

Recruitment Pack

Assistant Headteacher:
SEND & Inclusion

Lakeside Primary Academy



Introduction by the Chief Executive Officer

Thank you for your interest in this exciting opportunity to develop your career with The Rose Learning Trust. We hope that by reading this pack and the information available on the [website](#) you will get a good overview of the exciting opportunities and support you can expect as a member of staff at our trust.

We are a collaborative organisation focussed on high standards and opportunities for all. As a trust, we seek to support and challenge each other to improve the outcomes and life chances of all our pupils across all our communities. We will continue to learn from each other: transforming futures collaboratively. In this way we believe that the changes we make, the developments and strategies we put in place will have purpose, be embedded and effective.

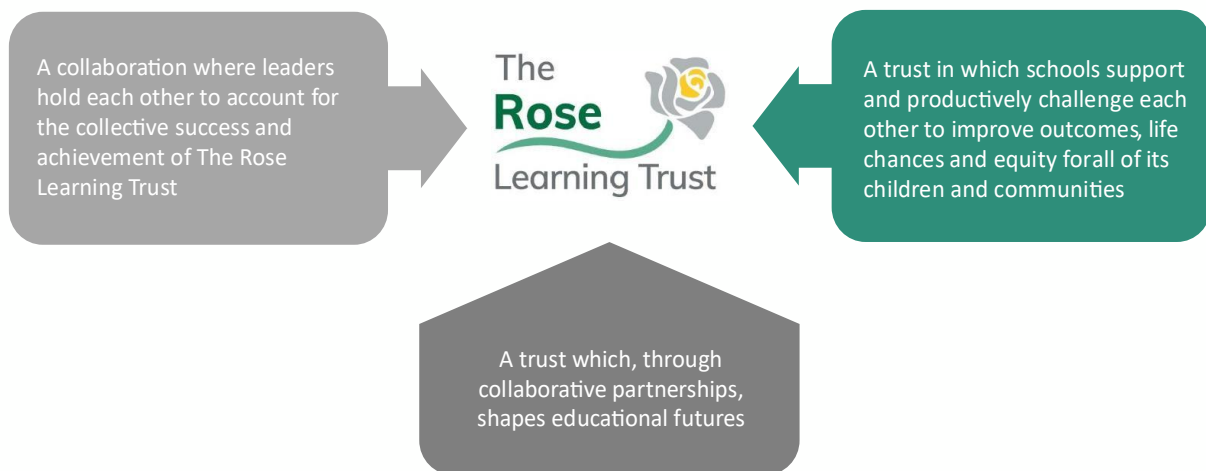
Our aim is not only to grow our trust successfully, but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities that can be invested back into the people who will secure our future: our pupils and staff. Our aim at The Rose Learning Trust is to provide all pupils with the best possible start in life within communities of promise.

Jeremy Harris
Chief Executive Officer



Vision

Transforming Futures Collaboratively



Overview of the trust

The strategic plan combines our vision and values with our strategic objectives and developing excellence priorities. Each school will use the developing excellence priorities as the base for their school developing excellence plans. This ensures that, although each school has their own priorities and development areas, they are within a clear unified structure that aligns with the trust strategic plan. Please see the [website](#) for more information.

Our vision: Transforming Futures Collaboratively

We will achieve our vision by:

- Every child having the best start to their education
- Every child having the best tools and support to learn and grow in a safe, secure environment
- Every child having access to excellent teaching and an excellent curriculum
- Every child being encouraged and inspired to believe in themselves
- Every child learning how to make and sustain great relationships
- Creating an enjoyment of learning through collaboration with all partners
- Creating equitable lifelong learning opportunities and academic success for all children





THE ROSE LEARNING TRUST STRATEGIC PLAN 2023-2026

Vision	TRANSFORMING FUTURES COLLABORATIVELY				
Values Statement	The Rose Learning Trust aims to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills for all our pupils, within communities of promise.				
Strategic Objectives	Developing Pupils	Developing People	Developing Governance	Developing Growth, Business Facilities and Resources	Developing Communities and Partnerships
Developing Excellence Priorities	Excellent teaching for every child	Excellent curriculum for every child	Excellent standards of behaviour, attitudes, attendance and safeguarding	Excellent targeted support for every child that needs it	

Lakeside Primary Academy

Lakeside Primary Academy is a GOOD school in all areas (April 2024) and, 'has high ambitions for what pupils learn and experience'. Lakeside Primary Academy is a lively, culturally diverse school in Doncaster. It cares for approximately 400 pupils aged 3-11 years old. We are looking to appoint a highly motivated and organised professional to play a key role in our school.



Assistant Headteacher: SEND & Inclusion

Post	Assistant Headteacher: SEND & Inclusion
Contract type	Permanent / Full Time
Grade	L3 – L7
Reporting to	Headteacher
Location	Lakeside Primary Academy
Commencement date	1 st September 2026
Closing date	Wednesday 27 th May 2026 at 4pm
Shortlisting date	Thursday 28 th May 2026
Interviews	Friday 29 th May 2026

The Rose Learning Trust is a successful medium sized trust based in Doncaster and North Lincolnshire. We have grown from two schools to eleven over the last seven years with a central trust office based in Balby. We are a trust that lives our vision of **transforming futures collaboratively** in all our work to ensure we develop and grow sustainably and embed best practice for the benefit of our pupils.

Lakeside Primary Academy is looking to appoint a highly motivated and organised professional to play a key role in our school. An opportunity exists for a candidate to join the school's Senior Leadership Team in the capacity of Assistant Head: SEND & Inclusion.

As a member of staff, you also benefit from greater opportunities for professional development and promotion as we encourage movement between our academies to give you broader work experience.

The Assistant Headteacher should always comply with the trust's code of conduct, safeguarding policies and practices and have:

- Personal integrity and a commitment to the Nolan Principles of Public Service
- A commitment to diversity, equal opportunities and anti-discriminatory practices
- A commitment to ensuring children learn in a safe environment
- A commitment to professional development and training
- An affinity with The Rose Learning Trust culture and purpose



The successful candidate will:

- have a strong vision and strategic drive for the future of our school
- be an excellent communicator with an approachable personal style
- have an ambition for excellence in pupil development, learning and achievement so our learners reach their full potential
- demonstrate a dynamic and inspirational approach to further motivate children and staff
- have a strong moral compass with inclusivity and positive regard at the core of your practice

We can offer in return:

- Enthusiastic, motivated and friendly children
- Dedicated, hardworking teachers and support staff who are passionate about making learning exciting for children
- A strong, cohesive leadership team
- A supportive local governing body and Trust board who are committed to helping move the school forward
- Excellent professional development opportunities

Visits to the school are warmly welcomed and encouraged. They can be made by appointment with the school, by contacting the Headteacher, James Bullock:

Email: **james.bullock@lakeside.doncaster.sch.uk**

Telephone: **01302 368879**

To apply please use My New Term

This post involves working with children and therefore if successful you will be required to apply for a Disclosure and Barring Service records check at an enhanced level. Further information about the Disclosure Scheme can be found at www.gov.uk/disclosure-barringservice-check. In line with our safer recruitment policy two references will be sought before we interview.

We are committed to the equality of opportunity in the services provided to customers and all aspects of employment. We warmly welcome applications from all sectors of the community. Our recruitment policies, procedures and practices enable all applicants to be considered on merit and ability to do the job. We will make reasonable adjustments, in line with the Equality Act, for disabled applicants if these are needed.



Assistant Headteacher: SEND & Inclusion

Job Description

As a member of staff in The Rose Learning Trust, you will benefit from greater opportunities for professional development, collaboration and career development.

Employment details

Job title:	Assistant Headteacher SEND & Inclusion
Reports to (job title):	Headteacher
Grade and Salary	L3 – L7
Contract Type	Full Time / Permanent

Main purpose of the post

The postholder is an instrumental part of the Senior Leadership Team is responsible for leading SEND & Inclusive practice across the school as well as line management of SEND Staff. The assistant headteacher will support the headteacher and deputy headteacher in:

- Communicating the school’s vision compellingly and supporting the headteacher’s strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school’s aims and objectives
- Working with external agencies and bodies

The assistant headteacher will also have a timetabled teaching commitment, complying with the Teachers’ Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated by the headteacher.



Duties and Responsibilities:

Responsibilities

- Support and promote the school's ethos, aims and core values to promote the welfare, progress and continued development of the school and its children
- Monitor the quality of teaching and learning across the school for the SEND provision for children
- Contribute to the strategic direction and development of the school, including updating the school's Self Evaluation Form and the development and implementation of the school improvement
- Strategically analyse outcomes to prioritise, develop, implement, review and evaluate the Developing Excellence Plan
- Ensure high standards of teaching and learning and behaviour from pupils, in accordance with the school's agreed policy and practice
- Identify continuous professional development of Learning Support Assistants and lead on training
- Work with and report to all stakeholders including parents, carers and governors as appropriate
- Take on specific tasks related to the day-to-day administration and organisation of the school as requested by the Headteacher
- Take on additional responsibilities which might arise from time to time
- Liaise and network with professionals within the trust and in the wider school community
- Develop a strong learning environment that has, at its centre, high expectations of learning, work, performance, academic achievement and behaviour
- Share the responsibility of inducting new Learning Support Assistants, ensuring all safeguarding requirements and induction documentation is completed
- Complete all probationary review meetings for all newly appointed Learning Support Assistants
- Be responsible for own career development and undertake training as appropriate for the further development of the post
- Actively participate in the Performance Management processes within the school



- Be responsible for carrying out the Performance Management reviews for all Learning Support Assistants
- Ensure the wellbeing of all children
- Complete accident forms where necessary and liaise with the Health and Safety lead
- Work alongside the Headteacher and, as a member of the Senior Leadership Team, to raise and maintain standards across the school
- Be an excellent classroom practitioner and lead by example promoting high standards of teaching and learning
- Organise, maintain and develop school systems and processes
- Maintain high expectations of pupil achievement and behaviour to ensure all children can reach their full potential
- Challenge teachers and support staff with provisions for children with individual needs
- Ensure the school ethos and school values are sustained and at the forefront of pedagogy and practice for inclusion
- Support and promote high aspirations, a positive ethos and inclusive culture of the school to colleagues, governors, parents, children and members of the wider school community
- Attend and participate fully in whole school events
- Provide guidance, support and resources to teachers and support staff to support teaching learning groups
- Provide coaching and mentoring role as senior leader
- Effectively implement intervention programmes and lead staff

SEND and Inclusion Responsibilities

- Co-ordinate and lead the Annual Reviews for pupils with an Education Health and Care Plan (EHCP) alongside the SENCo
- Monitor and track SEND assessments, progress and outcomes
- Update the school's MIS system with SEND data for the DfE's termly Pupil Census data collection
- Liaise with the Business Manager regarding the funding for children, ensuring that



financial information is clear and projective

- Establish priorities for expenditure in line with financial monitoring and school priorities based on SEND funding
- Complete a termly SEND report for the Local Governing Body
- Drive the Positive Regard approach across school and support staff with its implementation
- Analyse data and report on performance trends for pupils with a SEND
- Demonstrate a clear understanding and implementation of the SEND code of practice
- Effectively write and implement Education Health Care Plans
- Complete and submit applications for EIA and High needs funding
- Ensure that school provision for SEND is effective
- Deliver training and support materials so that all staff have the necessary skills to recognise and fulfil their statutory responsibility to pupils with SEND Code of Practice 0-25 years
- Represent children with SEND needs at Local Authority hubs, panels and boards
- Engage effectively with parents and external professionals for example EP, PPMs, and arrange and attend meetings as required to discuss the provision for children with SEND needs
- Address barriers to learning and look for solutions to meet children's needs
- Use evidence based research to impact on strategic drive
- Provide early intervention to enable all children to achieve their potential by removing barriers to learning
- Liaise with Leadership and staff to implement programmes using recognised research based diagnostic assessments e.g. Boxall Profile and screening, to drive learning approaches
- Liaise with external agencies and other professionals to secure the correct provision for all children
- Liaise with all school leaders to ensure that there is an early identification of need
- Coordinate a range of resources across the school to impact on individuals' needs
- Ensure that approaches to drive standards and expectations are consistent and clearly communicated



- Engage effectively and positively with parents and stakeholders
- Visit the previous schools and nurseries of new admission children to ensure that we have a clear understanding of individual needs and the child's background
- Carry out a home visit prior to entry to the school for new admission children where SEND need is identified
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Be instrumental in making decisions for the welfare of children
- Lead in the analysis of performance data and pupil tracking records in accordance with pupil progress meetings focusing on SEND and children with behavioural needs
- Lead and manage learning support assistants providing regular training and meeting opportunities to share expertise
- Analyse school data for SEND children with national, local authority, other schools and within school comparisons
- Ensure provision meets the needs of SEND children and children with behavioural needs, and appropriate resources have impact e.g. teachers, curriculum resources etc.
- Ensure accountability for children's progress across the school for SEND children and children with behavioural needs
- Provide termly reporting to the Headteacher on SEND children and children with behavioural needs, and their progress both academically and through impact of provision for needs e.g. PSeD with a selection of case study examples

Teaching and Learning

- Lead within the Senior Leadership Team to monitor and evaluate the quality of teaching, learning and attainment across the whole school for SEND learners
- Work alongside the Headteacher to ensure provision meets the needs of learners
- Lead and participate in meetings to enhance learning opportunities and ensure high teaching standards
- Work with staff to ensure the school provides a stimulating environment for all learners based on their individual level of need
- Observe children and produce reports to improve barriers to learning
- In collaboration with class teachers, keep parents informed through structured



conversations of their child's progress at key and regular intervals throughout the school year to meet their needs

- Be a model professional, setting an excellent example to teaching and support staff
- Monitor the effectiveness of interventions delivered by support staff and the impact they have on the outcomes for children
- Ensure early identification of need and intervention through timely academic assessments and personal, social and emotional assessments
- Review programmes of support for children and their impact
- Follow and monitor the school management system of SEND and behaviour referral process
- Ensure the school is dyslexia and autism friendly by offering advice to staff
- Ensure provision mapping is effective and reflective of needs based on individual trackers and line of trajectory
- Monitor the progress of groups of pupils with a SEND, children with behavioural needs and children who require additional interventions and support
- Identify and adopt the most effective teaching approaches for pupils with SEND and behavioural needs
- Monitor, evaluate and adjust teaching and learning activities to meet with the needs of children with SEND and behavioural needs
- Lead coaching and mentoring for teachers, higher level teaching assistants; disseminating the information to other staff to ensure consistency and to drive standards for SEND children and children with behavioural needs to ensure that their needs are met – both through online resources and face to face training
- Analyse and report on pupil data using external data analysis and school data systems for SEND and the wider school
- Liaise with other schools to ensure continuity of support and learning when transferring children with SEND and behavioural needs
- Meet the needs of individual children (SEND and behaviour), prepare appropriate documentation and liaise with the relevant departments in the Local Authority
Develop and sustain positive relationships with parents, staff, stakeholders and external professionals



Leadership

- Share with the Leadership team, the responsibility for ensuring the school's aims and objectives are achieved
- Ensure that governors are kept fully informed through professional discussion
- Drive the implementation of school improvement through strategic planning and organisation
- Write SEND and behaviour policies that are relevant to our school and monitor their application in practice
- Lead through example ensuring high quality learning opportunities and high expectations are set across the school
- Lead, develop and take ownership of prioritised areas of school improvement
- Foster and maintain effective links with parents, governors and the wider school community
- Lead in the analysis of performance data and pupil tracking records in accordance with pupil progress meetings

Other Duties and Responsibilities

- Any other duties required by the Headteacher, which is within the scope of this post
- At all times carry out duties with due regard to the school's Health and Safety policy and General Data Protection Regulations (GDPR)
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- Establish and implement whole school systems for pupil wellbeing
- Conduct pupil voice activities to ensure pupils feel happy and safe in school and champion the importance of pupil voice to other members of SLT
- Ensure all procedures relating to Safeguarding and Child Protection are followed as a priority

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Head Teacher at any time after consultation.



The post holder must always comply with the trust's staff code of conduct.

The post holder's duties must be carried out in compliance with the trust's:

- Safeguarding policies
- Equality policies
- Information Security policies
- Financial Regulations
- Health & Safety at Work Act
- and all other trust policies

The Rose Learning Trust takes its duty to safeguard the young people with which it works seriously and is committed to safeguarding and promoting the welfare of children. Applicants will undergo child protection screening appropriate to the post, including checks with past employers.

All Rose Learning Trust staff members are required to undertake an Enhanced Disclosure and Barring Service check (EDBS)

The role is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates will be subject to an enhanced DBS certificate, the role is engaged in regulated activity and will therefore require a children's barred list check.



Assistant Headteacher: SEND & Inclusion Person Specification

PERSON SPECIFICATION	Essential	Desirable	How Identified
AF – Application Form CQ – Certificate of Qualification I – Interview			
Qualifications and Training			
Qualified Teacher Status	X		Application Certificate
Recent participation in range of professional development training		X	Application Certificate
National Award for SEND Co-ordination	X		Application Certificate
NPQ Qualification for leadership		X	Application Certificate
Relevant Experience			
Excellent, effective and efficient class teacher	X		Application Reference Interview
Experience within the primary age range	X		Application Reference Interview
Demonstrable experience of successful line management and staff development	X		Application Reference Interview
Involvement in school self-evaluation and development planning		X	Application Reference Interview
Experience and understanding of line management responsibilities	X		Application Reference Interview
Evidence of strategic planning, setting priorities, reviewing impact of outcomes	X		Application Reference Interview



Ability to prioritise issues, delegate effectively and manage challenging situations	X		Application Reference Interview
Clear understanding of how to adapt and personalise the curriculum	X		Application Reference Interview
Performance management review experience		X	Application Reference Interview
Effective behaviour management strategies	X		Application Reference Interview
Use data analysis to inform next steps	X		Application Reference Interview
Awareness of trauma informed approaches and evidence of the abilities to put this into practice	X		Application Reference Interview
Planning and deployment of resources across whole school	X		Application Reference Interview
Experience of notional budget management	X		Application Reference Interview
Experience of preparing and submitting funding application documentation at ECHP and Higher needs funding level	x		Application Reference Interview



Knowledge and Skills			
Sound understanding of attributes of quality teaching and learning	X		Application Reference Interview
Keen interest in personal and professional development	X		Application Reference Interview
Ability to establish and maintain good discipline	X		Application Reference Interview
Ability to motivate staff and form good working relationships	X		Application Reference Interview
Excellent written and verbal communication skills	X		Application Reference Interview
Sound understanding of curriculum initiatives and current government agenda	X		Application Reference Interview
Experience of leading training		X	Application Reference Interview
Personal Qualities			
Ability to self-evaluate own practice to meet development needs	X		Application Reference Interview
Strong organisational skills	X		Application Reference Interview
Strong interpersonal skills with pupils, staff and families	X		Application Reference Interview
Safeguarding			
Understanding and commitment to safeguarding procedures within a school environment	X		Application Interview
Understanding of Data Protection	X		Application Interview

