

## TEACHING STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	Assistant Headteacher (SEND and Inclusion)
<b>CONTRACTED HOURS</b>	Full time. Attendance at identified calendared events during the school year.
<b>LOCATION</b>	Sybil Andrews Academy, flexible across the Trust
<b>GRADE / SCALE POINT – SALARY</b>	Leadership Group Pay Range L13-17
<b>REPORTING TO</b>	Deputy Headteacher
<b>RESPONSIBLE FOR LINE MANAGEMENT OF</b>	Support staff within the faculty
<b>LIAISING WITH</b>	SLT, other HODs, Heads of Year and relevant staff with cross-school responsibilities, relevant teaching and support staff, Trust leaders and governors, parents/carers and external agencies.

### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that students learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students

All teachers are required to meet the national standards for teachers according to their role.

### JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the students and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all students and the continuous improvement of teaching and learning in the school.

## **KEY TASKS & RESPONSIBILITIES**

### **Core Purpose**

- To take the strategic lead on all aspects of Inclusion
- To lead and manage the Learning Support Faculty to ensure that provision is effective and maximises student outcomes
- To develop and creatively enhance provision to support the needs of students with SEND
- To develop and enhance the teaching practice of the other members of the faculty and wider school
- To take responsibility for the day-to-day operation of provision for students with SEND and provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to maximise standards of achievement for all students
- Act as the school's SENDCo
- Act as the school's Designated Teacher for Looked After Children (DTLAC)
- Leading on the support of students with medical needs

### **Enhanced duties common to all members of the Leadership Team (LT)**

- To support colleagues, including all other members of SLT, in their work for the development and improvement of education at the school
- To identify ways of raising attainment for all students and to work towards these identified and agreed goals
- To share responsibility for the management of the school and to contribute positively to the consultative and decision-making processes
- To fully support whole school policy decisions, contribute to their initiation and sustain their implementation and review
- To actively promote the school and liaise with outside agencies as necessary, representing the Headteacher, the school or the LA as appropriate
- To maintain a presence around the school to ensure that standards of behaviour and site-usage are upheld, to contribute to the overview and review of student behaviour and to participate in the regular whole-school supervisory duties fulfilled on a scheduled basis by SLT, including supervision of IE
- To contribute fully and positively to discussions and decisions at SLT meetings
- To offer information, advice and perspective to the governing body and to any legitimate external enquiry/evaluation
- To communicate and consult with staff, students, parents and members of the local community as necessary
- To be active in issues of staff and student welfare and support
- To support and contribute to the review of the process and production of the annual School Improvement Plan, with understanding of its position and relevance in the cycle of school resourcing, improvement and long-term planning
- To demonstrate a commitment to Equality of Opportunity to all members of the school community
- To deliver school assemblies as part of the SLT rota

- To line manage key post holders within the school, challenging and supporting them appropriately
- To contribute to the professional development of staff as a line manager, Performance Management reviewer and through leading staff training
- To be responsible for producing, implementing, evaluating and reviewing whole school policies related to current responsibilities

### **Curriculum**

- To lead curriculum development for the faculty
- Developing teachers' pedagogical practice to ensure all students have quality first teaching
- Leading on the delivery of appropriate intervention support for students across the school by developing support programmes
- To keep up to date with national developments in the subject area and teaching practice and methodology
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels and to disseminate this knowledge to faculty members
- To ensure that statutory requirements are met
- To support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum
- To identify and develop study skills to support students in their ability to work independently and learn more effectively

### **Monitoring and Evaluation**

- To assume responsibility for monitoring and evaluation of school policies and procedures within the faculty, and the teaching and assessment of members of the faculty
- To agree a regular Self Evaluation activity with LT line manager and carry out the activity as a means of improving faculty practice and identifying areas for development

### **Strategic Leadership**

- To coordinate the transition programme for students needing extended transition.
- To lead faculty colleagues in formulating aims, objectives and strategic plans for the faculty which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school
- To assume responsibility for writing, overseeing and evaluating the faculty improvement plan on an annual cycle
- To plan the development of staff expertise to achieve faculty improvement plan objectives
- To monitor and evaluate the contribution and impact of faculty members to school improvement

### **Quality Assurance**

- To ensure that all school policies are implemented by all faculty members
- To carry out lesson observations and feedback in line with the school's Self Evaluation Policy
- To ensure high expectations and consistent excellent practice throughout the faculty
- To ensure consistently high standards of student behaviour in the faculty by role modelling, supporting colleagues, intervening and following up any incidents or issues
- To evaluate the impact of improvement activities on the quality of teaching and learning in the faculty
- To identify appropriate attainment targets
- To monitor student standards and achievements against annual targets
- To actively monitor, analyse and evaluate student progress and attainment, formatively or summatively
- To ensure effective operation of quality control system
- To develop SEND policies and procedures and support staff in understanding the learning needs of students with SEND and the importance of raising achievement

### **Resources**

- Leading on provision mapping, resource funding and managing / measuring the impact of the allocation of the delegated budget.
- To effectively manage and deploy teaching and support staff
- To effectively manage the faculty's budget in order to progress SIP priorities, maximise attainment and meet the school's aims of providing value for money.
- To bid for resources as part of the SIP
- To effectively manage physical resources, stock and faculty accommodation in order to maximise student attainment levels and ensure an ambience conducive to learning
- To ensure that risk assessments and Health and Safety checks are carried out in line with school policy

### **Staffing**

- To be the performance manager for support staff in the faculty, carrying out performance management reviews in line with school policy and setting challenging objectives
- To ensure the effective deployment of Learning Support Assistants (LSAs) and Pastoral Support Officers (working closely with members of the Senior Leadership Team responsible for behaviour and pastoral support) to ensure the needs of students are being met effectively.
- To ensure that the career and professional development needs of all members of the faculty are addressed
- To make appropriate arrangements for classes/students when staff are absent, ensuring appropriate support is in place
- To support, guide and motivate faculty members
- To participate in the recruitment and interview process for members of the faculty
- To ensure effective induction of new staff in line with school procedures

- To promote teamwork and to motivate staff to ensure effective learning relations
- To be responsible for the day to day management of staff within the faculty and to act as a positive role model
- To provide advice to colleagues in the faculty on threshold, UPS, references, promotion, behaviour management, etc
- To delegate appropriately to members of the faculty the following cross curricular responsibilities, equal opportunities, work related learning and Challenge
- To organise faculty meetings and arrange chairing and minuting
- To support and challenge faculty members, including in circumstances where they are underperforming

### **Management Information**

- To make use of analysis and evaluate performance data provided
- To identify and take appropriate action on issues arising from referrals, data and reports
- To produce reports on examination performance
- To work with others to ensure that SEND needs are identified and that realistic targets for achievement and behaviour, with monitorable outcomes, are developed and recorded
- To collect and interpret specialist assessment data gathered on students and use this to inform practice

### **Communication**

- To provide the Headteacher with relevant student performance information
- To liaise with partner schools, primary schools, higher education establishments, industry, exam boards, awarding bodies and other relevant external agencies
- To liaise effectively with external agencies, school staff and parents to ensure maximum support for students with SEND
- To make contributions relating to the work of the faculty to school publications, Trust reports and LA reports
- To quality control reports on students
- To oversee feedback from the faculty to parents
- To prepare reports on the work of the faculty e.g. for Governors
- To attend Governing Body meetings as required
- To keep faculty members informed of whole school matters and developments
- To promote the work of the faculty

### **Students**

- To be responsible for effective and efficient timetable arrangements and organisation of support groups
- To maintain the SEND Register and liaise with external agencies, as necessary
- Leading the implementation of exams access arrangements for those students in the school in need of them and all those identified as potentially needing them, including the logistics of testing, applications for access and maintenance of records.

- To be responsible for student behaviour, wellbeing and development within the faculty

### **School Ethos**

- To contribute to the development of whole school policy as a member of the senior leadership team
- To represent the faculty at the above meetings
- To support the school ethos, aims and policies

### **Whole School Contribution**

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To continue professional development
- To comply with the school's Health and Safety policy
- To undertake any other duty as specified by STPCD not mentioned above

This job description is carried out in accordance with provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunity for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Each Head of Faculty may have specific duties on top of these generic ones.

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;

3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / student information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

## PERSON SPECIFICATION

	Criteria	Essential	Desirable	Assessed by application	Assessed by selection process
	<b>Qualifications</b>				
1	A good honours degree or equivalent	P		P	
2	Qualified Teacher Status (QTS)	P		P	
3	Completed the national award for SEN Co-ordination or working towards it	P		P	
	<b>Professional Experience</b>				
4	Proven experience as an outstanding classroom practitioner teaching the full ability range 11-16	P		P	P
5	Successful leadership and management experience	P		P	P
6	Evidence of recent relevant professional development activities	P		P	
7	Considerable experience of curriculum development	P		P	P
	<b>Knowledge and Understanding</b>				
8	An in-depth understanding of the nature of the SEND support and its relationship to the curriculum as a whole	P		P	
9	Secure knowledge of the statutory requirements for SEND	P		P	P
10	A full appreciation of the contribution SEND to furthering the school's aims and to its central priority of further raising achievement	P			P
11	A full knowledge and understanding of the contribution SEND can make to the school's Equal Opportunities Policy and practice	P		P	P
12	Knowledge and understanding of how evidence from a variety of sources can be used to inform expectations, targets and teaching approaches in the faculty	P			P
13	Knowledge and understanding of the current use and future potential of information technology to aid teaching and learning to assist with SEND needs	P		P	P
	<b>Skills and Personal Qualities</b>				

14	Ability to set high standards and provide a professional role model for staff in the teaching and learning of the subject	P		P	P
15	Ability to set clear aims, direction and purpose for the subject and to lead a team to achieve identified aims	P		P	P
16	First class communication skills (written and oral) for working with a variety of audiences	P		P	
17	Energy and enthusiasm for all aspects of the post	P		P	P
18	Creative approach to curriculum development and school development	P		P	P
19	Strong commitment to maintain and improving still further the quality of teaching and learning and standards achieved in the faculty	P			P
20	Ability to evaluate the quality of classroom experience	P			P
21	Ability to support, guide and motivate others	P			P
22	Ability to provide strong leadership and to work as a member of a team and to understand when these roles are appropriate	P			P
23	Ability to work under pressure, to meet challenging deadlines and to be adaptable	P			P
24	Good organisation and proven administrative abilities	P		P	P
25	Ability to devolve responsibilities and delegate tasks, as appropriate	P			P
26	Ability to identify professional development needs and encourage continuing professional development, plan and organise INSET	P			P
27	Ability to develop successful relationships with students and to employ a variety of strategies for behaviour management	P		P	P