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**Outline Job Description and Person Specification**

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| **Job Title** | Assistant Principal and Special Educational Needs and/or Disabilities Coordinator (SENDCO) |
| **Location** | Okehampton – The Promise School |
| **Reporting to** | Principal |
| **Permanent/Temporary/Fixed Term Appointment** | Permanent |
| **Hours** | Full Time – School Teachers Conditions |
| **Salary** | £40-£50k |
| **Directorate or School** | The Promise School |
| **Effective date of JD** | December 2021 |

**Summary of Role:**

Leading a team of staff that ensures effective support and to achieve the highest possible standards and outcomes for the children and young people at The Promise School. The post holder will work closely with the Principal and colleagues in the strategic development and leadership of the Special Educational Needs (SEND) policy and the SEND Code of Practice with the aim of raising children and young people’s achievement.

The post holder will support the Principal in creating a lasting improvement in the quality of education provision and the management of teaching and learning through the provision of high-quality professional services, which meet the changing needs and expectations of our students.

The SENDCO will provide excellent strategic, professional, and operational leadership and management enabling the academy to ensure every learner has an outstanding experience and education whilst inspiring children and young people to raise their aspirations.

The role may require travel to Trust educational settings and offices.

**Main Duties and Responsibilities:**

Be the ‘lead professional’ and nurture leadership and management skills in others. Facilitate outstanding management and organisation systems to ensure teams are highly organised and adept at analysing needs and planning future developments.

Support the Principal to provide operational and strategic leadership of all activities relating to the effective management of the school

Coordinating the development and implementation of SEND policies in order to raise achievement and continuously improve the quality of education provided within the context of the school’s aims and policies. Working with the Principal, developing an annual whole school SEND plan.

Managing the strategic direction and development of the SEND provision and policy. Maintaining and developing the effective delivery of the SEND provision by working closely with co-professionals to deliver suitable interventions to meet the needs of children and young people with SEMH need and associated difficulties. Setting and creating a well organised and calming environment.

Ensuring staff are developed and supported to understand the needs of SEMH children and young people through training and up skilling and overseeing SEND records. Providing training opportunities for learning support assistants and other teachers to learn about effective strategies to support children and young people with differing elements of SEND. Ensure all members of staff recognise and fulfil their statutory responsibilities to children and young people and ensuring that they are supported effectively. Line managing staff, creating a high performing team, passionate about delivering high quality services to children and young people. Further developing talent through the provision of stretch in role and tackling underperformance and capability concerns expediently.

Developing effective relationships with staff, parents/careers and external agencies and other schools to coordinate effective support for children and young people. Collaborating with specialists services to co-ordinate support for these children and young people, parents/carers and staff. Where required, ensuring Individual Development plans are in place and maintained and ensuring pupil records, including progress are kept up to date. Supporting good attendance and attainment of students by working with students, families, and external agencies to remove barriers and promote success.

Taking responsibility to support the identification of and disseminate the most effective teaching approaches for specific additional needs whilst developing and implementing a system for recording children and young people’s progress and interpret specialist assessment data. Providing analysed and informative data to Senior Leadership and trustees as requested. Managing all associated budgets and SEND funding allocation, ensuring diligent and beneficial expenditure to meet the needs of children and young people.

Maintaining and developing staff resources, co-ordinating their deployment and monitoring their effectiveness in meeting the objectives of school and SEND policies. Advising the Principal and Trust of priorities to ensure resources are utilised effectively. Providing good channels of communication between the Principal, the education team, parents and carers and relevant multi-agencies.

The postholder must be prepared to undergo an Enhanced Disclosure and DBS checks and obtain any other statutorily required clearances.

**Detailed Person Specification:**

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| **Criteria** | **Essential** | **Desirable** |
| Professional Qualifications and Learning | * Qualified teacher status * At least 3 years successful teaching including evidence of involvement in the raising of achievement of SEMH/SEND children and young people * A Special Educational Needs qualification or relevant experience of working with SEND children and young people . * Evidence of continuing professional development | * Relevant CPD or qualifications in relation to SEMH. * Relevant CPD or qualifications in relation to SLCN. * Relevant CPD or qualifications in relation to Autism. |
| Experience | * Middle Leadership experience or equivalent in education * Experience of developing and delivering programmes for children and young people with SEND * An understanding of methods and good practice in reviewing and evaluating teaching & learning * Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children (preferably within a special school) * An understanding of national developments in the area of social inclusion and SEND * Knowledge of the National Curriculum, including Programmes of Study and national strategies related to teaching children and young people with SEND * An understanding of behaviour management strategies * Ability to build effective working relationships with a range of partners and stakeholders. * Ability to motivate colleagues and children and young people through a positive and professional attitude | * Knowledge of a range of accreditation available to students * An understanding of trauma informed practices * Senior Leadership experience or equivalent in education * Successful leadership of whole school curriculum development and improvement |
| Skills, Knowledge and Capability | * Strong interpersonal skills and an ability to communicate clearly both orally and in writing * Excellent behaviour management skills based on a firm but empathetic approach with children and young people * Demonstrable commitment to inclusive education * Capacity to work under pressure and to meet deadlines * Capacity to work flexibly and to adapt to changing venues (temporary accommodation and relocation to the new building) * Ability to prioritise competing demands * Ability to work as part of a team * A commitment to providing a responsive and supportive provision and a willingness to constantly seek ways of improving the provision. * Ability to form and maintain appropriate relationships and personal boundaries with children and young people | * Ability to use key aspects of ICT to present data |
| Additional | * Excellent record of attendance and punctuality * Comply with safer recruitment checks including DBS and list 99 |  |