
	<h2 style="text-align: center;">HADLEY LEARNING COMMUNITY TEACHING JOB DESCRIPTION</h2>	
<p><b>Name of post holder:</b></p> <p><b>Title of post:</b> Assistant Headteacher - SEND-Co (Inclusion Lead)  <b>Salary:</b> Leadership Scale (4-8)  <b>Working hours:</b> 195 days per year. Full time. (1265)  <b>Responsible to:</b> Headteacher/Governing Body</p>		
<p><u><b>Terms and conditions</b></u></p> <ul style="list-style-type: none"> <li>a) The terms and conditions as set out in the current Teachers Pay and Conditions Documents and any orders made under it.</li> <li>b) The other terms and conditions set out in the various national collective agreements in force from time to time.</li> <li>c) The Local Authority's Rules and Conditions including any local agreement entered into with recognised trade unions.</li> <li>d) The school's Instrument and Articles of Government as appropriate.</li> </ul>		
<p><u><b>Description of general teaching post:</b></u></p> <p>The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.</p> <p>As part of the Leadership Team, the responsibility of the Inclusion Leader is considerable, and the expectations of their performance will be high. Responsibilities will include teaching across the range of primary classes. This may include providing cover for classes for teacher PPA time, professional release time, booster provision and in-class support for staff.</p> <p><b>FOR ALL TEACHERS</b></p> <ul style="list-style-type: none"> <li>• To be a class teacher with responsibility for the range, quality, depth and progression of experience provided for the class/group, taking into account the age and ranging abilities of the students in the class/group (if applicable)</li> <li>• To raise standards of student attainment</li> <li>• To plan and prepare courses and lessons</li> <li>• Provide a secure, happy and purposeful learning environment ensuring good order, discipline and personal care for all students.</li> <li>• Look to develop the whole student socially, emotionally, intellectually and physically.</li> <li>• The orderliness, attractiveness, organisation and care of the teaching base and the materials contained within it should be a primary concern to the teacher and through him/her to the students.</li> <li>• To work positively to develop relationships at all levels, teacher/student, teacher/parent, teacher/teacher and teacher/other supporting staff.</li> <li>• To follow and contribute towards the overall aims, objectives, development plan and philosophies of HLC.</li> <li>• To comply with National Standards for Qualified Teacher Status</li> </ul>		

- To maintain, in a proper manner, all record keeping and profiles on each student as required.
- To assist in the development of appropriate syllabuses, planning, resources, schemes of work, marking policies and teaching strategies related to curriculum development.
- To actively engage with Appraisal and staff development processes at HLC.
- To support events at HLC and the wider community supported by the campus.

### **Specific management responsibilities (including line management responsibilities)**

#### **Broad areas of responsibility of SEND-Co (Inclusion Leader)**

- To support the Headteacher, Deputy Headteacher and fellow Assistant Headteachers in creating, developing and evaluating the aims of the school in partnership with pupils, staff, governors and parents
- To foster the inclusion of all children regardless of ability, gender, race or religion
- To manage and coordinate provision for children with special educational needs

#### **Key Leadership Responsibilities**

- To report to the Headteacher and Deputy Headteacher when required
- To undertake part-time teaching responsibilities as directed by the Headteacher, providing an example of 'excellence' as a leading classroom practitioner and inspiring and motivating other staff.
- To support and contribute to the school's system for the review and evaluation of teaching and learning working alongside KS1 and KS2 assistant heads.
- To be a pro-active advocate for EAL and disadvantaged children in our care
- To contribute to the pastoral care and general behaviour of the school and, when appropriate, intervening to ensure behaviour meets the standards outlined in the school's Behaviour Policy.
- To display a high standard of professional behaviour and integrity at all times
- To develop a positive, supportive ethos for academic and social learning
- To keep abreast of local and national educational initiatives and cutting-edge educational thinking through own professional development
- To work alongside the Headteacher and Lead Learning Support Mentor to lead on the deployment and training of Learning Support Mentors across the school
- To effectively lead and deploy the school's SEND Assistant (Lead Learning Support Mentor) to support pupils with SEND and their parents/carers
- Strategically support the ethos of the school in all aspects of work

#### **Key SEND-Co/Inclusion Leader Responsibilities**

- To be responsible for pupils with Special Educational Needs, those who speak English as an Additional Language, those who are identified as Gifted and Talented, as well as those in receipt of the pupil premium alongside the Headteacher
- To lead, manage and develop a high-quality SEND, EAL and Disadvantaged provision that results in all learners receiving outstanding teaching and high impact intervention.
- To coach, train and introduce strategies that support all staff in understanding the needs of pupils who are identified as SEND, EAL and Disadvantaged, including the delivery of whole-school CPD
- To monitor, analyse and interpret school data for SEND, EAL and Disadvantaged pupils and advise the Leadership Team on the level of resources required to maximise achievement
- To coordinate the day-to-day provision of education for all children with Special Educational Needs and those in need of additional support

- To oversee the day-to-day operation of the school's SEN/Inclusion policy and encourage all members of staff to recognise and fulfil their statutory responsibilities towards pupils with SEND and additional needs
- To be responsible for contributing to the continuous improvement of the quality of teaching and learning throughout the school
- To maintain the list of SEND and supported pupils and to oversee their records
- To ensure that the administration of SEND and EAL are in line with Trust and Local Authority requirements for areas such as Annual Reviews, EHCPs, Policies and Local Offer
- To review all Educational Health Care Plans annually
- To carry out and coordinate diagnostic assessments of students, including directing teachers and LSMs in the effective use of screening tools
- To develop strong and effective partnerships with parents, keeping them well informed of targets and achievements
- Organise and chair review meetings for parents to discuss progress of individual children
- Attend and participate in parents' evenings and curriculum events
- To work closely with HLC's Safeguarding and Family Support Advisor
- To lead, where appropriate, Early Help Support plans for those pupils with SEND, to ensure that parent liaison supports families, children and staff
- To effectively lead and manage teaching staff, the lead LSM and LSMs to review the needs, progress and targets of pupils with SEND, EAL and Disadvantaged pupils.
- To work alongside HLC Secondary's SEND-CO and liaise with other local primary schools
- To support pupils with SEND and work alongside SEND-COs across primary schools in the Learning Community Trust
- To develop links with governors, LA and other schools
- To liaise with external services including the Educational Psychologist, Speech and Language, School Nurse, Child and Adolescent Mental Health Service (Bee U Service), voluntary bodies and other support agencies
- To ensure that all students, regardless of gender, religion, ethnic background and special educational needs participate as fully as possible in the life of the school and that social inclusion takes place
- To work directly with children with SEND and other needs
- To monitor and evaluate the quality of provision across the school, including interventions delivered by teachers and Learning Support Mentors
- To oversee and monitor the organisation of intervention groups across the school
- To meet weekly with the Head of School to discuss any updates regarding SEND, EAL and disadvantaged pupils
- To advise and support colleagues in catering for the needs of pupils with SEND, EAL and disadvantaged pupils
- To attend pupil progress meetings with class teachers and fellow Assistant Headteachers
- To advise staff on, and to provide, appropriate inclusion resources
- To keep up to date and disseminate information on matters related to SEN/Inclusion to all members of staff, governors and parents/carers
- To produce and regularly review inclusion, equality and SEND policies for the school and ensure they are disseminated to the staff and put into practice
- To have an overview of SEND across all curriculum areas

#### **Other Duties and Responsibilities**

- To act as a Deputy Designated Safeguarding Lead
- To be an active member of subject leadership teams
- To be included in school rotas such as playtimes and assemblies

- To undertake any other reasonable professional tasks as directed by the Headteacher

The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.

The postholder will safeguard and promote the welfare of children.

The postholder will be expected to actively follow Telford & Wrekin Council & Learning Community Trust policies, including those such as Safeguarding, Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.

The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations

This job description is subject to regular review.

**Line managed by and reporting to:**

Headteacher

**Performance Management:**

Headteacher

**Review arrangements**

This document will be reviewed following end of year Performance Management reviews and in conjunction the arrangements stated in the campus policy. However, either party may raise issues at any time that is appropriate.

Signed.....(post holder)

Signed.....(Headteacher)

Date.....

An electronic copy of this document will be kept with your personnel records.

## Person Specification: Assistant Headteacher - SEND-Co (Inclusion Lead)

Criteria	Essential
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• National Award for SEN Co-ordination</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching experience (minimum 3 years)</li> <li>• Previous experience working as a SEND-Co (desirable)</li> <li>• Experience of working at a whole-school level</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading INSET</li> <li>• Experience of line managing staff</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills, and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> <li>• Knowledge of supporting disadvantaged pupils and pupils with English as an additional language</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Willingness to undergo necessary training and accreditation</li> <li>• Ability to work collaboratively with various stakeholders</li> <li>• Commitment to safeguarding pupil's wellbeing and equality</li> </ul>

## **Job Advertisement: Assistant Headteacher - SEND-Co (Inclusion Lead) at Hadley Learning Community**

**Position: Assistant Headteacher – SEND-Co (Inclusion Lead)**

**Location: Hadley Learning Community, Telford and Wrekin**

**Contract Type: Full-Time, Permanent**

**Salary: Leadership Scale (4-8)**

**Closing Date: Monday 4<sup>th</sup> December**

**About Hadley Learning Community:** Hadley Learning Community is a vibrant and dynamic three-form entry primary school committed to providing an inclusive and supportive learning environment for all students. We are dedicated to ensuring that every child has the opportunity to thrive academically, socially, and emotionally. As part of our commitment to meeting the diverse needs of our students, we are seeking a passionate and experienced SEND-Co to join our dedicated team.

**Role Overview:** As Assistant Headteacher and SEND-Co at Hadley Learning Community, you will lead the provision for Special Educational Needs and Disabilities (SEND) within the school. You will be responsible for working alongside and directing the school's SEND-Co Assistant whilst supporting all staff to ensure that every student is championed and has the tools which they need to succeed. You will be a member of the school's Senior Leadership Team and will help drive standards and set an exemplary example for others to aspire towards. Our community is at the heart of our school, and you will be expected to build positive relationships with students, families, and external agencies.

### **Key Responsibilities:**

- Lead the provision for SEND in collaboration with the SEND-Co Assistant.
- Lead, manage and develop a high-quality SEND, EAL and Disadvantaged provision that results in all learners receiving outstanding teaching and high impact intervention.
- Coach, train and introduce strategies that support all staff in understanding the needs of pupils who are identified as SEND, EAL and Disadvantaged, including the delivery of whole-school CPD.
- Coordinate the day-to-day provision of education for all children with Special Educational Needs and those in need of additional support.
- Be responsible for contributing to the continuous improvement of the quality of teaching and learning throughout the school.
- Develop strong and effective partnerships with parents, keeping them well informed of targets and achievements. Deliver professional development and training to staff for effective pupil support.
- Support pupils with SEND and work alongside SEND-Co's across primary schools in the Learning Community Trust
- Liaise with external services including the Educational Psychologist, Speech and Language, School Nurse, Child and Adolescent Mental Health Service (Bee U Service), voluntary bodies and other support agencies.
- Monitor and evaluate the quality of provision across the school, including interventions delivered by teachers and Learning Support Mentors.
- Produce and regularly review inclusion, equality and SEND policies for the school and ensure they are disseminated to the staff and put into practice.

**Requirements:**

- Qualified teacher status with at least 3 years of teaching experience.
- National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment.
- Sound knowledge of the SEND Code of Practice.
- Strong organisational and administrative skills.
- Effective communication and collaboration abilities.
- Commitment to the inclusion, well-being, and getting the best outcomes for all students.

**How to Apply:** If you are passionate about making a positive impact on the lives of all students, including those with SEND, and have the skills and experience required, we would love to hear from you. Please submit your application and a cover letter detailing your relevant experience and why you are the ideal candidate for this role to [emma.petford@LCT.education](mailto:emma.petford@LCT.education)

**Closing Date: Monday 4<sup>th</sup> December**

We look forward to welcoming a dedicated and enthusiastic Assistant Headteacher SEND-Co to our team at Hadley Learning Community.

*The Learning Community Trust is committed to safeguarding and promoting the welfare of Children and young people. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process.*

*In line with the Statutory Guidance Keeping Children Safe in Education an online check will be undertaken for all shortlisted candidates prior to the interview.*

*We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy - <https://hadleylearningcommunity.org.uk/primary/policies/> .*