



KEREM SCHOOL
(Incorporating Kerem Early Years Unit)

INCLUSION LEAD
PART TIME

Recruitment Application Pack
Required from September 2025



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Welcome Letter from the Head Teacher

Dear Applicant,

Thank you for showing an interest in the position of **Inclusion Lead** (part time) at **Kerem School**. As the **Head Teacher** of this vibrant and dynamic school, I am excited about the opportunity to welcome a new team member who will bring their strengths and talents to our exceptional staff, helping to further enrich our school community.

The **Inclusion Lead** will provide strategic direction and help set the vision and ethos for all aspects of school life relating to children with **Special Educational Needs and Disabilities (SEND)**. They will play a key role in raising standards for all children with SEND, ensuring **inclusive practice** and **equality of opportunity** throughout the school. This role is for 2 days but can be spread over three or even four days, making it an **excellent opportunity for someone seeking flexible working hours**.

Kerem School, with its roots stretching back to **1948**, is a **special place where creative and passionate teaching fosters a thriving learning environment**. Our commitment to instilling a **love of Judaism** is at the heart of everything we do, ensuring that each child enjoys a **rich, rewarding, and well-rounded** educational experience.

We cater to around **140 pupils aged three to eleven** and pride ourselves on being a **close-knit, supportive community**. We work hand-in-hand with **parents, families, and governors** to ensure that every child flourishes. Our most recent **ISI Inspection (March 2024)** confirmed that we meet the **highest standards in all eight categories**—a testament to the **exceptional teaching, pastoral care, and leadership** that define our school.

At **Kerem School**, we provide a **stimulating, challenging, and well-rounded education**, both **secular and Jewish**, within a **warm and nurturing** environment. We embrace **innovation**, offering **1:1 iPads in Key Stage 2**, shared iPads in **Early Years and Key Stage 1**, and a wide range of **state-of-the-art coding and robotics equipment** to enhance learning. As an **independent school**, we are fortunate to have **small class sizes, excellent resources, and a generously staffed environment, including dedicated teaching assistants in every class and specialist teachers for subjects such as Physical Education and Music**. This ensures that our pupils receive the **individualised attention and high-quality education** they deserve.

Joining our team means stepping into a role where you can **truly make a difference**. You will collaborate with **dedicated colleagues** who are passionate about education and committed to **enriching the opportunities** we offer. Our supportive environment includes **professional development opportunities**, the freedom to **innovate**, and a culture where **your ideas and expertise are valued**.

If you are **passionate, enthusiastic, and ready to make a meaningful impact on our pupils' lives**, we can't wait to receive your application. This is an **exciting opportunity to be part of something special**, and we look forward to exploring how you could contribute to our fantastic school!

Warmest regards,



Naomi Simon
Head Teacher

The Application Process

If you wish to apply, please respond by submitting the Kerem School application form and attaching copies of your qualification certificates. Please also submit a supporting statement addressing the job description and person specification. This supporting statement will be used as part of the shortlisting process. This should be no longer than 2 A4 pages.

Applications should be emailed to the Head Teacher on vacancies@keremschool.co.uk Please add the header *“(Your Name) – Application for Inclusion Lead”*.

Shortlisted candidates will be invited for an interview, which will include teaching a short lesson, completing a task, and participating in a formal discussion.

Your References

You should give the names, positions, organisations, telephone contact numbers and email addresses of at least two referees, one of whom must be your current/most recent employer. If you specifically do not wish referees to be approached without your prior permission, then you should indicate the fact; however, in line with safeguarding regulations, we will need to contact at least one of them. Finally, please ensure that you have included daytime, evening and mobile contact numbers.

Recruitment Timetable

Closing date for applications - 28th April

Interviews to be held - week commencing 5th May

Please note that applications will be reviewed as received and will close as soon as a suitable candidate is identified. Therefore, early application is encouraged.





KEREM SCHOOL

JOB DESCRIPTION - Inclusion Lead

RESPONSIBLE TO	Head Teacher
DIRECTED BY	Deputy Head (Pastoral)
SALARY	Main Pay Scale (subject to experience)
CONDITIONS	Current Pay and Conditions Document

The **Inclusion Lead** will provide strategic direction and help set the vision and ethos for all aspects of school life relating to children with **Special Educational Needs and Disabilities (SEND)**. They will play a key role in raising standards for all children with SEND, ensuring **inclusive practice** and **equality of opportunity** throughout the school.

Duties & Responsibilities

The duties outlined below are in addition to those covered by the latest **School Teachers' Pay and Conditions Document**. These may be modified by the **Head Teacher** (with your agreement) to reflect or anticipate changes in the role, commensurate with salary and job title.

1. Teaching & Learning

- Identify and implement the most effective teaching approaches, including **targeted interventions**, for pupils with **SEND, including the most able and EAL**.
- Model **outstanding inclusive practice** to class teachers and intervention staff.
- Disseminate **best practices** in inclusion across the school.
- Monitor and evaluate teaching and learning activities to ensure the needs of all pupils are met.
- Support class teachers in planning and differentiating lessons to ensure accessibility for all pupils.
- Plan, deliver, observe and monitor **specialist interventions** for specific groups or children as required.
- Ensure all teachers **understand and fulfil their statutory duties** regarding SEND and EAL.
- Develop and maintain **effective inclusion procedures** that promote high standards of attainment, behaviour, and attendance.

- Assist staff in **assessing pupils' needs** and identifying appropriate next steps in learning.
- Play an **active role in the timetabling** of **teaching assistants (TAs)** to ensure effective deployment.
- Support class teachers in compiling **provision maps** and embedding **Individualised Learning Plan (ILP) targets** into planning.
- Organise and administer assessments for pupils identified as having **special educational needs**.
- Lead and arrange **INSET training** for all staff to develop their expertise in inclusion.
- Keep up to date with **current SEND practices** and attend relevant training and courses as necessary.

2. Recording & Assessment

- Maintain an up-to-date **register of need** and **provision map** for **SEND, EAL**, and the **Most Able** pupils.
- Write and review **ILPs termly** in collaboration with class teachers and parents.
- Take ownership of all **paperwork and external liaisons** required for **Education, Health and Care Plans (EHCPs)**.
- Prepare **documentation for inspections** (e.g. ISI).
- Collect and interpret **specialist assessment data** to inform provision and interventions.
- Provide **regular updates** to the Head Teacher and **Governing Body** on the effectiveness of SEND provision.
- Develop an understanding of **learning needs** and play an active role in **raising achievement** for all pupils.
- Attend **parent consultation evenings** and keep parents well-informed of their child's progress.
- Lead **school self-evaluation** in Inclusion, including **monitoring teaching quality**, reviewing **learning standards**, and analysing **pupil performance data**.
- Read and disseminate professional reports with relevant staff, discussing specific targets that arise from the report.

3. Leadership & Management

- **Line manage** and conduct performance reviews for **SEND support teachers**.
- Organise and chair **termly ILP review meetings**.

- Organise and chair **Team Around the Child (TAC) meetings** and other review meetings with parents and carers.
- Liaise closely with the **Deputy Head (Pastoral)** to ensure pupils' well-being.
- Monitor and evaluate **inclusion and intervention programmes** throughout the school.
- Support the **Head Teacher and Senior Leadership Team (SLT)** in developing **positive strategies** for fulfilling the school's equalities duties.
- Attend **Pupil Progress Meetings (PPMs)** termly with class teachers to support them in **removing barriers to learning**.
- Develop, review, and implement **Inclusion policies** (e.g. SEND Policy, Accessibility Plan, Equalities Policy) in consultation with the Head Teacher, staff, and governors.
- Monitor the impact of inclusion policies to ensure **high-quality and consistent practice**.
- Identify **resource needs** for SEND provision and advise the Head Teacher accordingly.
- Participate in the **recruitment and selection** of support staff as agreed with the Head Teacher.
- Liaise with the **SEND governor**, giving updates on inclusion matters.
- Lead **EHCP review meetings** and ensure smooth coordination with parents and external professionals.
- Liaise with **external agencies** (e.g. Children's Centres, Educational Psychologists, School Health Services, Social Services, CAMHS, Speech and Language Therapists) to arrange appropriate support for pupils.
- Develop strong, effective **partnerships with parents**, keeping them well-informed of **targets and achievements**.
- Attend network meetings and training to support the role.



KEREM SCHOOL

PERSON SPECIFICATION – Inclusion Lead

The person specification plays a crucial role in the recruitment process. It outlines the essential criteria for the role and will be used for shortlisting and selecting the successful applicant. Please ensure that your application clearly demonstrates how you meet each of the following criteria.

<u>Factor</u>	<u>Essential</u>	<u>Desirable</u>	<u>Ascertained by</u>
Education Achievements, Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • University degree • Evidence of continued professional development related to Inclusion, SEND, or leadership (e.g., additional training in SEMH, Autism, Dyslexia, or interventions) 	<ul style="list-style-type: none"> • National SENCo Qualification (or equivalent) or willingness to qualify within two years • Evidence of a commitment to professional development 	Application form and documentary evidence
Teaching Experience	<ul style="list-style-type: none"> • Experience teaching children with a range of needs, including SEND, Most Able and EAL • Proven success in leading and delivering a variety of specialist interventions • Strong knowledge of the SEND Code of Practice and relevant legislation • Understanding of current research and best practices in Inclusive Education 	<ul style="list-style-type: none"> • Experience working collaboratively with external agencies (e.g., Educational Psychologists, Speech and Language Therapists) 	Application form Reference Interview

<p>Knowledge, understanding and skills</p>	<ul style="list-style-type: none"> ● Clear understanding of the Primary Curriculum and how to adapt it for diverse learning needs ● Ability to develop and implement strategies to support individual learning and progress ● Excellent classroom practice with the ability to model high-quality teaching for others ● Strong planning skills with a focus on progression and outcomes for all pupils ● Ability to employ a range of differentiated teaching and learning strategies ● Effective communication skills to engage with pupils, staff, parents, and external professionals ● Ability to use ICT and assistive technology effectively to support learning and inclusion 	<ul style="list-style-type: none"> ● Experience of teaching phonics ● Experience in teaching the early stages of reading ● Knowledge of a wide range of interventions to support learning 	<p>Application form</p> <p>Reference</p> <p>Interview</p>
<p>Personal characteristics and abilities</p>	<ul style="list-style-type: none"> ● Promote the school's modern orthodox aims and ethos positively, and use effective strategies to motivate and inspire pupils ● Develop good interpersonal relationships within a team ● Foster and establish good professional relationships 		<p>Application form</p> <p>References</p> <p>Interview</p> <p>Specific qualifications or experience</p>

	<p>with parents, governors and the community</p> <ul style="list-style-type: none"> • Communicate effectively (both orally and in writing) to a variety of audiences • Create a challenging, effective and stimulating learning environment • Good organisational skills, including being able to prioritise, meet deadlines and be flexible • Be ambitious for self and pupils with a commitment to improving own practice 		
Safeguarding of Children	<ul style="list-style-type: none"> • Strong knowledge of child protection and safeguarding procedures • Commitment to promoting the welfare and well-being of all children • Understanding of and adherence to all school policies and statutory safeguarding responsibilities • An enhanced DBS check is required 		<p>Interview</p> <p>Documentation</p>