

Special Educational Needs and Disabilities Academy Trust (SENDAT)



JOB DESCRIPTION

JOB TITLE: ASSISTANT HEADTEACHER – Sixth Form

GRADE/SP SENDAT Leadership Scale L5-L9

WORKING ARRANGEMENTS: Full time

REPORTS TO: Head of School

Context

The Special Educational Needs and Academies Trust (SENDAT) is a Multi Academy Trust focusing on specialist provision and special schools. Its core aim is to provide for the continuum of special needs across the Eastern region.

All SENDAT schools and alternate provisions have Trauma Informed practices embedded across the curriculum and SENDAT staff colleagues are given training and support to develop and use these skills in their day-to-day working.

All new appointments are subject to a 26 week probationary period, as set out in the School's Probationary Procedure.

MAIN PURPOSE OF ROLE

To work as part of the SLT to provide educational leadership and management within the post 16 provision of Priory school and more widely to support the Senior Leadership Team in the day-to-day running of the school. Students at Angle Hill College, are on roll at Priory and are part of the 6th form provision. Therefore this role includes leadership of Angel Hill college.

KEY RESPONSIBILITIES AND TASKS

1. Work directly with designated staff and/or teams to secure consistent good and outstanding practice;
2. Be responsible for the welfare of students, leading on whole school attendance
3. Develop appropriate provision for students leading whole school Personal Development, including Character Curriculum and CAIG, to raise attainment and achievement, including;
 - a. Developing innovating/motivating teaching & learning strategies and to monitor/evaluate their effectiveness;
 - b. Monitor pupil progress, attainment and achievement;
 - c. Contributing to relevant quality assurance and evaluation processes, including the analysis of data

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4. Work in partnership with parents, other providers, and outside agencies as necessary.
5. Contribute to decisions regarding curricular provision and assessment arrangements;
6. Help lead relevant CPD provision for staff, including leadership development, across the school;
7. Help coordinate and lead meetings and lead key whole school events;
8. Performance / Line Manage a number of colleagues;
9. Maintain accurate and up to date records;
10. Undertake additional leadership responsibility within the Trust Development Plan agreed at the annual performance management review;
11. Undertake any professional duties reasonably delegated to her/him by the Head of School;
12. Support the recruitment, interviewing, appointing and induction of new staff as appropriate.

MAIN ACTIVITIES ARISING FROM PARTICULAR DUTIES:

Teaching and learning:

1. Assist pupils with SEN in the development of self-esteem, self-expression and self-advocacy.
2. Work in partnership with parents, other teachers and specialist professionals, in both formal and informal contexts, in order to develop provision and monitor and evaluate pupils' progress.
3. Identify pupil strengths and priority needs to inform the content of Individual Education Plans.
4. Participate in developing Individual Learning Plans, Personal Education Plans & Behaviour Support Plans for pupils.
5. Adapt and teach a broad, balanced and relevant curriculum which addresses the needs of groups of pupils taking account of their age, culture and stage in education.
6. Use a range of different methods to teach core skills e.g. language and communication, literacy and numeracy through all other curriculum areas.
7. Select, adapt and evaluate specialist resources, such as information technology, to facilitate access to the curriculum.
8. Actively promote the whole-school agreement with regard to the management of pupil behaviour.
9. Always ensure the safety and supervision of students and to follow, and teach, agreed procedures in the event of emergencies / accidents.
10. Identify regular routines and teach pupils what is expected of them in the variety of school situations.
11. Manage Teachers and Special Teaching Assistants directing their work and ensuring that they are kept informed about teaching methods, targets for individual pupils and other relevant information.
12. Conduct performance management reviews as requested by the Head of School/ Executive Head/ CEO

Curriculum:

1. Participate in Whole School Meetings and contribute to strategic developments as requested.
2. Work with others, to develop the National Curriculum to meet the needs of groups of pupils with wide ranging complex learning difficulties.

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3. Identify the needs of pupils, together with the development of teaching and learning resources and strategies and to advise other staff on teaching methodology.
4. Carry out an audit of appropriate resources and to plan the development of these commensurate with meeting the identified needs of pupils.
5. Maintain appropriate records to ensure students' achievements and progress are documented and available to plan future work.
6. Carry out assessments as required by National Curriculum Statutory Orders and school policy so that all planning is informed by knowledge of pupils' learning.
7. Prepare pupils for external assessments as required.
8. Maintain a portfolio of work for each pupil to demonstrate the range of his/her abilities/skills/knowledge and his/her progress in the subjects.
9. Teach other areas of the curriculum as required and to contribute to other curriculum development initiatives within the school.
10. Contribute to displays in parts of the school ensuring that pupils' work and achievements are sensitively exhibited with an emphasis on celebrating success.

Special Educational Needs:

1. Take responsibility for the Key Stage programme and communicate with multi-disciplinary agencies, prepare reports, referrals as requested by the Head of School and Review/Admissions Officer.
2. Develop knowledge and understanding concerning:
 1. The nature and effect of a special educational need on a pupil's development and on the learning process;
 2. The ways in which additional difficulties or disabilities, whether arising from society, the education system or the wider environment, can compound problems of access to learning and development;
 3. The implications of current legislation for pupils with SEN, together with an understanding of the rationale and wider ethical issues underlying the organisation of provision.
3. Participate in Annual Reviews as appropriate.

Safeguarding and Child Protection

1. Demonstrate a full understanding and serious regard for safeguarding and child protection as part of the safeguarding team.
2. Be a consistent, positive role model for staff and students in terms of conduct and attitude having due regard for the Nolan Principles and Ethical Leadership.

Professional Development:

Actively reflect on one's own professional development, identifying areas for further development, consulting with colleagues formally and informally and identifying training opportunities within the schools' arrangements for continuing professional development.

Management Responsibilities:

1. Lead in the induction / probation training of new staff;
2. Contribute to leading assemblies;
3. Liaise with and support other SLT colleagues;

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4. Support the 'induction' of new pupils, including visiting the child, liaising with the child's current school, liaising with the new pupil, parent/carers to provide additional pastoral support.
5. Be accountable and responsible for key school improvement projects.
6. Actively contribute to whole school meetings;
7. Contribute to LAB and other governance meetings where requested.
8. Work with the Chief Finance and Operations Officer (CFOO) where leading on projects so as to be fully conversant with costs and financial implications.

The duties and responsibilities of this post may vary from time to time according to the changing demands of the school and the wider Trust and post holders may be expected to undertake other duties of a similar level / nature which are considered appropriate to the level of this post. This job description may be reviewed at the reasonable discretion of the CEO/Executive Headteacher in the light of those changing requirements and in consultation with the post holder.

SAFEGUARDING AND SAFER RECRUITMENT

1. SENDAT is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder under the guidance of the Executive Headteacher and Head of School will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).
3. The post holder is required to disclose to the school details of any Police warning, caution, bind-over or conviction during relevant employment.

General

Undertake other duties and responsibilities as may be required.

SENDAT – Welcoming Diversity

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PERSON SPECIFICATION

Key areas	Essential	Desirable	Evidence
Education	<ul style="list-style-type: none"> • DCSF recognised teaching qualification • Graduate or equivalent • Honours degree or equivalent 	<ul style="list-style-type: none"> • Post graduate qualification • NPQH completed or underway • Experience of employment outside the education sector • Leadership Training • Qualification relevant to teaching of SEND 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • Substantial successful teaching experience across the age range with complex SEND • An outstanding teacher • Significant middle leadership responsibility • Whole school responsibility • Experience of working effectively with parents and carers and other organisations • Used analysis of data to inform intervention • Working successfully with staff to improve provision and outcomes • Experience of curricular and/or pastoral responsibilities 	<ul style="list-style-type: none"> • Qualification relevant to teaching of SEND • 	<ul style="list-style-type: none"> • Letter of application • Application form • References • Interview Day
Knowledge	<p>Knows about:</p> <ul style="list-style-type: none"> • Current and proposed educational policy in the area of teacher standards and SEND reform including ENC plans • Current curriculum, learning and teaching developments nationally • Knowledge of information, careers advice and guidance • Knowledge and expertise in how people learn • A range of effective strategies for motivating staff 	<ul style="list-style-type: none"> • Experience of leading successful professional development activities within a team 	<ul style="list-style-type: none"> • Letter of application • Application form • References • Interview Days

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	<ul style="list-style-type: none"> • The different ways that people learn and the strategies that can be used to raise achievement • Strategies to embed good / outstanding lessons • Strategies for raising achievement for students who are SEND • The principles of effective coaching between staff • Strategies that can improve provision from good to outstanding • Strategies to promote individual and team development • The work of other agencies and opportunities for collaboration • Strategies which encourage parents and carers to support their children's learning • Policy creation through consultation and review • The impact of change on organisations and individuals • Evidence of keeping up to date with educational thinking and developments • A balanced programme of relevant CPD in the last three years • Experience / knowledge of current Ofsted and School Self Evaluation procedures 		
Skills	<p>Is able to:</p> <ul style="list-style-type: none"> • Establish and maintain an ethos in keeping with the school's CORE purpose • Model the values and vision of the school • Lead and manage teams successfully • Lead and co-ordinate effective CPD • Help us build on the breadth of educational experiences we offer both in and out of the classroom 	<ul style="list-style-type: none"> • Evidence of innovative and effective pastoral leadership • Good networking skills 	<ul style="list-style-type: none"> • Letter of application • Application form • References • Interview

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	<ul style="list-style-type: none"> • Involvement in and / commitment to extra-curricular activities • Good communicator to a range of audiences • Ability to chair and contribute to the success of meetings • Effectively manage change • Prioritise, plan and react appropriately • Contribute / lead school-based developments and initiatives • Think strategically, build and communicate a coherent vision in a range of compelling ways • Inspire, challenge motivate and empower students and staff • Communicate effectively and consult, orally and in writing, with a range of audiences • Access, analyse and interpret information including data to inform evaluation • Plan strategically and implement the actions within the given time scales • Acknowledge excellence and challenge under performance • Foster an open, fair, equitable culture and manage conflict • Challenge, influence and motivate others to attain high goals • Maintain a sense of perspective • Prioritise, plan and organise themselves and others • Make professional, managerial and organisational decisions based on informed judgements • Develop and maintain effective relationships with all stakeholders • Work independently and as a team leader and team member • Respect the professional expertise of others • Monitor student progress and intervene effectively to 		
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	<p>maximise student achievement</p> <ul style="list-style-type: none"> • Employ strategies to support high standards of student behaviour and attitudes to learning • Take responsibility for appropriate sections of the school improvement plan and SEF 		
Attributes	<p>Is committed to:</p> <ul style="list-style-type: none"> • The protection and safeguarding of children and young people • The raising of standards for all in the pursuit of excellence • The continuing learning of all members of the school community • The developing and sustaining of a safe, secure and healthy school environment <p>Possesses:</p> <ul style="list-style-type: none"> • Generosity of spirit • Enthusiasm and commitment • Tact and discretion • Resilience and resourcefulness • Creativity • Patience • Integrity and loyalty • Sense of proportion and good humour • Emotional Intelligence • A belief in the power of education to transform lives 		<ul style="list-style-type: none"> • Letter of application • Application form • References • Interview

Other Requirements

The Special Educational Needs and Disabilities Academy Trust is registered with the Disclosure and Barring Service and the successful applicant will be required to apply for a Disclosure at the enhanced level. It is a criminal offence to apply for a job with vulnerable people if you know you are on a barred list.

The Special Educational Needs and Disabilities Academy Trust is committed to ensuring a culture of valuing diversity and ensuring equality of opportunities.