disadvantaged (compared to 20.8% nationally).

69% of pupils have English as an additional language (compared to 19.3% nationally).

14.71% of pupils have SEND – 2.47% EHCP and 15% SEND support (compared to EHC 3.7% and SEND Support 12.25% nationally).

Attendance for the 2023-2024 was 94%; punctuality is improving and processes to tackle absenteeism and poor punctuality are robust.

**GOVERNANCE**

|  |  |
| --- | --- |
| Name: | Role: |
| Jane Friswell | Chair of Governors |
| Kerry Webb | Vice-Chair of Governors |
| Victoria Sumner | Headteacher |
| Tuhin Ahmed | Parent Governor |
| Azhar Minhas | Parent Governor |
| Val Baker | Co-opted Governor |
| Fiona Atherton | Co-opted Governor |
| Wynter Proud | Staff Governor |
| Shaun Bent | Co-opted Governor |
| Val Baker | Co-opted Governor |
| Richard Law | Co-opted Governor |
| Dani Sheldon | Co-opted Governor |
| Rebecca Ibrahimi | Co-opted Governor |

**STAFF STRUCTURE 2024-2025**

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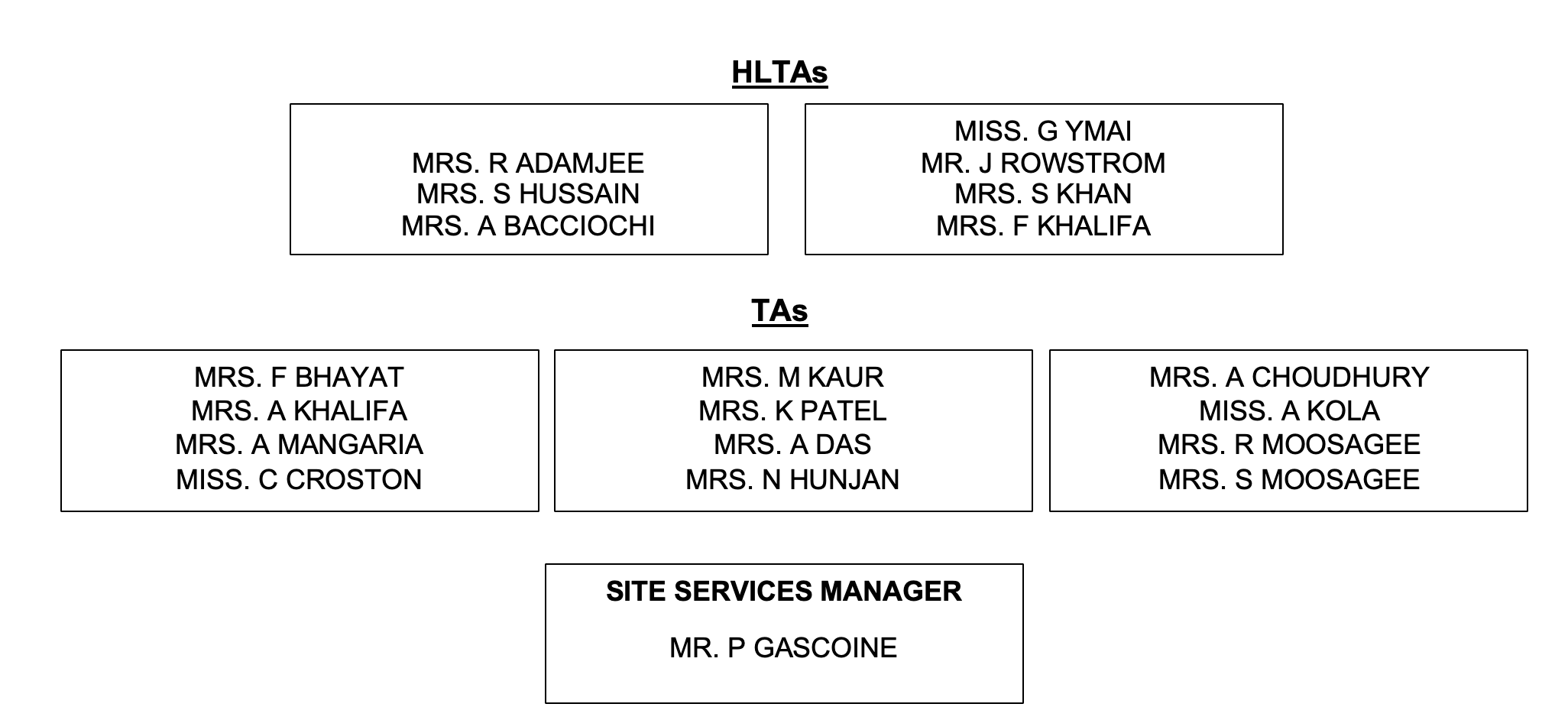
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**SCHOOL IMPROVEMENT TARGETS 2024-2025**

|  |
| --- |
| **Key Priority 1: QUALITY OF EDUCATION OBJECTIVES**   * **To ensure that AfL is used consistently in all phases and in all subjects, raising attainment and progress for all children.** * **To embed assessment processes in all subjects, using the outcomes and analysis to inform future planning.** * **To develop and enhance the EYFS curriculum and learning environment to ensure children receive the important learning experiences they need to achieve well in all areas of learning.** |
| **Key Priority 2: BEHAVIOUR AND ATTITUDES OBJECTIVES**     * To ensure consistency in high level attitudes and engagement in learning and resilience when faced with challenges * For pupils to play a highly active role in creating an environment of inclusion and cohesion * To continue to support attendance to reduce persistent absence and improve the overall figure to exceed national expectations |
| **Key Priority 3: PERSONAL DEVELOPMENT OBJECTIVES**   * Continue to ensure the development of pupils’ character is exemplary and share this practice widely * Develop student leadership further * Ensure the take up of interests continues to be inclusive to all pupils and develop the take up of extra-curricular opportunities for children with more complex SEND needs |
| **Key Priority 4: LEADERSHIP AND MANAGEMENT OBJECTIVES**   * To develop high quality leadership of the EYFS, leading to a significant improvement in outcomes for children within the EYFS. * To ensure that the administration team are highly effective and efficient, leading to systems being robust. * To continue to develop the middle and senior leaders. * Ensure all new teaching staff are delivering consistently good or better lessons and are following JGPS process and procedures. * To ensure that the new Chair of Governors has a robust transition and induction and is highly effective in their role. * To ensure there is a strong succession plan in place for school leaders, to ensure consistency in quality of provision for our children. |
| **KEY PRIORITY 5: EYFS OBJECTIVES**   * To improve the Quality of Education in Early Years Foundation Stage to a strong Good. * To improve EYFS outcomes from to above national average (2024). |

**EQUALITY AND INCLUSION**

**EQUALITY STATEMENT**

**All pupils and members of staff at John Gulson Primary School Primary School are provided with opportunities to fulfil their potential without discrimination of any kind, as referenced in the protected characteristics of the Equality Act 2010.**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

* Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
* Advance equality of opportunity between people who share a protected characteristic and people who do not share it
* Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

**The above applies to adults and children alike.**

At John Gulson Primary School, we two assemblies per week are based upon teaching about the protected characteristics; this is done via the sharing of high-quality, age-appropriate texts.

Our school improvement plan identifies how we will ensure that we have an explicit focus upon equality for each of our objectives.

**INCLUSION**

We are committed to using our best endeavours to provide an appropriate and high-quality education for ***all*** children at our school which enables them to

* Achieve their best
* Become confident individuals living fulfilling lives
* Make successful transition to their next phase of education.

We consider **every teacher to be a teacher of every child**, including those with special educational needs and disabilities.

We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches tocommunication and collaborative working, to enable outstanding outcomes for all children, including those with SEND**.**

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and contribute fully to the school community.

To achieve this we will:

1. Strive to establish a fully inclusive school, eliminate all prejudice and discrimination and create an environment where all children can be happy, progress and feel safe.

2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child’s SEN.

3. We are committed to identifying a pupil’s special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.

4. Working in close partnership with parents to achieve these aims, we are committed to parents participating as fully as possible in decision making and being provided with information and support necessary to enable this.

5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.

6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.

7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.

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**SEND BASE LEAD TEACHER**

**Full-Time TMS / UPS (not suitable for ECTs)**

**Required from Monday 2nd June 2025 (or earlier if possible)**

John Gulson Primary School is a dynamic and forward-thinking primary school and our school values are at the heart of everything we do.

Are you passionate about making a difference in the lives of children with special educational needs and disabilities? Are you looking for the next step in your teaching career? Do you have the skills and dedication to lead 2 dynamic SEND bases in a thriving primary school? If so, we want to hear from you!

At John Gulson Primary School, we are committed to providing an inclusive and supportive learning environment for all our pupils. Our SEND bases are at the heart of this mission, offering tailored support and innovative teaching strategies to help every child succeed. The Nestlings and The Nest have been established over the course of the past 2 years, and at our recent OFSTED (June 2024) were praised for the high-quality provision and hybrid approach to learning, that is highly personalised to each child who accesses them. We are looking for someone who can continue to grow and develop these bases through commitment, dedication and determination, keeping abreast of research and developments within the field.

**We are looking for someone to:**

* **Lead and Inspire:** Manage the SEND bases, providing day-to-day leadership and contribute towards their strategic development. Have a proven track record of providing effective and holistic support for children with SEND.
* **Innovate and Educate:** Deliver high-quality, personalized lessons that engage and motivate pupils with SEND.
* **Collaborate and Communicate:** Work closely with staff, parents, and external agencies to ensure a holistic approach to each child's education.
* **Support and Develop:** Create and implement My Plans and EHCPs, providing high-quality targeted interventions to help all pupils reach their full potential.

**What We Can Offer:**

* A supportive and inclusive school community.
* Opportunities for professional development and career progression via SLT support and access to our Education and Training Grant provision
* The chance to make a real impact on the lives of children with SEND.

**You will have:**

* Qualified Teacher Status (QTS) with experience in a primary school setting.
* Strong knowledge of SEND legislation, best practices and recent SEND research.
* Excellent communication and interpersonal skills – an ability to lead others in line with our school values.
* A strong ethical and moral commitment to our SEND pupils, staff and community.
* A passion for inclusive education and a commitment to supporting pupils with SEND.
* Resilience and a sense of humour!
* A commitment to our school values.

**Visits to the school are encouraged. The Headteacher / Head of Safeguarding, SEND, Behaviour and Pastoral Care, will be offering tours of the school on:**

**Friday 28th February 2025 at 9am or 3pm**

**Tuesday 4th March 2025 at 8am**

**Thursday 6th March 2025 at 9am**

**Please contact the school office on 02476 227791 to book on to one of these.**

**CLOSING DATE: Tuesday 11th March 2025 at 9am**

**Interviews will be held on Monday 17th March 2025**

**This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure Barring Service.**

**This School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.**

**Safeguarding**

Following recommendations from Keeping Children Safe in Education (KCSIE) for an additional pre-employment check with effect 1 Sept 22, please note, an online search may form part of this recruitment process. Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS.

**References**

All applicants will be required to provide two suitable references.

Job Description

**Job Title:** SEND Base Lead Teacher

**Location:** John Gulson Primary School

**Reports To:** Head of Safeguarding, SEND, Behaviour and Pastoral Care

**Job Purpose:** To lead and manage the 2 SEND bases (Nestlings and the Nest), ensuring high-quality education and support for pupils with special educational needs and disabilities. The role involves working collaboratively with staff, parents, and external agencies to create an inclusive learning environment that meets the diverse needs of all pupils, ensuring the school values are upheld at all times.

**Key Responsibilities:**

1. **Leadership and Management:**
   * Lead the SEND base, providing day-to-day management and contributing towards strategic direction.
   * Contribute to the development and implementation of policies and practices that reflect the school's commitment to inclusive education.
   * Monitor and evaluate the effectiveness of the SEND base provision, making improvements as necessary.
   * Provide CPD for staff where required to ensure consistency of practice between the bases and classrooms.
   * Effectively utilise current staff expertise to maximum impact for our children.
   * Support the EHCP process of children within the bases, liaising with SLT and external agencies as required.

1. **Teaching and Learning:**
   * Plan and deliver high-quality lessons tailored to the individual needs of pupils with SEND that access the Nestlings and Nest.
   * Use a range of teaching strategies and resources to engage and motivate pupils.
   * Assess, record, and report on the progress and attainment of pupils, using this information to inform future planning.
   * Provide feedback to the class teachers about progress and how best they can support the children whilst they are in the mainstream class.
2. **Support for Pupils:**
   * Develop and implement My Plans and EHCPs for pupils within the bases.
   * Provide targeted support and interventions to help pupils achieve their full potential.
   * Foster a positive and inclusive classroom environment that promotes the well-being and development of all pupils, centred around our school values.
3. **Collaboration and Communication:**
   * Work closely with teaching assistants and wider support staff, and other staff to ensure a coordinated approach to SEND provision.
   * Liaise with parents and carers, providing regular updates on their child's progress and involving them in decision-making processes.
   * Collaborate with external agencies, such as educational psychologists and speech and language therapists, to access additional support for pupils.
4. **Professional Development:**
   * Stay up-to-date with the latest developments in SEND education and incorporate best practices into the school's provision.
   * Provide training and support to staff on SEND-related issues.
   * Participate in professional development opportunities to enhance your own skills and knowledge.

**Qualifications and Experience:**

* Qualified Teacher Status (QTS).
* Experience working with pupils with SEND in a primary school setting.
* Strong knowledge of SEND legislation and best practices.
* Excellent communication and interpersonal skills.
* Ability to lead and inspire a team.

**Personal Attributes:**

* Passionate about inclusive education and committed to supporting pupils with SEND.
* Patient, empathetic, adaptable and resilient – with a sense of humour thrown in!
* Strong organisational and time-management skills.
* Collaborative and able to work effectively as part of a team.

**Other areas of responsibility**

**Safeguarding**

* Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
* Promote the safeguarding of all pupils in the school.

Any other duties in line with the grade and expectation of the role.

Person specification

|  |  |  |
| --- | --- | --- |
| **Factor** | Essential | Desirable |
| **Qualifications** | * Qualified Teacher status * Degree * Evidence of a commitment to professional development | NASENCo OR equivalent qualification (or willingness to complete) |
| **Experience** | The Class Teacher should have experience of:   * Consistently good teaching within the primary range * Experience working with pupils with SEND in a primary school setting. * Can effectively use a range of AfL strategies to drive forward learning * Working in partnership with parents and external agencies |  |
| **Knowledge and understanding** | * Excellent subject knowledge and understanding of the National Curriculum * Strong knowledge of SEND legislation and best practices * Clear philosophy of SEND education which puts the well-being of the child at the centre of process * Able to plan for progression across the attainment range, designing effective learning across a series of lessons * Committed to meeting the needs of all children * Has an awareness of the principles of effective assessment which empowers children as learners * Understands the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND, Safeguarding and Child Protection; * Understands and demonstrates effective teaching and learning styles. * Good understanding and application of a range of positive behaviour management strategies | Experience of supporting the EHCP process (or willingness to learn) |
| **Skills** | The Class Teacher will be able to:   * promote the school’s values positively, and use effective strategies to motivate and inspire pupils; * develop good personal relationships within a team; * establish and develop close relationships with parents, governors and the community; * communicate effectively (both orally and in writing) to a variety of audiences; * create a challenging, effective and stimulating learning environment. * Able to use ICT effectively |  |
| **Personal characteristics and abilities** | * Endorses a ‘growth mindset’ in all areas of professional life * Resilient * Good team player * Shows willingness to contribute to the whole school community, in and out of the classroom * Flexible and adaptable * Organised and able to prioritise, meeting all deadlines * Energetic and positive * Ambitious for self and pupils * Good sense of humour * Committed to improving own practice |  |
| **Special requirements** | * An enhanced DBS check is required |  |

**STAFF WELL-BEING**

At John Gulson Primary School, staff well-being is central to who we are and what we do. Staff well-being comes in various guises; we are robust in ensuring that our approach to well-being is not tokenistic but rather has demonstrable impact of the working lives of all staff within our care.

We have 3 policies bespoke to staff well-being:

1. Staff Well-Being Policy;
2. Menopause Policy;
3. Staff Domestic Abuse Policy.

On a practical, day-to-day basis you can expect:

1. Joint PPA with your year group colleague in a half-day block to encourage collaborative thinking and support. This can be taken on- OR off-site;
2. A commitment to reducing unnecessary workload;
3. One INSET Day per year dedicated to well-being;
4. One staff meeting per term dedicated to staff well-being;
5. Access to counselling via the Promoting Health at Work process;
6. A supportive SLT with an open door policy;
7. Ongoing commitment to professional development, ranging from developing classroom practice to developing yourself via higher education or completion of a NPQ;
8. A real commitment to work-life balance.
9. We have 8 adult mental health first aiders, consisting of a variety of staff within a variety of roles to provide expert support where required.

**PROFESSIONAL DEVELOPMENT**

Access to consistent, quality professional development is essential within a school system that is constantly changing and developing.

We place CPD as a key priority for all staff members in all roles:

1. Weekly staff meetings based around coaching and mentoring;
2. Annual meetings with the Headteacher to discuss wellbeing and best ways every wstaff member can be supported;
3. Access to an Education and Training grant to support additional qualifications
4. Access to ongoing training bespoke to your role in school;
5. Access to networking via our involvement with the Compass network within Coventry;
6. A developing peer support system;
7. Access to a range of qualification opportunities including NPQs and higher education opportunities.

We want to invest in our staff and their professional development; not only is it our job as a school to ensure we have the highest calibre of expertise, but it is our job to develop the next generation of school leadership. This is a job we take extremely seriously.