



Assistant Headteacher - SEND

Salary / grade range	L15 – L19 (£62,560 - £69,022)
Location	Co-op Academy Grange
Reports to	Headteacher
Responsible for	Quality of Education for SEND students Resource Provision Inclusion Manager Learning Support Assistants

Purpose of role:

Take a strategic lead in developing and evaluating SEND policy and practice, keeping abreast of current developments in SEND and adapting the school offer as appropriate. Developing the quality of teaching and learning to meet the needs of students with SEND and other vulnerable pupils, through CPD for teaching and support staff, and quality assuring the impact of support. Leading the SEND team to ensure all statutory requirements for pupils with SEND are met.

Support wider development of the school by playing an active role as a member of the Academy Leadership Team (ALT). Contribute to the development of the curriculum so that it is effective for pupils with SEND.



Core duties

- To raise standards, expectations and outcomes for students with identified SEND needs.
- To further develop the inclusive ethos in the academy
- To lead by example and to take a lead role in developing leadership in others, including through the role of line manager.
- To be an excellent role model for all members of staff and students and to maintain a positive and visible presence around the school.
- To work collaboratively as part of the ALT and with others in order to monitor, review, evaluate and improve learning across the school.
- To comply with any reasonable request from the Headteacher to undertake work of a similar level not specified in this job description.

Specific duties and responsibilities:

- Be an effective advocate for pupils with SEND, ensuring that pupils consistently have a voice which guides academy decisions
- To actively promote the inclusion and acceptance of all students within the classroom and school
- To encourage students to interact and work cooperatively with others and engage, challenge, motivate and reinforce self-esteem with all students in all activities
- To support the development and implementation of policies and practices for Inclusion with particular reference to SEND
- Develop and maintain the SEND register of students, ensuring accurate identification of needs
- To assess students for the full range of learning difficulties
- Manage the Education Health Care Plans / Individual Learning Plans, statutory assessments and other requirements
- Strategically lead the accurate assessment of SEND needs and identify barriers to achievement
- Strategically lead the tracking of the progress with SEND and other vulnerable students to secure strong progress
- Strategically lead aspects of the schools' self-evaluation and improvement planning
- Lead the exam access strategy and testing for students
- Liaise as required with a range of stakeholders and external agencies
- Develop effective parental partnerships to secure progress for all
- To form part of a wider team of staff who lead and support the development of teaching and learning across the school and campus
- Lead, develop, support and performance-manage the work of the SEND Team
- Quality assurance of the SEND provision and provide evaluations to inform the Academy Development Plan
- To consistently deliver good/outstanding lessons and student outcomes
- To support staff in the school to consistently and effectively use a range of appropriate strategies to improve teaching for students with SEND
- To mentor and coach staff to improve teaching
- To work with others to create a climate, which enables staff to develop, challenge and support each other, resulting in improved teaching for students with SEND
- To provide model lessons, deliver exemplar lessons and disseminate good practice to support identified staff by leading professional development
- To support the provision mapping process and to develop short, medium- and long-term plans



for intervention programmes, monitoring their effectiveness

- As a teacher, undertake an appropriate programme of teaching in accordance with the duties of a member of the leadership team and act as a role model for members of the Inclusion team
- To take responsibility for their own professional development and remain up to date with current practice undertaking any relevant training.
- To comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns
- Contribute to academy life through living the coop values
- To participate in supervision duties as per the schedule
- To model professional behaviour and attitudes around the school to ensure the highest standards of appearance and conduct are met.



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g., application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> A Graduate with QTS. SENCO qualification CEET qualification / or experience of testing and access arrangements at KS4/5 Evidence of additional recent and continuing professional development in a SEND area e.g., SEMH, CL, VI, HI etc. 	E E D D	A A A A/I
Experience <ul style="list-style-type: none"> Successful teaching experience in the primary or secondary phase - evidence of being a consistently good/outstanding teacher Experience of managing and leading SEND provision Successful experience of working collaboratively. An understanding of monitoring, evaluating and improving student progress, attainment, personal development and well-being Experience of successfully challenging underperformance of staff and students Successful experience of implementing strategies to improve student progress and attainment and to remove barriers to learning Successful experience of working as part of a team to manage change in an educational setting Experience of successfully leading teams Experience of working with outside agencies in order to promote student achievement Experience of developing and sharing effective learning and teaching strategies and differentiation across the curriculum. 		T A/I I I I I I I I I



Skills, Ability, Knowledge		
<ul style="list-style-type: none"> • Excellent subject knowledge and awareness of the latest initiatives relating to SEND provision • A secure understanding of how to develop and improve teaching and the contribution it makes to school improvement • High level of communication, organisational and management skills • The ability to translate vision into practice. • An understanding of issues related to improving the quality of teaching for students with SEND in schools • An understanding of strategies to improve behaviour for learning for students with SEND in a comprehensive, mainstream setting • An understanding of developing effective intervention strategies for students with SEND in order to improve progress. • An understanding of factors supporting school improvement, how to secure and sustain effective learning and progress throughout the college. • Knowledge of inclusivity and a commitment to learn about all Bradford's communities. • An understanding of current educational issues and relevant legislation relating to SEND. • Skilled in the use of ICT and possessing understanding of its potential contribution to school provision and improvement. • A working understanding of the inspection framework and its implications for school leadership. • Experience of leading high performing teams and managing a team • The ability to inspire /lead and promote the SEND team and be the influential advocate for our SEND students 		<p>A</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>T</p> <p>I</p> <p>I</p> <p>I</p>



<p>Personal Qualities</p> <ul style="list-style-type: none"> • A pro-active, energetic and enthusiastic leader • Have professional capacity and knowledge of SEN to contribute to improving teaching • Commit to collaboration with Southfield School and a have a desire to actively develop inclusive practice across the campus • The ability to understand complex matters holistically and develop strategy to make coherence • Emotional intelligence with the ability to recognise and manage stress in self and others • Confidence and credibility based on experience and knowledge of SEND issues and strategies • Commitment to learning and professional development in self and others • Commitment to safeguarding young people • Resilience, self-motivation, stamina and the ability to undertake a variety of roles in a pressurised and demanding context. • Openness and resilience to educational change 	<p>D</p>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>
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This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships