

Job Description and Person Specification

Post title	Assistant Principal – Responsible for Inclusion (SENCo) and DSL
Start date	7 th June 2021 if possible, or September 2021
Responsible to	Principal
Salary	L1-L4
Hours/days	Full time (4.5 days Didcot, 0.5 days Wantage SENCO role only)

Safeguarding Statement

GEMS Didcot Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults are required to adhere to the school's safeguarding policies and practices. As part of the school's safe recruitment procedures all staff regularly undergo enhanced DBS checks.

Main Purpose of the job

- To lead, manage and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To lead and manage safeguarding throughout the school
- To model highly effective teaching, to coach and train colleagues and to teach across the school when required
- To keep all aspects of paperwork including records, policies up to date and actioned as appropriate
- The SENCO is required to carry out the duties of a schoolteacher as set out in the School Teachers' Pay and Conditions Document and the Teachers' Standards

KEY ACCOUNTABILITIES

Strategic direction and development of SEND Provision in the school

- Provide strategic direction in regard to SEN provision throughout the school
- To monitor the quality of SEN support delivered by both Teaching Assistants and by classroom teachers
- Maintain the SEND register of pupils
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum
- Ensure smooth transition of SEN pupils on entry, from year to year and onwards to Secondary Education
- Support all staff in understanding the needs of SEND pupils
- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the school improvement plan
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the Principal on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND

- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately
- Write an annual review and development plan
- Attend SLT meetings in order to bring SEN issues to the agenda
- Oversee formal assessment processes, writing up reports for applications for additional funding and EHCP plans
- Attend Multi-disciplinary reviews as appropriate, representing the school
- Write any reports as requested by other agencies or the Principal

Leadership and Management

- Play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan along with the Principal, Trust and the Senior Leadership Team
- Take full responsibility for developing and monitoring policies and practices as laid down in the school Development Plan and in agreement with the Principal, and lead and manage implementation of those policies
- Lead by example, inspiring, motivating and influencing staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline
- Provide effective leadership and management, guidance and support, for all staff as agreed with the Principal
- Make a significant contribution to the school's Continuing Professional Development programme, including co-ordinating training/leadership programmes, delivering INSET and working with individuals and teams in a variety of professional development activities
- Assist the Principal and Senior Leadership Team in school self review and evaluation and in the effective planning and management of school resources in order secure future and immediate improvements for identified children
- Maintain an informed view of standards and of the quality of provision across the school for all identified children; achieve this by monitoring pupils' work, teachers' planning and delivery of interventions
- Actively promote equality of opportunity by working as part of the Senior Leadership Team in ensuring the school's curriculum provides the best possible education for all its pupils, considering ethnicity, gender, SEND, EAL and emotional needs that may affect learning
- Participate in recruitment and selection, as agreed with the Principal
- Carry out leadership and management tasks in accordance with school policy and practice
- Provide regular information to the Principal on the evaluation of SEND provision
- Coordinate TA distribution and time management including lunchtime provision and nurture groups
- Achieve constructive working relationships and establish opportunities for the SENDCO, Teaching assistants and other teachers to review the needs, progress and targets of pupils with SEND
- Provide regular information to Senior Leadership Team (SLT), governors and Trust on the effectiveness of SEND provision and outcomes
- Advise and contribute to all aspects of SEND training to ensure the professional development of staff
- Take responsibility for co-ordinating, leading and developing teaching assistants and higher level teaching assistants
- Undertake performance management of teaching assistants and higher level teaching assistants

Teaching and Learning

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND
- Collect and interpret specialist assessment data on SEND to inform practice
- Work with pupils, class teacher and leaders to ensure realistic and challenging expectations of pupils with SEND
- Provide in class support for pupils with identified needs
- Monitor the use of resources, teaching activities and target setting.
- Provide support for the writing and regular review and updating of Pupil Profiles
- Use Target Tracker to analyse progress and attainment of pupils with SEND
- To teach (or oversee) pupils on a one to one basis or in small groups in line with their profiles and the recommendations of reports by professionals outside the school
- Supporting subject leaders in developing their role in relation to raising standards for SEND provision
- Supporting staff in the use of assessment information to inform teaching and learning
- Inducting and supporting NQT's, less experienced staff and/or supply teachers where relevant
- Providing in class support to staff, through demonstration lessons, team teaching, observations

Monitoring, Assessment and Planning

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND through observation in the classroom, individual screening and assessment of reports
- To oversee the writing and regular review and updating of Pupil Profiles
- To liaise with external agencies in regards to particular pupils to ensure that the school is providing appropriate support for the child
- Liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom and interventions
- To use data on Target Tracker effectively to inform future pupil progress

Communicating and Reporting

- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the Pupil Profiles, and to be proactive in communication about these issues
- Make recommendations to parents concerning the use of external agencies for identifying SEND

Parents, the community and extended schools to:

- Play a full part in the life of the school community
- Work with parents and families who have a child with SEND offering support and guidance
- Encourage parents to participate in the life of the school in a variety of ways
- To attend or lead learning reviews as appropriate to discuss pupil's performance
- Provide workshops for pupils
- Meet with parents for reintegration meetings, part time timetable discussions and for support

Managing own performance and development

- Demonstrate resilience and resourcefulness
- Take responsibility for own professional development
- Participate fully in the school's appraisal and professional development ensuring that objectives are set and met within the agreed time scale
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities
- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the school and where appropriate to lead INSET on SEND issues
- To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal
- To ensure that the school's Health and Safety Policy is followed
- To take a full part in opportunities and meetings arising from the Didcot Partnership

Use of Resources

- Identify appropriate resources to promote and support the achievements of children with SEND and ensure that they are used efficiently, effectively and safely
- Oversee and monitor appropriate budget allocations in liaison with the Principal and School Business Manager

Safeguarding Lead

- Undertake OSCB training to become Designated Safeguarding Lead
- Maintain records, including chronology, maintaining confidentiality using CPOMS
- Be rigorous in approach to safeguarding: make no name consultations, MASH referrals, contacting other agencies where appropriate
- Attend relevant training and professional development opportunities and other meetings
- Undertake Early Help Assessments with families and other agencies to support families
- Organise TAF meetings ensuring minutes are sent out in a timely fashion when you are Lead professional
- Direct work of HLTA family support who will also attend TAFs, lead EHA discussions etc
- Attend initial conferences, Child Protection meetings, Core Groups and Child in Need groups, maintaining paperwork and chronology
- Lead staff training ensuring that all adults who work within our school are kept updated throughout the year on all issues to do with safeguarding
- Update the policy and procedures in line with Keeping Children Safe in Education

Designated teacher for Looked After and Previously Looked after Children

- Promote a culture of high expectations and aspirations for how looked after children learn
- Ensure the young person has a voice in setting learning targets
- Be a source of advice for staff about teaching strategies
- Have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school

Additional responsibilities and general requirements

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Principal
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

Assistant Principal (Special Educational Needs Co-ordinator and DSL) Person Specification		
	Essential	Desirable
Experience		
An understanding of/commitment to, equal opportunities	√	
At least 3 years teaching experience in mainstream Primary and/or Secondary school(s). (This includes any relevant experience prior to teaching)	√	
Experience of delivering individual and small group literacy programmes, mathematics programmes, speech and language interventions targeted at students working below national expectations	√	
Experience of identification, curricular planning and progress monitoring of students with Special Education Needs	√	
Experience of and commitment to, working in partnership with all school stakeholders, including parents/carers, LA and external agencies		√
Have a clear understanding of Special Educational Needs legislation and best practice and its delivery throughout the curriculum.	√	
Experience of using assessment materials	√	
Experience in effective planning and efficient deployment of resources		√
Experience in leading a subject area or development area and able to show impact of actions	√	
Experience of being Designated Safeguarding lead, making referrals, attending conferences and core groups		√
Qualifications and Training		
Qualified Teacher Status	√	
Qualified Teacher Status National Award for Special Educational Needs Coordinators		√
A commitment to gain Qualified Teacher Status National Award for Special Educational Needs Coordinators, within 3 years, if not already held	√	
Post-graduate specialist qualification e.g. in SpLD		√
National Professional Qualification of Middle Leadership		√
Designated Safeguarding lead training		√
Practical skills		√
Excellent communication and interpersonal skills	√	

Effective Leadership and Management skills	√	
Good ICT skills	√	
Excellent time-management skills	√	
Personal Qualities & Attributes:		
Be passionate about Inclusion and committed to the principle of meeting students' needs within mainstream schools.	√	
Demonstrate an enthusiastic and energetic approach to provision planning for students with special needs	√	
Ability to motivate and inspire a large support team	√	
Ability to show initiative and work independently as well as part of a team.	√	
Ability to work and cope under pressure	√	