



Cranbury College

Job Description and Person Specification			
Role	Assistant Headteacher - SENCo	Reports to	Head of School
Pay Scale	Leadership Scale L6 – 9	Hours of work	1.0FTE
Purpose	<ul style="list-style-type: none"> To lead the SENCo provision in the school To uphold the values and ethos of Maiden Erlegh Trust and the effective and robust implementation of school and Trust policies and procedures. To share in the leadership and the corporate responsibility of Cranbury College. To provide leadership and management of support to students with Special Educational Needs and Disabilities To advise the leaders of the school and the Trust on the implementation of the Code of Practice, the Equality Act and other related legal frameworks and guidance To assist the school and Trust Leadership in ensuring an ambitious and high-quality education for all students, continuous school improvement and ongoing staff development To take full responsibility for leading and managing significant aspects of the school as directed by the Head of School To ensure the school is prepared for Ofsted inspections and other benchmarking visits. To contribute to the work of the SEND portfolio within the Trust as reasonably directed by the Executive Headteacher (or their delegate). To teach students in the school and to carry out such other associated duties as are reasonably assigned by the Head of School 		
Scope	To work closely with all stakeholders, including LA SEN Service managers	Staff responsibilities: To Lead and Line manage the SEND team at Cranbury College.	Financial Accountability: To work with the SBM to manage and monitor the SEND budget at CC
Accountabilities	The SENCo is responsible for: <ul style="list-style-type: none"> The strategic leadership and co-ordination of the provision for students with SEND, so that colleagues are aware of and can act upon both statutory requirements, national developments and developments within Special Needs within the school, with particular reference to the special educational needs and disability code of practice. This will include professional understanding and timely implementation of practice adaptations and policy development as proposed in the SEND Green Paper 2022. Working with the Trust Inclusion Director to ensure provision and policy consistency across the schools within the Trust. Ensuring the precise and timely drafting of statutory documents (such as EHCP applications); reviewing and chairing of Annual Reviews, case conferences and provision plans, and maintaining appropriate contact with parents of new and existing students. 		

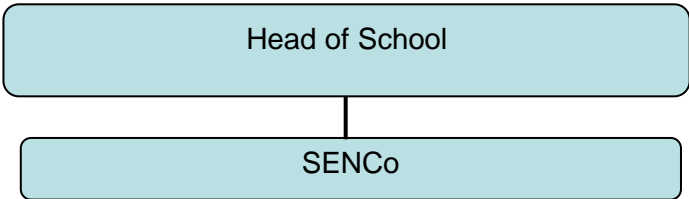
	<ul style="list-style-type: none"> • Ensuring that staff understand the needs of SEND students and how best to meet these needs in and outside of the classroom. • Developing and maintaining strong links with the Local Authority, other schools and external agencies on issues of Special Educational Needs and Disabilities provision. • Consulting with colleagues to ensure that school policies are implemented. • Ensuring that deadlines are met within strict timeframes to guarantee baseline testing and exam concessions are in place for public examinations • Consulting with colleagues to ensure that developments within the College SEND team are consistent with the school's broader aims and policies and are in the best interests of the students. • Ensuring departmental evaluation and plans, are produced, monitored and reviewed to address the identified priorities. • Ensuring compliance with Health and Safety requirements within the College SEND Team. <p>The SENCo will be accountable for:</p> <ul style="list-style-type: none"> • The SEND provision in the school meeting statutory requirements. • The standards reached by students with special needs in each Key Stage. • The standard of teaching and learning in College SEND team and SEND outcomes across the whole College cohort. • The effective use of resources. • The ongoing development of the use of ICT in the work of the area for both teaching and learning and for administration <p>The SENCo will be expected to:</p> <ul style="list-style-type: none"> • Have, or be working towards the National Qualification for SENCO. • Advise the Headteacher and other Senior, Extended and Middle leaders on developments in SEND provision and policy. • To prepare the College's SEND Information Report and maintain compliant website information. • Continually develop their own knowledge, understanding and practice in supporting children with Special Educational needs. • Regularly consult with SENCO, Maiden Erlegh Trust in terms of trust wide policy, protocol and procedure. • Contribute to the collective ethos of the school by requiring high professional standards from colleagues and appropriate behaviour from students. • Line manage and appraise staff, setting appropriate but challenging targets. • Provide appropriate, co-ordinated and targeted training for SEND outcomes across the whole College. • Assist school leaders in the appointment of staff. • Carry out, following consultation, any other reasonable task determined by the Headteacher. In the first instance this will include assisting the pastoral team with primary-secondary transition.
<p><u>Person Specification</u></p> <p>Qualifications, Experience and Professional Development</p>	<ul style="list-style-type: none"> • Qualified Teacher Status • Honours Degree or equivalent • Evidence of professional development • SENCO Qualification (or a commitment to work towards it) <p><u>Leadership and Management Experience</u></p> <ul style="list-style-type: none"> • Evidence of high impact middle and/or senior leadership in a similar context (or mainstream context with vulnerable and SEMH learners). • Evidence of sustained and successful leadership of whole-school/college role

- Evidence of successfully planning, managing and evaluating the impact of significant whole-school/college improvement
- Evidence of working successfully with other education providers and partners to bring about significant improvements for children and young people
- Experience of working with students with special needs, including but not exclusive to Autism and social, emotional and mental health difficulties
- Show a commitment to raising opportunities and progression of our learners and support them in all aspects of their learning both across the College and in positive pathway planning for next destinations (E.G. transition to Mainstream and/or Specialist settings)
- Experience and desire to direct and mentor classroom support staff
- Plan and teach differentiated lessons and support staff in the mainstream to further develop the pupils' progression
- Must demonstrate the ability to consistently and successfully engage, enthuse, inspire and motivate students, staff and parents
- Evidence of successful line management of other leaders in order to improve performance and sustain progress

Impact Experience

Evidence of excellent practice and high impact in relation to:

- sustained and successful experience as a teacher/leader working with students with special needs, including but not exclusive to Autism and social, emotional and mental health difficulties
- outcomes (attainment, progress, personal development and destinations) with a range of ability groups and different needs
- strategic and collaborative planning that establishes, communicates and develops a coherent and shared vision
- developing and sustaining a learning culture that has inclusion at its core, including high expectations and ambitious standards of achievement (including reading and number).
- implementing strategies for improving the curriculum and quality of teaching and learning; promoting ambition, consistency and challenging poor performance.
- leading and/or contributing to the development of an ambitious curriculum and highly effective teaching, learning and formative assessment.
- monitoring and evaluating the effectiveness of the curriculum, including teaching and learning.
- communicate with a variety of audiences, including those of children and young people and their parents
- distribution and accountability of leadership responsibilities and management tasks as appropriate
- establishment of effective organisational structures, systems, policy and practice
- establishing and maintaining safeguarding procedures and culture
- quality assurance systems, including school improvement, self-evaluation and performance management
- use the full range of evidence, including performance data and external evaluations, to support and monitor the impact of whole school improvement measures
- holding individuals, teams and whole school/college to account for student learning outcomes and their own professional performance
- building and sustaining effective and successful relationships with parents, carers, other educational partners and the wider community that enhance a range of positive outcomes for children and young people
- implementing successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales
- working positively and collaboratively as part of a wider Trust for the good of all children and young people within it.

Personal Attributes	<ul style="list-style-type: none"> • Holds uncompromisingly high expectations of and for children and young people and those who work with them. • Builds and maintains positive interpersonal relationships and strategies for promoting individual and team development. • Inspiring, professionally challenging and supportive, motivating and empowering (individuals and teams). • Genuine interest (and preferably experience) in working with and for SEMH and ACE students. • Genuine interest in being part of a team (school and Trust) driving school improvement. • Analytical and creative: demonstrating personal initiative in problem solving • Commitment to ethical leadership and openness, aimed at making a transformational difference to children and young people. • Aware of personal strengths and areas for development and, in doing so, be able to reflect constructively and act on feedback from others. • Personal and professional integrity, including modelling values and vision
Organisational Chart	 <pre> graph TD A[Head of School] --- B[SEnCo] </pre>

Candidates will be assessed against the criteria above and will be expected to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context. The interview panel will use the application form, formal interview, assessment activities and references in their assessment.

Maiden Erlegh Trust is an Ethical Leadership Pathfinder organisation and we are committed to safeguarding, equality and promoting the welfare of children and young people. We are also committed to having the highest expectations of pupil/students and staff, and supporting everyone to reach their full potential. All employees of the school and Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check.

Signed (postholder)Date