Al-Noor Primary School (VA)

619-629 Green Lane, Goodmayes, Ilford, Essex, IG3 9RP
Tel: 020 8597 7576, Email: recruitment@al-noorprimary.co.uk, Website: al-noor.co.uk/va

JOB DESCRIPTION

INCLUSION AND WELLBEING LEADER

Al-Noor Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Full vetting checks, including references prior to interview and a DBS check, will be undertaken.

HOURS: 19.5 hours a week, term time only

PAY RANGE: L1 – L6 (£53,733 - £60,267 pro-rata to hours)

START DATE: 1st September 2025

TO WHOM RESPONSIBLE: Headteacher and Governing Body

FOR WHOM RESPONSIBLE: LSAs

1.   Purpose of Role

To lead and manage SEND, safeguarding, pupil wellbeing and work in partnership with the headteacher and senior leaders to promote continued school improvement and the monitoring and promotion of the highest standards of teaching and pupil progress across the curriculum and across all classes and to track the progress of pupils, supporting teachers to identify and intervene effectively with those at risk of underachievement such that:

- All pupils meet their targets and make excellent progress, have access to the full school curriculum, are motivated to learn and develop self-esteem and confidence as learners.
- Vulnerable pupils and those with SEND make excellent progress to close the achievement and attainment gaps between themselves and their peers.
- All teachers are familiar with and apply the school's teaching and learning and SEND policies and use a range of strategies to adapt teaching to meet the needs of all pupils, catering for the needs of pupils with SEND, as well as pupils who are vulnerable, disadvantaged and underperforming; and this is evident in lesson planning, delivery as well as in SEND reviews.
- All teachers collaborate effectively with you and with one another so that all adults understand their roles and responsibilities and are used effectively to support pupils in their learning.
- All teachers are supported through mentoring, coaching and training to provide the highest quality of teaching.
- To have a detailed understanding of the progress and attainment of SEND and vulnerable pupils in each class, interventive provision and know what the priorities are for SEND, pupil wellbeing and safeguarding in relation to whole school development priorities, so that the senior leadership Team understands its role in relation to SEND and vulnerable pupils and knows about the progress and attainment of such pupils in relation to similar pupils locally and nationally.
- To ensure rapid improvements to SEND, pupil wellbeing and safeguarding standards and provision.
- To achieve the school's vision and establish a joyous school climate imbibed with the school's faith ethos and values along with professionalism and a commitment to excellence, in particular in SEND, pupil wellbeing and safeguarding.
- The school is always fully compliant with relevant school regulations and requirements for SEND, pupil wellbeing and safeguarding.
- All pupils have access to all parts of a well-planned, well-resourced, enjoyable and creative curriculum that is linked strongly to the school's PSCHE and 'Navigate' curricula.
- Parents of pupils with SEND or a vulnerability know how they can support their child, feel involved as partners in the education process and feel welcomed in the school community.

2.   Shared areas of responsibility as a member of senior leadership

- To establish commitment to a shared **vision** for the school; lead by example to inspire and motivate staff, parents, trustees and pupils.

- To support and promote the school's **ethos**, vision, aims and core values in order to promote an environment that focuses on the welfare, progress and sustained improvement of the school and pupil outcomes and tarbiyyah, as well as effective teaching and learning and high standards of behaviour.
- To act as a **positive role model** to staff, to provide an excellent example to the staff body of professionalism, enthusiasm, professional excellence and commitment to high standards, the school's ethos and the implementation of school policies and procedures, maintaining high professional standards.
- To **communicate** effectively with staff members, using high levels of **emotional intelligence** and care, with sincere regard for staff wellbeing.
- To establish supportive and advisory **relationships** with professional colleagues, that promote collaboration, effective team work, professionalism, high standards, achievement, unity and harmony.
- To establish positive relationships with pupils and pursuing your own **personal, religious and spiritual development** to act as a fine **role model** for them.
- To establish excellent relationships with **parents**, communicating with high levels of understanding and emotional intelligence to engage them for the betterment of pupil outcomes and achievement.
- To ensure that parents and pupils are well informed about school achievements and opportunities to excel in and outside the school, and ensure that **channels of communication** are used effectively within the school.
- To **provide information**, objective advice and support to the governing body to enable it to meet its responsibilities.
- To establish good working relationships with the local authority and other agencies.
- To contribute to the strategic direction and development of the school, including updating the school's Self-Evaluation and Information Form and the development, implementation and monitoring of school **improvement plans** based on **school self-evaluation** and underpinned by sound financial management and a range of data, which identifies priorities and targets for school improvement.
- To **monitor** the quality of teaching and learning across the school, including the analysis of performance **data**.
- To promote high standards of achievement academically, morally, spiritually, emotionally, behaviourally and professionally.
- To share corporate responsibility for the **safeguarding**, **wellbeing** and **discipline** of all children by implementing agreed school policies, **liaising** with the Safeguarding DP, Deputy Headteacher, SENDCo, Needs Panel and outside agencies as and when necessary.
- To ensure **high standards** of teaching and learning, behaviour, attendance and punctuality from pupils.
- To support the **induction and training** of newly qualified teachers, unqualified teachers, supply teachers, support staff and student teachers as required.
- To take an active role in the recruitment of staff, as required.
- To identify the **Continuing Professional Development** needs of staff members and lead INSET as may be appropriate.
- To establish priorities for **expenditure** and monitor the effectiveness of spending and usage and the care of school **resources**, ensuring budgets are maintained with financial efficiency.
- To work with and **report** to all stakeholders including staff members, parents/carers, as appropriate, or when requested.
- To **model** and ensure the understanding and implementation of all **school policies** across the school and be involved in their periodic review and development.
- To pursue your **own Continuing Professional Development** through courses, further and higher qualifications, research, collaboration, discussion and other means, in education, teaching and learning and in educational and school management.
- To receive and respond to **feedback** and provide it, constructively and positively.
- To conduct yourself in a **professional manner** at all times when dealing with all members of the school community and any visitors to the school, including external agencies.
- To lead whole school **assemblies** from time to time.
- To **cover** lessons from time to time.
- To **teach** classes if requested, to secure effective learning, through the use of and providing high standards of achievement and behaviour, using effective planning and assessment.
- To attend and participate in parents' **evenings**, the school's annual parent meeting, school trips and **events** and pupil performances.
- To participate in all staff training sessions and attend team and staff **meetings**.

- To set a good **example** in terms of role modelling, dress, punctuality and attendance.
- To take on specific tasks related to the day-to-day administration and organisation of the school as requested by the Headteacher or Deputy Headteacher.
- To take on additional responsibilities this may arise from time to time.

3. Shared Duties

1. Monitoring and Evaluation
- To effectively monitor school systems and procedures. For example through the conduct of lesson observations, pupil work scrutiny, planning scrutiny, data analyses, subject report analyses and learning walks across the school.
- To analyse data gleaned from monitoring activities to evaluate school provision in relevant areas and make recommendations to the headteacher and/or senior leadership team for appropriate responses, including but not limited to: intervention, target setting, training, amendments and improvements or the appropriate re-deployment or purchase of resources.
- To keep records and/or minutes of all decisions made and actions taken and ensure documentation for all areas is sound and up-to-date at all times.
- To scrutinise pupil work, marking, lessons, displays, planning and assessment in the monitoring and evaluation of the quality of teaching and learning of pupils with SEND across the school;
- To effectively deploy staff and resources to achieve the highest standards;

2. School Improvement
- To contribute towards the cycle of school improvement and school effectiveness and support staff to achieve the priorities set.
- To participate in school self-evaluation by using a range of evidence to evaluate: the effectiveness of provision (through monitoring & evaluation of school standards), the degree of achievement against school aims and vision, the degree to which school regulations and Ofsted requirements are met and areas of strengths and weaknesses.
- To contribute to the identification of priorities for the development and the construction of the school improvement plan reflecting school self-evaluation and to implement, review and evaluate those.
- To monitor the quality of pupil support, parent-partnership initiatives and develop other initiatives to develop the personal, social, health, spiritual, behavioural, moral and emotional well-being of pupils.
- To monitor academic standards including the analysis of performance data.
- To identify and pursue accreditation opportunities for the school.
- To contribute to staff training and INSET.

3. Staff Training & CPD
- To support the provision and leadership of INSET and staff meetings.
- To maintain a good knowledge of current thinking in SEND, safeguarding, pupil wellbeing and in primary education and to demonstrate excellent practice.
- To ensure, in collaboration with and under the direction of the headteacher, that teaching and learning of a high quality is promoted and maintained.
- To provide effective coaching to teachers as and when requested or required.
- To model ideal practice to staff members in all areas.
- To contribute to the induction of new staff members at the school.

4. Quality of Teaching
- To ensure the highest standards through timely, collaborative, accurate and supportive teaching interventions such as coaching and mentoring, observations, feedback, joint planning, team teaching, discussion, and modeling.
- Inducting and supporting LSAs.
- To identify professional development needs and opportunities for teachers, teaching assistants and LSAs and provide professional development for staff for example, through coaching and leading INSET or recommending CPD, CPD providers and higher education courses to line managers of particular staff members.
- In particular to maintain the school's high standards and ensure excellent teaching and excellent pupil progress and achievement across the year for SEND pupils, paying careful regard to school targets and parental engagement and the implementation of the school's Teaching and Learning, Curriculum and Assessment policies.

5. **Performance Management**
   - To conduct staff appraisals and the performance management of teachers and support staff.
   - To identify the professional developmental needs of staff members to inform staff training and INSET.
   - To help build a costed annual CPD programme for staff, by evaluating staff Performance Management objectives, quality of teaching across the school and staff training feedback, as well as by helping to source best value, high quality CPD.

6. **Resources**
   - To support the headteacher in the effective recruitment of relevant staff members, including sitting on interview and short-listing panels, and in the deployment of staff and in the arrangement of staff cover.
   - To assist the headteacher in the planning, purchasing, implementation, and in the accounting for, relevant school resources.

7. **Complaints**
   - To investigate complaints as may be delegated by the headteacher on occasion and submit detailed findings in writing.
   - To liaise with parents as needed in the conduct of investigations and in implementing the findings of complaints and the investigation of behavioural incidents.

9. **Communication**
   - To promote the health and well-being of all pupils and report any concerns to the relevant personnel.
   - To actively participate in regular meetings with the headteacher and/or other senior leaders to share information and progress reviews for SEND pupils and vulnerable pupils.
   - To manage the performance of LSAs through submission of a short report and evidences for the performance management review of each.
   - To answer parental queries and contact parents to address any concerns the school might have for any vulnerable pupil or those with SEND.
   - To foster parental confidence in the school through effective parental engagement and communication practises and styles.

10. **Health and Safety**
    - To ensure proper regard for health and safety in the discharging of duties.
    - To promptly report any health and safety concerns to the Heath and Safety Leader.

11. **Cover**
    - To help assign cover for absent LSAs in an efficient and fair manner in line with the School Teachers' Pay and Conditions document and school policies.

12 **Assessment & Pupil Achievement**
    - To assist the Headteacher in the design of the assessment policy and resources.
    - To support the management of assessment data at the school including the review and management of assessment software and processes.

4. Specific Areas of Leadership

4.1 Designated Safeguarding Lead (DSL)
- To lead responsibility for safeguarding and child protection (including online safety and understanding and operating the filtering and monitoring systems and processes in place).
- To act as the Designated teacher for Looked After and Previously Looked After Children, liaising with the Virtual Head and local authority.
- To always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- To manage referrals from staff and act as a source of support, advice and expertise for all staff
- To make referrals to the appropriate authorities, whether for children or adults and act as a point of contact with the safeguarding partners.
- To manage child protection records and files and hold and share information in line with statutory guidance including the Data Protection Act.

- To liaise with the Headteacher and deputy DSLs to ensure they are regularly apprised of the school's safeguarding status, individual cases and safeguarding updates.
- To raise awareness in the school and parent body about the importance of safeguarding and how to ensure children are safeguarded.
- To review the curriculum for appropriate content to help children keep themselves safe.
- To train staff and provide them with support.
- To undertake training to be equipped with the knowledge and skills to carry out the role.
- To comply with all of the requirements of statutory guidance, including Keeping Children Safe in Education.

4.2 Senior Mental Health Leader (SMHL)
- To perform the role of SMHL at the school.
- To liaise and oversee the school's counselling provision when in place.
- To liaise appropriately with the Mental Health Service Team (MHST) in the local authority.
- To oversee pastoral support for pupils alongside the school's behaviour leaders.
- To lead peer mentoring in the school, training pupils and reviewing and implementing systems.

4.3 Special Educational Needs and Disability Coordinator (SENDCo)
- To perform the role of school SENDCo leading and managing effective provision for pupils who have SEND.
- To work closely with local authorities to support pupils with SEND, especially those with EHCPS.
- To support school administration in obtaining EHCP funds, where needed.
- To ensure such provision is designed carefully to ensure pupils make at least good progress in their area of talent and their opportunities and experiences in such areas are expanded to promote their development.
- To ensure such provision is implemented effectively and the policy implemented carefully.
- To line manage all learning support Assistants, including performance management, mentoring and coaching; establishing supportive and advisory relationships with them and effectively promoting their professional development.
- To ensure policies are meaningful and of a high quality and are regularly reviewed and kept up-to-date with relevant legislation, governmental guidance and school procedures and practise.
- To ensure that the review of SEN statements is done in a timely fashion and is led and managed well.
- To analyse data, observe SEND pupils and meet with teachers regularly, to track the progress of pupils and provide guidance and support to teachers.
- To monitor the tracking of pupil progress against IEP targets.
- To ensure the SEN register is kept up-to-date in sufficient detail and filed regularly.

4.4 Quality Assurance
- To participate in arrangements for annual appraisal and performance management and work towards meeting agreed performance management objectives.
- To report in writing and face to face to the headteacher at prescribed periods and as needed on a daily basis on all areas within role.
- To carry out periodic monitoring activities across the school to evaluate its effectiveness e.g. the quality of teaching and pupil progress and attainment.
- To use the information from monitoring activities to plan and deliver interventions to raise standards further.
- To report to the governing body as requested or required of key areas of role.

Note

In order to deliver services effectively, a degree of flexibility is needed; you may be required to perform work, undertake tasks or take on responsibilities not specified above but is commensurate with the level of the post. In addition you might have to take on additional tasks to fulfil the purpose of your roles as the main duties and responsibilities of the post are set out above but each individual task to be undertaken has not been identified. Such duties will fall within the scope of the post.

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with any relevant school improvement priorities set from time to time or in response to changing regulations. Any major changes will involve discussion and consultation with you.

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PERSON SPECIFICATION:

INCLUSION & WELLBEING LEADER

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1. Qualifications, Training & Experience

- QTS and the National Award in SEN co-ordination (NASENCO) or the SENCO national professional qualification.
- Preferable: Masters level qualification or higher and/or NPQSL.
- A minimum of 5 years teaching experience and 1 year as SENDCO and 2 years as DSL in schools graded at least 'good' in inspections.
- Additionally, prior experience of: coaching, assessment, analysing data, school improvement, health and safety (including risk assessments), behaviour management, use of IT, curriculum development and quality assurance.
- Preferable: having worked previously in a number of schools of a diverse range.

2. Personal Values and Example

- Observant Muslim; follows main-stream Islamic teaching, striving for spiritual and religious self improvement.
- Shares the vision and values of the school.
- Provides an excellent example for staff members and pupils in terms of your personal integrity, honesty, character and conduct both in and outside of the school, including online.
- Committed to the safeguarding of children and to the pursuit of excellent outcomes for vulnerable children, including those with SEND.
- Demonstrates high standards of loyalty, discretion, emotional intelligence and professionalism.

3. Personal Attributes

The candidate demonstrates the professional attributes in the National Professional Standards for Teachers and those below:

- You support the school's aims and values with vigour.
- You lead a team well and are innovative, ambitious, energetic and enthusiastic.
- You carry out your duties in a professional manner at all times and have a strong work ethic.
- You have excellent written and spoken communication skills.
- You have excellent personnel management skills and are supportive and understanding towards others.
- You have a pro-active approach to continually learning and developing yourself to improve your professional practice.
- You set a good example in terms of dress, punctuality and attendance.
- You are proactive in matters relating to health and safety
- You are committed to the safeguarding of children, the protection of their welfare and wellbeing and to the pursuit of excellent outcomes for all children, particularly those with SEND and the vulnerable.
- You have the ability to self-evaluate your learning needs and actively seek learning opportunities
- You relate well to children and adults.
- You work constructively as part of a team, understanding team responsibilities and your own position within these and take instructions and feedback well.
- You are diplomatic, analytical, and possess sound judgment.
- You are reliable and have a track record of meeting all deadlines.
- You have excellent organisational skills.
- You are adaptable, solutions-focused and have a problem-solving nature.

- You also share the following attributes:
  - Positive, enthusiastic outlook, embracing risk and innovation
  - Commitment and dedication to social justice, equality and excellence
  - Engagement in collaborative partnership working, within and beyond the school
  - Integrity in relation to their own and the school's practice
  - Courage and conviction to achieve the best outcomes
  - Respect and empathy towards others
  - Resilience, perseverance and optimism in the face of difficulties and challenges
  - Decisive, consistent and focused on solutions
  - Drive for improvement and challenging underperformance
  - Capacity to be flexible, adaptable and creative

4. Knowledge, Understanding & Skills

It will be expected that the candidate has the capacity to deliver all of the following to variable degrees.

4.1 Leading Strategically

Knowledge and understanding of:
- regulations governing schools
- relevant developments in education at local, national and global levels
- new technologies and their potential impact
- planning processes, tools and techniques
- ways of achieving stakeholder and community engagement
- ways of achieving social inclusion, diversity and access
- new technologies and their potential impact

Skills:
- think strategically, analytically and creatively
- build capacity and achieve sustainability
- deal with complexity and uncertainty
- model the vision and values of the school
- anticipate, lead & manage change
- use research to support and challenge practice
- inspire, challenge, motivate & empower others to attain challenging outcomes
- celebrate achievement and acknowledge excellence

4.2 Leading Teaching and Learning

Knowledge and understanding of:
- curriculum design and management and adaptation of the curriculum and of teaching to meet the needs of vulnerable pupils and those with SEND
- principles of quality learning, teaching and assessment including provision review and self evaluation
- ways of applying effective practice and research evidence to improve outcomes
- use of external support and expertise
- behaviour and attendance management
- new technologies to support learning and teaching
- strategies for improving outcomes and achieving excellence for vulnerable pupils and those with SEND
- tools for data collection and analysis

Skills:
- demonstrate equality and diversity in teaching and learning and achieve the best possible learning outcomes for all
- use developmental models for teaching and learning
- engage parents in children's teaching and learning of vulnerable pupils and those with SEND
- manage and use performance data
- develop whole school culture of best practice in teaching and learning of vulnerable pupils and those with SEND
- create flexible and comprehensive learning opportunities for all pupils
- capitalise on appropriate sources of external support and expertise
- deploy technology to support teaching and learning
- develop and use effective assessment and moderation systems
- evaluate, review and develop systems and structures

4.3 Leading the Organisation

Knowledge and understanding of:
- SEND code of conduct
- Safeguarding and Keeping Children Safe in Education (latest version)
- technology to enhance organisational effectiveness
- accountability frameworks

Skills:
- manage financial, human and physical resources
- seek expertise and advice from within and outside the school
- establish structures and systems so operational decisions are based on informed discussion
- manage others within an accountability framework
- create an environment which enables people to perform at their best and underpins effective employee relations
- develop and sustain a safe, secure and healthy school environment

4.4 Leading People

Knowledge and understanding of:
- significance of interpersonal relationships, including impact on teacher performance and pupil learning
- performance management, continuous professional development and sustained school improvement
- building motivation, including the importance of celebrating achievement
- building and sustaining a learning community within a diverse workforce
- own performance, ways of obtaining feedback and how to improve
- support and development systems for individuals and teams

Skills:
- create a culture which encourages ideas and contributions from others
- develop self awareness, self-management and self confidence and use effectively
- listen, reflect and communicate effectively
- negotiate and manage conflict, providing appropriate support
- give feedback and provide support to improve performance
- hold people to account and challenge under performance
- develop a culture of learning and continuous professional development
- receive and act on feedback to build on strengths and improve personal performance
- foster an open, fair and equitable culture
- motivate, develop, empower and sustain individuals and teams

4.5 Leading in the Community

Knowledge and understanding of:
- multi-agency work (including the team around the child), benefits and risks of multi-agency working
- the diversity of professional cultures and ways of working
- diversity and community cohesion issues
- collaboration and partnership working (including school, home, community and business partnerships)
- strengths, capabilities and objectives of other schools, services and agencies
- wider curriculum beyond the school and opportunities it provides

Skills:
- establish and engage in partnerships, including working with multi-agency teams
- collaborate and work within and across the community
- engage the community in systematic evaluation of the school's work and act on outcomes
- consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
- engage in cross phase working and transition issues
- engage in school-to-school collaboration and contribute to leadership in the wider education system
- contribute to achievement of community cohesion