**Job Description:** **Assistant Headteacher (Inclusion and SENCO)**

**Start date - January 2022 or sooner if possible**

**Job title:** Assistant Headteacher (Inclusion and SENCO)

**Salary:** To be agreed

**Contract type:** Permanent

**Reporting to:** Deputy Headteacher

**Our school**

You will be joining us at a very exciting time of development for our school, as in September 2021 we opened as Queen Elizabeth School, and this role is an integral part of the leadership team.

**Main purpose**

The role exists to lead our approach to inclusion, ensuring the needs of all students are met, they have full access to our curriculum and are able to achieve their full potential.  It is a whole school responsibility as a member of the Senior Leadership Team, developing the quality of our inclusion provision to enable all students to make excellent progress.

The role of the Assistant Headteacher/SENCO is important both to the strategic development of the school as well as the effective management of the school’s operational functions.  The Assistant Headteacher/SENCO is expected to operate within the agreed management system of the school, subject to the direction of the Headteacher.

The Assistant Headteacher/SENCO is expected to make a significant contribution to the core purpose of our school which is to ensure that all our students achieve their best academic potential.  The Assistant Headteacher/SENCO, as part of the Senior Leadership Team (SLT), is expected to take a leading role in promoting high standards for all students and a positive ethos within the school.

A large part of the role is leading the SEND department in ensuring an exceptional climate for learning in which staff are developed and vulnerable learners are supported to be able to flourish, both academically and in terms of their own personal development. The holder of this role will ensure that the day to day running of the SEND, Safeguarding and Inclusion provision function efficiently and effectively and that all relevant policies and procedures are fit for purpose and are applied robustly and fully.

**Duties and responsibilities**

* To hold the role of SENCO.
* Develop a culture of high expectations for all of our students, challenging any misconceptions about what they are capable of achieving.
* The strategic leadership within the school of Inclusion and SEND provision as directed by the Headteacher.
* To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school’s safeguarding policies.
* Undertaking responsibilities as a member of the Leadership Team of the school.
* The leadership, day-to-day management and high standards of behaviour for learning in the school, along with the implementation of policies, plans, targets, practices and procedures related to the system within the context of the vision, ethos, aims and goals of Queen Elizabeth School.
* Develop and monitor systems of guidance and support designed to assist staff in maximising student participation and attainment.
* Raise awareness and understanding of SEND strategies across the school to enable teachers to be more effective in teaching students on the SEND register.
* Co-ordinate strategies to achieve identified school improvement.
* Lead whole schoolwork on SEN and Disability equality issues.
* Provide oversight and management of EHCP applications and reviews
* Assess and support SEND admissions and assessments, disseminating information and monitoring provision.
* Evaluate and report on the effectiveness of additional specialist support, suggesting areas and strategies for improvement.
* Lead professional development through example, support and co-ordinate the provision of SEN professional development for staff in school.
* Use financial and resource management innovatively and wisely.
* Build effective links with relevant groups in order to develop plans to meet output targets.
* Work with staff, parents, community groups, schools, local and national bodies, teaching and non-teaching staff, LA SEN support team.
* Ensure effective and timely communication/consultation, as appropriate, SLT, teaching staff, support agencies and the parents of students.
* Developing teachers’ pedagogical practice to ensure all students receive high quality teaching.
* Leading on the strategic planning and day to day coherent co-ordination of SEND and inclusion provision across the school.
* Leading on the delivery of appropriate intervention support for students across the school by developing support programs, schemes of learning and teaching and learning materials.
* Developing and maintaining highly effective partnerships with external professionals including those within the locality.
* Using assessment data and evidence-based practice to inform decision-making and evaluate, report on and intervene with the progress of SEND students and other vulnerable learners.
* Leading on provision mapping, resource funding and managing / measuring the impact of the allocation of delegated budget.
* Leading the implementation of exams access arrangements for students in need of them and all those identified as potentially needing them, including the logistics of testing, applications for access and maintenance of records.
* Recognising the potential vulnerability of students with SEND, including students with medical needs, when it comes to matters of safeguarding and child protection.
* Promoting positive transitions between learning stages, including liaison with other schools and provisions, to ensure continuity of support and learning when transferring students with SEND.
* To plan and teach lessons to the classes assigned within the context of the school’s plans, curriculum and schemes of work.

* Represent the school’s views and interests at relevant meetings.
* Ensure that SEND commitments are effectively and efficiently time-tabled and roomed.
* Promote and support teachers in raising students’ skills and attainment across the curriculum.
* Encourage motivation and enthusiasm in acquiring higher level skills developing positive responses to challenges and high expectations.
* Actively monitor and follow up progress.  Monitor and evaluate data to identify trends in performance and issues for development as part of the SEF and SDP.
* Identify, update and take appropriate action, on issues arising from data, systems, policies and reports.
* Produce and analyse reports on SEND student performance, including the use of P8 and A8 data, behaviour, attendance and achievement.
* Ensure that SEND quality procedures meet the requirements of the SDP.
* Manage and monitor the Safeguarding Mental Health Lead and provision in the school
* Strategic responsibility for the Inclusion provision (incl. Inclusion Manager, Deputy SENCO and Teaching Assistants).

**Other Responsibilities**

* Line Management of the SEND team, including teaching assistants.
* To liaise with social care and the early help team as appropriate.
* Contribute to phase reviews, school development plan and formal reports to Hub Board.
* Reporting to SLT on SEND provision and vulnerable groups.
* To be responsible for identifying the students that are at risk of being ‘not in employment, education or training (NEET) who are from the SEND cohort.
* Updating any appropriate policies within Inclusion umbrella, SEND and Safeguarding.
* To target interventions towards students who are regularly late to school and struggle with punctuality from the Vulnerable and SEND cohort.
* Being a role model for both students and staff and being a presence around the school.
* To take an active role in the school performance management system to review own progress and set targets for future development.

**Professional Attributes**

* The ability to consistently model the values and ethos of the school.
* The ability to work effectively within SLT and take collective professional responsibility.
* Effective communication with parents, students, staff and governors.
* An ability to analyse complex situations and to plan appropriate course of action.
* The ability to think creatively and strategically.
* Inspire challenge and develop individuals and teams of people.
* Ability to plan, organise and prioritise so that time is used effectively.
* Encourage ideas from other people
* Ability to plan ahead, identify problems and offer solutions.
* Deal with risk and uncertainty.
* An ability to listen, reflect and have the capacity to be flexible.
* An awareness of recent trends and developments in education.
* A commitment to continuing your own professional development.

**Personal Attributes**

* A passion for teaching and learning.
* A commitment to achieving the best for young people regardless of their social background or ability.
* Resilience and optimism in the face of challenges.
* Integrity.
* Attention to detail.
* Decisiveness, consistency and an ability to focus on solutions.
* Courage and conviction.
* Ability to deliver a consistent approach with regards to discipline.
* Stamina to cope with the role.

**Leadership and Management**

Behaviour for learning and routines.

Quality of instruction.

* Subject mastery.
* Making it stick.
* Adaptive teaching.
* Assessment and feedback.
* Line Management of Staff within SEND and Inclusion
* Leadership of all SEN / Inclusion Provision
* Lead staff appraisals and produce appraisal reports
* Review staff performance on an ongoing basis
* Lead and Quality Assurance of Inclusion.

**Other areas of responsibility**

Contribution to the development, implementation and quality assurance of:

* Curriculum
* Teaching and Learning

**Additional notes**

* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
* Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* This job description will be reviewed annually

**Person Specification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * **SKILLS and ABILITIES** | **ESSENTIAL** | | **DESIRABLE** | **ASSESSED BY** |
| The ability to lead and manage the SEND team effectively and efficiently and work with other professionals and agencies. | ✓ | |  | Interview |
| Effective interpersonal and communication skills, oral, written to a variety of audiences. |  | ✓ |  | Application & Interview |
| Teaching experience - the ability to deliver well planned, innovative and effective lessons and intervention strategies. |  | ✓ |  | Interview |
| Proficiency in the use of ICT and the software programmes used in school. |  | ✓ |  | Application |
| The ability to lead, model and manage positive behaviour and assertive discipline in the school. |  | ✓ |  | Application & Interview |
| Data analysis - the ability to use school information and data for recording, monitoring, evaluation and reporting. |  | ✓ |  | Application & Interview |
| Sound knowledge of the SEND Code of Practice |  | ✓ |  |  |
| Ability to plan and evaluate interventions |  | ✓ |  |  |
| Ability to build effective working relationships |  | ✓ |  |  |
| Ability to influence and negotiate |  | ✓ |  |  |
| Ability to produce accurate work to tight deadlines under pressure |  | ✓ |  |  |
| **OTHER ATTRIBUTES** |  |  |  |  |
| Ambitious and committed to own professional development. |  | ✓ |  | Interview |
| The ability to deal effectively with students, parents and all stakeholders. |  | ✓ |  | Interview |
| To be flexible when working within Inclusion and be able to prioritise workload efficiently. |  | ✓ |  | Application & Interview |
| Understanding of Child Protection procedures, safeguarding and equality. |  | ✓ |  | Interview |
| Team player and highly motivated. |  | ✓ |  | Interview |
| An understanding of the needs of SEND children |  | ✓ |  | Interview |
| Commitment to getting the best outcomes for students and promoting the ethos and values of the school |  | ✓ |  |  |
| Commitment to equal opportunities and securing good outcomes for students with SEN or a disability |  | ✓ |  |  |
| Commitment to maintaining confidentiality at all times |  | ✓ |  |  |
| Ability to work under pressure and prioritise effectively |  | ✓ |  |  |
| Ability to lead, motivate and inspire others |  | ✓ |  |  |
| A positive and resilient individual with drive, initiative, vision and commitment to improve standards |  | ✓ |  |  |
| Ability to establish credibility |  | ✓ |  |  |
| **QUALIFICATIONS and EXPERIENCE** |  |  |  |  |
| Qualified Teacher Status  Degree |  | ✓ |  | Evidence of qualification |
| National Award for SENCO  (or commitment to qualification) | ?/          ? | ✓ |  | Evidence of qualification |
| Experience as a SENCO |  |  | ✓ |  |
| Experience of writing policy and SEN      Information Report |  |  | ✓ |  |
| Demonstrate a significant impact at whole school level. |  | ✓ |  | Interview |
| Experience of managing change |  |  | ✓ |  |
| Evidence of improving provision/department    and outcomes |  |  | ✓ |  |
| Evidence of further professional development which demonstrates an understanding of the current issues impacting on SEND provision |  | ✓ |  | Application & Interview |
| Proven track record of raising achievement through outstanding classroom practice. |  | ✓ |  | Application |
| Experience of senior or middle leadership within a school. |  | ✓ |  | Application & Interview |
| Evidence of relevant continuing professional development, including for example NPQH/NPQSL |  |  | ✓ | Application |
| Experience of conducting training/leading INSET |  | ✓ |  |  |
| Experience of Line Managing Staff |  | ✓ |  |  |