

**Determination Respect Engagement Ambition Motivation Success**

**Trafford Alternative Education Provision**

**Job Description**

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| **Post Title** | Assistant Headteacher/SENDCo |
| **Salary grade**  | Leadership Range 8–12 |
| **Hours**  | Full time 32.5  |
| **Location**  | Trafford Alternative Education Provision |
| **Accountability**  | Executive Headteacher and Management Committee |
| **Line Management**  | SEND Teaching Assistants / Pastoral and Attendance Officer |

The post holder reports to the Executive Headteacher of Trafford Alternative Education Provision. The main contacts of the post are TAEP staff, students, parents/carers Headteachers, Principals, other mainstream/ special schools/academies, the TAEP Management Committee, senior officers within Trafford Council, representatives of other services and agencies, and other partners.

**Main Purpose of the Post**

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| The role and responsibility of the Assistant Headteacher SENDCo is to support and assist the Executive Headteacher with strategic planning and in managing, leading, and developing the SEND offer at TAEP. The Assistant Headteacher/SENDCo will undertake any professional duties delegated to them by the Executive Headteacher. The Assistant Headteacher/SENDCo is a member of the School Leadership Team who under the leadership of the Headteacher work together to :* Formulate the aims and objectives of the school;
* Establish policies through which they shall be achieved;
* Manage staff and resources to that end;
* Monitor student progress towards their achievement.

In conjunction with the Executive Headteacher, the Assistant Headteacher/ SENDCo to provide overall management and leadership of TAEP and take specific responsibility and accountability for the day-to-day management and organisation of TAEP- SEND related matters:* As part of the Strategic Leadership Team lead on the implementation of SEND self-evaluation and development of effective plans leading to and sustaining improvement in outcomes for pupils.
* To be a visible and active presence in the day-to-day management of TAEP
* Support and implement the vision and ethos of the school.
* Ensure that the work of the whole school is inclusive and issues are addressed in curriculum meetings
* To analyse the progress made by SEND students and ensure there are appropriate plans in place to support those students whose progress is limited.
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**Leadership and Management: Strategic**

* Work with the Senior Leaders and staff on the implementation of the school Strategy, helping to ensure effective development of pupils’ literacy and numeracy.
* To lead the development, implementation, and review of the school's drive to meet its equalities objectives.
* Support the Executive Headteacher/ Deputy Headteacher Curriculum/Standards and Quality Assurance to ensure a robust process of identifying children for the SEND register.
* Use data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
* Work with the Executive Headteacher Deputy Curriculum / Standards and Quality Assurance to promote an inclusive curriculum.
* Ensure the effective and efficient management and organisation of learning resources, including ICT allocating available resources with maximum efficiency to meet the objectives of the school and to achieve value for money.
* To ensure that the curriculum provision, learning opportunities and support for students are appropriate to meet the needs and ambitions of all students and to regularly review, evaluate, and update, taking account of local and national opportunities, policies and statutes.
* To utilise best practice research evidence, school-based evaluations, and external review to improve the school's inclusion strategy and outcomes for all students.
* To support, hold accountable, and lead staff to follow inclusive practices ensuring high standards of teaching and learning for all students including those with additional or special educational needs.
* To analyse the progress made by all groups of students and ensure there are appropriate plans in place to support those students whose progress is limited.
* To lead the school in developing and delivering excellent inclusive pastoral care and provision for all students.

**Specific Areas of Responsibility:**

* Liaise with relevant outside agencies to ensure that individual pupil special educational needs are met effectively and that the requirements of statements of special educational need and Education Health and Care Plans are met fully.
* Ensure that accurate and detailed records are kept of meetings and discussions with parents and external agencies/providers.
* Support the monitoring of the effectiveness of individual education plans and arrange and chair annual reviews.
* Negotiate, provide, and monitor personalised timetables for pupils with specific additional needs.
* To work with other colleagues to analyse internal data, spot patterns, and trends, to ensure the appropriate provision, interventions, and individual plans for all students including those with identified additional needs.
* To identify and tackle barriers to learning and engagement, working with staff to implement interventions and evaluating the impact of these.
* To oversee the mapping of intervention across each year group and quality assure intervention plans so they are fit for purpose and impactful and deliver improved outcomes for all groups of students.
* To work with the Executive Headteacher, to address the specific needs of students with challenging behaviour presentations
* To ensure a consistent method of delivering and recording student support interventions/packages and ensure these are monitored, evaluated, and further developed or refined based on their impact.
* To review current systems, structures, and ways of working in all areas of student support, providing strategic direction for reviews and change, and implementing any changes through carefully planned change management processes
* To have responsibility for the provision, progress, and outcomes of students with SEND, fulfilling statutory duties regarding the SEND Code of Practice, communicating ambitious expectations for all students with SEND, ensuring the school works effectively with parents/carers and professionals to identify additional needs and providing support and adaptation where appropriate.
* To work with the HODs to ensure effective provision for students with identified SEND and other identified needs, identifying emergency needs and using resources effectively to deliver a positive impact on student outcomes.
* To act as the school's Deputy Safeguarding Lead and work closely with the Safeguarding Team to support the development of safeguarding and inclusion across the school.
* To lead the strategic development of a whole school approach to student mental health and wellbeing.
* To lead on the school’s Transition strategy ensuring effective transition to post16 education, training or employment.
* To ensure that EHCP planning processes, including Preparation for Adulthood (PfA), are ambitious, person-centred, lead to excellent outcomes for each student, and support appropriate progression to the next stages of education, training or employment.
* To oversee the school’s delegated funding for SEND and internal cost centre for Safeguarding
* Attend child protection and other multi agency meetings, contributing to plans where required.

**Teaching**

To plan and prepare schemes of work and complete planning documentation. Plan and monitor coverage, continuity, and progression in Literacy throughout the school. To teach, according to their educational needs, the pupils in your class, including the setting and marking of work to be carried out by the pupils in school and elsewhere.

To promote the intellectual, physical, and personal abilities and aptitudes of the pupils in your class and provide guidance and advice to pupils on educational and relevant social matters.

To make records of and reports on the personal and social needs of pupils.

Evaluate the teaching and learning of literacy in the school through monitoring activities including

* Lesson observations
* Work and planning scrutiny
* Pupil discussions
* Analysis of results and assessment data
* Attending planning meetings
* Leading staff training
* Informal discussion

**Assessment Recording and Reporting**

* To assess, record and report on the development, progress, and attainment of the pupils in your class.
* To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils
* To use data to improve learning.
* Ensure a robust system on induction for baseline assessments

**Public Examinations**

To participate in arrangements for preparing pupils for public examinations, and assessing pupils for the purposes of such examinations recording and reporting such assessments, and participating in arrangements for pupils' presentation for and supervision during such examinations. Oversee and implement assess arrangements.

**Appraisal**

To participate in arrangements for the appraisal of your own performance.

**Further Training and Professional Development**

* To periodically review your methods of teaching and programmes of work.
* To participate in arrangements for further training and professional development including those aimed at meeting the need identified in performance objectives or in performance statements.
* To participate in the induction training programme arranged for your benefit.

**Curriculum Development**

To advise and co-operate with the Headteacher teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching schemes, methods of teaching and assessment and pastoral arrangements.

**Discipline, health and safety**

To maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

**Staff Meetings**

To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements

**Communication**

To communicate and consult with the parents/ carers of pupils, schools or outside agencies.

To communicate and co-operate with persons or bodies outside the school and participate in meetings arranged for any of the purposes described above.

**Management and Administration**

To take such part as may be required of you in the review, development, and management of activities relating to the curriculum, organisation, and pastoral functions of the school.

**Safeguarding**

The post holder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.

**General Professional Duties**

Maintain good order and discipline and safeguard their health and safety among students both within the classroom, school premises and when they are engaged in authorises school activities elsewhere.

To work in accordance with the guidelines set down in the school Health and safety policy and specific faculty areas.

To promote Trafford Alternative Provision’s values and ethos.

To work actively to create and promote an engaging learning environment for all students at Trafford’s Alternative Provision.

Carry out other specific duties as directed by the Headteacher.

Directed time as and when advised by the Executive Headteacher.

**School Culture and Behaviour**

Create a culture where students experience a positive and enriching school life Uphold educational standards to prepare students from all backgrounds for their next phase of education and life and ensure a culture of staff professionalism

**Stakeholders**

* To actively promote and maintain positive relationships with parents and other schools to raise the profile of the TAEP in the local community.
* To assist the Executive Headteacher in developing and maintaining the values-based ethos of the school and to nurture relationships between management committee member's leadership, staff, parents, students, and outside agencies.
* Communication and partnership work with colleagues from the Local Authority, mainstream schools, special schools, and academies with colleagues in CAMHS and Children's Services
* Liaise closely with other agencies, in respect of their views and their needs
* Promote and develop close multi-agency work, in line with safeguarding guidance

**Maintaining Professional Competencies**

* To operate within agreed legal, ethical and professional boundaries when working with children and those involved with them.
* Ensure own professional competence remains sufficient to provide effective support by seeking support for your practice and development.
* To attend training and professional development sessions.
* Support for Trafford Alternative Education Provision
* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
* Be aware of, and support differences, ensuring all pupils have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of the school
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required.

Participate in training and other learning activities and performance development as required.

**Training and Development**

To identify training and development needs with your manager, taking an active part in your Personal Development and Review Plan. To access development opportunities as they arise and share learning with others and where appropriate, actively encourage a learning environment and development within others.

**Multi-agency Working**

Trafford for Children and Young People. This requires multi-agency working with partner organisations in order to deliver a more integrated service. As a result of this, the nature of individual jobs may change. Existing duties may be lost and other duties gained without changing the level of responsibility entailed. Post-holders will be consulted at the appropriate time should changes to an individual's post be necessary.

**Health and Safety**

To operate safely within the workplace with regard to the Council’s health and safety policies, procedures and safe working practices. To be responsible for your own Health and Safety and that of other employees.

**Policy**

To work at all times within the established policies and practices of the Council, within the framework established by the Council Constitution and associated guidance.

**Equalities & Diversity**

To work within the Council’s Equalities and Diversity Policy, embracing through personal example, open commitment and clear action that diversity is positively valued, resulting in access for all by ensuring fair treatment in employment, service delivery and external communications.

**Customer Care**

To continually review, develop and improve systems, processes, and services in support of the Council's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

**Confidentiality**

To adhere to Trafford Alternative Education Provision’s policies and procedures on confidentiality and the management and sharing of information.

Trafford Alternative Education Provision is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations, or equipment to allow them to carry out all duties of the job. If however, a certain task proves to be unachievable, job redesign will be given full consideration.



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**Person Specification**

**Assistant Headteacher /SENDCo TAEP**

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| **Essential**  | **Desirable**  | **Evidenced by**  |
| Qualifications  |  |  |  |
| Qualified Teacher Status  | NPQML/NPQSL | Application Certificates |
| Honours degree or equivalent  | Application Certificates |
| National Award for Special Education Needs Coordinator | Application Certificates |
| A range of in-service training during the last three years which includes accreditation  | Application Certificates |
| Level 3 Safeguarding training or commitment to attain this qualification within the first term | ApplicationCertificates |
| Experience  |  |  |  |
| Experience working in more than one school.  | Effectively tackling underperformance in staff Evidence of developing and/or coaching others Successfully managing a demanding role with the pressures of delivering results. Effective management of a budget such as PPG, SEND funding Successful experience in leading effective CPD for staff Successful experience in implementing change    | Application  |
| Proven record of exemplary teaching which has ensured good/outstanding progress for pupils across the full ability range.  | Application/Interview  |
| Proven record of successful whole school teaching and curriculum leadership leading directly to improved achievement. | Application/Interview  |
| Secure knowledge and understanding of all curriculum requirements, new accountability frameworks, and the national agenda about the curriculum and assessment at all key stages.  | Application/Interview  |
| Experience in leading and implementing whole school initiatives and managing change, developing strategies for raising achievement. | Application/Interview  |
| Experience in monitoring and evaluating curriculum implementation, including using the Ofsted Inspection Framework.  | Application/Interview  |
| Experience of leading CPD at a whole school level.  | Application  |
| Evidence of good people management skills, including the ability to support, challenge and tackle underperformance.  | Application/Interview  |
| Knowledge and Skills  |  |
| Ability to analyse data, develop strategic plans, set targets, and monitor and evaluate progress toward these.  | Knowledge of and keen interest in evidence-informed practice e.g. Education Endowment Foundation shown by wider reading or professional development Strategies used by outstanding schools to raise attainment Working collaboratively with families and the wider community to build strong relationships An understanding of CEIAG | Application/Interview  |
| Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, governors, parents.  | Application/Interview  |
| Excellent literacy, numeracy, and IT skills including using MIS, Microsoft packages, and Google Drive software within a school.  | Application/Interview  |
| Excellent personal organisational skills and the ability to prioritise workload and work to specific deadlines.  | Application/Interview  |
| A learner, willing to undergo training and learn new skills as necessary.  | Application/Interview  |
| Strong interpersonal skills  | Interview  |
| A clear understanding of equality issues and barriers in relation to enabling access to the curriculum and raising the achievement for all pupils |  | Application/Interview |
| School Ethos  |  |
| A commitment to the school’s vision and values  |  | Application/Interview  |
| High expectations for all pupils and the ability to inspire, challenge, motivate and empower others  | Application/Interview  |
| A ‘can do attitude’ and an ability to solve issues as and when they arise  | Application/Interview  |
| Adaptable to working within a team  | Application/Interview  |
| A calm demeanour and the ability to work well under pressure  | Application/Interview  |
| A commitment to the protection and safeguarding of children and young people  | Application/Interview  |
| A commitment to equality of opportunity and inclusion  | Application/Interview  |
| General/Personal Qualities and Characteristics  |  |
| A passionate champion of improving outcomes for children and young people, and a positive attitude and personal commitment to young people’s development and achievement | Excellent vision to drive up outcomes for students. Outstanding ability to galvanise a group of individuals into a dynamic and effective team. Strong ability to deal effectively with problems and cope with competing demands and pressures. | Application/Interview/References  |
| Ability to support and help develop a vision for high-quality education that promotes spiritual, moral, and cultural development | Application/Interview/References |
| Ability to ensure that the school’s atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child’s education | Application/Interview/References |
| Energy, drive, and resilience | Application/Interview/References |
| Strong commitment to and passion for improving learning for students | Application/Interview/References |
| Creativity, imagination, and vision | Application/Interview/References |
| Integrity and discretion. | Application/Interview/References |
| A strong and supportive team player | Application/Interview/References |