

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Assistant Headteacher (SEND and Inclusion)
CONTRACTED HOURS	Full time. Attendance at identified calendared events during the school year.
LOCATION	Samuel Ward Academy
GRADE / SCALE POINT – SALARY	Leadership Group Pay Range L13-17
REPORTING TO	Head of School
RESPONSIBLE FOR LINE MANAGEMENT OF	Support staff within the SEND department
LIAISING WITH	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. To support the Executive Headteacher and the Head of School in maintaining an excellent educational ethos, providing exemplary care for the students and showing respect for colleagues. There is an expectation that all colleagues will undertake all duties in a highly professional manner, ensuring a good or better education for all students and the continuous improvement of all aspects of the school.

KEY TASKS & RESPONSIBILITIES

Core Purpose

- To take the strategic lead on all aspects of support for students with SEND
- To lead and manage the Learning Support Department 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 work with other senior and middle leaders to develop and enhance the teaching practice of all staff in Key Stages 3-5 to ensure that lessons meet the needs of all students, including those with SEND or additional needs
- 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
- To act as the school's SENDCo
- To lead on the support of students with medical needs
- **To take on other duties according to the experience, abilities and interests of the post holder**

Enhanced duties common to all members of the Senior Leadership Team (SLT)

- 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
- To contribute fully and positively to discussions and decisions at SLT meetings
- To offer information, advice and perspective to the governing body
- 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
- 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 department and to act as a positive role model
- To organise department meetings and arrange chairing and minuting
- To support and challenge department 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 Executive Headteacher and/or the Head of School 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 department to school publications, Trust reports and LA reports
- To oversee reports on students and feedback from the department to parents
- To prepare reports on the work of the department e.g. for Governors
- To attend Governing Body meetings as required

School Ethos

- To contribute to the development of whole school policy as a member of the senior leadership team
- To represent the department 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 be visibly Aspirational, Brave and Compassionate in line with the school values
- To model high standards of professionalism
- To continue professional development
- To comply with the school's Health and Safety policy
- To undertake any other duty as reasonably requested

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.

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
	Qualifications				
1	A honours degree or equivalent	✓		✓	
2	Qualified Teacher Status (QTS)	✓		✓	
3	Completed the national award for SEN Co-ordination, working towards it or willing to undertake it	✓		✓	
4	Other relevant qualifications – NPQs, MEd etc		✓	✓	
	Professional Experience				
4	Proven experience as a very strong classroom practitioner teaching the full ability range 11-18	✓		✓	✓
5	Successful leadership and management experience	✓		✓	
6	Evidence of recent relevant professional development activities	✓		✓	✓
7	Considerable experience of curriculum development	✓		✓	✓
	Knowledge and Understanding				
8	An in-depth understanding of the nature of the SEND support and its relationship to the curriculum as a whole	✓		✓	
9	Secure knowledge of the statutory requirements for SEND	✓		✓	✓
10	A full appreciation of the contribution SEND to furthering the school's aims and to its central priority of further raising achievement	✓			✓
11	A full knowledge and understanding of the contribution SEND can make to the school's Equal Opportunities Policy and practice	✓		✓	✓
12	Knowledge and understanding of how evidence from a variety of sources can be used to inform expectations, targets and teaching approaches in the department	✓			✓
13	Knowledge and understanding of the current use and future potential of information technology to aid teaching and learning to assist with SEND needs	✓		✓	✓
	Skills and Personal Qualities				

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