



Job specification: Assistant Headteacher: Leader of Education Support (SENCO)

Leadership Scale: 12-16.

Teaching Allocation: c.10-15 lessons/ fortnight.

Responsible for: Teachers of Education Support, Senior Teaching Assistants and Teaching Assistants

Responsible to: Headteacher

JOB PURPOSE: To lead and manage the Education Support Area, to carry out the relevant statutory responsibilities and to ensure appropriate support, maximum progress and positive learning outcomes for students.

DUTIES

Teaching and Learning

- To maintain an accurate SEN register and provision map
- To lead and develop teaching and learning for students with special educational needs across all Curriculum Areas.
- To plan and implement the Education Support curriculum and manage change, whether brought about following discussions in school, or following external direction.
- To ensure that the school carries out its statutory responsibilities regarding all students with an Education Health Care Plan (EHCP).
- To monitor, lead and develop teaching and learning in the Education Support Area.
- Within school policies, to ensure that effective systems for behaviour management are in place and followed consistently in the Education Support Area.
- Responsibility for deployment of Education Support staff as an effective intervention within the whole school curriculum offer.

Student Progress, Assessment, Reporting and Communication

- To liaise with other colleagues, agencies, parents, organisations and schools regarding matters specific to Education Support. To organise and coordinate the work of outside organisations and third party professionals.
- To monitor student progress in Education Support. To analyse and interpret relevant school, local and national data.
- To monitor and evaluate the spending of additional funding received for Year 7 students with low literacy and numeracy levels.
- To ensure that effective interventions are implemented to raise standards, putting provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.
- To co-ordinate all Annual Reviews and reviews of Individual Education Plans and/or PSPs and EHCPs where appropriate and attend / chair when necessary.

- Working with Heads of Unit and other school staff to support the progress, wellbeing and achievement of student with additional educational needs.
- Working with the Deputy Head (Pastoral) and the Head of Year 7, to play a significant role in the Transition process for Year 6 students applying to Backwell School
- Overall responsibility for Examinations Access Arrangements and reasonable adjustments, as well as their evidence gathering and effective communication to staff.

Team Leadership and Management

- To take a principle role in the self-evaluation, monitoring and school improvement processes with regard to Education Support
- To implement the school's appraisal policies in respect of staff in the Education Support Department.
- To take part in the recruitment and appointment of new staff.
- To have oversight of the deployment of teaching and support staff and to organise the induction of new staff.
- To provide professional guidance to teaching staff and teaching support staff to secure good teaching for SEN pupils, leading to sustained progress, through both written guidance and meetings.
- To advise on and contribute to the professional development of staff, including whole school INSET provision and ITT programme.
- To provide regular information to the head teacher and governing body on the evaluation of SEN provision.
- To take responsibility for own continuing professional development, including undertaking the SENCO qualification training over the next two to three years where applicable.
- With the School Business Leader, to manage and deploy the budget, accommodation, resources and equipment in Education Support.
- To be responsible for assessment (internal and external) and reporting within Education Support. To oversee the Education Support Department's role in the administration of examination access arrangements.

Whole School

- To take a high level collaborative role in school management and the development and delivery of whole-school initiatives and developments.
- To represent the Education Support Area at Curriculum & Pastoral Leader meetings when the agenda demands.
- To plan and manage Education Support Area meetings.
- To be aware of and work within all school policies, particularly those on Safeguarding, Child Protection, Equality, Cultural Diversity and Health and Safety.
- To contribute to the ethos of positive achievement of learning, high expectations of behaviour and respect for the environment.
- To carry out such other duties as are required and as are commensurate with the grade of the post.



Job Description: Assistant Headteacher L12-16

JOB DESCRIPTION

Reporting directly to the Headteacher the post holder will be a member of the School Leadership Team (SLT) working to build on the school's strengths and lead colleagues to delivering the School's aims and development objectives.

DUTIES

The exact responsibilities for this post will be determined by the strengths and experience of the successful candidate but are likely to include:

- Agreed areas of whole-school responsibility.
- Leadership of appropriate CPD for school staff.
- Any other duties which the Headteacher may from time to time reasonably require.

Teaching

All teachers are required to carry out the duties of a school teacher as set out in the [School Teachers Pay and Conditions Document](#). Teachers should also meet the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher [Standards](#) as part of the appraisal process as relevant to their role in the school.

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with the school's appraisal process

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Whole School

- To take a collaborative role in the development and delivery of whole-school initiatives and developments.
- To be aware of and work within all school policies, particularly those on Race Equality and Cultural Diversity and on Health and Safety.
- To contribute to the ethos of positive achievement of learning, high expectations of behaviour and respect for the environment.
- To carry out such other duties as are required and as are commensurate with the grade of the post.



Person Spec: Assistant Headteacher: Leader of Education Support (SENCO)

ATTRIBUTES	ESSENTIAL	DESIRABLE
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QUALIFICATIONS	<p>Qualified teacher status Honours degree or equivalent SENCO Qualification or willingness to do this within the first three years</p>	SENCO Qualification
EXPERIENCE	<p>Current successful secondary school experience.</p> <p>Proven experience of a range of assessment strategies including those designed to identify such specific learning difficulties as dyslexia</p> <p>Experience of working with students on the Special Educational Needs Register</p> <p>Excellent working knowledge of the SEN code of practice</p> <p>Record of very good classroom practice</p> <p>Proven effective communication with external agencies; parents; other schools and pre-school providers</p>	<p>Experience of working at whole school level.</p> <p>Experience of working as a SENCO.</p> <p>Experience of Provision Mapping Systems</p>
TRAINING AND PROFESSIONAL DEVELOPMENT	<p>Excellent knowledge of current educational thinking and developments.</p> <p>A balanced programme of relevant INSET in the last three year and evidence of on-going professional development in relation to leadership or Special Needs</p>	<p>Willingness to continue to develop professional skills</p> <p>Experience of conducting training/leading INSET</p> <p>Experience/knowledge of School Self Evaluation processes and developing student progress.</p>
PERSONAL QUALITIES	<p>Enthusiastic, perceptive and fair</p> <p>Knowledge and expertise in how people learn</p> <p>Ability to both support and challenge students and staff</p> <p>A personal commitment to high quality and excellence that will match and extend the school's proven record</p> <p>A proven desire to ensure all students achieve their best regardless of background.</p> <p>Excellent organisational skills</p> <p>Smart appearance at all times</p>	<p>Data analysis skills, and the ability to use this to inform planning</p>

LEADERSHIP AND MANAGEMENT SKILLS	<p>Ability to foster and maintain good relationships with the school stakeholders and community</p> <p>Ability to work independently and as a team leader and team member</p> <p>Respect for the professional expertise of others</p> <p>Consultation and analytical skills</p> <p>The ability to prioritise, plan and react</p> <p>The ability to use data effectively to inform actions</p>	<p>Evidence of innovative and effective curriculum or pastoral development</p> <p>Evidence of involvement in/commitment to extra-curricular activities</p> <p>Evidence of involvement in managing change</p>
COMMUNICATION SKILLS	<p>Good communicator to a range of audiences</p> <p>The ability to chair and contribute to the success of meetings</p> <p>The ability to chair and contribute to the success of meetings.</p> <p>Confident ICT skills</p>	

March 2023

REASONS TO WORK FOR

BACKWELL SCHOOL

We respect your professionalism

Subject areas are encouraged to develop and design a knowledge rich curriculum suitable for all pupils. Teachers teach in their specialist areas and are not required to submit lesson plans. Lesson observations do not carry a formal judgement. Departments are encouraged to share and centrally store resources. We encourage an evidenced pedagogical approach rather than following educational fads.

Staff wellbeing is a priority

There is a maximum of 85% contact time with form-filling and data collection kept to a minimum. We no longer have detailed written reports. We have a sympathetic approach to staff absence and we follow a 'rarely cover' policy. Staff get involved in all aspects of school life including extra-curricular activities.

Staff say that they have strong and supportive working relationships with their colleagues. We have a dedicated staff room, affordable catering, a staff wellbeing group and CPD bookshelf in our library.

High expectations for behaviour

We have a behaviour system that enforces high expectations for classroom behaviour. High profile SLT and our Behaviour Manager take the lead in following up any instances of poor behaviour and in running daily same-day detentions leaving teachers free to focus on their teaching in a positive learning environment.

Fantastic development opportunities

As a member of the LSP (Lighthouse Schools Partnership) we have close links with a number of local secondary and primary schools as well as access to Trustwide CPD training. We are also a member of the 5 Counties Teaching Hub offering teacher training and development. As a large school and sixth form there are many opportunities to develop your experience and for internal promotion.

Our students are great to work with

Visitors to Backwell invariably comment on the positive attitudes of the students: that they enjoy their time at school, have very good relationships with their teachers and are motivated to learn. This is reflected in high participation in a huge range of extra-curricular activities as well as in our examination results.