



## JOB DESCRIPTION

Post Title:	Assistant Principal - Special Educational Needs Coordinator
Accountable To:	Principal
Location:	Richmond Hill Academy
Scale	Leadership Point 8 to Point 12

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should, at all times, work within the framework provided by the Academy's policy statements to fulfil the general aims and objectives of the Academy's Development Plan.

The specific responsibilities of the successful candidate will be determined by the Principal upon appointment and will be subject to the requirements of the academy and the successful candidates prior experience.

### DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

- Have high expectations of all children and young people including a commitment to ensuring that they can achieve their full educational potential, establishing fair, respectful, trusting supportive and constructive relationships with them.
- Recognising the importance of relationships and communicating efficiently and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and wellbeing.
- Have a commitment to collaboration and co-operative working.
- Maintain effective and professional relationships with key partners, such as specialist agencies and teams within the local authority.
- Work as a team member identifying opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote the Academy vision and values and an ethos in which the highest achievements are expected from all members of the Academy community.
- Develop rigorous procedures for monitoring the performance of all accountable staff including setting objectives and individual personal development plans, with reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.
- Be able to teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

### WORKING WITHIN THE LAW AND FRAMEWORKS

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work. Contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.

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- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

## **DEVELOPING PRACTICE**

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Work effectively with the Principal and Executive Principal, the Chair of the Local Governing Body and the Local Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement.
- Work closely with the Board of The GORSE Academies Trust, its other academies, strategic partners and stakeholders.

## **PURPOSE**

- To lead and manage all aspects of inclusion and intervention for pupils with SEND at Richmond Hill Academy.
- To support the Principal in the communication of the vision, effective management and operational efficiency to fulfil the ethos of Richmond Hill Academy.
- To be responsible for the day-to-day implementation of Richmond Hill Academy SEND policy.
- To ensure that Richmond Hill Academy upholds its duties and complies with legislation according to the SEN Code of Practice.
- To co-ordinate, monitor and develop provision for students with SEND according to national and local guidelines, the SEND policy, handbook and academy procedures.
- To raise standards of attainment and achievement across the whole area and to monitor and support students' progress.
- To develop effective working practices with staff, parents, agencies and the governing body.
- To support the Principal to ensure that all teachers plan and teach lessons that are accessible to, and raise attainment of, all students.
- To support all pupils with medical needs, to ensure full integration into Richmond Hill Academy.
- To promote and provide equality of access and opportunity across Richmond Hill Academy.
- To contribute to Richmond Hill Academy's aim of raising standards of attainment and achievement.
- To share and support Richmond Hill Academy's responsibility to monitor opportunities for personal and academic growth.

## **RESPONSIBLE FOR**

- Lead on key specific areas of responsibility – particularly SEND – that ensure the realisation of an exceptional educational provision for all pupils at Richmond Hill Academy.
- The identification of pupils whose barriers to learning impact on their ability to achieve their potential.
- The monitoring of individualised programmes of intervention according to pupil need and assessment data.
- The provision of support for learning.
- The creation and monitoring of an inclusion register including SEND and CLA pupils.
- Ensuring the effective use, management and maintenance of the online tool Provision Map.
- Ensuring dissemination of information and strategies with regard to pupils who are experiencing barriers to learning.
- The assessment of pupils for, and the associated paperwork and liaisons related to, the provision of access arrangements for examinations.
- The management of the SEND Manager, SEND specialist teachers, teaching assistants and outside agencies.

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- Ensuring that pupils with Education Health Care Plans receive their entitlement.
- Liaising with: Principal, Vice Principals, SLT, Academy and parents/carers and external agencies.

## CORE DUTIES

- To develop and monitor the Richmond Hill Academy Policy for meeting the needs of students with SEND.
- To work with the Principal, the Senior Leadership Team and staff in developing effective and innovative strategies and practices that bridge barriers to learning through:
  - Assessment of needs
  - Developing appropriate interventions that are additional to and different from those employed through high quality teaching
  - Target-setting and dissemination of information
  - Close monitoring of progress to inform practice
  - Provision of CPD activities and relevant advice.
- To undertake the day-to-day co-ordination of SEND pupils' provision.
- To ensure the preparation and monitoring of an inclusion register for SEN and CLA pupils.
- To collect and interpret assessment data to inform interventions, resources, policies and teaching strategies.
- To attend all appropriate meetings.
- To keep an up-to-date log of students with medical needs, ensuring their needs are met on a daily basis, ensuring IPRA's and medication is present where necessary.
- To liaise with representatives from outside agencies, updating them on pupil progress and requesting additional support if necessary.
- To contribute to the whole academy's planning activities.
- To support senior and middle leaders in managing the implementation of an inclusive curriculum.
- Within the context of the academy's aims and policies, to work with the SEND manager to develop and implement intervention groups and support.
- To understand the requirements of Education, Health and Care Plans and the process to complete a needs assessment application.
- To liaise with leaders from Rainbow Base to form an understanding of the needs, cohort and provision within this part of the setting.

## STAFF DEVELOPMENT

- To participate in TGAT's staff development programmes.
- To keep specialist qualifications up-to-date.
- To lead training for staff to ensure that they are able to provide excellent SEND-related teaching and learning across the academy.
- To provide all those with involvement in Special Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.
- To attend appropriate further training and professional development in order to keep abreast of new initiatives.
- To engage in the performance management/appraisal process.
- To undertake performance management reviews.
- To be responsible for the effective deployment of SEND staff to comply with legal requirements and to ensure that the needs of identified pupils are met.

## QUALITY ASSURANCE

- To regularly review teaching methods and programmes of intervention to ensure that they remain effective responses to the needs of pupils.
- To regularly review pupil progress and to liaise with teachers and teaching assistants to ensure that provision is relevant and appropriate.
- To liaise with other professionals to ensure that Richmond Hill Academy's provision is moderated appropriately.

## **MANAGEMENT OF INFORMATION**

- To maintain appropriate records of both assessment and teaching and to provide relevant, accurate and current data as required to ensure that pupils files are up to date and accurate.
- To co-ordinate annual reviews of pupils with Education Health Care Plans and top-up funding.
- To liaise with feeder high school SENDCos and Inclusion Co-ordinators with regard to developing positive transitions from Richmond Hill Academy for vulnerable pupils.
- To co-ordinate relevant assessments and documentation for access arrangements for examinations.
- To liaise with parents and carers to ensure all medical information is accurate and up to date.
- To respect and maintain confidentiality of information according to Richmond Hill Academy's policies and legal requirements.

## **MANAGEMENT OF RESOURCES**

- To monitor effectiveness of resources in meeting the needs of pupils and the objectives of Richmond Hill Academy.
- To lead the team's process of identifying resource needs and selecting appropriate materials to improve teaching and learning within the area and to support adaptive practice across Richmond Hill Academy.
- To lead on SEND funding, making timely funding applications at key points in the academic year.
- To ensure safe keeping of materials and technical equipment.

## **TEACHING AND LEARNING**

- To provide support in class as and when necessary, by team teaching and preparation.
- To monitor support by teaching assistants and to oversee their performance management.
- To ensure a high-quality learning experience for students which positively affects their attainment, achievement and wellbeing, both within focused interventions and across the curriculum.
- To monitor programmes of intervention regularly to ensure their relevance and appropriateness.

## **PERSONAL RESPONSIBILITIES**

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- Take responsibility for safeguarding and promoting the welfare of children.
- Use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- Undertake training and professional development as appropriate.
- Undertake other duties appropriate to the post that may reasonably be required from time to time.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

## **SPECIAL CONDITIONS OF SERVICE**

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation and suitable references.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribute to the overall ethos/work/aims of Richmond Hill Academy.
- GORSE operates a No Smoking/Vaping Policy.

## Person Specification

### **Qualifications and Experience:**

- An honours graduate (or equivalent) with Qualified Teacher Status.
- Evidence of impact in supporting children with behaviour and inclusion needs.
- Evidence of impact in improving students' outcomes at subject or whole school level.
- Evidence of a commitment to further professional training.
- Evidence of whole school impact in a primary school.
- Evidence of on-going professional development.
- Evidence of successful team leadership.
- Evidence of good organisational and management competence.
- Evidence of having led change and developed behaviour for learning through innovation.
- Experience of contributing to the continued professional learning of colleagues.
- Experience of engaging effectively with parents and carers in learning.
- Evidence of significantly improving achievement levels for young people.
- Evidence of having implemented and led whole school strategies.
- Experience of working with the wider learning community.

### **Personal Qualities**

The successful candidate will have:

- A positive and optimistic approach to working with young people.
- A highly professional manner at all times.
- The ability to motivate, inspire confidence in students, consult and encourage.
- The ability to work with children with a range of complex special educational needs.
- Excellent inter-personal and communication skills.
- The ability to set high expectations and challenge under-achievement whilst retaining a positive and encouraging working relationship.
- A good focus on standards in order to raise achievements.
- A calm and clear approach when problem solving.
- Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with safeguarding practice.
- To be an effective team leader and team member, able to model positive behaviour.
- Emotional intelligence.
- Evidence of an understanding of the role of a highly effective school within its community.
- Excellent communication skills – staff, governors, students, parents and the community.
- Ability to be a good ambassador for the school in external meetings.
- A good sense of humour.
- Excellent punctuality and attendance.
- The potential for further promotion.

### **Strategic Direction – Leadership and Management**

- To have the ability to identify future problems and suggest solutions.
- To be able to support the Principal in developing a broad range of strategies for improvement.
- To have had experience of running a budget.
- To be able to prioritise, be efficient and meet deadlines.
- To be a clear and effective line manager.
- To have an understanding of the Performance Management system and its role in improving standards.

### **Teaching**

- To be an Outstanding classroom practitioner and enjoy teaching.
- To have had experience on innovating curricular development.

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- To understand and use target setting to improve standards.
- To show evidence of the ability to positively influence and develop the teacher of others.
- To understand the importance of self-evaluation in raising standards.

*We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.*

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.**