

**ATTLEBOROUGH ACADEMY**  
**ASSISTANT PRINCIPAL FOR SEND AND**  
**STAFF SUPPORT**

<b>Line Managers job title:</b>	Executive Principal
<b>Salary:</b>	SET Leadership Salary Scale: FTE £60,488 to £66,628
<b>Tenure:</b>	Permanent
<b>Contract type:</b>	Full time
<b>Hours per week:</b>	37.00

**Attleborough Academy** is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 11 primary and 9 secondary schools.

Attleborough Academy (AA) wishes to appoint an experienced and effective individual to lead the strategic development of the school's Special Educational Needs (SEND) provision and oversee Staff Support and Wellbeing.

Flexibility and resilience are prerequisites of this post together with discretion and diplomacy. It is preferable for candidates to hold a recognised SEND qualification or be willing to work towards this qualification.

Reporting to the Executive Principal in their role as SENCO, the postholder's primary role will be to coordinate SEND provision, overseeing all student and staffing requirements and managing a team of support staff.

Attleborough Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Assistant Principal will:

- Be a member of the Academy Leadership Team
- Assist the Executive Principal in leading and managing the Academy
- Undertake such duties as are delegated by the Executive Principal
- Play a major role under the overall direction of the Executive Principal in formulating and reviewing the Academy Improvement Plan and the aims and objectives of the Academy by:

- Establishing the policies through which they shall be achieved
- leading and managing staff and resources to that end
- monitoring progress towards their achievement.

A non-exhaustive list of specific responsibilities for the role is below and you will be required to undertake other duties and responsibilities as may reasonably be required.

### Specific Responsibilities

- Ensure the robust accurate identification of learners with SEND across the Academy
- Have strategic oversight of the SEND provision required to meet statutory duty and the needs of all SEND learners
- Effectively implement SEND provision to ensure the progress of students with SEND from their individual starting points
- Ensure that the school carries out its statutory responsibilities regarding all SEND learners
- Support all staff in understanding the needs of SEND students and departmental developments of SEND provisions
- Liaise with staff, parents, external agencies, and other schools to coordinate their contribution, provide maximum support and ensure continuity of SEND provision
- Co-ordinate all Annual Reviews and reviews of EHCP and SEND support plans
- Attend Year 6 Annual Reviews for primary students with EHCPs to help facilitate continuity and progression through the development of transition programmes
- Line manage all Classroom Assistants, including those who are 1:1 student specific
- Exercise a key role in assisting the Executive Principal and Trust with the strategic development of SEND policies.
- Be the whole school strategic lead on the development of our Literacy and Numeracy improvement programmes leading the work of the co-ordinators
- Lead on the provision of our Staff Support and Wellbeing programmes and be the link to the Trust HR department for teaching staff

### Teaching and Learning

- Support the identification of the most effective teaching approaches for individual students with SEND including the use of new and emerging technologies
- Work with staff to develop effective ways of bridging barriers to learning through assessment of needs
- Monitoring of teaching quality and student progress and achievement, in line with quality first teaching
- Ensuring outcomes for SEND students are being achieved
- Be responsible for Provision Maps and ensuring value in the deployment of staff
- Keep up-to-date accurate records for SEND provision including the SEND register, support plans and target setting
- Collect and interpret specialist assessment data to inform practice
- Undertake day-to-day coordination of SEND students' provisions through close liaison with staff, parents, and external agencies
- Work with Senior Leaders, Middle Leaders, and classroom teachers to ensure SEND students' learning is of equal importance and that there are high and realistic expectations of students

### Leading and Managing

- Provide professional guidance to staff to secure good teaching for SEND students, through both written guidance and meetings
- Be the strategic lead for Teaching Staff Support and Wellbeing programmes
- Lead on the performance management process for all staff
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular departmental updates to the Leadership team
- Work closely with Heads of Subject to develop suitable alternative curriculum plans, as appropriate, for students with SEND needs.
- Build, maintain and develop the SEND framework resource for all staff.
- Ensure all SEND systems and processes are effectively communicated and understood by all staff
- Maintain and update the SEND handbook to ensure systems and processes are fully imbedded
- Liaise closely with the Director of Student Support on all elements of inclusion
- Work closely with the Director of Student Support to ensure that roles and responsibilities are clear and maintained.
- Liaise closely with all staff involved in the Team Around the Child Approach to ensure effective, early and on-going support for all learners
- Work closely with all staff to ensure inclusive practice results in the full participation and achievement of all children and learners with special education needs are engaged and achieving through being present, participating and learning
- Carry out supervisory and support duties as a member of the Leadership Team

#### Specific Leadership Team responsibilities

Whilst the Leadership Team will operate as a team and often share roles and responsibilities, the postholder will have specific areas of leadership responsibilities agreed at the beginning of each academic year.

#### Person Specification

##### Personal Qualities

AA expects its Assistant Principal (SENCO and Staff Support) to have the following personal qualities:

- Be an innovative, independent thinker with the capacity for strategic thinking
- Be creative and proactive in finding solutions
- Be flexible and adaptive to changing needs and priorities
- Be approachable, positive and a good listener
- Be resilient, calm, and tenacious under pressure
- Be insightful and analytical with good problem-solving skills
- Have good empathy skills and be able to give pragmatic support
- Have excellent communication skills and evidence of being able to build and sustain effective working relationships with staff, students, parents, and the wider community
- Be a self-reflective practitioner who always seeks to improve
- Able to see the 'big picture' in relation to whole school priorities and improvement
- Able to reason their educational philosophy, in tune with the school ethos
- Be willing to contribute to the extra-curricular life of the school
- Possess a sense of humour

- Have the ability to inspire and enthuse staff and students about SEND culture, ethos and provision
- Be highly self-motivated, able to energise and motivate others
- Be insightful and understanding of national, international and research developments relevant to teaching and learning in relation to SEND

## Professional Competence

AA expects its Assistant Principal SENCO and Staff Support to have the following professional competences:

- To hold Qualified teacher status
- First / second class degree
- To hold the national SENCO qualification (or work towards)
- The Educational Testing Access Arrangements Certificate Level 7 is desirable
- Be an outstanding Teacher with evidence of impact on student outcomes with a proven track record of total commitment to helping every student achieve their very best and make progress
- Have excellent understanding of what constitutes excellence in teaching and learning and SEND culture, ethos and provision
- Have a keen understanding of data and be able to analyse patterns in performance over time
- Be a positive role model for students and staff on a day-to-day basis
- Collaborate effectively with staff, parents/carers, and students
- Liaise and work with partner schools, Examination Boards and other relevant external agencies in the pursuit of continued improvement
- Excite and engage visitors about the School at Open Evenings and all other events
- Have very high expectations of the learning of all students at all times
- Work with colleagues across all key stages to ensure embedded transition from Key Stage 2 to 5
- Have an excellent working knowledge of the SEND COP and statutory requirements as well as solid experience of working with multi-agencies making referrals when necessary (EP, SALT etc).
- Able to contribute to LT, as a full member of the LT
- Able to contribute to the Trust as a senior leader within a Trust school
  - Able to lead relevant training and contribute to line leadership