Job details

Job title: Assistant Headteacher – Inclusion and SENCo Lead

**Salary:** £50,436-£55,527

Contract type: full-time, permanent

Reporting to: Headteacher

# Main purpose

The Assistant Headteacher – Inclusion and SENCo will support the headteacher in:

Communicating the school’s vision compellingly and supporting the headteacher’s strategic leadership

The day-to-day management of the school

Formulating the aims and objectives of the school

Establishing policies for achieving these aims and objectives

Managing staff and resources to that end

Monitoring progress towards the achievement of the school’s aims and objectives

Determining the strategic development of special educational needs (SEN) policy and provision in the school

Being responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability

Providing professional guidance to colleagues, working closely with staff, parents and other agencies

The assistant headteacher will also have a timetabled teaching commitment, complying with the Teachers’ Standards and modelling best practice for others. Subjects taught will be in line with the expertise and interests of the post holder. They may also be required to undertake any of the duties delegated from the headteacher and deputize in the event of the headteachers absence.

# Qualities

The assistant headteacher will:

Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct

Build positive and respectful relationships across the school community

1. Serve in the best interests of the school’s pupils

# Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the assistant headteacher will:

1. Create a safe compassionate, caring and non-confrontational culture where pupils experience a positive and enriching school life and are supported to regulate their emotions
2. Build strong positive relationships to ensure our vulnerable and disadvantaged pupils maintain the capacity to learn in order that they are prepared for their next phase of education and life
3. Ensure a culture of staff professionalism and engender an ethos of calm and kindness
4. Understand the drivers of challenging behaviour and how to decrease confrontation, knowing how to manage and modify very challenging behaviour in line with the school’s behaviour policy
5. Ensure commitment to the school’s trauma and mental health informed approach and understand the learning needs of pupils impacted by attachment and trauma

Strategic development of SEN policy and provision

Under the direction of the headteacher, 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

Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan

Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice

1. Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Support for pupils with SEN or a disability

Under the direction of the headteacher, the assistant headteacher will:

Identify a pupil’s SEN

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 with parents or carers and the pupil

Communicate regularly with parents or carers

Ensure that 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

Under the direction of the headteacher, the assistant headteacher will:

Work with the headteacher and management committee 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 management committee is required to publish

Contribute to the school improvement plan and whole-school policy

Identify training needs for staff and how to meet these needs

Lead INSET for staff

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

1. Work successfully with other schools and organisations
2. Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Teaching, curriculum and assessment

Under the direction of the headteacher, the assistant headteacher will:

1. Establish and sustain high-quality teaching across their allocated subjects, based on evidence

Use valid, reliable and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum

Organisational management and school improvement

Under the direction of the headteacher, the assistant headteacher will:

1. Establish and oversee systems, processes and policies so the school can operate effectively
2. Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care
3. Ensure rigorous approaches to identifying, managing and mitigating risk
4. Ensure effective use of budgets and resources
5. Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school’s context
6. Make sure these school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher, the assistant headteacher will:

Seek training and continuing professional development to meet their own needs

The Assistant Headteacher 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 assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

sPerson specification

#### **Note to applicants**

Whilst all criteria below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for an interview.

| **Essential criteria** | **Necessary requirements – skills, knowledge, experience etc.** |
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|  | Qualified Teacher Status and a degree |
|  | Evidence of continuing and recent professional development |
|  | Recent, significant and successful experience as a teacher in a specialist, PRU, AP or secondary mainstream setting |
|  | A proven track record of raising attainment in any key stage  |
|  | An excellent understanding of current theory and best practice in teaching and learning, particularly related to SEND and pupil progress |
|  | Good understanding of the 21st century learning context and the use of new technologies |
|  | Significant and successful experience of leading aspects of curriculum development at whole school level |
|  | Good understanding of effective leadership and management in relation to raising pupils’ attainment and school improvement |
|  | Possession of good analytical skills, ability to synthesise complex information, summarise, draw appropriate conclusions and make decisions |
|  | Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils |
|  | Knowledge of equality of opportunity issues and how they can be addressed in schools |
|  | Leadership qualities, including energy, resilience and the ability to enthuse and motivate others |
|  | The ability to provide a model of best practices, through teaching in own or other classrooms |
|  | Experience of contributing to school improvement, as a member of a school team |
|  | The ability to develop and maintain effective relationships with all members of the school community and outside agencies |
|  | Knowledge and understanding of statutory requirements, relevant legislation and government strategies |
|  | Ability to understand, interpret and present school performance and financial data |
|  | Understand the role of parents and the community in school improvement and how this can be promoted and developed |
|  | Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines |
|  | Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and demonstrate an understanding of safeguarding issues and the ability to follow procedures |
|  | Approachability, accessibility and flexibility, good personal presence and a sense of humour |

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| Desirable criteria | **Necessary requirements – skills, knowledge, experience etc.** |
| 1. | Successful experience of improving the quality of teaching and learning, through processes of monitoring and support |
| 2. | Relevant further Professional Qualifications such as National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment |
| 3. | Proven outstanding teaching across more than one key stage |
| 4. | Experience of teaching in more than one school |
| 4. | Experience of Performance Management as a team leader |
| 5. | Experience of developing and leading staff development programmes for teachers and other staff  |
| 6. | Experience of managing and using pupil attainment and tracking databases |
| 7. | Understanding of leading and managing change |
| 8. | Experience of involvement with a Governing Body |
| 9. | Experience of initiating and implementing strategies to improve parental involvement in their children’s learning |