



# Head of Inclusion

Warren Dell Primary School



**WARREN DELL  
PRIMARY SCHOOL**

## Recruitment Pack

Full Time

# Contents

## WHAT YOU NEED TO KNOW ABOUT US

Welcome from the Headteacher  
Warren Dell Primary School  
Head of Inclusion Job Description  
Head of Inclusion Person Specification  
Employee Benefits  
The Recruitment Process

## WHAT WE WOULD LIKE YOU TO SHOW US IN YOUR APPLICATION

What skills, knowledge and experience do you have?  
Are you the right person for our organisation and team?  
What is your evidence base and track record?



# Welcome from the Headteacher

Dear Applicant,

I am delighted that you are interested in finding out more about the position of Head of Inclusion at Warren Dell Primary School and Specialist Resource Provision, part of the Agora Learning Partnership.

Warren Dell is a fantastic school with delightful children and motivated staff, committed to ensuring the children thrive. The success of the school has been formally recognised in the most recent Ofsted inspection reports found [here](#).

The Head of Inclusion role at Warren Dell Primary School is hugely important to the school community. This unique and interesting position offers the successful candidate the exciting opportunity to be an integral part of the school's Senior Leadership Team. It is a role that is integral to the school's success and extremely important with regards to ensuring the needs of all children at the school continue to be met.

The new Head of Inclusion will have the pleasure of working closely with the fabulous children, including those children who attend the school's transition classes and Specialist Resource Provision, and staff at Warren Dell. The successful candidate will lead and manage the aspects of the school provision that ensure the ongoing and successful inclusion of all children, including those children with special educational needs and/or disabilities and those deemed vulnerable. As such, this individual must be passionate about playing a lead role in ensuring all children at the school are able to flourish and meet their full potential.

This role will appeal to a school leader who has experience of working with children with a range of needs and their families; someone who is highly inclusive, ambitious for all children and passionate about helping children achieve their very best in all aspects of school life and beyond. It also requires a dynamic leader who can work collaboratively and positively with the staff team, other colleagues and external agencies to maintain the high standards that have already been achieved at the school.

I hope you find the information in this recruitment pack useful; however, you may like to find out more about the role. I am more than happy to talk through this opportunity. Visits to the school, prior to application, are also warmly welcomed. Please feel free to contact me on [HR@agoralearning.co.uk](mailto:HR@agoralearning.co.uk) to arrange either of these.

I look forward to hearing from you.

Kind regards

Lesley Brennan  
Interim Headteacher

# Warren Dell Primary School

Warren Dell Primary School is a one form entry school in South Oxhey, Watford. The school offers an amazing education to approximately 270 children, from pre-school to Year 6, including those children who attend the school's Specialist Resource Provision and children supported through a Primary Behaviour Support Service; a service based at the Acorn Centre near the school.

The school offers 30 hours provision for the nursery children, as well as before school breakfast club and after school clubs, which are run internally. Children are also offered a range of enrichment clubs, after school and during the school day.

The school's grounds are large, with two playgrounds (one for each key stage) and many large open field spaces. Perfect for hosting the school's annual Sports Day!

Warren Dell is a school where everyone feels welcome and accepted. It is a place where all children's successes are celebrated; a place where children are encouraged to be inquisitive learners and to enjoy finding out about the world around them in order to help them achieve their full potential.

The staff of Warren Dell Primary School are committed to raising standards and providing the very best education for the children in their care. The children benefit from highly trained staff, including a teacher and teaching assistant in every classroom. The staff team pride themselves on treating every child as an individual. The team also values the opportunity to work in partnership with parents and the local community.

The Warren Dell curriculum is knowledge-based. It helps children acquire a broad range of knowledge, then provides them with exciting opportunities to help them retain all they have learned. Half-termly themes are enjoyed by the children and these also support cross-curricular learning. Themed learning, coupled with many enrichment opportunities, ensures the children fully engage in a curriculum that is relevant and meaningful.

Warren Dell is judged to be outstanding by Ofsted (January 2024) in all areas; inspectors stated:

- Pupils thrive at this vibrant school.
- Older and younger pupils play together with kindness and enthusiasm.
- Staff have incredibly high expectations for what pupils can achieve.
- The school has designed a curriculum that clearly sets out the knowledge pupils will learn.
- The school carefully identifies the needs of pupils with SEND and puts in place the effective support they need.
- Reading is a high priority. The school ensures that staff are trained to be experts in teaching phonics.
- The school and trust focus on providing high-quality early years provision.
- Behaviour routines are very well established.
- Pupils are friendly and tolerant.
  - The trust and school leaders share a passion to be highly inclusive.

Warren Dell has been part of the Agora Learning Partnership (a multi-academy trust) since its inception in September 2017. The Agora Learning Partnership is an inclusive, collaborative and forward-looking Trust, where all members of the Trust community 'work together, learn together and succeed together' in order to give all of the children in our academies the best possible education and learning opportunities.

# Head of Inclusion

## Job Description

This job description may be varied at any appropriate time, following a period of consultation with the employee. It may also be reviewed annually in conjunction with the appraisal process and planning for the next academic year.

|                  |   |
|------------------|---|
| Leadership Scale | L7-L11, including fringe                |
| Line manager     | Headteacher, Warren Dell Primary School |
| Location         | Warren Dell Primary School              |

### Core Purpose of the Role:

The Head of Inclusion will:

- Ensure the needs of all children in the school are met, including those children with special educational needs and/or disabilities and children deemed vulnerable
- Play a full and active part as a member of the school's Senior Leadership Team, including as the:
  - Special Educational Needs and/or Disabilities Coordinator (SENDCo)
  - Pupil Premium Lead
  - Deputy Designated Safeguarding Lead
- Cover in the absence of the Headteacher

### Duties and Responsibilities – Specific:

|                           | The Head of Inclusion will:   |
|---------------------------|---|
| Culture                   | <ul style="list-style-type: none"> <li>• As part of the Senior Leadership Team, help to create a positive culture where:               <ul style="list-style-type: none"> <li>➢ Children are placed at the centre of all decisions</li> <li>➢ Staff and children thrive</li> <li>➢ Inclusive practice is a core part of the school's work</li> <li>➢ Positive and respectful relationships are promoted</li> </ul> </li> <li>• Ensure that staff understand the vision and values that underpin the school and support them to adhere to them in all aspects of their work</li> <li>• Carry out the role of Deputy Designated Safeguarding Lead</li> <li>• Work with the Designated Safeguarding Lead and other Deputy Designated Safeguarding Leads to create and maintain a robust culture of safeguarding and ensure all statutory responsibilities are met as outlined in the Trust's policy for child protection</li> <li>• Ensure staff and children are provided with a safe, orderly and inclusive environment, where diversity is celebrated and valued</li> </ul>   |
| Teaching and Learning     | <ul style="list-style-type: none"> <li>• Effectively bridge barriers to learning through assessing pupils' needs, monitoring and evaluating the quality of teaching and pupil attainment, setting targets and keeping accurate records</li> <li>• Ensure that all children receive high-quality teaching delivered by well-trained and knowledgeable staff, who use assessment effectively to ensure the needs of children are met and positive outcomes are achieved</li> <li>• Ensure that classroom practice is adjusted effectively, and specific support strategies employed, to meet the specific needs of children</li> <li>• Understand the most effective and high-quality teaching approaches for children with specific needs and ensure that they are implemented for individual pupils</li> <li>• Champion creative, responsive and effective approaches to teaching and learning</li> <li>• Assist staff in the acquisition and preparation of resources to promote the inclusion of pupils in the classroom</li> <li>• Work with key stage leaders to ensure classroom-based support staff are deployed effectively, to cater for the needs of children</li> </ul> |
| Curriculum and Assessment | <ul style="list-style-type: none"> <li>• Play a role in curriculum development, including by liaising with Subject Leaders, to ensure the curriculum meets the needs of all children, ongoing</li> <li>• Monitor and evaluate the overall effectiveness of the curriculum and related</li> </ul>  |



|                                |   |
|--------------------------------|---|
|                                | assessment to ensure the needs of all children, including those children with SEND and those deemed vulnerable, are met; take action to make improvements as required   |
| Behaviour                      | <ul style="list-style-type: none"> <li>• Work as part of the Senior Leadership Team , to provide staff and children with a safe, orderly and inclusive environment, where diversity is celebrated and valued</li> <li>• Play a lead role in helping to achieve high standards in pupil behaviour and engagement</li> </ul>  |
| Children with Additional Needs | <ul style="list-style-type: none"> <li>• Carry out the role of the school's Special Educational Needs and/or Disabilities Coordinator (SENDCo)</li> <li>• Lead and manage the Specialist Resource Provision</li> <li>• Understand the needs of children with specific needs can change and develop over time</li> <li>• Be committed to implementing and playing a full and active part in a regular cycle of assess, plan, do, review for children with SEND</li> <li>• Lead and manage the Education, Health and Care Plan (EHCPs) application process and ensure the needs of children are met as a result of EHCPs being: <ul style="list-style-type: none"> <li>➢ Implemented in full</li> <li>➢ Reviewed regularly to ensure they remain relevant and impactful</li> </ul> </li> <li>• Lead and manage, as the Pupil Premium Lead, the provision for children entitled to support through the Pupil Premium Grant</li> <li>• Ensure the expectations for children with additional needs, including those with special SEND and those deemed vulnerable, are ambitious and inclusive, resulting in all children being able to access the curriculum and the needs of all children being met</li> <li>• Monitor the progress of children in relation to areas of responsibility</li> <li>• Analyse performance data to ensure continuity and progression through the key stages</li> <li>• Lead and manage the school's attendance strategy, including for children with SEND and those deemed vulnerable</li> <li>• Ensure statutory requirements with regards to the following are met: <ul style="list-style-type: none"> <li>➢ Special educational needs and/or disabilities</li> <li>➢ Children deemed vulnerable.</li> <li>➢ Diversity, equity and inclusion</li> </ul> </li> </ul> |
| Professional Development       | <ul style="list-style-type: none"> <li>• Ensure staff recognise and fulfil their responsibilities related to inclusion</li> <li>• Empower staff by helping them to feel confidence and competent in their roles</li> <li>• Have a sound knowledge of the SEND Code of Practice and ensure the school's SEND provision meets the requirements that it sets out</li> <li>• Have a sound knowledge of relevant legislation and understand how this impacts on the school provision in relation to the inclusion of children</li> <li>• Keep up to date with local and national developments in teaching pupils with SEND and communicate these to all members of staff</li> <li>• Identify staff training needs and ensure that they are met through high-quality continuing professional development opportunities and training programmes</li> <li>• Support the staff team and individual staff members to understand the specific needs of children, including those with SEND, and provide specific advise on classroom practice</li> <li>• Engage with continuing professional development opportunities in order to improve and maintain a well-rounded knowledge of inclusive provision to ensure duties can be effectively performed</li> <li>• Line manage staff as required, including through the staff appraisal process</li> <li>• Take advantage of opportunities for collaborative working and use them to drive improvement</li> </ul>  |
| Organisational Management      | <ul style="list-style-type: none"> <li>• Play a full and positive part as a member of the Senior Leadership Team</li> <li>• Work with the Headteacher to ensure the smooth running of the school provision</li> <li>• Cover in the absence of the Headteacher</li> <li>• Take responsibility for the development of inclusion-related policies, procedures and practises, including in relation to SEND and children deemed vulnerable</li> <li>• Establish, oversee and evaluate the effectiveness of inclusion-related systems, processes and policies</li> <li>• Ensure the school keeps an accurate record of all pupils with SEND and that this remains up to date</li> <li>• Ensure data protection processes are compliant with data protection legislation</li> </ul>   |
| Continuous                     | <ul style="list-style-type: none"> <li>• Make use of effective and proportional processes of evaluation to identify and</li> </ul>  |

|                               |   |
|-------------------------------|---|
| School Improvement            | <p>analyse complex or persistent problems and barriers, which limit school effectiveness, and identify priority areas for improvement</p> <ul style="list-style-type: none"> <li>• Develop an annual Inclusion Improvement Plan, which addresses inclusion-related priorities</li> <li>• Ensure the careful and effective implementation of improvement strategies leads to sustained school improvement over time</li> </ul>   |
| Working in Partnership        | <ul style="list-style-type: none"> <li>• Establish and maintain positive and professional working relationships with colleagues within the Academy and beyond, for example, within the Trust</li> <li>• Communicate positively with staff, parents and the community and network widely in the best interests of the children at the school</li> <li>• Engage positively and build strong relationships with the parents and families of children with specific needs; meet with parents and families as required e.g. as part of the 'assess, plan, do, review' cycle</li> <li>• Liaise with other schools to ensure continuity of support and learning when children with SEND or those deemed vulnerable transfer to another school</li> <li>• Be the key point of contact with external agencies, particularly the Local Authority and its support services, and ensure that these links are actively promoted</li> <li>• Engage positively with a range of external organisations and agencies, such as early years providers, other schools, educational psychologists, health and social care professionals and other bodies, with regards individual children and their specific needs</li> </ul> |
| Governance and Accountability | <ul style="list-style-type: none"> <li>• Engage positively with the Headteacher, Academy Governing Body and Trust representatives</li> <li>• Provide information for the Headteacher, Academy Governing Body and the Trust's Central Team as required</li> <li>• Provide Hertfordshire County Council with updated information about the Specialist Resource Provision as required</li> </ul>   |

## Duties and Responsibilities – General:

The Provision Lead will:

- Uphold the ethos of the Trust
- Assist in achieving the Trust's vision and aims
- Support the implementation of the Trust's strategic plans
- Contribute positively to creating a productive and happy working environment
- Establish and maintain professional and effective working relationships as a member of the Trust
- Work effectively with colleagues as a member of the Trust, taking individual and collective responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying
- Participate as required in meetings and training with colleagues in respect of duties and responsibilities of the role as part of the School and Trust
- Take responsibility for their own professional development and play a full and active part in the appraisal process
- Adhere to all Academy and Trust-wide policies and procedures, including those detailed in the Trust's Scheme of Delegation
- Maintain confidentiality at all times in respect of Academy and Trust-related matters and prevent disclosure of confidential and sensitive information
- Undertake any other duties of a similar level and responsibility as required by the Headteacher

# Head of Inclusion Person Specification

## Head of Inclusion

| Requirements of the Post   | Essential | Preferred | Source                                     |
|--|-----------|-----------|--|
| <b>Qualifications</b>  |           |           |  |
| Qualified teacher status   | •         |           | Application                                |
| Degree   | •         |           | Application                                |
| Evidence of further relevant qualifications, such as a master's degree, National Professional Qualification or SEND-related qualification  |           | •         | Application                                |
| <b>Experience of:</b>  |           |           |  |
| Leadership in an educational setting   | •         |           | Application, interview                     |
| Creating a positive culture  | •         |           | Application, interview                     |
| Working with children with special educational needs and/or disabilities   | •         |           | Application, interview                     |
| Working with parents/carers and families   | •         |           | Interview                                  |
| Leading and managing staff   | •         |           | Application, interview                     |
| Curriculum development   | •         |           | Application, interview                     |
| Working with a range of external professionals and organisations to achieve organisational aims  | •         |           | Interview                                  |
| <b>Knowledge and Skills</b>  |           |           |  |
| <b>Knowledge of:</b>   |           |           |  |
| Inclusive practice   | •         |           | Interview, task                            |
| Meeting the needs of children with specific needs  | •         |           | Application, interview, presentation, task |
| Current developments in the educational landscape, including in relation to inclusion and children with specific needs   | •         |           | Interview, task                            |
| Current inclusion-related legislation  |           |           | Interview, task                            |
| What constitutes an effective curriculum and excellent teaching and learning for all children  | •         |           | Application, interview, presentation, task |
| A trauma-informed approach to working with children  | •         |           | Interview, presentation, task              |
| Best practice and procedures for safeguarding children   | •         |           | Interview                                  |
| <b>Able to:</b>  |           |           |  |
| Lead and manage all inclusion-related aspects of the school provision, including through the following roles: <ul style="list-style-type: none"> <li>• Member of the Senior Leadership Team</li> <li>• Special Educational Needs and/or Disabilities Coordinator</li> <li>• Lead for the Specialist Resource Provision</li> <li>• Pupil Premium Lead</li> <li>• Deputy Designated Safeguarding Lead</li> </ul> | •         |           | Application, interview, presentation, task |



|   |   |  |  |
|---|---|--|--|
| Lead and manage staff, including through the staff appraisal process  | • |  | Application, interview, presentation, task |
| Support the development of a positive school culture  | • |  | Interview, task                            |
| Working closely with other Senior Leaders, lead and manage aspects of an organisation and people effectively, including through strategic planning; cover in the Headteacher's absence                                    | • |  | Application, interview, task               |
| Support the school to meet its statutory requirements   |   |  | Interview, presentation                    |
| Provide dynamic and professional leadership   | • |  | Interview, presentation, task              |
| Achieve high standards in teaching, personalised to the needs of children   | • |  | Application, interview, presentation, task |
| Support colleagues to create and implement a high-quality curriculum, personalised to meet the needs of children  | • |  | Application, task                          |
| Meet the needs of children with special educational needs and/or disabilities and those children deemed vulnerable by taking appropriate action, including in relation to the deployment of classroom-based support staff | • |  | Application, interview, task               |
| Lead and manage inclusion-related school strategies e.g. Pupil Premium, attendance  |   |  | Task                                       |
| Provide appropriate and impactful advice, support and training to others  | • |  | Task                                       |
| Monitor and evaluate the effectiveness of the provision for children using a range of evidence and data; make changes as required   | • |  | Task                                       |
| Develop and implement effective assessment strategies   | • |  | Task                                       |
| Demonstrate a track record in improving children's outcomes, including children with specific needs   | • |  | Application, interview                     |
| Build positive and professional relationships with colleagues   | • |  | Task                                       |
| Engage positively and professionally with a range of stakeholders, including parents/carers and external organisations and agencies   | • |  | Interview, task                            |
| Act as a professional and positive ambassador   | • |  | Presentation, task                         |
| Take the necessary steps to safeguard children  | • |  | Application, interview                     |
| Work with the wider team to create a safe, orderly and inclusive environment for children and staff, where diversity is celebrated and valued   | • |  | Application, interview, presentation       |
| Positively promote and achieve equity and inclusion   | • |  | Interview                                  |
| Implement essential policies, procedures and practises and ensure these are consistently adhered to; evaluate the effectiveness   | • |  | Interview                                  |
| Prioritise workloads and work to given deadlines  | • |  | Presentation, task                         |
| Create and share high-quality updates and reports, detailing pertinent information  | • |  | Task                                       |
| Work well under pressure and cope with the unexpected   | • |  | Interview, task                            |
| <b>Personal Qualities and Attributes</b>  |   |  |  |
| Child-centred   | • |  | Application, interview, presentation, task |
| Highly inclusive and ambitious for all children   | • |  | Application, interview, presentation, task |

|  |   |  |  |
|--|---|--|--|
| Leads by example   | • |  | Task                                       |
| Excellent communicator (both verbally and in writing)  | • |  | Application, interview, presentation, task |
| Emotionally intelligent and committed to the well-being and development of the 'whole' child and staff | • |  | Task                                       |
| Team player and excellent collaborator   | • |  | Interview, presentation, task              |
| Effective organisational skills  | • |  | Task                                       |
| Solution focussed  | • |  | Task                                       |
| Committed to safeguarding children and young people and promoting their welfare                        | • |  | Interview                                  |
| Committed to equal opportunities   | • |  | Interview                                  |
| Committed to ongoing professional development opportunities  | • |  | Application                                |

# Employee Benefits

**We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. As your future employer we place importance on these aspects too.**

- Salary: points L7-L11, including fringe (£59,213-£65,188) – dependent on experience
- Support from a highly skilled central team
- Access to continuous professional development opportunities
- Supportive, friendly, and professional working environment
- A Trust commitment to staff wellbeing and work life balance
- Strong partnerships and networks
- An inclusive culture, where diversity is valued and celebrated and equity for all staff is promoted



At the Agora Learning Partnership, we believe that collaboration is essential if we are to achieve our quest to improve the life chances of all the children in our care. We feel *passionately* that for collaboration to be successful, relationships must be both positive and respectful. Furthermore, all children and adults associated with our Trust must feel *accepted* and *liberated*; we firmly believe that everyone should be free to be who they want to be – they should be proud of their talents and interests and have their own thoughts, beliefs and ideas, which they can confidently promote and share. The Agora Learning Partnership is a place where discrimination is not tolerated; instead, we celebrate the diversity in people and value the positive impact all the children and adults in our Trust community have on our organisation.

We also recognise that we are responsible for ensuring that all children and adults within the Partnership can flourish and reach their full potential. To achieve this, we employ a range of strategies to help secure equity for all; where adaptations to the Trust offer are made in order to achieve this. Ultimately, this empowers people to feel fully included and able to play a positive role within the Partnership.

This aspect of the Partnership's ethos and culture is imperative to its success and to the success of the staff and the children, during their time in the Trust and as they venture into the wider world. The children are developing the skills and the character they need to succeed in a wonderfully diverse world-wide community.

# The Recruitment Process

**Closing date** Friday 7<sup>th</sup> February 2025, 1.00pm  
**Shortlisting** Monday 10<sup>th</sup> February 2025  
**Interviews** Wednesday 12<sup>th</sup> February 2025

The Agora Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful appointments are subject to receiving satisfactory employment checks including references and a satisfactory Disclosure and Barring Service (DBS) Enhanced check. This post is exempt from the Rehabilitation of Offenders Act 1974.



# What we would like to know

Please read the job outline and person specification to complete the online application form and supporting statement on My New Term, covering the questions below, by the closing date of Friday 7th February 2025, 1.00pm.

Please see the websites below for further information:

[Agora Learning Partnership](#)

[Warren Dell Primary School](#)

[The Acorn Centre](#)

## What skills, knowledge and experience do you have?

Considering the job description and person specification for the post, how well do you match what we are looking for in terms of your skills, knowledge and experience?

There may be skills, knowledge and experience that you have which do not fit neatly into our job outline. Are there ways in which you think you can bring additional skills, contacts or knowledge that the Trust may find useful?

## Are you the right person for our organisation and team?

Please look at the list of personal attributes included in the person specification, which we think would be valuable for the post-holder. Tell us why you think you would be a good match for our organisation.

## What is your evidence base and track record?

What would you like to tell us that demonstrates the measurable impact of your work that you are most proud of?

