



JOB PROFILE

Assistant Headteacher: SEND. Harmood Special School

POSITION TITLE: Assistant Headteacher Strategic Lead: Quality of Education	
	DIVISION: Education
Based at Harmood Special School	SECTION: Camden Centre for Learning
	PAY LEVEL: Inner London L10-14. Permanent Contract
REPORTS TO: Head of Inclusion	

JOB PURPOSE

To take responsibility for the leadership and management of SEND across the school, including fulfilling statutory and regulatory roles in line with national and local policies, regulations and guidance..

Play a major role, under the overall direction of the Head of School, in formulating the aims and objectives of the school in the context of the governors' strategic vision.

To line manage designated staff and participate in school monitoring and self-evaluation procedures

To make a contribution to the school's self evaluation, and oversee/manage areas of the school improvement plan, as directed by the Head of School.

To share responsibility for the daily administration and management of the school.

To contribute to the all-round success of the school.

To promote and be involved in the wider life of the school community.

Specific Purpose

The Assistant Headteacher (SEND) will:

- Be the school's named SENDCO
- Formulate and deliver the school's SEND policy
- Take responsibility for ensuring that all statutory SEND frameworks are adhered to, including the legal obligations with EHCPs.

- Support with the development and implementation of inclusive practice throughout the school and liaise with teachers across the school, including delivering appropriate training when necessary
- To ensure that exam access arrangements for students with SEND are carried out and implemented
- Prepare for statutory assessments and ensure that all students with a Education and Health Care Plan have a timely annual review
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LEADERSHIP AND MANAGEMENT

In conjunction with other members of the senior leadership team:

- The Assistant Headteacher is a member of the senior leadership team and assists the Head of School in managing and leading the provision. In all aspects of the post they must seek to actively promote the educational aims and ethos of the CCfL.
- Provide effective organisation and management of the school, improving organisational structures and functions based on rigorous self-evaluation.
- Ensure the vision of the school is clearly articulated, shared, understood and acted upon effectively by all.
- Take a lead role in developing, implementing and evaluating policies and practice that contribute to school improvement.
- Take a lead role in the development of the programme of continuous professional development and evaluate and report on its impact.
- Implement effective performance management procedures and a continuous professional development programme that links to the CCfL School Improvement Plan for a cohort of staff within the identified strategic lead area.
- Develop a service ethos which enables everybody to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

In connection with their designated lead area:

- Develop effective school improvement plans in their lead areas that contribute to the overall school improvement plan, and which actively involve all staff in its design and implementation and self-evaluation.

GENERAL RESPONSIBILITIES AND EXPECTATIONS

Contribute to the overall ethos/work/aims of the CCfL.

To understand and actively promote all school policies and procedures.

To commit to safeguarding and promoting the welfare of children and young people.

To actively commit to working as part of an integrated multi-agency team to meet the holistic needs of all students and their families.

To take responsibility for your own professional development by actively seeking formal and informal learning opportunities and by actively engaging in the CCfL CPD programme.

To participate in training and promote strategies around positive behaviour management, including restorative approaches, de-escalation and positive handling.

Recognise own strengths and areas of expertise and use these to support and develop others.

To take responsibility for your own physical and emotional health, so that you attend school regularly and meet the whole school attendance target.

Attend and participate in meetings as required.

Treat all users of the CCfL with courtesy and consideration.

Present a positive personal image, contributing to a welcoming environment which supports equal opportunities for all.

Promote and ensure the health and safety of pupils, staff & visitors (in accordance with appropriate health & safety legislation) at all times.

This job description will be reviewed annually as part of the performance management review process and after consultation with the line manager and the post holder.

Note: All Camden employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties
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WORK ENVIRONMENT

The post holder will be based at Harmood Special School, which oversees all PRU provision within the Camden Centre for Learning.

CCfL has an ethos of developing positive relationships to manage behaviour and to support every student to achieve.

The post holder will require flexibility and resilience in order to be able to manage the demanding environment of working in a SEMH setting.

The post holder will be working directly with young people who have significant social, emotional, and mental health difficulties. The behaviour of the students is often challenging and demanding, and therefore they will need to deploy effective behaviour management skills in their interactions with the students.

Due to the nature of the school there are certain enhanced risks associated with the post including: Pupil behaviour & incidents including aggression; Stress.

WORK CONTEXT

Communications and working relationships: Frequent communications with all school staff. The postholder will need to build effective relationships with all external stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice. Persuasive skills that motivate and support staff,

governors, parents and pupils will be essential. Negotiating skills when dealing with service providers, outside agencies and the LA will also be needed at a high level.

Innovation (decision making and creativity): The post holder will be making high-impact decisions at senior leadership level for the CCfL. They will be able to create a shared vision, positive culture and high aspirations amongst staff and pupils. Creative solutions to overcome challenges will need to be found on a daily basis. The postholder will be expected to demonstrate an ability to balance the needs of working autonomously and as part of a team within their designated area, reporting to the Head of School and the Executive Headteacher of CCfL.

Resource management: The postholder will be responsible for the successful deployment of human resources within their designated lead area.

PERSON SPECIFICATION

QUALIFICATIONS

Essential:

- QTS
- Evidence of continuing professional development or further professional study
- Leadership training to complete ready within two years.
- NASENCO

KNOWLEDGE

- Knowledge of the relevant legislation and guidance with regard to education, safeguarding/child protection, SEN and inclusion of students with SEMH.
- Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.
- Understanding of behaviour and management systems that lead to improved engagement of students.
- Understanding of the principles of effective learning for children with SEMH and the ability to promote a culture of learning throughout the school.
- Knowledge of the Education Inspection Framework.
- Knowledge of management information systems.
- Knowledge of statutory guidance on the delivery of external qualifications.

SKILLS

- Ability to provide clear direction, lead by example and motivate and empower others to carry forward the CCfL vision.
- Ability to formulate, monitor, evaluate and review plans and policies.
- Ability to work effectively in a multi-agency team.
- Ability to lead and motivate all staff, supporting them in their work and enhancing the performance of all staff.
- Ability to support effective communication between the Head of School and others within the school's community.

- Ability to contribute to the collection, analysis and use of data on pupils' achievements to raise standards.
- Ability to support the Head of School, Executive Headteacher and governors in setting and achieving challenging targets for the school, teachers and students.
- Ability to support the Head of School in creating and maintaining an ethos of positive behaviour and discipline.
- Ability to support the Head of School and the Executive Headteacher in deciding on the effective deployment of staff.
- Ability to form and maintain appropriate relationships and personal boundaries with students and families.
- Emotional resilience in working with challenging behaviours.
- Ability to manage time well and work under pressure to deadlines
- Effective ICT skills.
- Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience.

EXPERIENCE

Essential:

- Successful experience in a leadership and management role.
- Successful teaching experience of the age range served by the school and to have been judged to demonstrate outstanding teaching practice.
- Successful experience of monitoring, evaluating and improving outcomes for students.
- Experience of developing whole-school systems.
- Successful experience of creating and maintaining effective partnerships with parents and other agencies to support students' learning.
- Exemplary safeguarding practice in a school setting.

EQUALITIES

- A commitment to equal opportunities and an awareness of the way in which discrimination may affect the achievement and inclusion of a student because of their race, religion, disability, gender or sexual orientation.
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