# Job Description

**Post:** Assistant Headteacher for Inclusion (SENDCo and Pastoral Support)

**Salary:** L1 – L3

**Responsible to:** Headteacher

**Responsible for: T**eaching staff and support staff, Supporting Overall Pastoral Team

**Liaison with:** Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Pupils, Parents/Carers, external agencies.

**Duties:** The Conditions of Employment for School Teachers (Document on Pay and Conditions) specify the general professional duties of all teachers. Also, to model and disseminate the SEN Code of Practice. In addition, certain duties that are reasonably required to be exercised and completed in a satisfactory manner. To fulfil the role of SENDCO.

#### Job Purpose:

* To provide strong leadership that results in the provision of first-class teaching and learning opportunities for pupils with Special Educational Needs/ and Disabilities, pupils with English as an additional language and those who are subject to child protection procedures.
* To instigate and develop an innovative approach to the teaching of those pupils with Special Educational Needs / and Disabilities, pupils with English as an additional language and those who are subject to child protection procedures, so that all pupils to achieve their potential.
* To work with subject leads to provide an integrated coherent approach to teaching and learning which ensures that all pupils make sound progress from their starting points.
* Through devolved leadership be accountable for:
  + Admissions, attendance, family liaison, pastoral and welfare issues and the induction of new arrivals, especially those with SEND.
  + The pastoral support provided for pupils and their families encountering difficult times or in times of crisis.
  + Promoting and maintaining positive behaviour, including the tracking of behaviour incidents and the interventions put into place to reduce the severity and/or number of incidents where appropriate in line with the school’s policy.
* To provide specialist inclusion and safeguarding expertise for teachers the and wider staff body which leads to strong teaching and learning, outstanding outcomes, and ensures the well-being of all pupils.
* To support the safeguarding and child protection team within the school by attending regular team meetings on safeguarding, attendance and behaviour where appropriate.

#### Key Responsibilities:

* Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
* Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
* Where a LAC has SEND, ensure effective communication with the relevant designated teacher.
* Advise on the graduated approach to providing SEND support.

#### Strategic Management

* Develop and implement the school’s strategy for inclusion, so that it integrates with the major

objectives of the school development plan and takes the provision forward to meet the targets set.

* In conjunction with the Headteacher, set strategic targets for teaching and learning and outcomes for pupils with SEN&D, EAL.
* In conjunction with the Head of School, set strategic targets for attendance for all pupils and specifically those who are deemed to have SEND
* Develop and implement partnerships to support the inclusion offer, so that all pupils make sound progress from their starting points in terms of their learning, behaviour, attendance and personal well- being.
* Champion the well-being and personal development of all pupils.
* Develop and implement partnerships to ensure that the above is achieved and that pupils receive the best possible care and support available.

#### Subject Management to include:

* Play a major role in school improvement and the school self-evaluation planning process.
* Ensure robust evaluation of school performance, progress data and actions to secure improvement comparable to national standards for SEND
* Contribute to the development, implementation and monitoring of action plans and other policy developments and priorities for SEND
* Work as part of the senior leadership team to monitor and evaluate the quality of teaching and learning taking place throughout the school, via a range of monitoring activities.
* Ensure that operational systems for SEND provision, admissions, attendance, behaviour, are developed, implemented, and working effectively.
* Work with the senior leadership team to raise standards through staff performance management.
* Set targets for pupil achievement for children with SEN&D, EAL, LAC
* Monitor and evaluate progress towards targets and intervene swiftly if pupils are at risk of failing
* Ensuring that there is an effective assessment, recording and reporting system of pupil progress, prepare reports for the SLT and the Governing Body on a half termly basis, and on request when necessary.
* Be an expert practitioner in catering for children with SEN&D or for those for whom English is an additional language, across the primary age range, including EYFS. Through the delivery of a range of continual professional development via staff training, joint planning, modelling of outstanding lessons and team teaching, influence the practice of colleagues to ensure outstanding provision and outcomes for these children.
* Lead on the transition from Statements of SEN to Education, Health and Care plans and subsequent application of EHCPs.
* Have an in-depth understanding of access arrangement for children across all year groups and be accountable for correct access arrangements being in place at statutory assessment points.
* Hold an in-depth knowledge of safeguarding procedures and be able to translate policy into practice.
* When necessary, design personalised curriculums that meet the aims of the school and the needs of all pupils, ensuring that the resources required to teach are available for staff to utilise.
* Ensure that innovative and appropriate approaches to learning are made available to all pupils, paying

particular attention to those who are deemed vulnerable, i.e., disadvantaged, SEN&D, EAL etc.

* Evaluate National initiatives to promote learning and incorporate appropriate

elements into the school’s SEN&D offer and provision for EAL pupils.

* Work with subject Directors to agree schemes of work, so that the curriculum for subjects are complementary and provide pupils with a broad understanding.
* Ensure that the statutory requirements of the National Curriculum are met.
* Evaluate the design and delivery of the curriculum for pupils with SEN&D and pupils with EAL; continuously striving to improve all aspects.
* Monitoring and evaluate the SEN&D, EAL offer in ‘value for money’ terms.
* Lead engagement with external agencies and the local authority regarding funding and provision for pupils with Statements of SEN or Education, Health and Care plans.
* Regularly monitor the external and internal learning environment and ensure appropriate ICT initiatives influence and improve learning for pupils and staff.
* Ensure that pupils have equality of opportunity and can work to their optimum.
* Lead by example when implementing and managing change initiatives.

#### Financial Management

* Set long term and short-term budgets for resourcing SEN&D, EAL and LAC appropriately and effectively.
* Ensure that ‘Best Value’ principles are applied to all appropriate purchasing decisions.
* Evaluate use of financial resources to ensure that desired outcomes are met.
* Advise the School Business Manager of potential additional funding and assist with the bidding process.
* Be accountable for the effective use of the SEN delegated and top-up budgets.

#### People Management

* Adopt a strong, caring and flexible leadership style so as to influence and motivate staff and pupils to achieve their objectives and those of the school.
* Create an environment of open-mindedness, fairness and harmony between groups and individuals.
* Working proactively with the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
* Advise the Senior Leadership Team about the recruitment and retention of high-calibre staff.
* Implement ‘Best Practice’ performance management processes so as to provide a positive framework

for staff development and achievement within the inclusion and or pastoral team.

* In conjunction with all staff, organise activities/processes that encourage team development (including parents and other stakeholders).
* Ensure all staff, including short- and long-term temporary staff, receive an induction within your area of responsibility and fully understand all relevant policies and their implementation.
* Provide support to staff to enable them to effectively implement the school policies and specifically inclusion related policies.
* Create an environment where there is visible acknowledgement that everyone’s contribution is valued.

#### Developing and maintaining strong community links

* Develop initiatives to outreach to the community.
* Create and implement ways of actively involving parents in the learning process.
* Instigate, develop, and maintain links with local businesses and outside agencies to enhance the learning experience for pupils.
* Network with other schools to share best practice.
* Facilitate a broad range of activities in conjunction with staff, pupils and the wider community to

deepen and broaden learners’ experiences.

#### General Duties:

* Provide appropriate, accurate and timely performance and assessment information to enable continuous evaluation of performance.
* Check that information required in-house and via external bodies is produced within the given time scale and is of excellent quality.
* To assist in the recording and monitoring of pupil progress, problems, and development needs.
* Attending training sessions.
* To undertake any other reasonable duties deemed necessary for the smooth running of the school.

# Person Specification

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|  | **Shortlisting** |
| **Training and Qualifications**   * Qualified Teacher Status * Evidence of continuing professional development relevant to the post * Degree – linked to education/SEND/child development * National Award for SEN Co-ordination, or a desire to train * Thrive qualification | Essential Essential Essential Essential Desirable |
| **Knowledge and Understanding**   * The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment * Understanding of a diverse range of teaching and learning styles and techniques * Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards * Good understanding of effective procedures for managing and promoting positive behaviour among pupils * Good understanding of assessment including assessment for learning and summative assessment * Able to demonstrate an up to date understanding of the SEND Code of Practice and other developments and legislation * Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies | Essential  Essential Essential Essential Essential Essential Essential |
| **Experience**   * Successful experience of teaching * Proven record of increasing the rate of progress and raising attainment. * Experience of promoting positive behaviour conducive to learning and which is focused on raising standards * Experience of promoting highly effective communications within and between teams and other stakeholders in the school community * Experience of using safeguarding software (such as My Concern or CPOMS) | Essential Essential  Essential  Essential Desirable |
| **Characteristics and Competencies**   * Ability to promote the school’s aims positively * Passionate about improving the quality of provision for all children * Ability to develop good personal relationships within a team; making an effective contribution to high morale * Ability to establish and develop close relationships with parents, governors and the community * Ability to communicate effectively (both orally and in writing) to a variety of audiences * Ability to create a happy, challenging and effective learning environment * Boundless enthusiasm, determination and drive to inspire others to achieve high standards | Essential Essential Essential  Essential Essential  Essential Essential |

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| * An appetite and stamina for challenging work * A solution-focused mindset and determined “no-excuses” approach to raising standards * A personable nature to build effective relationships with parents and all members of the school community * A lively, creative and good-humoured approach to all aspects of teaching, management and leadership * Ability and keenness to promote the school’s positive culture and ethos | Essential Essential Essential Essential  Essential |
| **Other**   * Right to Work in the UK * Works within guidelines and procedures * Evidence of a commitment to safeguarding and promoting the welfare of children and young people * Commitment to promote and support the aims of REAch2 | Essential Essential Essential  Essential |

*When completing the application form applicants should address each of the selection criteria with clear evidence of success.*