



Star

STAR ACADEMIES

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

ASSISTANT PRINCIPAL – SENDCO AND INCLUSION

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. Provide dynamic instructional leadership and management by sharing and modelling the school's vision and values in everyday work and practice.
2. Lead on 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.
3. Assume full responsibility of the SENDCO across the school.
4. Lead the strategic development of SEND provision and inclusive practice across the school.
5. 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.
6. Make decisions based upon analysis, interpretation and understanding of relevant data and information.
7. 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, Local Accountability Board, staff, pupils and parents 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 SEND Students

- 2.1 Lead on tracking and reviewing progress across Key Stage 3 to ensure the best possible student outcomes.
- 2.2 Ensure early identification of needs and the effective implementation of graduated support.
- 2.3 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.
- 2.4 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.
- 2.5 Track and review progress for all year groups, using half termly data.
- 2.6 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.
- 2.7 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.
- 2.8 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 Track and review students' progress in all year groups on a half termly basis.
- 2.12 Monitor SEND and vulnerable pupil attendance across all year groups, reducing PA to below national average.
- 2.13 Provide strategic leadership and manage the promotion and development of mental health support across the school.
- 2.14 Lead on and monitor all aspects of SEND provision including adherence to medical policy and access arrangements.
- 2.15 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.
- 2.16 Lead and Manage Access and Inclusion, supporting and challenging the team to achieve all targets.
- 2.17 Develop and lead implementation of strategies to enhance provision for SEND students.
- 2.18 Lead the completion of provision mapping.

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

- 3.1 Lead the development of a whole-school vision for high-quality, inclusive teaching and learning.
- 3.2 Monitor the quality of provision for pupils with SEND, disadvantaged pupils and vulnerable groups. Ensure reasonable adjustments, adaptive practices and targeted support are consistently

implemented. Promote inclusive classroom practice that supports participation, belonging and achievement for all learners.

- 3.3 Ensure that adaptive teaching is embedded across all curriculum areas and phases.
- 3.4 Champion a culture where every teacher is accountable for the progress, attainment, participation and wellbeing of pupils with SEND.
- 3.5 Lead the implementation and evaluation of teaching strategies that remove barriers to learning and secure equitable access to the curriculum.
- 3.6 Track progress of vulnerable and SEND pupils using QA policy.
- 3.7 Develop and implement strategies to enhance provision of quality first teaching in all lessons.
- 3.8 Reinforce and monitor the adherence of all staff towards school initiatives around inclusive practice for learning and teaching and classroom management.
- 3.9 Organise and implement regular training and development of teaching assistants, using data from regular QA e.g. lesson visits.

4. Line Management and Partnerships

- 4.1 Provide line management of the Assistant SENDCO and Teaching Assistants, 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 SENDCO 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 Develop and sustain effective partnerships with external agencies, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, local authority SEND teams, health professionals and specialist support services, ensuring coordinated provision, timely interventions and positive outcomes for pupils with SEND.
- 4.8 Develop strong and effective partnerships with parents and carers of pupils with SEND, promoting meaningful engagement through regular communication, workshops, information evenings and SEND coffee mornings, empowering families to support learning and wellbeing while ensuring their views inform provision and decision-making.

5. Professional Development: SENDCO

- 5.1 Lead the organisation and delivery of professional development sessions to enhance SENDCO 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 SENDCO 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. Intervention

- 6.1 Lead the organisation and management of the intervention programme for SENDCO students, to be delivered outside school hours.

7. Communication and Administration

- 7.1 Provide leadership of the communication SENDCO matters via staff briefing notes on a weekly basis.
- 7.2 Manage the maintenance and delivery of the SENDCO handbook.
- 7.3 Attend all parents' evenings and school events involving parents

8. Relationships with Others

- 8.1 Participate in the Performance Management Cycle and INSETs.
- 8.2 Participate in the induction of new staff into the school community.
- 8.3 Maintain good working relationships with colleagues, pupils, parents/carers, governors and the community and ensure all communication is consistent with the school's ethos.

9. Accountability

- 9.1 Make best use of all resources to support the attainment, progress and well-being of all pupils.
- 9.2 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.

10. Other Responsibilities

- 10.1 Lead on the promotion, dissemination, implementation and monitoring of whole-school strategies within the Assistant Principal – SENDCO and Inclusion remit.
- 10.2 Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.
- 10.3 Support the work of colleagues within the Senior Leadership Team through the strategic leadership of key processes within school.
- 10.4 Fulfil line management duties for one or more faculties.
- 10.5 Deliver a reduced teaching timetable as required to enable the delivery of the curriculum
- 10.6 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 10.7 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 10.8 Contribute to the wider life of the Trust and the Star community.
- 10.9 Carry out any such duties as may be reasonably required by the Trust.

11. 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.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

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

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