



AVANTI HOUSE

PRIMARY SCHOOL

Assistant Principal (Inclusion Lead)

Candidate pack

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Welcome

Letter of Welcome from Lalita Joshi, Principal



Dear prospective applicant,

I am delighted that you have shown an interest in becoming the Assistant Principal (Inclusion Lead) of Avanti House Primary School. At Avanti House, education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom. It is the aim of the whole school team to help each child become a successful learner and well-rounded individual who is ready to take the next steps in their journey. As perfectly described by a spiritual saint called Radhanath Swami, "If we actually want to make the world a better place and give joy and fulfilment to our children, empowering them to give the same for others, we have to build the foundation of our education on human values."

Avanti House is a very happy school where the behaviour and attitudes to learning by all pupils are exceptional. When Ofsted inspectors visited the school in December 2019, they reported: "Leaders and all staff place a strong emphasis on promoting pupils' character and their personal development. These are key features of the 'Avanti Way' and the school's aims. Pupils develop a strong sense of self-belief and an understanding of respect and tolerance. Older pupils told us all about different types of family, for example, and we saw pupils discussing suffering in the world and what they could do to put an end to it."

Our unique school community is vibrant and dedicated. All staff and parents come together to secure the very best outcomes for the pupils within their care. The relentless commitment and high expectations staff hold for our pupils is truly remarkable.

The type of leader we are looking to appoint into this exciting new role will need a unique blend of skills. You will obviously have a strong understanding of what excellence looks like, alongside evidence of delivering exceptional outcomes for pupils - but you will also need to be an innovative and confident leader who will build solid foundations and inspire colleagues to reach for higher and greater gains.

Through our newly created Avanti Institute you will be able to access a comprehensive CPD package of support. I hope you are as excited by this proposition as we are and if so, we look forward to meeting you.

Sincerely,
Lalita Joshi



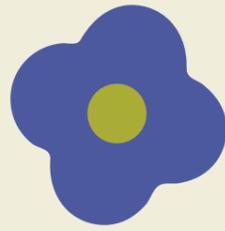


Core Principles



We have incredible potential and can achieve this when nurturing all parts of ourselves – intellectual, emotional, physical and spiritual.

1



We choose how we wish to respond to life and what we nurture within.

2



We care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm.

3



We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision.

4



We serve a higher purpose by living a meaningful and satisfying life of contribution.

5



We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be.

6

The Three Pillars

Our school prepares students for their respective life-journeys by promoting educational excellence, character formation and spiritual insight.

Educational Excellence

Our vision for educational excellence is one where deeply inspired teachers nurture joyful students and nourish their innate passion for learning. Learning is a quest to discover each student's unique gifts and potential and lay the foundation for their lifelong journey of learning. This is inseparable from high academic standards, where a challenging holistic curriculum cultivates independently thoughtful and reflective students by working towards a sense of mastery, emphasising depth, and not just breadth.



Character Formation

Our vision for character formation is one where virtues are taught by example and a supportive community of learners fosters a powerful sense of individual and collective purpose. Learning develops for these conscious changemakers as a quest for making the world a better place, starting with oneself. The capacity to internalise and put into practice what we have learned is the true test of learning. Building this capacity demands an experiential, virtues-led curriculum that embraces collaboration, custodianship and global perspectives.



Spiritual Insight

Our vision for spiritual insight is one where our interconnectedness with all living beings and with the universe, urges acts born out of humility and love, and the Self is perceived beyond its layers of coverings. Learning blossoms for these seekers as a quest for self-discovery and opens the door to their unlimited potential; an antidote to the emptiness of a materialistic or mechanistic worldview. The curriculum unveils the possibilities of sacredness and transcendence at every moment and so engenders a deeply positive attitude to life, enduring happiness and heartfelt relationships.



Information about the MAT & School

The Avanti Schools Trust

Avanti Schools Trust (AST) is a successful and growing multi-academy trust (MAT) with a track record of delivering strong outcomes for children. To date, all of our academies that have been inspected by Ofsted have been rated good, some with outstanding features. The majority of our schools are over-subscribed and we have a strong track record of delivering projects on-time and within budget.

The MAT currently operates three learning hubs – one in London, one in Leicester and one in the South West and our next learning hub will be developed around the Bishop Stortford area as a result of Avanti winning an academy presumption completion to open three new schools (two primary and one secondary). The first of these schools, Avanti Meadows PS is set to open in September 2021.

AST's first school opened as a voluntary-aided (VA) school in 2008 and its first free school in 2011 and incorporated its first converter academy in 2012.



CURRENT SCHOOL INFORMATION

| School | LA | Date joined Trust / Opening | Age Range | Ofsted Grade |
|---------------------------|--------------------|-----------------------------|-----------|--------------|
| Krishna Avanti, Harrow | Harrow | 2008 | 3-11 | Good |
| Krishna Avanti, Leicester | Leicester | 2011 | 4-11 | Good |
| Avanti Court | Redbridge | 2011 | 3-11 | Good |
| Avanti House Primary | Harrow | 2012 | 4-11 | Good |
| Avanti House Secondary | Harrow | 2012 | 11-18 | Good |
| Krishna Avanti, Croydon | Croydon | 2016 | 4-11 | Good |
| Avanti Fields | Leicester | 2018 | 4-16 | N/A |
| Avanti Park | Somerset | Nov 2019 | 4-14 | N/A |
| Avanti Gardens | Bristol | Nov 2019 | 4-11 | N/A |
| Avanti Hall | Devon | Nov 2019 | 4-16 | N/A |
| Avanti Meadows | Bishop's Stortford | Sep 2021 | 4-11 | N/A |
| Avanti Grange | Bishop's Stortford | Sep 2022 | 11-18 | N/A |
| Avanti Brooks | Bishop's Stortford | Sep 2023 | 4-11 | N/A |

Performance (student outcomes)

Our schools are amongst some of the highest performing in the country. For example, in 2019 the KS 4 outcomes for our secondary school (Avanti House) – see link below – placed it in the top 10% of all schools nationally for P8 and A8.

For more details about outcomes in Avanti's schools please [click here](#).

Our Commitment to Parents, Carers and Students

We want to involve you as parents and carers fully in your child's education. By working closely with you we can ensure that each stage of your child's journey is stimulating, positive and enriching.

We will provide:

- The very best teaching in every subject and every classroom;
- A rigorous curriculum that challenges and stretches every student to be the best that they can be;
- A regular and robust assessment and reporting system that clearly informs you about your child's progress;
- An enrichment programme that includes academic, sport and music related activities;
- A wide range of local, national and international educational visits;
- Clear and precise feedback that enables every student to master key skills and build their understanding;
- Opportunities to contribute to the life of the school and develop their leadership skills;
- A safe learning environment in which your child can flourish and be happy.

10 Elements of Great Learning and Teaching in Avanti Trust Schools

Through a planned programme of training and development supported by The Avanti Institute we will ensure that all Avanti Trust Schools have a highly developed sense of what constitutes great teaching. We will continuously train and coach our staff on every feature of high quality pedagogy, in order that every student gets an education that is second to none.



We will ensure that all our teachers:

1. Provide explanations and instructions are clear and concise
2. Check every student's understanding before moving on to new topics
3. Model excellence through effective scaffolding of ideas and concepts
4. Ensure that the needs of every student are understood, planned for and met
5. Continuously engage and intellectually challenge students in their class
6. Plan activities that will enable students to demonstrate understanding and master skills
7. Manage students behaviour in a measured and proportionate manner
8. Help students recall and apply prior learning to new contexts
9. Make clear to students how their learning will be assessed
10. Provide precise feedback that helps students re-draft and improve their work





Job Description

The Assistant Principal (Inclusion Lead) will work in partnership with the principal to provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of teaching, learning and achievement. They will support the principal to provide strategic direction and help set the vision and ethos for all aspects of school. They will play a major role in contributing to the raising of standards for all pupils by ensuring inclusive practice and equality of opportunity for all, including those with Special Educational Needs (SEN), Additional Educational Needs (AEN), pupils with English as an additional language (EAL) and other vulnerabilities.

Key purpose of the job:

Under the overall direction of the Principal play a lead role:

- In formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
- Be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
- Proactively manage staff and resources
- To promote and develop inclusive learning and teaching throughout the school.
- To provide leadership in the development and management of the teaching and learning of key groups of pupils including pupil premium and other vulnerabilities (see below).
- To teach pupils within the school and carry out such other associated duties as are reasonably assigned by the Principal.
- Take responsibility for promoting and safeguarding the welfare of pupils and young people within the school.
- To be the Deputy Designated Child Protection Officer.
- Take full responsibility for the school in the absence of the Principal.

The Assistant Principal/Inclusion lead role will include responsibilities for:

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified social, emotional and behavioural problems;
- Pupils with medical needs
- 'Looked After' pupils;
- Pupils whose first language is other than English;
- Pupils eligible for free school meals;
- Pupils who the Principal considers have previously received, for any reason, an inadequate or compromised education
- Pupils who have had or have support via external agencies
- Pupils who are considered to be attaining at greater depth

* This post will include teaching responsibilities – the key stage and year group will be dependent on the successful candidate's strengths. The role will also involve teaching duties across the school in order to deliver interventions, team teach and model 'quality first' teaching strategies.

Main Responsibilities

The duties outlined in this job description are in addition to those covered by the latest School Teachers' pay and Conditions Document. It may be modified by the principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Shaping the Future

- To assist the Principal in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on achievement.
- Membership of the senior management team/core leadership team of the school, which will include a share of common SLT responsibilities such as: the daily duty team, the lunch break, supervision of behavioural monitoring and sanctions, planning and delivery of thematic assemblies, attendance at school events, leadership of policy and procedure development
- To play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan along with the Principal, governors and other senior staff.
- To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil behaviour management.
- To be an excellent role model for all members of staff and for pupils in all aspects of school life.
- To be an exemplar of all school policies

and practices.

- To actively promote the aims of the school. To offer guidance and support to colleagues.
- To assist the Principal in school self-review and evaluation and in the effective planning and management of school resources to secure improvements.

Leadership & Management

- To take a leading role in improving the involvement of parents, carers and the community in the life of the school.
- To provide effective leadership and management to a team/teams of staff, as agreed with the Principal.
- To co-ordinate a given subject area/s
- Managing relevant resources, including designated budgets, efficiently and effectively in accordance with the financial regulations of the school
- To actively promote equality of opportunity by assisting the Principal in ensuring the school's curriculum provides the best possible education for all its pupils, taking into account ethnicity, gender, special education needs, pupils learning English as an Additional Language, disability and others with emotional needs that may affect learning.
- To assist the Principal in all aspects of the day-to-day administration and organisation of the school, as agreed

with the Principal, including taking responsibility for agreed areas (to be confirmed with the successful candidate)

- Performance reviewer and line manager for Special Education Needs support teachers, learning mentor and specific teaching assistants.
- Attend and participate in open evenings, meetings etc.
- Develop links with SSC members, LA and neighbouring schools
- Monitor inclusion and intervention programmes throughout the school.
- Lead pupil progress meetings with class teachers on a regular basis to support them in their task of breaking down barriers to learning.
- In consultation with the principal, staff and SSC members, establish, review, amend and action policies relating to Inclusion (e.g. SEND, Accessibility plan, equalities) and monitor the impact of these policies on the different learning groups throughout the school to ensure high quality consistent practice.
- Identify resource needs for SEND provision and advise principal accordingly.
- To participate in recruitment and selection, as agreed with the principal.
- To attend relevant SEND meetings with designated SSC member.
- To lead and attend review meetings for pupils with EHCPs.
- To liaise with all agencies including pupils centres, educational psychologists, school health service, social services, speech therapists, E.W.O., SENSS, child guidance,

EMAS, CAHMS and arrange support for pupils with behaviour needs.

- To develop strong and effective partnerships with parents keeping them well informed of targets and achievement
- Organise and chair review meetings for parents/carers to discuss progress of individual pupils.
- Disseminate good practice across the school and coach members of staff to excellence.

Leading Teaching and Learning

- To be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Monitor teaching and learning activities to meet the needs of all pupil groups.
- Model outstanding practice to class teachers and intervention groups' staff.
- To assist the headteacher in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented.
- To support the headteacher with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality.
- To ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards

Main Responsibilities (cont.)

- To support class teachers in compiling provision maps and incorporating these targets into half termly & weekly planning.
- Support teachers in planning and delivering units of work.
- Identify and adopt the most effective teaching approaches (including interventions) for pupils with SEND or EAL.
- Liaise with other schools to ensure continuity of support and learning for all pupil groups.
- Ensure all teachers recognise their statutory duties regarding the teaching of pupils with SEND or EAL.
- Develop and maintain highly effective inclusion procedures which promote high standards of attainment, behaviour and attendance.
- Support staff in their assessments and understanding of next steps learning.
- Take an active part in the timetabling of teaching assistants.
- To organise or administer testing/ assessment of need for pupils identified as having a special educational need.
- Lead and arrange INSET training for all staff, in particular for inclusion purposes.

Recording and Assessment

- Set targets for raising achievement amongst all pupil groups.
- Collect and interpret specialist assessment data.
- Update the principal and SSC on the effectiveness of provision.
- Develop understanding of learning needs and the importance of raising achievement amongst pupils.
- Attend consultation evenings and keep parents informed about their child's progress.
- Lead on school self-evaluation in

all areas, including monitoring the quality of teaching, reviewing learning standards and the achievement of pupils and analysing performance data.

- To maintain a register of need & provision map for SEND and EAL pupils
- To be responsible and take ownership for all paperwork & liaison with outside agencies and other schools required for EHCPs of SEND/ ECHPs.

Other Duties and Responsibilities

- To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.
- To take whole school assemblies and to support other staff with assemblies.
- To prepare and present reports, as required to SSC, the Trust, LA officers, parents or outside agencies.
- To attend occasional meetings during evening hours or in school holidays, as required.
- To promote the safeguarding of pupils.

- To carry out duties and responsibilities in accordance with Health and Safety Policy and relevant Health and Safety legislation.
- To ensure that duties are undertaken with due regard to and compliance with the Data Protection Act and other legislation.
- To operate within the school's equal opportunities framework at all times.
- Working in accordance with the values, culture, ethos, equal opportunities and inclusion policies of the school proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours.
- Taking appropriate action to identify, analyse, minimise and manage any risks to health, safety and security in the working environment and off-site school activities.
- Covering classes, within the framework of the school's cover arrangements, where a teacher is absent; providing cover information for other teachers in the event of known and foreseen absence(s);



Person Specification

| Qualifications & Training | Essential E / Desirable D |
|---|---------------------------|
| Qualified Teaching Status | E |
| Evidence of on-going professional development; attendance on courses, INSET, action research personnel study | E |
| Successful teaching experience, including in middle management position(s) or a successful Fast Track progression route | E |
| Post threshold teacher status - leadership experience | E |

| | |
|---|---|
| A degree or equivalent | D |
| Higher degree qualification, postgraduate courses | D |
| Successful teaching experience, including in middle management position(s) or a successful Fast Track progression route | D |
| Hold the National Award for SEN Co-ordination (NASENCO) | D |



Person Specification

| Knowledge & Experience | Essential E / Desirable D |
|---|---------------------------|
| At least 4 years' experience as a class teacher with secure judgements of good and outstanding teaching | E |
| Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision | E |
| Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without | E |
| Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child | E |
| Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services | E |
| How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum | E |
| How to manage health and safety policy and promote and safeguard pupil welfare | E |
| Know how to use information and data to set targets, raise attainment and achievement | E |
| How to manage equalities and inclusion policies and how these are implemented in schools | E |
| Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, pupils and young people | E |
| How pupils and young people learn, develop and progress through life stages and events | E |
| Experience of leading on developing provision of more able pupils | D |
| Experience of inter-agency work | D |

Person Specification (Cont.)

| Skills and Abilities | Essential E / Desirable D |
|---|---------------------------|
| Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school | E |
| Excellent written and oral communication skills | E |
| Excellent presentation and inter-personal skills | E |
| Excellent time and task management skills | E |
| The ability to deliver well planned, organised and innovative lessons | E |
| Proficiency in the use of ICT and the software programmes used in schools | E |
| The ability to lead, model and manage positive behaviour, good order and assertive discipline in the school | E |
| The ability to manage school information and data for recording, monitoring, evaluation and reporting | E |
| Displays commitment to the protection and safeguarding of pupils and young people | E |
| The ability to coach and develop members of staff both teaching and non-teaching, which impacts on standards | E |
| Ability to work under pressure and to deadlines | E |

| Special Requirements | Essential E / Desirable D |
|---|---------------------------|
| A Disclosure Barring Service Check (criminal record check) will be requested in the event of a successful applicant | E |



Application Process

If you are interested in the role and would like to discuss the details prior to submitting an application, please contact Lalita Joshi (Principal) via lalita.joshi@avanti.org.uk to arrange a telephone call.

Application should be by submission of Avanti's standard application form. This should be submitted by the closing date via the **TES platform** or to careers@avanti.org.uk.

Application closing date: noon Thursday 28th October 2021

Interview dates: Tuesday 2nd November 2021

Start date: January or April 2022



AVANTI
INSTITUTE

The continuing development of the Avanti's employees beyond their induction and initial training is an area of crucial importance for the MAT. The Avanti Institute for Professional Learning is part of an overall workforce development strategy that views CPD as an ongoing, planned learning and development process that contributes to work-based and personal development. The scope of the Avanti Institute covers all settings, institutions and teams and includes - but is more than - training, development and professional qualifications.



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AVANTI HOUSE
PRIMARY SCHOOL

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