



Job Description

Assistant Principal for SENd (including Lead Teacher for SENd provision)

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| Salary: | Leadership Scale L4-L8 |
| Contract type: | Full Time, Permanent |
| Reporting to: | Principal |
| Responsible for: | Specialist ITeaching Assistants; Inclusion Assistant |
| Liaison with: | Phase Leaders in respect of SENd interventions in mainstream classrooms; Vice Principal for Inclusion in respect of impact of interventions and support across the school; Wider Inclusion team. |

Main purpose

The Assistant Principal for SENd, under the direction of the Principal, will take a role in:

- Promoting the vision of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

The Assistant Principal will also have a timetabled teaching commitment of 50% (to be discussed at interview), complying with the teachers' standards and modelling best practice for others. The Assistant Principal may also be required to undertake any of the duties delegated from the Principal.

The Assistant Principal for SENd with support from the Principal and Vice Principals, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis of assessment of children's needs, by:

- Monitoring the quality of teaching and standards of pupils' achievements, and setting targets for improvement
- Monitoring progress of objectives and targets for pupils with SEND from teachers' plans, evaluating the effectiveness of teaching and learning by work analysis and using these analyses to guide future improvements
- Collaborating with the wider leadership team (ie Assistant Principals and Phase Leaders), so that the learning for all children is given equal priority, and available resources are used to maximum effect
- Being proactive to ensure accelerated learning occurs in pupils identified
- Leading the day-to-day operation of the school's SEND/ Specialist Resource Provisions policies and procedures
- Leading and coordinating provision for children with Special Educational Needs and Disabilities

- Liaising with and advising multi professional colleagues
- Liaising with the Safeguarding and Welfare teams in respect of health and care needs
- Overseeing the records of all SEND pupils including the SRP and ensuring these are kept up to date and SEND support plans and EHC plans are regularly updated and adapted to meet the accelerated needs and support for each child
- Contributing to the learning and development of staff, inclusive of the wider leadership team and SLT
- Liaising with external agencies including the LA's SENd team; Educational Psychology; specialist services, health and social services and voluntary bodies

Duties and responsibilities

Leadership

Under the direction of the Principal or Vice Principal for Inclusion

- To assist the Principal in the leadership and management of the school
- To assist the Vice Principal for inclusion in the wider inclusion agenda that impacts on rapid pupil progress
- Take full responsibility for SENd leadership and management across the school, including the SRP, Nurture Group and intervention programmes
- Communicate the school's vision for SENd compellingly and support the Principal's strategic leadership of Inclusion
- To be a lead professional within at least one of the school's Specialist provisions and within SENd provision across the school, exemplifying Teachers' standards and professionalism
- Lead on an area of Inclusion across the school (SENd), developing policy as required, implementing the Code of Practice and ensuring impact on all groups of pupils through the school's local offer
- Carry out class teaching or SRP teaching, as required and in accordance with the school's curriculum and the needs of the SENd children in the allocated class
- Build positive relationships with all members of the school community
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own needs

Managing staff

Under the direction of the Principal or Vice Principals:

- Assist with the selection and recruitment of new SENd support staff
- Performance manage specialist teaching assistants, including carrying out appraisals, providing professional development opportunities, and holding staff to account for their performance
- Work alongside SLT and Phase Leaders to hold teachers and teaching assistants accountable for the progress of SENd children across the school
- Create an ethos within which their team (ie direct reports) are motivated and supported to develop their skills and knowledge

- Commit to their own professional development, proactively identifying development opportunities
- Have overall responsibility for the school's provision map/intervention programmes liaising with Year Leaders in managing both teaching and teaching assistant staff carrying them out, monitoring and evaluating impact on a half termly basis
- Liaise with all teaching and support staff responsible for the progress of SENd pupils as required

Modelling best practice for teachers

- Demonstrate excellent performance and leadership as part of project based learning and related research projects within SENd provision across the school.
- Support the Principal and Vice Principal for Inclusion in maintaining the school's accolade as an IQM flagship school

Systems and processes

Under the direction of the Principal or Vice Principals:

- Ensure that the school's SENd systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour for learning
- Support the management of the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the TEFAT governance and the local community council, as requested
- Support strategic, SENd-led financial planning to ensure effective use of budgets and resources
- Support strategic and EHC plan funding planning to ensure effective and accurate use of SRP budget
- Support distribution of leadership throughout the school
- Support action research across the school

Other Duties

- To co-ordinate all annual reviews for all children with EHC plans and attend/chair where necessary
- To attend daily and weekly meetings, in accordance with school policy, and to lead such meetings as required
- To lead whole-school assemblies and to support other staff with assemblies
- To lead and to support other staff where required through the role of SENDco and/or as requested by the Principal
- To prepare and present reports, as required by the Principal for different audiences (eg TEFAT, Governance (community council), SLT, Hillingdon LA; Parents/Carers)
- To attend occasional meetings during evening hours or in school holidays as required



For 2023-2024

- In partnership with the Principal act as part of the school's wider Inclusion team
- In partnership with the Principal/Vice Principal's act as part of the school's wider multi professional safeguarding team, attending half termly network meetings
- Act as a specialist class teacher
- Liaise with multi professionals pertinent to the specialist/additional provision taught

For All Staff:

The Assistant Principal will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Additional Comments for 2023-2024:

Job Description Signed: _____

Next review date: _____

Principal's/ signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Person specification
Assistant Principal for SENd
(including Lead Teacher for SENd provision)

E = Essential. D = Desirable

| Criteria | E | D |
|---|---------------------------|---|
| QUALIFICATIONS | | |
| Qualified teacher status <i>[note: this is a requirement under the STPCD]</i> | X | |
| Degree educated | X | |
| <i>National Award for Special Educational Needs Co-ordinators (note: a willingness to undertake this during 2023/24 if this is not already held will be expected)</i> | | X |
| Professional development in preparation for a leadership role (eg NPQML; NPQSL; Masters Degree) | | X |
| Evidence of CPD and/or advanced qualification in the areas of meeting Speech and Language Development Needs in children with SENd | | X |
| EXPERIENCE | | |
| Aspects of SENd Leadership and management experience in a school | X | |
| Experience as a SENDco in another school | | X |
| At least 4 years teaching experience | X | |
| Involvement in school self-evaluation and development planning | X | |
| Line management experience | X | |
| Experience of contributing to staff development | X | |
| Experience of leading or supporting an aspect of SENd provision across the whole school | Supporting E Leading D | |
| Experience of supporting children with significant speech and language needs | | X |
| Successful experience of working in partnership with parents/carers to meet the needs of children with SENd | X | |

| Criteria | E | D |
|--|---|---|
| SKILLS AND KNOWLEDGE | | |
| Understanding of high-quality teaching, and the ability to model this for others and support others to improve | X | |
| Understanding of a range of cognitive and meta-cognitive approaches to successful learning for all | X | |
| Understanding of a range of SEND and how they impact children in the classroom | X | |
| Understanding of high quality SEND support and the ability to accelerate progress for children with a range of SEN | X | |
| Understanding of the needs of children with speech and language difficulties and the support programmes required to ensure rapid progress and high standards for all | | X |
| Understanding of school finances in relation to SEND particularly EHCP funding | | X |
| Effective communication and interpersonal skills | X | |
| Ability to communicate a vision for SEND and inspire others | X | |
| Ability to build effective working relationships with all stakeholders (ie children, staff, parents/carers, TEFAT; SEND multi professionals; Local Authority; Governors) | X | |
| PERSONAL QUALITIES | | |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | X | |
| Ability to work under pressure and prioritise effectively | X | |
| Commitment to maintaining confidentiality at all times | X | |
| Commitment to safeguarding and equality | X | |
| Willingness to be flexible, forward-thinking and self reflective | X | |

This job description and person specification may be amended at any time in consultation with the postholder.