

Job Title: **Assistant Principal – SENDCo**

Department: SEN/ SLT

Directly Reporting to: Principal

Banding & Salary: Leadership Scale

Responsible for: To provide strong leadership for the exceptional provision and outcomes at Holland Park School. To take responsibility for leading the Pastoral provision across the school.

### **Job Purpose**

Professional duties which are common to all staff plus strategic leadership of the Academy as part of the SLT with specific responsibility for the quality of teaching and learning across the Academy.

Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND and ensure that the school carries out its statutory responsibilities regarding all students with an Education Health Care Plan (EHC). Child Protection and Looked After Children. Liaison with external agencies

LINE MANAGEMENT OF: HLTAs , LSAs, Assistant SENCO

PROFESSIONAL OVERSIGHT OF: Any teaching or support staff who have specific or related responsibility for any of the areas listed below who are not directly line managed by the AP.

The work of curriculum leaders and heads of departments.

Professional oversight means that whilst the post holder is not directly responsible for these areas, they are responsible for ensuring that the leaders of these areas are held effectively to account through strong line management.

### **Professional Responsibilities**

As a member of the SLT, within the Academy's overall aims and policies, the AP Inclusion will:

1. Play a full role in the SLT with particular reference to SEN department.
2. Work with the Principal and Governors to formulate the aims and objectives of the Academy, which are reflected in its vision and strategic development plan.
3. Assist in the formulation of policies and procedures for the Academy and monitor and evaluate their effectiveness, as directed by the Principal and Vice Principal.
4. Be responsible for the management of staff and resources as delegated by Principal and/or Vice Principal with support and guidance from them.
5. Undertake other activities, which reasonably match the level of responsibility for the post and are within the guidelines given in the pay and conditions document.
6. Deliver high quality teaching and learning which sets a standard for other staff.
7. The AP Inclusion will have overall responsibility for the quality of curriculum development, aiming to be prepared for future changes ahead. This includes the development of all policies and practices related to this area, including the following areas of direct responsibility across the Academy:
  - Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND and oversee day to day provision
  - Advise the leadership team on the strategic development of the SEND policy and provision in the Academy and contribute to the development the policy wherever appropriate
  - Ensure that the school carries out its statutory responsibilities regarding all students with an EHC



- Support all staff in understanding the needs of SEND pupils
- Support departmental developments of SEND provision.
- Monitor progress towards targets for pupils with SEND
- Analyse and interpret relevant school, local and national data
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- Applying the inclusion systems and policies including SEND, and behaviour support
- Appropriate and timely intervention for students who are underachieving
- Effective and strong Child Protection strategies and the implementation of legal policies
- Coordination of multi-agency procedures and meetings
- Responsible for producing an annual Development Plan in an agreed format, reviewed in line with the School Improvement Plan
- Provide reports for the SLT and the Governing Body as statutorily required
- Oversee records on all pupils with additional needs
- Support pupils with medical needs in the Academy
- To actively monitor and respond to inclusion initiatives at national, regional and local levels
- To support existing networks, liaising with other schools in the group and to collaborate with other academies as appropriate

### Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND
- Support the Academy Teaching and Learning team and support Quality First Teaching for all pupils with SEND.
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - Pen Profiles, IEPs, or Provision Maps, PSP, MARF - keeping accurate records
- Collect and interpret specialist assessment data to inform practice
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies
- Work with the Principal, Vice Principal, teachers, curriculum leaders and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.
- Teach SEND students, and those with appropriate needs in nurture environment.

### Leading and managing

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings
- Lead on the performance management process for SEND teachers and Support Assistants
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the head teacher and governing body on the evaluation of SEND provision
- Effective deployment of staff and resources
- Advise the head teacher and governing body of priorities for deployment of staff, and utilise resources with maximum efficiency
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies
- Work with external agencies to maximise resources made available
- Identify training and development needs of SEND staff and support development within the financial parameters imposed by the budget
- Participate in the recruitment of SEND personnel and ensure effective induction of new SEND staff in line with school procedures
- Manage the SEND delegated budget efficiently and effectively, ensuring value for money



- Ensure Health and Safety practices, including risk assessments, are in line with school /group policy

The AP Inclusion will be responsible for setting the strategic direction of the areas above and for ensuring that they operate effectively and to the highest standards at all levels. Whilst operational tasks and aspects of strategic leadership within these areas may be delegated, the responsibility for them may not, and remains with the AP Inclusion.

### Shaping the Future

1. Lead the Academy strategically as a member of the SLT, contributing to strategic planning and leading change.
2. Build a commitment to and implement the vision of The Elms Academy, supporting and upholding our values.
3. Model policy and practice, in line with our vision and values.

### Developing Self and Others

1. Develop strategies to promote individual and team development.
2. Undertake Continuing Professional Development (CPD) for self-development and provide opportunities for CPD for others.
3. Performance development review, including the monitoring of teaching and learning within the Curriculum Areas.
4. Identify and support the Continuing Professional Development (CPD) needs of others.
5. Directly line manage staff teaching within the key stage / subject (where relevant and appropriate).
6. Have professional oversight of support staff working in the key stage / subject (where relevant and appropriate).
7. Foster a positive team spirit.

### Performance Development and Review

1. Performance development review, including the monitoring of teaching and learning within the Curriculum Area.
2. Directly line manage staff teaching within the Curriculum Area.
3. Have professional oversight of support staff working in the Curriculum Area.
4. Foster a positive team spirit.
5. Support areas of weakness in line with Academy policy.
6. Celebrate strengths.
7. Set challenging but realistic objectives.
8. Ensure needs of Academy are reflected in any action planning and development.

### Knowledge, Skills & Experience

1. Keep up to date with developments relating to the Curriculum Area.
2. Develop and maximise use of ICT.
3. Show a commitment to your own professional development.
4. Ensure statutory requirements are met.

### Academy Policy

1. Contribute to development of, and adherence to, Academy policy.
2. Represent the Curriculum Area at internal and external networking meetings.
3. Support the Academy vision and ethos.
4. Lead strategic developments within the Curriculum Area including preparing and writing a raising attainment plan which contributes to the Academy plan.

### Personnel

1. Identify and support Continuing Professional Development (CPD) needs of others.
2. Participate in the selection of new staff.
3. Delegate responsibilities as appropriate.



4. Communicate effectively to all members of the team, following the Communications Policy.
5. Support, guide and motivate staff.
6. Meet in accordance with calendared meetings and with line managers as agreed in the Communications Policy.
7. Support in the guidance, coaching and mentoring of staff.

#### Pupil Outcomes

1. Appraising the Senior Leadership Team (SLT) of developments within the Curriculum Area.
2. Set targets for attainment based on data, where appropriate.
3. Monitor progress against these targets using interim data.
4. Report to SLT, Governors and Parents on pupil progress.
5. Ensure all students participate in positive and effective experiences.
6. Support at transition points.

#### Resources and Accommodation

1. Ensure accommodation is conducive to learning.
2. Carry out risk assessments for pupils with Medical/ SEND needs.
3. Adhere to principle of value for money and the Finance Policy.
4. Ensure effective deployment of staff and resources.
5. Report anything unsafe.

#### **Other:**

- Undertake and when required, deliver or be part of the appraisal system and relevant training and professional development.
- Undertake other various responsibilities as directed by the Principal.
- Support the delivery of extracurricular opportunities as appropriate

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers

Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students

This job description is current at the date shown, but following consultation with you, may be changed by the Principal to reflect or anticipate changes in the job which are commensurate with the salary and job title

*I confirm that I have read and understood the details contained within this job description.*

*I understand that by signing this document, I agree to the terms and conditions contained within it.*

Signed  
Print Name

Dated

**This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children, and positively support equality of opportunity and equity**



of treatment to colleagues and students in accordance with the United Learning Equal Opportunities Policy and Code of Conduct.

## Person Specification

	Essential	Desirable
<b>EDUCATION/QUALIFICATIONS</b>		
A good Honours Degree Qualified Teachers Status Relevant up to date experience teaching in UK schools	X	



Prepared themselves for the post through appropriate professional development		
Postgraduate qualifications or NPQs		X
<b>SKILLS EXPERIENCE</b>		
Proven track record of outstanding teaching and learning	X	
Proven track record of outstanding middle or senior leadership	X	
Ability to lead and inspire others	X	
Have a relentless focus on high standards	X	
Work on their own initiative and be part of a team	X	
See tasks, plans and ideas through to completion	X	
Think strategically but have an 'eye for detail'	X	
Undertake complex, problem solving tasks such as data analysis	X	
Communicate effectively in a wide variety of forms to a range of audiences	X	
Use emotional intelligence to manage change effectively	X	
Excellent role model for oral and written communication	X	
Total support and alignment with the strategic vision for School	X	
Experience of leading and evaluating successful whole school projects	X	
Can assimilate information quickly, and ability to work at pace	X	
Skills that bring out the best in others of all levels of experience To have a relentless focus on driving up whole school standards and lead by example at all times	X	
Successful experience of leading a whole school initiative		X
Experience of performance management/appraisal and managing underperformance		X
Experience of budget management		X
<b>SKILLS, BEHAVIOUR AND QUALITIES</b>		
Value the education of every student as equally important	X	
Be committed to equal opportunities	X	
Believe in students' entitlement to a broad, balanced and meaningful education	X	
Be committed to high quality in all aspects of their work	X	



Have a collaborative approach to partnership working	X	
Have an understanding of school systems, timetabling, data tracking for students, development, planning and implementation	X	
The desire for personal improvement and skills to act on feedback	X	
Recognise that it is the responsibility of leadership to provide active support and challenge to colleagues	X	
A highly professional approach to their work	X	
The ability to thrive in a 'no excuses' culture	X	
Total reliability	X	
Great energy, enthusiasm and hope	X	
A real drive to make things happen	X	
A passionate desire to make a difference	X	
Good sense of humour	X	

