

JOB DESCRIPTION

Job Title	Assistant Head Teacher for Inclusion (with SENDCo responsibility)
Responsible to	Head Teacher

Job Purpose:

- To be responsible for the education and pastoral needs of pupils in accordance with the contractual obligations of the current ‘School Teachers’ Pay and Conditions Document’ (see Class Teacher Job Description).
- Ensure clear communication avenues are developed so that the SLT is aware of your progress and actions.
- Ensure clear communication avenues are developed with the Assistant Head responsible for the ELP in line with the ELP Service Level Agreement.
- Lead the deployment of interventions and monitoring of progress, in line with the Academy policies.
- Lead, develop and manage inclusive practice throughout the Academy.
- Collaborate with children and families in the design, implementation and review of SEND provision within the Academy
- Ensure liaison between outside agencies and staff is of a high level.
- Carry out SEND paperwork in a timely and high quality manner.

General Duties

- Promote the agreed vision and mission of STEP Academy Trust.
- To support and promote the aims and ethos of your Academies.
- To lead in the promotion of a professional, caring and supportive atmosphere within each Academy.
- Implement all policies agreed by STEP Academy Trust, Board of Trustees and Strategic Governing Body.
- Be aware that each child has a right to equal opportunities and equal access to the curriculum.
- Maintain high expectations and insist the children always produce their best – to reach their full potential.
- Work collaboratively with colleagues, setting high professional standards.
- Maintain good order and discipline amongst the pupils when they are in school and engaged in school activities elsewhere.
- Be sensitive to the linguistic, cultural and ethnic backgrounds of the children and show an awareness of gender and class issues.
- Take an active part in the life of the Academy.
- Prioritise your workload and ensure that paperwork is easily accessed by the Academy.

Responsibilities Specific to the Post

- To be an inspirational and outstanding practitioner in Inclusion.
- To have due regard to the requirements of the National Curriculum, including the SEND Code of Practice.
- To hold the accreditation of the National Award for SEN Coordination (NaSENDco) or to embark upon the National Professional Qualification for Special Educational Needs Coordination (NPQSENCO) within the first two years of post.

- To take overall responsibility for the leadership of Inclusion and enhancing the curriculum of: SEND, EAL, & Social and Emotional Aspects of Learning (where a child may have an EHCP).
- Be committed to raising standards of achievement.
- To apply for or maintain the Quality Inclusion Mark and/or each Academy becomes a Centre of Excellence.

Curriculum

- Support colleagues in the planning of lessons for SEND, EAL pupils within the parameters laid down by each Academy.
- Provide guidance and advice to pupils on educational, social and moral matters.

Evaluation, Assessment and Record Keeping

- To manage and evaluate the outcomes of intervention programmes and support for children pupils with SEND & EAL.
- To analyse data for your groups of pupils and report on the development, progress and attainment of pupils as defined in agreed policies.
- Communicate and consult with pupils, colleagues, parents/carers and outside agencies as appropriate.
- Give support, where necessary to the setting of regular ambitious yet achievable targets for your groups of children.
- Lead on a priority identified in the current Academy Improvement Plan (AIP), involving other staff where appropriate (in Inclusion) and play a leading role in the development of the AIP and in delivering the aims of the Academy.
- Evaluate the impact of your priorities in the AIP during the reviews (3x a year).
- To contribute to the on-going process of Academy self-evaluation.
- Create and review an action plan and a Stock Take for your responsibility area.

Other Responsibilities

- Develop a senior leadership partnership with the Executive Head Teacher and Leadership Team; work with them to ensure that the school meets challenging targets for improvement.
- Participate in scheduled meetings, including a staff meeting and an Inclusion Team meeting.
- Participate in the Academy's arrangements for performance management and other professional development activities.
- To work alongside the Executive Head Teacher in leading staff development and performance management, as directed by the Academy.
- Generate an atmosphere of focus, drive and high expectations based on your own practice.
- Be a strong role model.
- Prepare and deliver reports to the Governing Body as required.
- Undertake any professional duties that the Executive Head Teacher might delegate, ie: assemblies.
- Keep up-to-date with current developments in Inclusion and communicate these to the staff, advising on INSET needs and liaising with relevant personnel/services as appropriate.
- Ensure issues of equal opportunities/access are addressed in the designated area.
- Safeguard the health and safety of all children.

Safeguarding Commitment

STEP Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for this post.

Personal Development

Maintain a commitment to your own professional development. Be aware of changing employment legislation, new developments and innovations through the use of publications, internet and other resources. Stay informed about relevant changes and emerging themes within the sector.

Commitment to Equality and anti-racism

STEP Academy Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Commitment to Diversity

Take individual and collective professional responsibility for championing the Trust's anti-racism agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Green Statement

Seek opportunities for contributing to sustainable development of the Trust, in accordance with the Trust's Green Commitment. In particular, demonstrate good environmental practice such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction.

Data Protection

To be aware of the Trust's responsibilities under the Data Protection Act 2018 and GDPR and ensure compliance.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence.

Health & Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

The post holder may be required to perform other than these duties given in the job description. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility. The job description is not a comprehensive statement of duties but sets out the main expectations of the Trust.

PERSON SPECIFICATION

Job Title: Assistant Head Teacher for Inclusion (with SENDCo responsibility)

Category	Essential	Desirable	Assessed by: Application Form	Assessed by: Interview	Assessed by: Task
Qualifications & Experience					
Qualified Teacher Status, and recent and relevant CPD	✓		✓	✓	
To hold or gain the accreditation of the National Award for SEN Coordination (NaSENDco) within the first three years of post		✓	✓	✓	
In addition to that of the Class Teacher, the SENDCo will have experience of: - Successful teaching in Primary phase - Planning for a range of children with SEND/EAL, including the writing and reviewing of IEPs - Working effectively with outside bodies to support children in own class with SEND	✓		✓	✓	
In addition to the Class Teacher specification, the SENDCo might have experience of: - Experience of working with external bodies and professionals - Holding IEP meetings with parents Seeking the support / advice of external professionals - Attending an Annual Review for a pupil with a statement/EHCP. Contributing to the school Provision Map		✓	✓	✓	
Experience of curriculum design and coherence. In addition to that of the Class Teacher, the SENDCo will be: - Extremely well organised - Passionate about inclusion - Confident in approaching external bodies - Able to motivate self and others. - Stay calm under pressure. - Have excellent communication and written skills. - Self-motivated	✓		✓	✓	
Proven track record of raising standards and meeting challenging targets	✓		✓	✓	
Experience of leading and managing a team, and of performance management		✓	✓	✓	

Recent and relevant senior leadership experience in a primary school		✓	✓	✓	
Experience of child protection/ safeguarding with up to date training or willingness to undertake training	✓		✓	✓	
Knowledge and Understanding					
An understanding of the SEN Code of Practice	✓		✓	✓	
Understanding of innovative and creative strategies that enable children to make excellent progress	✓			✓	
Able to analyse, interpret and respond to school performance data, identifying areas for improvement	✓		✓	✓	
Excellent understanding of curriculum and pedagogical issues, including recent developments within the primary phase	✓		✓	✓	
Understanding of statutory and non-statutory primary frameworks	✓		✓	✓	
Thorough understanding of and commitment to equality of opportunity	✓		✓	✓	
Knowledge of safeguarding and child protection issues	✓		✓	✓	
Skills					
In addition to that of the Class Teacher, the SENDCo will be able to: - Support colleagues in meeting the wide ranging needs of SEND/EAL children - Seek and take advice from external bodies - Manage his/ her time effectively - Analyse and interpret data regarding the progress of SEND pupils	✓		✓	✓	
Personal Skills and Attributes					
Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity	✓		✓	✓	
Ability to work independently and on own initiative; take responsibility for own professional development	✓		✓	✓	
Able to demonstrate the ability to form strong professional relationships and high levels of communication skills	✓		✓	✓	
A commitment to developing own Leadership behaviours in line with STEP framework	✓		✓	✓	