



# Alderbrook School & Sixth Form

AMBITION | BRAVERY | KINDNESS

## Alderbrook School Head of Inclusion Recruitment Information Pack





# Alderbrook School & Sixth Form

AMBITION | BRAVERY | KINDNESS

## Head of Inclusion

Required for January 2022

Leadership Scale L6 – L10

A rare opportunity has arisen to lead our highly successful Special Needs, Student Development and ARC provision in school. We are seeking a passionate and enthusiastic professional who can inspire pupils and provide dynamic leadership for our large team of dedicated and skilled teachers and support assistants.

The applicant should have the appropriate National Award certification, or be willing to work towards gaining this qualification.

### We are looking to appoint a senior Middle Leader who:

- has excellent understanding of the SEN Code of Practice and its implementation
- has experience of introducing and implementing appropriate curricula
- uses data effectively to monitor and improve the performance of learners
- has experience of intervening with the most difficult to reach learners
- can work proactively and supportively with parents and carers
- is passionate about developing resilient, confident learners
- is committed to inclusive education
- can sustain high quality teaching and learning
- demonstrates energy and passion
- shows strategic thinking and creative problem solving
- is creative and inspirational
- is an excellent communicator
- is highly emotionally literate

### We are proud to offer:

- delightful, enthusiastic students who want to learn
- dedicated, talented and highly motivated staff and governors
- **a stunning new building, specifically designed to house our ASD Arc** (see website for photographs)
- a very successful, ambitious school, determined to build on the standards we currently achieve
- a proven track record in the professional development of colleagues
- a mutually strong and supportive team ethos,
- a motivated, energising climate
- a well-resourced school with extensive grounds

For further details, please find attached our application pack, which can also be downloaded from our website and provides more information on our school. Alternatively, contact Anna Whittington at the school by emailing [vacancy@alderbrook.solihull.sch.uk](mailto:vacancy@alderbrook.solihull.sch.uk).

Closing date **9am Monday 4<sup>th</sup> October 2021.**

Dear Applicant,

Thank you for your interest in applying for the post of Head of Inclusion at Alderbrook School.

A rare opportunity has arisen to lead our highly successful Special Needs, Student Development and ARC provision in school. We are seeking a passionate and enthusiastic professional who can inspire pupils and provide dynamic leadership for our large team of dedicated and skilled teachers and support assistants. The applicant should have the appropriate National Award certification, or be willing to work towards gaining this qualification.

This is a very exciting time to be working at Alderbrook School. The school continues to provide a high quality of education for students in the local area and we are determined to improve further. We need a Head of Inclusion who is equally passionate about ensuring that every student receives the high quality education they deserve. We need a colleague who is eager to work with the Headteacher and other senior leaders, and will be open, honest, hard-working, relentlessly positive and passionate.

In the most recent Ofsted inspection, the school achieved 'Good' in all areas. Inspectors commented that, 'Pupils are proud of their school, and the majority are confident and ambitious. They value their education and the standard of teaching that the school provides.' Students at Alderbrook are known as individuals and cared for by staff who value the relationships they share with them.

We have an excellent Chair of Governors and Governing Body. We have wonderful students and a local community that is supportive and engaged. We are passionately committed to providing an excellent comprehensive education for all our students and dedicated to fulfilling our values of Ambition, Bravery and Kindness.

If you feel able to take on this challenge and work with us and the committed staff at Alderbrook School, we look forward to meeting you and introducing you to our school community.

I look forward to hearing from you.

Yours faithfully,  
Tom Beveridge  
Headteacher





# Key Information Sheet

## Application process

Applicants must complete the application form and submit it to the school by no later than 9am on the closing date of Monday 4<sup>th</sup> October 2021. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application. Application forms are available on the school website [www.alderbrookschool.co.uk](http://www.alderbrookschool.co.uk) and should be submitted to [vacancy@alderbrook.solihull.sch.uk](mailto:vacancy@alderbrook.solihull.sch.uk)

## Letter of application

Please include a letter of application with your application form outlining why you would be the best person to become Head of Inclusion at Alderbrook. This should be addressed to Tom Beveridge, Headteacher, and should be no more than 2 sides of A4 and set to size 12 point font size.

## Selection process

Applications will be ranked against the person specification for the role. All shortlisted applicants will be subject to assessment tasks as per the person specification.

## Shortlisted candidates

Prior to the interview date referees will be contacted to request references on all shortlisted candidates.

## School visits

Applicants who would like to visit the school should contact Mrs Anna Whittington by email at [vacancy@alderbrook.solihull.sch.uk](mailto:vacancy@alderbrook.solihull.sch.uk). All visits are by appointment only.

## Further information

Applicants who require further information should contact Mrs Sharon Archer by email at [vacancy@alderbrook.solihull.sch.uk](mailto:vacancy@alderbrook.solihull.sch.uk)

## Pay

This post is paid on the Leadership pay scale L6– L10 as specified in the advertisement.

Alderbrook is committed to the principle of equal employment opportunity and as such we ensure that all applications are treated appropriately and fairly with decisions never made based on gender, sexual orientation, marital or civil partner status, gender reassignment, race, colour, nationality, national or ethnic origin, religion or belief, disability or age.

# Head of Inclusion

## Job Description

### Purpose of Post:

Under the direction of the Senior Leadership Team to support, hold accountable and lead staff within Student Development. To develop good practice in teaching and learning, organisation and support within the faculty and across the school to ensure high standards of teaching and learning for pupils with learning difficulties and the well-being of staff and students. To lead and provide appropriate CPD to deliver high quality support for SSAs.

To assist the Senior Leadership Team in planning, reviewing and implementing plans and strategies to ensure successful outcomes for all students on the Code of Practice.

Generic responsibilities “for which he/she is accountable”

### PART ONE

You are required to carry out the duties of a School teacher as set out in the Educational (School Teachers' Pay and Conditions of Employment) Order 2004 and as subsequently modified. In particular:

#### A. Within the subject area

- (i) to teach across the age and ability range under the direction and guidance of the Senior Leadership Team Line Manager
- (ii) to teach classes designated classes within an agreed framework of syllabus and procedure including:
  - a) preparing lessons thoroughly and keeping accurate and current records of work(including homework)
  - b) correcting pupils' work promptly, thoroughly, carefully and in a positive way
  - c) keeping adequate records of pupils' progress and completing reports to parents within agreed time scales and according to departmental/school policy
- (iii) to keep the teaching base, its facilities, resources and equipment in good order promoting an atmosphere conducive to learning
- (iv) to undertake reasonable and specific responsibilities within the organisation/administration of the department. These to be dependent on the post and interest/experience and to be agreed with the Senior Leadership Team
- (v) to foster close, collaborative and cooperative contacts with colleagues within the Faculty and with colleagues engaged in cross curricular activities

#### B. Within the School

- i) to be an efficient and effective Form Tutor (if required).
- ii) to be a member of a duty team, when assigned, and carry out such duties punctually and efficiently
- iii) to teach aspects of the personal and social development programme under the guidance of the National Healthy Schools Co-coordinator
- iv) to uphold School discipline and regulations as appropriate within all aspects of school life and to foster and promote equal opportunities in practice
- v) to attend staff/parents' meetings as the Headteacher may reasonably require within the total directed time limit of 1265 hours per annum
- vi) to participate in the performance management process as laid down in the policy issued by the school which may involve being a Team Leader

## **PART TWO**

### **As a teacher of Special Needs, you will be required to:**

- teach statemented and non-statemented pupils in the Faculty
- plan, prepare and teach specific, fixed-term workshops
- take responsibility for links with other Faculties
- be prepared to teach mainstream groups
- produce, monitor and review pupil profiles and pen pictures
- prepare documentation and review reports related to Code of Practice procedures
- chair, and prepare documentation for, annual statement reviews
- teach alternatively accredited courses in Key Stage 4
- develop a particular area of specialism within the Faculty

## **PART THREE**

### **Specific Responsibilities “for which he/she is accountable”**

- To have overall management of specialist ARCs provision
- To deal with day-to-day issues in the department
- To oversee provision provided within the faculty e.g. mentoring, workshop groups, in-class support, etc.
- To ensure the curriculum in KS3 and 4 remains both appropriate to the needs of the pupils and challenging
- To meet with and support mainstream faculties via SEN Link teachers
- Support curriculum leaders to provide appropriate reasonable adjustments for students at “K” (SEN Support)
- To liaise with external agencies where appropriate
- To monitor pupil progress and assess effectiveness of provision
- To chair faculty meetings
- To complete the faculty review and SEF
- To write and update the school’s SEN policy
- To oversee data kept on Provision Map and on SIMs
- To contribute to and evaluate targets in the Faculty Improvement Plan
- To ensure teachers carry out their responsibilities effectively
- To oversee KS2-3 transition: attend Year 5 and 6 reviews, update transition booklet annually, hold parents’ meeting (Sept)
- To liaise with parents of year 5/6 pupils wanting information on Alderbrook’s provision
- To liaise with the LA re: new pupils, including those with ARC places from Year 6
- To manage resources and capitation
- To work with and support other staff members with regard to SEN pupils/issues
- To manage and work with the SEN administrator
- To manage and work with ASD ARC Lead
- To use hard and soft data to ensure pupils needing external agency involvement are identified early
- To work with members of the SISS team and to deploy them effectively
- To oversee the management of annual statement and EHCP reviews
- To manage the teaching staff timetable
- To develop the skills of new staff, NQTs and trainee teachers in teaching pupils with SEN
- To oversee the work done by SD teaching staff
- To oversee the performance management of teachers in the Student Development team
- To ensure important and appropriate pupil information is distributed to mainstream staff
- To report to governors
- To be involved in the appointment, training and CPD of new teachers and SSAs into the faculty

#### SSA Management :

- To oversee the work carried out by the SSA manager
- To oversee the effective timetabling of SSAs in order to meet pupils' statement/EHCP requirements

#### Specialism:

- To lead on the inclusion of SEN pupils – teaching individuals/small group, training, liaison with curriculum staff etc.
- To oversee access arrangements in KS4

### **PART FOUR**

- To develop plans in collaboration with the Senior Leadership Team to ensure appropriate provision for pupils with different learning needs across the curriculum.
- To ensure in collaboration with the Senior Leadership Team appropriate training and information has been provided for staff to address the needs of identified groups.
- To review in collaboration with the Senior Leadership Team the outcomes of identified groups to discover if plans have had a positive impact and to report to the Leadership group and Governors.

Alderbrook School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Alderbrook School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

Due to the evolving nature of the school structure all job descriptions may need to be adjusted, through consultation, to meet the needs of the school. This process may be informed by the professional review.



## Head of Inclusion Person Specification

	Essential	Desirable
<b>Qualifications and Training</b>		
Qualified Teacher Status	*	
Evidence of continuing professional development		*
Successful teaching experience in a secondary school	*	
Hold National Award for Special Education Needs Co-ordinator or willingness to train towards.	*	
Leadership Team Experience		*
<b>Experience</b>		
Experience of effective deployment of staff or resources	*	
Experience in managing a team	*	
Experience of working with external providers to enhance curriculum delivery and pastoral care for students	*	
Experience of introducing new initiatives and/or of managing change		*
<b>Knowledge and Understanding</b>		
Knowledge and understanding of national and regional education issues relating to provision for students with additional needs	*	
Understanding of effective teaching and learning strategies including behaviour for learning	*	
Has the knowledge and understanding of current and national issues in relation to student development, student progress and raising achievement at KS3, KS4 and KS5	*	
Good understanding of best practice and current educational thinking	*	
Knowledge and experience of school improvement planning		*
Knowledge and experience of monitoring, evaluation and review processes		*
Understanding of how to track student achievement using data and of intervention strategies to raise achievement		*
<b>Motivational and Social Skills</b>		
Vision to develop Inclusion role within an Academy on its journey to outstanding	*	
Ability to motivate, lead and support staff and students	*	
Excellent communication and inter-personal skills	*	
Ability to analyse problems, reach considered judgements. Resolve issues and delegate effectively	*	
Personal organisation and time management skills	*	
Ability to communicate effectively, both orally and in writing with a range of audiences	*	
<b>Personal Qualities</b>		
Dynamic nature with innovative ideas and a passion for teaching and learning	*	
The highest levels of personal and professional integrity	*	
Energy and drive	*	
Ability to motivate self and others	*	
A commitment to raising the aspirations of the whole school community	*	
<b>Planning, Teaching and Class Management</b>		
Demonstrates clear strategic thinking on how to support students with identified needs to make progress	*	
Plans teaching and personalisation to achieve progression in students' learning	*	
Makes effective use of assessment information on students' attainment	*	



## Head of Inclusion Person Specification

	Essential	Desirable
<b>Monitoring, Evaluation and Review Accountability</b>		
Has the skills and aptitude to lead and manage teams and be accountable for outcomes to SLT	*	
Is able to monitor student and staff performance	*	
Is able to evaluate and review progress and evaluate change	*	
<b>Other Professional Requirements</b>		
A commitment to, and understanding of, the wider aspects of student development, including Numeracy and Literacy	*	
Has the ability to plan and lead on whole school initiatives	*	
Successful practice that embodies the principles of Every Child Matters	*	
Has the ability to work with parents, external agencies and the wider community	*	
Is flexible, able to work under pressure and meet deadlines.	*	

## **Student Development/SEND**

At Alderbrook, we are an inclusive school, truly comprehensive in every sense of the word. The Student Development Department comprises of an enthusiastic, dedicated and effective team of teachers and specialist support assistants. We have a suite of rooms from which to deliver interventions and support to students across the whole school. We also have a dedicated building, an additionally resourced provision, where students with a primary need of Autism, are taught at Key Stage 3.

Alderbrook enjoys a strong reputation for our SEND provision and we support students with a broad range of additional needs, to facilitate their inclusion in all the learning extra-curricular opportunities available here.

Currently, we support students with:

- Specific Learning Difficulty, including Dyslexia & Dyspraxia
- Autistic Spectrum Disorders, including Asperger's Syndrome
- Social Emotional and Mental Health needs including ADHD
- Moderate Learning Difficulties
- Speech and Language Difficulties
- Some physical and sensory needs

The faculty seeks to provide support for students who are identified as being in need of SEN Support on the SEN Code of Practice (2015). Strategies to support all children on the special needs register might include:

- Timetabled additional literacy support in Key Stage 3
- 1:1 Mentoring
- Learning plans and student Passports on Provision Map
- SocCs (Social and Communication Skills groups)
- Nurture groups
- Paired reading
- Numeracy at KS4

The Student development Faculty is staffed by 5 teachers; 4 senior Special Support Assistants; 14 classroom Specialist Support Assistants and a Faculty Administrator. It is based in a suite of rooms specially adapted to accommodate the diverse range of provision offered. Furthermore, the ASD ARC opened a specialist accommodation designed to meet the needs of ASD students, moving to a stunning new building in September 2018.

### **Additionally Resourced Centres**

Currently, we have the ARC supporting 30 students with a diagnosis of Autism in KS3 and KS4. There are classrooms for the Year 7 and 8 cohorts, but we quickly facilitate their inclusion in mainstream on an individual basis.

### **Support Staff**

Special Support Assistants play a major part in the inclusion process. They work alongside students in mainstream subject lessons and their principle role is to help students to access the learning in collaboration with teaching staff. They liaise with subject teachers to target and develop learning needs detailed in each student's profile. The SSAs are a crucial link between subject departments and Student Development.

## **Liaison with Other Agencies**

The SENDCo liaises with various external support agencies, including:

- Educational Psychology (CEPS)
- Social Services
- Health Authority Agencies
- The local authority advisory teams- SISS- for Autism and SEMH
- Educational Welfare

As appropriate, the needs of the individual students will be assessed so that specialist advice can be provided.

## **Key Stage 4 Courses**

We have a large number of students who require access arrangements for whom testing and applications need to be made. These arrangements may include readers, scribes, use of laptops, enlarged and or coloured papers etc.

Students start KS4 courses in Year 9. Whilst the majority of courses lead to GCSE accreditation, for some pupils alternative accreditation is preferable. Student Development, in collaboration with subject specialist teachers, currently provides some alternatives. For example, the ASDAN Award Scheme, which includes the Certificate of Personal Effectiveness (CoPE), offers the opportunity to incorporate vocational taster courses into the curriculum. We are currently investigating further alternative qualifications.

## The School

Situated centrally in Solihull, Alderbrook is a highly successful 11-18 school in the south of the borough. In September 2015 we opened our Sixth Form which is flourishing and providing our learners with a first-rate post 16 experience. The first Year 12 cohort numbered 55 students. As of September 2020 Alderbrook boasts a Sixth Form of over 200 students.

There is no doubt that Alderbrook is acknowledged, both locally and nationally, as a high-performing school. Across the curriculum, the majority of subjects perform well above national values and achieve excellent results. In 2018 Ofsted stated “There is strong teaching in every subject area...as well as very strong practice in Mathematics”

The school enjoys a very pleasant green outlook with wonderful arts and sports facilities. We have an outstanding record for staff career and professional development opportunities which has enabled many of our colleagues to advance their careers not only at Alderbrook but further afield.

Within school we also have a bespoke additionally resourced centre for learners with Autism. Alderbrook has a strong student development department that supports mainstream SEND students. We are a comprehensive school in every meaning of the word.

Our staff work collaboratively and enjoy the support of a community atmosphere at Alderbrook and this in turn enables us to build on our strong reputation in the local community, based on our culture of ambition, bravery and kindness where happy, confident and successful learners, with a thirst for knowledge, thrive.





## School Curriculum and Staff

There are around 100 members of teaching staff, including the Headteacher. The Senior Leadership Team includes one Deputy Headteacher and six Assistant Headteachers. We are fortunate in having a large, committed team of support staff who are highly effective in their roles, supporting teaching and learning across the school.

The school is organised into Year groups with tutor teams led by Heads of Year who are supported by non-teaching Pastoral Managers. Tutors remain with their forms as students progress through the year groups and are encouraged to work in close partnership with parents.

We have a large and varied extracurricular programme. This includes Sports trips, Ski Trips, Arts Trips to New York, the ever popular Geography trip to Iceland. Our cultural trips for Sixth Form students have included Poland, Berlin and Bruges.

The Duke of Edinburgh Bronze and Gold Awards Scheme is particularly well supported. Music and drama productions are very popular, and extra curricular music and dance has always been a strength, with our superb facilities for the Arts subjects.

We have an elected School Council which takes an active interest throughout the school, representing the views of the students, and working in partnership with staff.

Alderbrook Sixth Form offers a wealth of opportunities for students to get involved in, from team sports to Arts qualifications, from mentoring our younger students to volunteering in the local community. An exciting range of enrichment activities is offered to all Sixth Form students every term, with the chance to add to gain relevant life skills and work experience.



## The Area

Solihull is a town situated 7.5 miles (12.1 km) southeast of Birmingham with a population of around 215,000.

Solihull is the most affluent town of the West Midlands, and one of the most affluent areas in the UK outside London. In November 2013, the uSwitch Quality of Life Index named Solihull the "best place to live" in the United Kingdom.

Our catchment and its surrounding area are attractive and in some parts semi-rural, encompassing Shirley and the new housing estate of Dickens Heath.

As Solihull continues to grow in popularity, demand for school places continues to rise.

