



## Job Description Assistant Principal for Inclusion (SENCO)



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| <b>Reports to</b>                | Co-Principals  |
| <b>Job Grade</b>                 | L5 to L9   |
| <b>Hours</b>                     | Please make reference to terms and conditions for teachers on the leadership scale.  |
| <b>Job Purpose</b>               | <p>The Assistant Principal for Inclusion, under the direction of the Co-Principals, will:</p> <ol style="list-style-type: none"> <li>a. Be an integral part of the Senior Leadership Team (SLT): positively support the aims and ethos of the school and the Elliot Foundation Academy Trust (TEFAT);</li> <li>b. Lead, manage, develop and maintain high quality Special Educational Needs and Disability (SEND) provision which enables quality teaching, excellent learning outcomes and success for all pupils;</li> <li>c. Determine the strategic development of SEND policy and provision in the school;</li> <li>d. Be responsible for day-to-day operation of the SEND policy and coordination of specific provision to support individual pupils with SEND;</li> <li>e. Provide professional guidance to colleagues, working closely with staff, parents and other agencies; and</li> <li>f. Be the Designated Teacher for Looked After Children (LAC).</li> </ol> <p>While the Assistant Principal for Inclusion will have responsibility for the oversight of provision for pupils with SEND, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.</p> <p><b>Note:</b> There may be teaching responsibilities: these will be discussed at interview. We are very keen that the person appointed has the time required to lead and manage the inclusion role.</p> |
| <b>Line Management</b>           | <p>The Assistant Principal for Inclusion will have direct line management, including performance management responsibility, for the school's SEND Learning Support Assistants (LSAs).</p> <p>The school's staffing structure enables the Assistant Principal for Inclusion to feel supported in her/his role and enables her/him to be able to delegate to staff.</p> <p>The Assistant Principal for Inclusion holds the responsibility of coordinating a wide range of external specialists including NHS Speech and Language Therapist, Occupational Therapist and Physiotherapist as well as different specialists and services within the local offer. Additionally, this year the school has access to a private Educational Psychologist Service and full time Assistant Psychologist which provides significant guidance, support and advice.</p>   |
| <b>Key Responsibilities:</b>     |  |
| <b>Leadership and Management</b> | <ol style="list-style-type: none"> <li>a. Work with the Co-Principals to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements</li> <li>b. Take a lead role in school improvement which includes identifying SEND priorities, writing action plans, implementing, monitoring and evaluating. Regularly report on the effectiveness of the strategies to the Principal and members of the SLT.</li> </ol>   |

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|   | <ul style="list-style-type: none"> <li>c. Identify training needs for staff and how to meet these needs.</li> <li>d. Lead the development of colleagues through the provision of high quality professional development.</li> <li>e. Promote an ethos and culture of inclusion within the school community that supports the school's SEND policy and promotes excellent outcomes for pupils with SEND.</li> <li>f. Promote the educational achievement of every LAC and previously LAC on the school's roll and ensure their personal, emotional and academic needs are prioritised.</li> </ul>  |
| <b>Strategic development of SEND policy and provision</b>         | <ul style="list-style-type: none"> <li>a. Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision.</li> <li>b. Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND.</li> <li>c. Write, review and implement the SEND Policy, Information Report and Accessibility Plan: ensure these documents are put into practice and their objectives reflected in the school improvement plan (SIP).</li> <li>d. Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.</li> <li>e. Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.</li> </ul>   |
| <b>Operation of the SEND policy and coordination of provision</b> | <ul style="list-style-type: none"> <li>a. Maintain an accurate SEND register and costed provision maps.</li> <li>b. Manage the strategic deployment of SEND support staff and lead on their recruitment, selection and induction.</li> <li>c. Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support, ensuring teachers are aware of the principles of inclusion.</li> <li>d. Ensure that teachers are aware of the principles of inclusion for all pupils and groups and make provision for this as part of their teaching and learning.</li> <li>e. Observe colleagues (as part of the appraisal and self-evaluation cycle) and provide constructive feedback to enhance teaching and learning for SEND pupils.</li> <li>f. Work with the Finance Manager to manage the budget for SEND and LAC efficiently and effectively, identifying resources and deploying staff to best meet the needs of pupils.</li> <li>g. Support the Finance Manager to monitor SEND income, including submitting timely applications for funding.</li> <li>h. Ensure that the school is complying with the requirements of the SEND Code of Practice.</li> <li>i. Be aware of the provision in the local offer.</li> <li>j. Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies.</li> <li>k. Maintain and review systems for identifying, assessing and reviewing pupils with SEND, those receiving intervention and other vulnerable pupils.</li> <li>l. Track progress of pupils with SEND, those receiving intervention and other vulnerable pupils to contribute to pupil progress meetings with the support of the Data Manager.</li> <li>m. Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness.</li> </ul> |
| <b>Support for pupils with SEND</b>                               | <ul style="list-style-type: none"> <li>a. Identify a pupil's SEND.</li> <li>b. Coordinate provision that meets the pupil's needs, and monitor its effectiveness.</li> <li>c. Secure relevant services for the pupil.</li> <li>d. Ensure records are maintained and kept up to date.</li> <li>e. Identify realistic and challenging pupil progress targets for pupils with SEND in consultation with class teachers and year group leaders</li> <li>f. Communicate regularly with parents/carers, including attending parent consultation meetings.</li> <li>g. Directly support pupils demonstrating dysregulated or distressed behaviours, and support and guide staff who are working with these pupils.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>h. Encourage pupils' motivation and enthusiasm, developing positive responses to challenges and setting high expectations.</li> <li>i. Work closely with the Pastoral Care Manager to ensure the needs of pupils with SEND are met during the lunchtime period.</li> <li>j. Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.</li> </ul>  |
| <b>Effective Liaison</b>                               | <ul style="list-style-type: none"> <li>a. Be a key point of contact for external agencies, especially the local authority (LA).</li> <li>b. Attend relevant courses and meetings and disseminate information gained in relation to pupils with SEND and LAC.</li> <li>c. Liaise with other schools with regard to pupils with SEND, those receiving intervention and other vulnerable pupils to facilitate an effective transition.</li> <li>d. Liaise with and support parents of pupils with SEND, those receiving intervention and other vulnerable pupils, including organising/attending review meetings and case conferences. Develop partnerships with parents to ensure their views are considered and acted upon appropriately.</li> <li>e. Organise referrals and liaise with outside agencies in relation to children with SEND.</li> <li>f. Organise annual review meetings with staff and parents for pupils with EHCPs and ensure all paperwork is submitted to the LA within statutory timeframes.</li> <li>g. Be the central point of initial contact within the school for the external agencies working with LAC.</li> <li>h. Organise PEP meetings for LAC and prepare paperwork. Attend and provide reports for LAC reviews.</li> <li>i. Ensure that pupils with SEND and LAC are enabled to share their views and that these are acted upon appropriately.</li> </ul> |
| <b>Safeguarding</b>                                    | <ul style="list-style-type: none"> <li>a. Be a trained designated safeguarding lead (DSL) and liaise and collaborate with the Lead DSL and Deputy DSL on matters of safeguarding and welfare for pupils with SEND.</li> <li>b. Remain alert to the fact that pupils with SEND may be more vulnerable to safeguarding challenges.</li> </ul>  |
| <b>General Conduct</b>                                 | <ul style="list-style-type: none"> <li>a. Act as an ambassador for the school and positively engage with the wider school community and other TEFAT colleagues.</li> <li>b. Be a visible presence around the school in order to provide encouragement and support for staff and pupils and a point of contact for parents.</li> <li>c. Value the strengths of team members; delegate tasks to maximise these strengths and provide opportunities for development and succession planning.</li> </ul>   |
| <b>General Duties Relevant to All Members of Staff</b> | <ul style="list-style-type: none"> <li>a. Be familiar with and support the Trust's Vision, Values and Goals;</li> <li>b. Be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;</li> <li>c. Embrace and celebrate diversity, ensuring equal opportunities for all;</li> <li>d. Contribute to the overall aims of the Trust;</li> <li>e. Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our students;</li> <li>f. Ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and</li> <li>g. Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.</li> </ul>   |

### **Additional Information**

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the school. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.