STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

ASSISTANT PRINCIPAL – SENCO

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Assist in the creation and implementation of a strategic plan which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.

2. Ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium- and short-term objectives and targets which secure the educational success of the school.

3. Assist with the implementation of all policies and procedures relating to safeguarding.

4. Make decisions based upon analysis, interpretation and understanding of relevant data and information.

5. Perform other duties determined in discussion with the Principal.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1.   Overall Strategic Responsibilities

1.1   Work in partnership with the Principal, Senior Leadership Team, Governing Body, staff, pupils, parents and the Local Authority in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.

1.2   Support the maintenance and enhancement of the school's ethos and mission through own outstanding professional conduct and high expectations of others.

1.3   Provide outstanding strategic and operational leadership of assigned areas of responsibility.

1.4   Develop and implement an effective strategy for assigned areas of responsibility in collaboration with other members of the Senior Leadership Team.

1.5   Devise and implement a development plan for all areas of responsibility with clear annual targets agreed with all members of the Senior Leadership Team.

1.6   Performance manage assigned staff with respect to all areas of responsibility for pupils; through regular meetings, setting of appropriate targets for performance, providing support and challenge and

undertaking regular reviews for feedback.

1.7   Develop systems and structures for the effective management and administration of all areas of responsibility.

1.8   Quality assure provision, in all areas of responsibility, in line with the expectations set out in the Star Quality Standards.

2.   Transition and Outcomes for SENCO Students

2.1   Lead on tracking and reviewing progress across Key Stage Three to ensure the best possible student outcomes.

2.2   Devise and lead on a programme of 'catch up' for Key Stage 3 to give students the best possible opportunity of catching up quickly and not falling behind their peers.

2.3   Lead on preparing and supporting students to successfully transition between Key Stage 3 and Key Stage 4 so they are fully prepared for the demands of GCSEs and Vocational courses.

2.4   Track and review progress for all year groups, using half termly data.

2.5   Working alongside the Vice Principal (Personal Development, Behaviour and Welfare) to implement an induction process for Year 7 so students are well prepared for the demands of secondary school.

2.6   Liaise with feeder primary schools to map out the Year 7 curriculum so it is challenging, robust and relevant, and is not a repeat of Year 6.

2.7   Ensure there is a comprehensive extra curriculum and enrichment programme that is mapped across all subject areas.

2.8   Ensure that new Year 7 students have their KS2 data transferred over.

2.9   Ensure all new KS3 students complete a CAT test and a Reading Age test.

2.10 Ensure comprehensive analysis of external KS2 data in relation to internal CATs and Reading Age data.

2.11 Define the settings for all year groups in relation to all data available.

2.12 Track and review students' progress in all year groups on a half termly basis.

2.13 Support the option process at the end of KS3.

2.14 Promote outstanding attendance across all year groups, reducing PA to below national average.

2.15 Provide strategic leadership and manage the promotion and development of personal, learning and thinking skills across the school.

2.16 Lead the introduction and implementation of innovative technologies to enhance learning and teaching.

3.   Quality of Learning and Teaching, Monitoring and Assessment for SENCO Students

3.1   Lead the development and implementation of QAP systems to ensure effective planning, assessment, monitoring and recording, learning and teaching and attainment in all curriculum areas.

3.2   Develop and implement strategies for enhancing learning and teaching to ensure all lessons are 'good' or 'outstanding'.

3.3   Reinforce and monitor the adherence of all staff towards school initiatives around learning and teaching and classroom management.

3.4   Organise and implement a termly observations programme.

3.5 Provide leadership of the development and regular meetings of a Learning and Teaching Group to develop and disseminate good practice across school.

4. Pastoral

4.1 Provide line management of the SENCO, HLTA and TA team, supporting and challenging them to achieve all targets.

4.2 Develop and lead implementation of strategies to enhance transition arrangements for new pupils.

4.3 Develop and lead implementation of strategies to sustain the highest levels of attendance, punctuality and standards of behaviour, including an effective rewards and sanctions system.

4.4 Fulfil the role of lead person for SENCO and develop strategies to ensure the effective safeguarding of children.

4.5 Develop and implement a Healthy Schools strategy, including effective liaison with external agencies.

4.6 Manage the pupil, staff and parent councils.

4.7 Lead the delivery of an 'Every Child Matters' Group to enhance and sustain a bespoke programme of support for learners at-risk in relation to safeguarding, behaviour and attendance.

4.8 Manage the planning and delivery of the assemblies and 'registration' programme.

5. Professional Development: SENCO

5.1 Lead the organisation and delivery of professional development sessions to enhance SENCO provision, including matters relating to behaviour, attendance and safeguarding.

5.2 Provide strategic leadership and management of the professional development of staff in regard to SENCO provision.

5.3 Identify particular development needs in individual staff and provide coaching to address these.

5.4 Support the induction of new staff to ensure that there is consistency in behaviour for learning and behaviour management strategies.

6. Mentoring Programme and Emotional Intelligence

6.1 Develop and implement strategies to enhance the social, emotional and pastoral development of learners.

6.2 Develop and manage a programme of mentoring and counselling vulnerable pupils.

6.3 Develop and implement a programme of initiatives that develop learner and staff spirituality.

6.4 Develop and promote strategies for securing effective parenting; with particular reference to the safe use of ICT by learners.

7. Careers And Information, Advice and Guidance

7.1 Provide line management of the SENCO, HLTA and TA section of the school, supporting and challenging them to achieve all targets.

7.2 Develop and lead implementation of strategies to provide effective careers guidance to all pupils.

7.3 Develop and manage a programme of enhanced information, advice and guidance for all pupils.

8. Enrichment

8.1 Lead the organisation and management of the enrichment programme for SENCO students, to be delivered outside school hours.

8.2 Lead the development and management of the 'Star Baccalaureate' programme for SENCO students.

9. Communication and Administration

9.1 Provide leadership of the communication SENCO matters via staff briefing notes on a weekly basis.

9.2 Manage the maintenance and delivery of the SENCO handbook.

10. Relationships with Others

10.1 Participate in the Performance Management Cycle and INSETs.

10.2 Participate in the induction of new staff into the school community.

10.3 Maintain good working relationships with colleagues, pupils, parents/carers, governors, the community and Local Authority and ensure all communication is consistent with the school's ethos.

11. Accountability

11.1 Make best use of all resources to support the attainment, progress and well-being of <u>all</u> pupils.

11.2 Ensure that parents/carers and pupils are well informed about all aspects of provision (within areas of responsibility) and about the contribution they can make in supporting their child's learning.

12. Other Responsibilities

12.1 Lead on the promotion, dissemination, implementation and monitoring of whole-school strategies within the Assistant Principal – SENCO remit.

12.2 Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.

12.3 Support the work of colleagues within the Senior Leadership Team through the strategic leadership of key processes within school.

12.4 Fulfil line management duties for one or more faculties.

12.5 Deliver a reduced teaching timetable as required to enable the delivery of the curriculum

12.6 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.

12.7 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

12.8 Contribute to the wider life of the Trust and the Star community.

12.9 Carry out any such duties as may be reasonably required by the Trust.

13. Records Management

11.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record- keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

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ERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by: App Form	Assessed by: Interview/ Task
QUALIFICATIONS				
1.	A degree qualification (2 or above).	**E**	✓	
2.	Qualified Teacher Status.	**E**	✓	
3.	Evidence of Continuous Professional Development.	**E**	✓	
4.	Middle or Senior Management qualification.	**D**	✓	
EXPERIENCE				
5.	Effective management of a high-performing faculty or pastoral team.	**E**	✓	✓
6.	Sustained delivery of outstanding achievement.	**E**	✓	✓
7.	Track record of delivering 'outstanding' outcomes for pupils.	**E**	✓	✓
8.	Innovation and creativity to engage, enthuse and progress learners.	**E**	✓	✓
9.	Partnership and team working.	**E**	✓	✓
10.	Developing and leading the implementation of strategies to achieve whole school/college improvement.	**E**	✓	✓
11.	Leading improvements in Pastoral Care and Safeguarding.	**D**	✓	✓
12.	Developing and implementing whole-school pastoral and learning support for pupils.	**D**	✓	✓
13.	Developing and implementing provision for careers guidance and spiritual development.	**D**	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
14.	Ability to teach to GCSE standard.	**E**	✓	✓
15.	Ability to teach to A-level standard.	**D**	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
16.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E	✓	✓
17.	Ability to develop and implement strategies to enhance and sustain whole school initiatives.	E	✓	✓
18.	Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives.	E	✓	✓
19.	Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies.	E	✓	✓
20.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	E	✓	✓
21.	Ability to work autonomously, prioritise conflicting demands and thrive under pressure.	E	✓	✓
22.	ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and pupils).	E	✓	✓
23.	Understanding of contemporary issues relating to safeguarding, pastoral matters and learning support.	D	✓	✓
PERSONAL QUALITIES				
24.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
25.	Commitment to working flexibly outside of school hours to achieve outstanding outcomes for young people.	E	✓	✓
26.	Personal resilience, persistence and perseverance.	E	✓	✓
27.	Highly organised, literate and articulate.	E	✓	✓
28.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
29.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
30.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
31.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
32.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
33.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓