

ASSISTANT PRINCIPAL JOB DESCRIPTION

Whole Federation: SEN Strategic Leadership

Leadership scale points L5 - L9, £52,072 - £57,480 pa FTE



JOB PURPOSE

As part of the leadership team, the Assistant Principal will play a key role in maintaining and developing excellence in every aspect of our operation, ensuring that the Federation is recognised by our clients as providing an outstanding service. As part of your leadership role you will be responsible for a key strategic responsibility in line with the objectives and targets as outlined in our Transformation Plan. You will be expected to demonstrate vision and leadership in your delivery of this key responsibility and will be asked to attend specific senior leadership meetings and governor scrutiny to give updates on this area.

Alongside a specific whole-Federation role, you will also be a senior presence around the Federation, for example, carrying out an evening duty once a week where you will be the leader responsible for any students in the building until you ensure they have all left at 5pm. You will support out-of-hours events, for example, a production, music event or for the arts on two or more occasions during the year. At lunch you will support the rest of the senior leaders in promoting a calm atmosphere across the site.

GENERAL LEADERSHIP RESPONSIBILITIES

- The post holder will be line managed by a Vice Principal in respect of their whole school role and their team leader in respect of teaching responsibilities.
- To lead by example, supporting the ethos of the Federation in a way that inspires, motivates and challenges students and staff to provide an outstanding service.
- To monitor the quality of teaching and learning through regular learning walks, student panel with feedback to the team as part of the annual review process and as otherwise required.
- To ensure that all students are prepared for the opportunities, responsibilities and experiences of the outside world.
- To ensure that all the statutory obligations within your area of key responsibility are fulfilled.
- To support the work of your team.

SPECIFIC WHOLE-FEDERATION RESPONSIBILITY

To lead the team of SENDCOs, teachers, teaching assistants and other staff who support students who need additional help to reach their full potential. You will embrace our ethos of 'equal value, outstanding progress' which at its heart is an inclusive approach intended to allow every student to become the best version of themselves.

The expectations and targets for the role will be agreed through the annual performance reviews.

SEN Strategic Leadership

- Work with the Executive Principal and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability.
- Prepare and review information the governing board is required to publish.
- Contribute to the Transformation Plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Lead and review staff performance through the performance review process.

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN. Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges.
- Analyse internal student performance to identify underperformance of students with special educational needs. To work in partnership with team leaders and the assistant principal for intervention to put in place an effective support which addresses any underperformance.
- To identify and overcome the barriers to learning for individual students, in order that they can make better progress than their peers nationally.
- To continually monitor the impact of intervention strategies and refine them so that they effectively support staff and students to do their best.
- To fulfill the statutory obligations relating to EHC plans.
- To oversee the transition of students with special educational needs at Key Stage 3, 4 and post 16 and prepare students effectively for the next stage in their education, training or employment.
- DSP – Timetable, curriculum provision, reporting.
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability.
- To effectively use SEN funding for the purpose of improving outcomes for this group of students.
- To assess and complete accurate record keeping for access arrangements and ensure these are applied for to meet students' needs.
- To seek additional support from local authorities, for example, the Rutland Schools Support Partnership.
- Liaison with outside agencies to support students specific SEN needs.

STAKEHOLDER ENGAGEMENT

Assistant Principals will work with a wide range of both internal and external stakeholders to secure the commitment of our wider community to the ethos and general aims and direction of the Federation.

These will include:

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| • Members of the leadership team. | • Students. | • The local authority and social care. |
| • Teaching and support staff. | • Parents, guardians and carers. | • Trustees. |
| | • External agencies. | • Governors. |

FEDERATION

- To familiarise yourself and comply with the Federation rules, policies and procedures.
- Support the vision and ethos of the Federation.
- Actively uphold routines for learning and uniform.
- Contribute to monitoring and evaluating the success of the Federation.
- To proactively respond to issues identified in the Transformation Plan to bring about sustained improvement.
- Contribute to the range of extracurricular opportunities on offer to students.

MANAGEMENT OF SUBJECTS

Assistant Principals will play a key role in maintaining and driving standards in the areas for which they have responsibility. This will include securing high-quality teaching and high standards of achievement for all students. This will be achieved through the following requirements of the post:

- The mentoring and coaching of teachers in order to secure the highest possible outcomes.
- The development and implementation of an effective curriculum for the subjects for which you are responsible.
- The identification and implementation of appropriate strategies to support staff and students to achieve success and realise their full potential.

- To line-manage specialist staff as required including the annual performance review process.
- Implementing effective intervention and support strategies for staff or students who need additional support.

SAFEGUARDING, HEALTH AND SAFETY

The Federation is committed to safeguarding and promoting the welfare of all students in our care and expects all staff to share this commitment. We provide safeguarding training to all staff on an annual basis, and all staff are responsible for ensuring safeguarding, health and safety policies are implemented in line with Federation policy and current legislation. Please familiarise yourself with our Safeguarding Policy, available online at www.rutlandfederation.com/policies.

This position advertised is a 'regulated position' which means it will involve regular contact with children and young people; under the Safeguarding Vulnerable Groups Act 2006 it is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. This position is also 'exempt' from the Rehabilitation of Offenders Act 1974. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

This job description sets out the main duties associated with the stated purpose of the post. It is assumed that other duties of a similar nature undertaken within the role are not excluded because they are not itemised.

PERSONAL QUALITIES REQUIRED FOR A FEDERATION ASSISTANT PRINCIPAL

<p>ESSENTIAL (It is expected that the successful candidate will demonstrate ALL of these qualities)</p>	<p>DESIRABLE (It is expected that the successful candidate will demonstrate SOME of these qualities)</p>	<p>EVIDENCE</p>
<p>QUALIFICATIONS At least 2:1 honours degree QTS.</p> <p>NASCO or willingness to complete the qualification within 2 years of appointment.</p>	<p>NPQML or the equivalent Master's Degree.</p> <p>Understanding of Access Arrangements and formal JCQ requirements, access arrangements qualification level 7 or equivalent.</p>	<p>Letter</p>
<p>EXPERIENCE Previous experience of teaching students with SEN with demonstrable impact.</p> <p>Evidence of good or better outcomes for students with SEN including SEN support and EHCP</p> <p>Knowledge, understanding and application of the SEN Code of Practice.</p> <p>Experience of developing strategies and schemes of work which enable students with SEN access to the curriculum.</p> <p>Completed annual review meetings, ensuring statutory requirements are met.</p> <p>Has a consistent record of delivering excellent lessons.</p> <p>Understanding of what makes 'quality first' teaching, and of effective intervention strategies.</p> <p>Two years' experience of working at a whole-school level with demonstrable impact.</p>	<p>Data analysis skills and the ability to use data to inform provision planning.</p> <p>Experience of conducting training/leading INSET.</p> <p>Has had responsibility, including line management of a number of people.</p> <p>Worked with outside agencies successfully to support specific needs.</p> <p>Ability to write higher needs funding and EHCP applications to enable appropriate resources to meet SEN needs.</p> <p>Evidence of strategic provision mapping and costed allocation of resource linked to EHCP and other funding.</p> <p>An understanding of SEN finance to obtain maximum impact for students.</p> <p>Has established excellent relationships with a range of stakeholders including the senior leadership team, teachers, students and parents.</p>	<p>Letter and interview</p>

<p>PERSONAL QUALITIES ESSENTIAL</p> <p>An ambitious, resilient, hard-working and adaptable individual with aspirations of reaching the highest positions within education.</p> <p>A belief in treating students and staff as individuals: Equal Value.</p> <p>A commitment to ensuring staff and students can be successful: Outstanding Progress.</p> <p>A commitment to leading from the front; never expecting anything of others that you wouldn't be willing to do.</p>	<p>ALSO ESSENTIAL</p> <p>An effective people manager who is able to bring about improvements in staff and student performance.</p> <p>A focus on achieving the best outcomes for the Federation.</p> <p>An imaginative leader who is able to creatively and efficiently manage resources to ensure success.</p> <p>A good listener who adapts their planning as a result of feedback and consultation.</p> <p>A demonstrable good sense of humour.</p>	<p>Letter and interview</p>
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