

**Vaughan Primary School**  
**JOB DESCRIPTION**  
**ASSISTANT HEADTEACHER**

**Areas of responsibility:**

**Inclusion Leader (SENCO)**

**Designated Safeguarding Lead (DSL)**

**Be responsible to: Headteacher**

**The SENCO, under the direction of the headteacher, will:**

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Determine the Pupil Premium strategy and provision in the school
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document. The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

**Duties and responsibilities**

**Strategic development of SEN policy and provision**

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN, a disability and pupils eligible for Pupil Premium
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the School Improvement Plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective e.g. SEND and Pupil Premium Budget allocation with associated reports

**Operation of the SEND policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Report to FGB on SEND and Pupil Premium
- Work alongside the SEN Governor

- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the Local Authority
- Analyse assessment data for pupils with SEN, a disability and pupil premium
- Implement and lead intervention groups for pupils with SEN, Pupil Premium and evaluate their effectiveness

### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents/carers and the pupil
- Communicate regularly with parents/carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Co-ordinate the provision for looked-after children, where a looked-after pupil has SEN or a disability

### **Leadership and Management**

- Work with the Headteacher, SLT and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Governing Body is required to publish e.g. Safeguarding Report and Pupil Premium Strategy and Expenditure Report
- Contribute to the School Improvement Plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead SEN and Safeguarding CPD for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for vulnerable pupils, pupils with SEN or a disability
- Lead and manage support staff working with pupils with SEN, a disability or with a safeguarding remit
- Ensure relevant policies are compliant, up to date and regularly reviewed
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

### **The DSL will take lead responsibility for:**

- Safeguarding and child protection across the school
- The Prevent Duty
- They will take part in strategy discussions and inter-agency meetings
- Contribute to the assessment of children

- They will advise and support other members of staff on child welfare and child protection matters
- Liaise with relevant agencies such as the Local Authority and Police.
- Monitoring the single central record and ensure it complies with all relevant legislation
- Ensure relevant policies are compliant, up to date and regularly reviewed
- Provide safeguarding reports to the Governing Body
- Model best practice and uphold the principles of confidentiality and data protection at all times

Some safeguarding activities may be delegated to deputies, although the DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard. The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Out of term time, the school will have robust procedures in place for reporting, led by the DSL.

## **Duties and responsibilities**

### **Strategic leadership of Safeguarding**

- Refer cases of suspected abuse to the Local Authority children's social care using a co-ordinated response with the Senior Leadership and Safeguarding Team
- Support staff who make referrals to Local Authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme (Prevent)
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals

### **Safeguarding - Working with staff and other agencies**

- Create a culture of continuous learning in terms of safeguarding at the school
- Ensure the school's safeguarding and child protection policies and procedures are known, understood and used appropriately by staff
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Inform the Headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations
- Liaise with the case manager and the Local Authority's Designated Officer for child protection concerns in all cases where a member of school staff is involved
- Be fully aware of the Local Authority Safeguarding Board Policies and procedures and ensure that the school is in adherence to these

- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Lead the Safeguarding team, creating a cohesive group who are fully aware of school, Local Authority and national directives ensuring consistency in approach across the school
- Understand the assessment process for providing early help and intervention
- Work with the Governing Body to ensure the school Safeguarding Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and safeguarding matters are reported to FGB
- Work alongside the Safeguarding Governor to ensure that safeguarding governance is an active part of school life
- Ensure the Safeguarding policy is relevant to parents / carers, that they are aware of school responsibilities and roles and that parents / carers support staff to ensure children at Vaughan are safeguarded
- Develop a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so
- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

## **Safeguarding Training**

- Undergo training to develop and maintain the knowledge and skills required to carry out the role including Prevent training
- Undergo Prevent training and be able to:
  - Support the school in meeting the requirements of the Prevent Duty
  - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
  - Provide advice and support to staff on protecting and identifying children at risk of FGM
  - Report known cases of FGM to the police, and help others to do so
- Refresh knowledge and skills at least annually and remain up to date with any developments relevant to the role
- Undertake safer recruitment training and support the school to follow best practice

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• DfE recognised Qualified Teacher Status</li> <li>• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> <li>• Nationally recognised Safeguarding Training Level 2</li> <li>• Designated Safeguarding Training Level 3 or a willingness to complete it within one term of appointment</li> <li>• Degree</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Record of excellent classroom practice with exemplary teaching across the primary age range</li> <li>• Recent and relevant Leadership experience in a primary school</li> <li>• Involvement in school self-evaluation and school improvement planning</li> <li>• Evidence of making a positive contribution to school ethos</li> <li>• Experience of conducting training/leading INSET</li> <li>• Evidence of continuing professional development</li> <li>• Experience of line managing staff</li> <li>• Experience of managing safeguarding in a school including: <ul style="list-style-type: none"> <li>◦ Building relationships with children and their parents, particularly the most vulnerable</li> <li>◦ Working and communicating effectively with relevant agencies</li> <li>◦ Implementing and encouraging good safeguarding practice throughout a large team of people</li> </ul> </li> <li>• Demonstrable evidence of developing and implementing strategies to help children and their families</li> <li>• Experience of handling large amounts of sensitive data and upholding the principles of confidentiality</li> </ul>

## Skills and knowledge

- Outstanding practice in education
- Maintain consistently high standards and expectations in performance
- Promote and sustain high standards for all children
- Sound knowledge of the SEND Code of Practice
- Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies
- Confident grasp of strategies to differentiate teaching and personalise learning
- Proven record of helping pupils of whatever ability to achieve high standards
- Ability to plan and evaluate interventions
- How to analyse, understand, interpret and respond to school performance data, identifying areas for improvement and the ability to use data to inform provision planning
- Confident understanding of the role of assessment and providing appropriate learning opportunities for all pupils
- Effective communication and interpersonal skills
- Ability to work with a range of people with the aim of ensuring the safety and welfare of children
- Encouraging parents/carers to work co-operatively with the school and involve them in their children's education
- An understanding of equality and inclusion in the context of the primary school
- Awareness of local and national agencies that provide support for children and their families
- Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns
- Understanding of whole school issues
- Ability to build effective working relationships with staff and other stakeholders
- Support the Headteacher and SLT in their vision for the development of the school as well as inspiring other staff to support that development
- Communicate the aims and objectives of the school to people from a wide variety of social and cultural backgrounds within the community
- Willingness to work with governors, report and provide advice as appropriate.
- Ability to participate in School improvement planning, including monitoring practices and self-evaluation
- The use of performance management to raise standards including evaluation of own practice and that of others
- A positive, consistent and effective approach to behaviour management
- Possess a good range of ICT skills e.g. safeguarding monitoring software, information management systems and have an awareness of the impact and potential benefits / disadvantages of ICT in primary schools including those linked to remote learning
- Have personal impact and presence to be able to initiate change and achieve excellence
- Deal sensitively with people to resolve problems and demonstrate the ability to take firm action when appropriate
- Coach colleagues on their daily practice
- Facilitate induction protocols and mentor new members of staff as appropriate
- Share expertise, skills and knowledge and to encourage others to follow suit
- Be aware of the work life balance of self and others
- Seek advice and support when necessary

<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to excellence in achievement and standards across the whole school and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality of all children</li> <li>• Commitment to ensuring the safety and welfare of children</li> <li>• Uphold and promote the ethos and values of the school</li> <li>• Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school</li> <li>• Ability to work calmly under pressure and prioritise effectively</li> <li>• Be willing to face new challenges with confidence, determination, loyalty and enthusiasm</li> <li>• Demonstrate a “can do” approach to work in school</li> <li>• Demonstrate a high level of commitment and professionalism</li> <li>• Be committed to the successful growth and development of the school</li> <li>• Have excellent interpersonal, written and verbal communication skills to communicate with a wide variety of people inside and outside the school, including parents, governors, local community organisations, the press and LA officers</li> <li>• Be able to create and maintain effective relationships with staff, governors, parents/ carers, pupils and the wider school community</li> <li>• Empathise with pupils across the age range and to be firm, fair and consistent</li> <li>• Be a good team player and be able to lead, motivate and inspire by being an excellent role model</li> <li>• Be able to work independently and on own initiative</li> <li>• Be able to plan, organise, prioritise and delegate workload of self and others effectively and meet deadlines</li> <li>• Maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post</li> <li>• Be willing to contribute to wider school activities</li> <li>• Demonstrate enthusiasm, flexibility and adaptability, resilience and a sense of humour!</li> </ul>
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