



## **JOB DESCRIPTION**

<b>Job Title:</b>	Assistant Headteacher - SENCO
<b>Salary:</b>	Leadership Range L10 – L14 (dependent on skills and experience)
<b>Responsible to:</b>	Headteacher
<b>Direct Supervisory Responsibility for:</b>	Curriculum / Pastoral Team Leaders / Teachers / Support Staff
<b>Important Functional Relationships: Internal/External:</b>	Internal – Headteacher, Senior Leaders, Extended Leadership Team, Teachers, Support Staff & Students  External – School LMC Members, TPAT Central Team, LEA Advisers, Suppliers, Parents / Carers, External Support Agencies, Community Partners & Visitors

### **Main Purpose of the Job:**

- To lead on the strategic direction and development of the offer for SEND
- To contribute to the leadership of continued development and sustained improvement of the school by improving the quality of SEND provisions, securing student engagement, promoting inclusive practises and leading professional development of colleagues.
- To contribute to the leadership of continued development and sustained improvement of the school by improving the quality of provision, securing student engagement and leading professional development of colleagues. To maintain the relentless focus of the school community on raising standards in teaching and learning and provision so that all students make rapid and sustained progress in their academic, social and personal development. To take responsibility for key aspects of school development.

### **Main Duties and Responsibilities:**

Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document and Teachers Standards, including the conditions of employment for Assistant Headteachers and the school's own policies and procedures.

#### **SENCo**

- To ensure that there is a clear vision and strategic development plan in place for SEND, working in partnership with the Senior Teams.
- Ensuring that the SEND administration is effective and efficient, including: provision mapping, costing; overseeing and monitoring the quality of information sharing, record keeping, assessments and reporting across the three schools.
- To ensure the effective running of the SEND teams including the ARB (if applicable).
- To set up evidence based interventions to support students with SEND and to monitor the effectiveness of the interventions and progress of students along with working with specialist support from external agencies.
- To ensure that a student-centred approach is promoted, involving students and parents.

### **Shaping the Future**

- Support the Headteacher to clearly communicate, share, understand and implement the school vision;
- Contribute to the school's ethos of self-review and improvement where all members of the school community have opportunities to contribute and are able to do so without fear of failure in a culture that promotes equality, diversity and respect;
- Work within and work with the leadership team and school community to translate the vision into agreed objectives and operational plans that promote and sustain rapid school improvement;
- Demonstrate the vision and values in everyday work and practice;
- Motivate and work with others to create a shared culture of school improvement and positive contribution;
- Encourage and role model creative solutions, innovation and the use of appropriate technologies to achieve excellence;
- Develop, implement and review school systems that provide a robust and accurate evaluation of school performance and priorities for improvement.

### **Leading Teaching and Learning**

- Ensure a consistent and continuous focus on students' achievement, using relevant, accurate data to monitor student progress;
- Support the Headteacher to ensure that teaching and learning are at the heart of strategic planning and resource management;
- Implement creative, responsive and effective approaches to teaching and learning;
- Support the Headteacher to ensure a culture of challenge and support where all students can achieve success;
- Demonstrate and communicate high expectations and standards and contribute to setting and communicating stretching targets for the whole school community;
- Implement strategies and provide support for colleagues to secure high standards of student behaviour and attendance;
- Organise and implement a diverse, flexible, academically rigorous, well sequenced and relevant curriculum within identified subject areas;
- Implement assessment systems to ensure assessment is accurate, timely and used effectively to secure strong progress in learning, informed by diagnosis of prior learning, misconceptions and gaps in key knowledge and skills;
- Role model the use of technology to enhance and extend organisational effectiveness and the learning experience of students;
- Contribute to the school's processes for monitoring, evaluating and reviewing classroom practice and implement strategies to raise standards and address areas of weakness;
- Challenge underperformance at all levels and ensure effective intervention and monitoring of impact of intervention;
- Provide support for colleagues in securing high levels of effectiveness in all teaching standards;
- Contribute to implementing the school's behaviour policy: providing support in responses to managing challenging behaviour including, where appropriate, inclusion and exclusion.

### **Leading the Organisation (within agreed areas of responsibility)**

- Contribute to the management of the school, reflecting the school's values and ensure that policy and practice are implemented consistently and that statutory obligations are met;
- Produce and implement clear, evidence based improvement plans and policies that make a significant contribution to school improvement;

- Contribute to the effective use of the school's financial and human resources to achieve the school's education targets and priorities;
- Contribute to the recruitment, retention and effective deployment of staff and assist in managing their workloads to achieve the school's vision and goals;
- Implement and contribute to effective performance management and appraisal processes of all staff;
- Contribute to the efficient use of the school environment to ensure it meets the needs of staff, students and statutory obligations and legislation;
- Ensure that the range, quality and use of resources is monitored, evaluated and reviewed to improve the quality of education for all students and provides excellent value for money;
- Contribute to regular reviews of school systems to ensure statutory obligations are met and current practice is improved on where appropriate;
- Contribute to key HR and leadership processes as appropriate eg absence, disciplinary, capability;
- Ensure a consistent approach to promoting high standards of staff conduct, attendance and punctuality is implemented across the school.

#### **Professional Development and Working with Others**

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture and ethos;
- Contribute to the collaborative learning culture within the school and actively engage with local, regional and national providers to share best practice and ensure rapid and sustained school improvement;
- Contribute to strategies and procedures for staff induction, professional development and performance review;
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals ensuring clear delegation of tasks and devolution of responsibilities;
- Plan, lead and contribute to school INSET, training and activities that share best practice and support the professional development of colleagues;
- Recognise and celebrate the skills and contribution of staff and promote an ethos of continuous professional development through sharing best practice;
- Promote a culture of high expectations for self and others and take appropriate action to tackle underperformance;
- Review own practice, set personal targets and take responsibility for personal professional development;
- Be an excellent role model for staff and students by reflecting on own skills and demonstrating a desire to improve and learn;
- Manage own workload and that of others to promote appropriate work/life balance.

#### **Promoting School Ethos**

- Contribute to the school culture and curriculum that celebrates the richness and diversity of the school, local, national and global community;
- Promote positive strategies for challenging prejudice and harassment;
- Collaborate with local and national agencies to provide for the academic, spiritual, moral, social, emotional and cultural wellbeing of students and their families;
- Maintain an effective partnership with parents and carers to support and improve students' achievement and personal development;
- Secure opportunities to enrich the curriculum and experience of students with the experiences and skills of the wider community including local and national educational providers;

- Promote opportunities to share best practice by working in partnership with others schools;
- Cooperate fully and work effectively with relevant agencies to protect the welfare of students.

#### **Securing Accountability**

- Contribute to effective school governance by providing accurate information and reports, clear communication, advice and support to Governors;
- Contribute to the school ethos which supports collaborative working, has a systematic approach to sharing best practice, celebrates success and takes responsibility for outcomes;
- Ensure individual staff responsibilities and accountabilities are clearly defined, understood and agreed and are subject to rigorous and systematic review and evaluation;
- Present coherent, clear, and accurate accounts of the school's performance to a range of audiences including parents, governors, staff and the Trust;
- Promote and safeguard the welfare of students within the school;
- Lead identified aspects of school improvement, as agreed with the Headteacher;
- Take a lead role in the performance management of identified teachers and support staff, setting aspirational targets and providing mentoring and coaching for staff to support their achievement and professional development.

#### **Unlocking Potential**

- Role model the mutually respectful relationships with others that are a core part of the school's ethos;
- Work with the Headteacher to embed a culture of high standards: in academic learning, work, social interactions and personal development;
- Implement school systems to embed a positive school culture which values, recognises and rewards achievement, effort, high standards and progress and offers to children repeated opportunities to 'begin again' and make a fresh start. Exemplify forgiveness, restorative practice and emotional intelligence about the needs of other;
- Demonstrate daily optimism about the power and high value of education as a means to empower future citizens, change lives for the better and open and widen opportunity and life chances;
- Implement school systems to embed a culture of equality of opportunity which celebrates diversity and difference;
- Provide through role modelling and mentoring, the individual care and support that students need to thrive academically, socially and emotionally;
- Make a substantial contribution to leading the school's culture of safeguarding, exemplifying the values and actions which embed this culture throughout the school;
- Support colleagues, and work directly with children, to remove barriers to learning and ensure every child achieves their full potential;
- Demonstrate daily to others, explicitly and through implementing school policy and procedures, that the school's high quality education of children is built on foundations of strong, professional and mutually respectful relationships, professional integrity, care, wellbeing and safeguarding.

**Specific responsibilities commensurate with the role and school improvement priorities will be agreed annually with the Headteacher.**

#### **General / Other**

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;

- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all School and Trust policies and procedures;
- To undertake mandatory training as required by the School / Trust;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

## PERSON SPECIFICATION – ASSISTANT HEADTEACHER

Person Specification	Essential	Desirable	Recruiting Method
<b>Education and Training</b>	Qualified Teacher Status Post Graduate Level Qualification or recognised alternative Evidence of continuing professional development National Award for Special Educational Needs Coordination (NASENCO) or completion within 3 years of taking up your post	NPQSL	Application Certificates
<b>Skills and Experience</b>	Experience of teaching and supporting pupils with SEN Proven track record of a Class Teacher Proven experience of raising standards of teaching, learning and assessment Curriculum management – planning, teaching and assessment Ability to analyse data in relation to developmental planning Ability to create a stimulating and safe learning environment To teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers	Knowledge of current education and professional developments and an understanding of their application in a whole school context Operational management within a school / academy	Application Interview Assessment

	<p>Ability to successfully deploy a wide range of effective behaviour management strategies</p> <p>High level of oral and written communication skills and an ability to work in partnership with other staff</p>		
<b>Specialist Knowledge and Skills</b>	<p>Coaching and mentoring skills</p> <p>Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners</p> <p>Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>	<p>Up to date knowledge of statutory regulations &amp; guidance</p> <p>Leadership within a multi academy trust</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>
<b>Behaviours and Values</b>	<p>Motivational leadership</p> <p>Promote a culture of high performance</p> <p>Strong professional relationships with parents and pupils</p> <p>Ability to be cheerful, flexible and have a good sense of humour</p> <p>Evidence of being a team player</p> <p>Display an understanding and commitment to the safeguarding of children; successful completion of an enhanced DBS and safeguarding checks</p> <p>Be an effective team player that works collaboratively &amp; effectively with others</p> <p>Workforce resilience</p> <p>High level of emotional intelligence</p> <p>Trust and integrity</p>	<p>Communicate effectively to a wide range of different audiences</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

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