

## Sheringham Nursery School and Children's Centre

### Assistant Headteacher with responsibilities for SEND, Early Help and Parent Partnerships

#### Job details

**Job title:** Assistant Headteacher

**Salary:** L1 - L3 (Negotiable upon experience)

**Hours:** 32.5 - Full time (Negotiable depending on the successful candidate)

**Contract type:** 1 year fixed term contract

**Reporting to:** Headteacher/Deputy Headteacher

**Responsible for:** SEND / Early Help and Parent Partnerships

#### Main purpose

The Assistant Headteacher, under the direction of the headteacher, will:

- Develop the strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision,
- Be responsible for the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability,
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Lead a dedicated and highly skilled team, providing support and guidance in collaboration with the senior leadership team,
- Monitor children's progress and be part of the extended senior leadership team.
- Work in collaboration with the East London Research School team to ensure evidence-informed practice is embedded in all provision and practice.

#### Duties and responsibilities

**The Assistant Headteacher will:**

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision

- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Understand the Early Help approach and lead the staff team in having regular discussions with them to identify concerns and offer support/guidance on working with families. Monitor, review and evaluate the impact of early help support with staff and make referrals for further support where necessary.
- Work with the Deputy headteacher, Research School Director and other staff to strengthen partnerships with parents to support the home learning environment.

**The Assistant Headteacher will be based in class so will also be responsible for:**

- Implementing agreed school policies and guidelines;
- Supporting initiatives decided by the headteacher and staff;
- Providing a stimulating classroom environment, where resources can be accessed appropriately by all children;
- Keeping appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
- Reporting to parents on the development, progress and attainment of children;
- Participating in meetings which relate to the school's management, curriculum, administration or organisation.

**Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

**Support for pupils with SEN or a disability**

- Identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

## Leadership and management

- Work with the headteacher/deputy headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Work with the Deputy headteacher and Research School Director to Identify training needs for staff and how to meet these needs to ensure training is based on evidence-informed practice
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage learning support assistants (LSAs) working with pupils with SEN or a disability
- Review staff performance on an ongoing basis and be a positive role model

The Assistant headteacher / SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the AHT/SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher/ deputy headteacher.

## Person specification

CRITERIA	QUALITIES	METHOD OF ASSESSMENT
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• National Professional Qualification for SENCOs, or a willingness to complete it within 3 years of appointment</li> <li>• Degree</li> <li>• Willingness to continue professional development relevant to the post</li> </ul>	Application Form Qualification certificates
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching experience (minimum of 3 years)</li> <li>• Teaching experience within the EYFS</li> <li>• Teaching within an inclusive and multicultural setting</li> <li>• Experience of working at a whole-school level and having leadership responsibilities</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of line managing staff</li> </ul>	Application Form Interview

<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• The SEND Code of Practice and strategies for identifying SEND and disadvantaged children</li> <li>• The EYFS framework and child development</li> <li>• Understanding of what makes 'quality first' teaching, and effective strategies to support early communication and language</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use assessment to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Establishes positive relationships with children, staff, families and governors</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> <li>• Adapts personal style to suit individual situation and needs</li> </ul>	Application form, Interview and other tasks
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for children and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for children with SEN or a disability</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> <li>• Demonstrates a commitment</li> <li>• Good organisational skills</li> </ul>	Application form, Interview and other tasks

## Notes:

This job description may be amended at any time in consultation with the postholder.

If you don't have all of the experience listed above, but are interested in applying, contact Lindsey Foster - 02085532479

**Last review date:** April 2025

**Next review date:** April 2026