



Job Description

Role: Assistant Headteacher & Special Educational Needs coordinator (SENCO)

Grade: Leadership Scale 8-12 (Inner London)

Reporting to: Executive Headteacher and Crown Lane Head of School

Responsible for: **Send provision** The delivery of SEND provision and driving School Improvement across the WCL Federation, based at Crown Lane primary school, Lambeth.

Purpose of Post

- To determine the strategic development of special educational needs and disabilities (SEND) policy and provision in the school
- Oversee the daily operation of SEND systems, including identification, assessment, intervention and review for pupils with an EHCP and to monitor those without.
- To work in partnership with the Executive Headteacher and Senior Leaders to provide leadership for the WCL Federation which secures its success and continuous improvement, ensuring high quality teaching and learning and the best possible outcomes for all pupils.
- Support governors and leadership team in attaining aims and objectives of the school improvement plan in order to secure the best outcomes for children.
- Work in partnership with the Autism Resource Base (ARB) Lead so that specialist knowledge strengthens whole-school practice and pupils experience well planned access to mainstream learning.

This job description should be read alongside the range of duties and responsibilities of Assistant Headteachers as set out in Part 7 of the latest Teachers' Pay and Conditions Document. Candidates will be expected to have considered these in relation to the above post.

Duties

Assistant Head:

- To work with the appointed leader(s) to embed and develop successful practice and effective transition across the school ensuring the achievement, progress and well-being of all children.
- To work with senior leaders to develop behaviour across the school.
- In the absence of the head of school and deputy headteacher, to carry out any associated duties as are reasonably assigned by the executive headteacher and head of school.

Contribute to the:

- Day to day leadership and management of the school, in line with the school's shared vision and values.
- Safeguarding and promoting the welfare of children.

Strategic development of SEN policy and provision:

- Lead the whole-school approach to SEND, ensuring compliance with the SEND Code of Practice, and maintain the SEN Information Report as required.
- Coordinate high quality provision using the assess-plan-do-review cycle, including evidence-based interventions and effective deployment of Learning Support Assistants and external professionals.
- Maintain an accurate SEND register, track progress of pupils with SEND and report impact to SLT and governors.
- Maintain up-to-date knowledge of national and local initiatives that may affect the schools policy and practice and source and provide relevant staff training.
- Work with class teachers and subject leaders to ensure adaptive teaching and reasonable adjustments meet individual needs.
- Liaise with external agencies, including Educational Psychology, Speech and Language Therapy and CAMHS, and coordinate statutory reviews.
- Work in partnership with the ARB Lead on strategic planning, quality assurance and day-to-day coordination so that ARB provision aligns with pupils' EHCPs and supports meaningful inclusion. The ARB Lead retains operational leadership of the ARB team.
- Respond to and manage EHCP consultations with the Local Authority, collaborating with the ARB Lead for admissions to the ARB, and ensuring clear communication with families and staff.
- Co-design and share training with the ARB Lead so that autism-inclusive practice, communication approaches and sensory regulation are understood and implemented across the school.

Shaping the Future

- to play a key role in developing and securing a positive and dynamic school ethos;
- to lead by example and be an excellent role model for professional standards and integrity;
- to work with senior colleagues across the school to create a shared culture of learning within an inclusive environment.

To work with the Executive Headteacher and Senior Leaders:

- by ensuring the school knows its strengths and weaknesses, and plans for improvement;
- in building and maintaining a workforce of skilled, motivated and valued professionals who work to benefit all WCL pupils and the local community.

Leading Learning and Teaching

- to continue to raise standards of achievement to ensure the school fulfils its potential for excellence;
- to maintain an effective and exciting environment for learning, facilitating pupil engagement in, and ownership of their own learning;
- to enrich pupils' learning through extra-curricular activities and opportunities;
- to monitor and develop the effectiveness of teaching and learning to meet the needs of all pupils;
- analyse assessment data for children across the school reporting and identifying areas to improve;
- to ensure high standards of pupil behaviour, attendance and punctuality exist within the school, by ensuring consistent policy and practice.
- to be aware of the school and the Local Authority's Equality Policy, ensuring that all children have full access in order to maximise their achievement and minimise inequality;



- to co-ordinate assessment and record keeping procedures in our class and reporting on pupil's attainment and progress;
- to manage and organise non-teaching staff.
- to prepare displays, prepare assemblies, organise and lead parents' meetings as appropriate to promote understanding and development of own area.

Developing Self and Working with Others

- be responsible for identifying and securing own training needs;
- promote high standards of professional performance, modelling excellent teaching, mentoring and supporting the professional development of all staff;
- ensure effective planning co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities;
- lead and inspire a team of staff to promote the development of teamwork and collective responsibility to enable pupils to achieve their potential and the school to succeed;
- implementing appraisal arrangements, conducting and monitoring performance to develop personal and professional effectiveness and addressing underperformance where necessary;
- ensure both self and others achieve an appropriate work/life balance.

To assist in:

- leading on the continuing professional development of school staff;
- leading on staff development meetings involving others as required;
- building a collaborative learning culture within the school;
- developing and maintaining effective strategies and procedures for the induction and professional development of all staff.

Leadership and Management

- to line manage Learning Support Assistants (LSA's) and ensure cover is provided for absent colleagues and that all teaching staff receive their planning, preparation and assessment time.
- to develop effective lines of communication with the whole staff team and promote effective communication across the school;
- to provide support to newly qualified teachers, supply teachers, teachers, learning support assistants who may be new to the school;
- to ensure parents receive regular information about the curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of aims and values, and to involve parents in the education of their children.

Contribute to:

- recruiting, retaining and deploying staff appropriately;
- establishing, developing and reviewing the effectiveness of the school's policies through which this vision will be achieved;
- producing and implementing clear, evidence-based school improvement plans and policies for the development of the school and its facilities;
- ensuring that school improvement plans are co-ordinated, monitored, evaluated and reviewed effectively;
- ensuring that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.



Securing Accountability

- to attend Governors and Governors' Committee meetings as required;
- to ensure that all staff abide by the school's code of conduct and all school policies, including safeguarding;
- to ensure the health, safety and well-being of staff and pupils by effective risk management.
- to ensure Performance Management of staff is effective and focuses on successful pupil outcomes;
- to support the development of an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

To assist the Executive Headteacher and Senior Leaders in:

- providing information, objective advice and support to the governing board to enable them to meet their responsibilities for securing effective teaching and learning and improved standards of achievement;
- presenting an accurate account of the school's performance to a range of audiences including governors, parents, the LA and OFSTED;
- ensuring all parents are well informed about attainment, achievement, progress and areas for improvement.

Strengthening Community

- create and promote positive strategies for challenging all forms of prejudice and harassment;
- to develop and promote the services of the school to meet the needs of the community;
- support and enable colleagues to flourish and develop in their roles, engendering a cohesive and cooperative approach to best support the ethos and values of the school;
- support and encourage the school's ethos, its objectives, policies and procedures.

Contribute to:

- ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving pupils' achievement and personal development;
- developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;
- building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- promoting the concept of lifelong learning and family engagement with learning through partnership.

Safeguarding and Promoting the Welfare of Children

- To work with the school's dedicated safeguarding lead and support the school's safeguarding team.
- Ensure a safe and supportive culture in the school.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and la advice.

To assist the executive headteacher and senior leaders to:

- Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Ensure policies and practice is in place to minimise opportunities for abuse and ensure its prompt reporting.



The main duties and responsibilities indicated are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment). Other duties of an appropriate level and nature may also be required, as directed by the Executive Headteacher and Heads of Schools (Secondary and Primary).

Further to this, the Assistant Headteacher will be expected to comply with any reasonable requests from the Executive Headteacher and/or governors to undertake work of a similar level that is not specified within this job description. The job description will be reviewed annually in the light of those changing requirements and in consultation with the post holder and Executive Headteacher

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information.

Equal Opportunities

Actively support the School and Borough Equality Policies. To take responsibility, appropriate to the post for tackling racism and discrimination of any kind, and promoting good race, ethnic and community relations.

Health and Safety

Employees are required to work in compliance with the school's health & safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Enhanced disclosure from the Disclosure & Barring Service is essential.



Person Specification

The person specification below outlines the key knowledge, experience, skills and qualities required for this position. Candidates will be expected to demonstrate knowledge and understanding of each area and to show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context. The selection panel will assess each candidate against the essential criteria listed (bold text). Shortlisted candidates will be selected entirely on the extent to which they meet the essential criteria in their application form. Personal Qualities will be assessed through references and interview.

Qualifications & Experience	<ol style="list-style-type: none">Qualified Teacher Status and proven successful teaching across a range of phases and evidence of developing leadership skills at a school within a multicultural community.Mandatory SENCO qualification: either the National Award for SEN Co-ordination already held, or enrolment and completion of the National Professional Qualification for SENCOs within three years of appointment, in line with current regulations and DfE guidance.The ability to manage change, creativity and innovation in a school leadership role or the ability to identify and manage change that leads to all-round improvement in the school.Experience of whole school responsibility and impact- through middle leadership or whole school initiativeEvidence of relevant and recent continuing professional development.
Strategic Leadership	<ol style="list-style-type: none">Knowledge of the characteristics of effective schools and strategies for raising standards and the achievement of all pupils.Evidence of the ability to plan strategically in order to deliver elements of the school's vision, ethos, priorities and targets.Ability to analyse data to monitor progress towards challenging targets.Understanding of, and commitment to, promoting safeguarding of all pupils and an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.Experience of using coaching and/or mentoring to improve the performance of others.
Pupils & Staff	<ol style="list-style-type: none">Knowledge of methods to ensure that specified teaching standards are harnessed and maintained by all teaching staff.Knowledge of curriculum design and/or monitoring and assessment.Experience in the principles of quality learning, teaching and assessment.Ability to contribute to whole school review and self-evaluation.Knowledge of accountability frameworks relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks.Understanding of the significance of interpersonal relationships, including impact on teacher performance and pupil learning.Ability to motivate and manage a strong team, including the importance of celebrating achievement to deliver school improvement.
Systems & Processes	<ol style="list-style-type: none">Understands the relationship between performance management, continuous professional development and sustained school improvement.



	<p>2. Knowledge of exemplar behaviour and attendance management.</p> <p>3. Understands equitable deployment of resources.</p> <p>4. Experience of working with a school governing body to enable them to fulfil their responsibilities.</p>
Self-Improving School System	<p>1. Some experience of developing and maintaining positive & effective relationships with members of the diverse school community, governing body, LA, and other organisations that has improved academic and social outcomes for all pupils.</p> <p>2. An interest in and understanding of a research-led pedagogy.</p> <p>3. Ability to build and sustain a learning community within a diverse workforce.</p> <p>4. A clear understanding of the deployment and management of staff.</p>
Personal Qualities	<p>1. Able to show initiative and prioritise one's own work and that of others even when under pressure.</p> <p>2. Punctual and conscientious (assessed through references).</p> <p>3. Able to follow direction and work in collaboration with Executive Headteacher and Heads of Schools (assessed through references).</p> <p>4. A commitment to the school's visions, values and ethos.</p> <p>5. Able to develop good personal relationships within a team; contributing to high staff morale through the enthusiasm, drive and determination to inspire others and achieve the highest standards.</p> <p>6. A personable nature to build effective relationships with parents and all members of the school community.</p> <p>7. Able to communicate effectively (written and verbal) to a variety of audiences.</p> <p>8. A positive, solution-focussed mindset and determined "no-excuses" approach to raising standards</p> <p>9. A lively, creative and good-humoured approach to all aspects of teaching and learning, management and leadership.</p> <p>10. A commitment to the highest standards of child protection and safeguarding.</p> <p>11. Recognition of the importance of personal responsibility for health and safety Standards.</p>

I have carefully read and understand the contents of this job description. I understand the responsibilities, requirements and duties expected of me (to be signed if appointed).

Print name: _____ Sign: _____ Date: _____