

St Mary's Church of England Primary School



Assistant Headteacher with responsibility for
SEND and Inclusion.

Application Pack



St Mary's Primary School, Church Lane, Chessington.KT9 2DH

<https://www.stmaryschessington.co.uk>

Assistant Headteacher with SENCo and Inclusion responsibilities.

Thank you for your interest in joining us as a member of our staff team.

St Mary's is a small and caring community where all are welcome. We pride ourselves on placing children and their needs first. We want all pupils to feel happy, safe and valued.

As a Church of England School, we place values and relationships at the centre of all we do; and through this vision we nurture our pupils to grow to be the best they can be. We have big aspirations for our pupils and this is reflected in our broad and balanced curriculum in which every subject is as important as the next.

At St Mary's, we believe that learning must be meaningful and memorable so that our pupils are prepared for the next stage of their education. We believe that in order to stay healthy both mentally and physically, we must teach our pupils how to support their own mental health, including those around them.

Please do arrange a visit to our school. Please contact Sally Smith, School Business Manager by calling 0208 397 9597.

I look forward to receiving your application.

Yours Sincerely,

Emmeline Lawlor

Headteacher

Job Advertisement

St Mary's C of E Primary School is looking for a 4 day a week Assistant Headteacher with leadership responsibility for SEND & Inclusion across the school (Reception – Year 6) to take up post beginning **spring term 2025** or **summer term 2025**.

Job details

Salary: L1 – L6 (Inclusive of SEN allowance)

Hours: 4 full days per week

Contract type: Permanent

Reporting to: The Headteacher and Deputy Headteacher

Responsible for: Driving strategic change across the school with responsibility for SEND & Inclusion.

The Assistant Headteacher will support the headteacher and deputy 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 meeting the school's aims and objectives

The Assistant Headteacher will be the designated teacher for SEND & Inclusion and will:

- Promote the vision and culture that supports the school's SEND policy
- Lead and coordinate send provision across the school; working alongside staff to ensure support is delivered effectively
- plan and deliver provision and intervention for those with EHCPs.
- is inclusive and promotes good outcomes for pupils with SEND
- sustains our nurturing environment, where staff and children's wellbeing and mental health is a priority
- has a passion and drive to make a difference to our children's learning, progress and social development
- is committed to sharing and championing our school vision and values.

The assistant headteacher will also have a timetabled teaching commitment of 50%, complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated by the headteacher.

We can offer:

- an inclusive and strong community environment in which we aim for all to flourish.
- a commitment to the continuing professional development of our staff
- a workplace culture that places emphasis on the wellbeing of our staff.

Interview date: **TBC – We are willing to work around the candidate's availability**

Potential applicants are encouraged to contact us prior to applying and arrange a visit to find out more about our school. Please contact Emmeline Lawlor, Headteacher or Sally Smith, School Business Manager by calling 0208 397 9597.

Job description

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
- Serve in the best interests of the school's pupils
- Uphold the school's vision and values with its Christian Distinctiveness at the centre of their practice.

Duties and responsibilities

School culture and behaviour

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

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance

Teaching, curriculum and assessment

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

- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Additional and special educational needs and disabilities (SEND)

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

- Promote a culture and practices that allow all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate

- › Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Organisational management and school improvement

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

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

Staff management and professional development

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

- › Performance-manage middle leaders, including carrying out appraisals and holding staff to account for their performance
- › Manage staff well, with due attention to workload
- › Ensure staff have access to appropriate, high-standard professional development opportunities
- › Keep up to date with developments in education
- › Seek training and continuing professional development to meet their own needs

Governance, accountability and working in partnership

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

- › Work with the governing board as appropriate
- › Make sure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- › Work successfully with other schools and organisations
- › Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

SENCo and inclusion responsibilities:

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

- › Determine the strategic development of special educational needs (SEN) policy and provision in the school
- › Be 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
- › Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- › The Assistant Headteacher will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD (50% teaching commitment)

Strategic development of SEN policy and provision

- 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 development plan (SDP)
- 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

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and Individual Learning Plans
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Support and develop teachers to provide quality first teaching of SEN pupils within the classroom
- 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 SEN
- Co-ordinate and lead 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 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
- 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
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Other areas of responsibility

The Assistant Headteacher will be a member of the school's Safeguarding Team.

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.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status ➤ National Award for SEN Co-ordination (Or those with extensive SEND teaching experience who are willing to complete training within 3 years of appointment will continue to apply) ➤ Degree
Experience	<ul style="list-style-type: none"> ➤ Teaching experience across the age ranges ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET ➤ Experience of leading support staff
Skills and knowledge	<ul style="list-style-type: none"> ➤ Sound knowledge of the SEND Code of Practice ➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ➤ Ability to plan and evaluate interventions ➤ Data analysis skills and the ability to use data to inform provision planning ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships ➤ Ability to influence and negotiate ➤ Good record-keeping skills ➤ Knowledge of the statutory National Curriculum requirements at Key Stage 1 and 2 and knowledge of the Early Years Curriculum.
Personal qualities	<ul style="list-style-type: none"> ➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school ➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding and equality ➤ Approachable with professional boundaries ➤ Nurturing and child centred, putting the child's wellbeing and ability to succeed at the heart of your approach ➤ Enthusiastic with a solution focussed approach ➤ Ability to build positive relationships with others and is able to motivate self and others ➤ Calm under pressure ➤ Well organised ➤ Able to embed a positive working partnership with parents and carers to ensure success for the child.