

Assistant SENDCo - Teaching

Pay Range	MPS/UPS + TLR 2A
Responsible To:	SENDCo

Main Purpose of the Post

- Lead, manage and review the SEND provision, working across all departments to raise the teaching and learning experiences for SEND students particularly those with Cognition and Learning needs.
- Model and embed the high-quality adaptive teaching and learning experiences for our SEND students.
- Provide strategies and advice to support all staff to implement highly effective adaptive teaching.
- Contribute and be part of the quality assurance measures for SEND to ensure that whole-school approach to SEND is effective and impactful.
- Plan high quality professional development that promotes a whole school approach to SEND.
- Contribute to raising the profile of SEND across the Academy.
- Build positive relationships with students and families.
- Attend and contribute to annual reviews for EHCP students and also IEP reviews as directed by the SENDCo.
- Actively work with outside agencies and professionals and complete necessary referrals to support students to access the right support at the right time.
- Work collaboratively across the Trust by attending SEND Driver Groups and further PLD to proactively develop knowledge.
- Analyse data and implement appropriate interventions based on academic attainment and progress.
- With the SENDCo, have a commitment to developing processes for all staff that encourage efficiency and collaboration and promote wellbeing of staff, whilst maintaining the necessary excellence.
- Be committed to develop professionally and go onto complete the NASENCo Award or NPQSENDCo.

PART A: Specific Responsibilities of the Role

- To provide the strategic leadership and management of all aspects of inclusion to ensure all students (SEND), are appropriately identified, supported and challenged to achieve their potential.
- To lead, alongside the SENDCo, the Academy's strategy for SEND to ensure the Academy fulfils its statutory responsibilities and maximises the progress of SEND students.
- To develop and enhance teaching and learning across all areas of provision with regards to students with SEND.
- To champion a co-ordinated and graduated response to intervention, liaising effectively with broader teams such as pastoral, safeguarding, multi-agencies and other educational providers to ensure no young person is left behind.
- To secure purposeful partnership with parents, carers and multi-agencies.
- To triage, co-ordinate, deliver and review impactful interventions referred to SEND and identified as potential SEND.
- To ensure provision and multi-agency support for vulnerable young people (and where necessary, their families) is cohesive, relevant and impactful upon student engagement and progress.

Assistant SENDCo - Teaching

- To model the most effective ways of adapting teaching to meet needs in the classroom.
- To monitor, evaluate and implement interventions for students as they progress into and through the mainstream (including Primary transition), delivering bespoke training for teachers to meet needs.
- To embed effective and purposeful learning behaviours and ensure consistently highly effective, inspirational teaching across the programmes.
- To analyse, interpret and action intervention from performance data, supporting and challenging the performance on young people in the classroom/Academy wide.

The general responsibilities outlined below apply to all staff with leadership responsibilities within the secondary arm of the Trust. This post will involve close working with all other colleagues within the leadership team including Principal, Vice Principals, Assistant Vice Principals, Associate Assistant Vice Principals, Trust Director of SEND and inclusion and Governors.

Strategic Leadership and Management of SEND

- Be a highly visible, proactive and approachable presence to students, staff and other stakeholders around school(s), the community and at Academy events and activities while sustaining the specific demands of the role.
- Contribute to the development, implementation and monitoring of strategic development/ improvement plans and other policy developments where appropriate.
- Keep up to date with OFSTED, accountability and other statutory requirements/frameworks and ensure that these are communicated to and actioned by the relevant people. Search out evidence based leading educational practice and consider how this may be incorporated into the strategic plan for the Academy/Trust.
- Take responsibility for line managing specific individuals, teams and areas, being accountable for their performance and ensuring that they meet the overall standards expected by the Academy/Trust.
- Put high quality personal development, resilience, behaviour and welfare at the centre of strategic planning, resource management, monitoring, review and evaluation.
- Deploy resources and manage health and safety effectively and efficiently across all areas of the Academy/Trust taking responsibility for the line managed specialist areas. Use external benchmarks to support quality assurance, self-evaluation and improvement planning processes in the Academy/Trust.
- Contribute to the day to day effective organisation and running of the Academy. Lead by example when implementing and managing change initiatives.

Strategic Leadership and Management of SEND

- Be a highly visible, proactive and approachable presence to students, staff and other stakeholders around school(s), the community and at Academy events and activities while sustaining the specific demands of the role.
- Contribute to the development, implementation and monitoring of strategic development/ improvement plans and other policy developments where appropriate.
- Keep up to date with OFSTED, accountability and other statutory requirements/frameworks and ensure that these are communicated to and actioned by the relevant people. Search out evidence based leading educational practice and consider how this may be incorporated into the strategic plan for the Academy/Trust.
- Take responsibility for line managing specific individuals, teams and areas, being accountable for their performance and ensuring that they meet the overall standards expected by the Academy/Trust.

Assistant SENDCo - Teaching

- Put high quality personal development, resilience, behaviour and welfare at the centre of strategic planning, resource management, monitoring, review and evaluation.
- Deploy resources and manage health and safety effectively and efficiently across all areas of the Academy/Trust taking responsibility for the line managed specialist areas. Use external benchmarks to support quality assurance, self-evaluation and improvement planning processes in the Academy/Trust.
- Contribute to the day to day effective organisation and running of the SEND Department. Lead by example when implementing and managing change initiatives.

Leading and Managing Teaching, Learning, Achievement within SEND

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the Academy community.
- Contribute to the monitoring, evaluation and review of classroom practice within SEND and promote agreed improvement strategies in line managed areas.
- Ensure teaching quality meets Academy/Trust expectations, challenging underperformance and ensuring effective follow-up action.
- Implement review systems to ensure robust evaluation of school performance, progress data, student engagement and actions to secure improvements comparable to appropriate national standards.
- Celebrate success at every opportunity and implement ambitious strategies for continuous improvement.
- Promote the active involvement of students and staff in their own learning.
- Support collaborative approaches to learning within the Academy and across the Trust. Contribute to the Local Governing Committee meetings, presenting information about the Academy/Trusts' performance and regular updates on the improvement agenda.

Leading and Managing Behaviour, Welfare and Standards

- Actively promote and model the collective responsibility for managing the personal development, behaviour and welfare of all young people and promote opportunities to link achievement, engagement in learning and the pastoral care.
- Promote and model the commitment that every student is supported through high standards of behaviour and safety – ensuring teaching is effectively differentiated to support students' social, emotional needs, mental health and wellbeing in the classroom. Develop institutional resilience and capacity across the curriculum teams/areas of learning, to enable staff to fully engage all students in effective learning.
- Role model positive interaction with young people – using praise, encouragement and recognition as the norm.
- Contribute to the development of policies and practice which promote inclusion, equality and the extended services that the Academy offers.

Leading and Managing People: Professional Learning and Development

- Undertake appropriate personal and professional learning and development consistent with identified needs and lead and contribute to elements of the performance management process for self and other staff.
- Play a lead role in staff recruitment within SEND, deployment and development within the individual schools and across the Trust.
- Undertake key activities related to professional, personnel and Human Resource issues as appropriate.

Assistant SENDCo - Teaching

- Support the induction of staff new to the Academy/Trust and those being trained within the organisation.
- Lead and contribute to the development and delivery of training and support for staff – Teaching and Associate Professionals.
- Commit to planned system leadership in the Academy and across the Trust within an agreed framework.
- Be well-read and informed about general educational developments as well as those specific to the role.
- Develop and maintain a culture of high expectations for self and others and take appropriate action when performance falls below expectations.
- Regularly review own practice, set personal targets and take responsibility for own personal professional development.

Leading and Managing People: Working with the Community

- Contribute to any elements of community development work in the Academy or Trust relevant to the role or responsibilities.
- Develop positive relationships with students, staff, parents, carers and the community and ensure learning experiences are integrated with the wider community.
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
- Use every opportunity to promote the achievements of young people at the Academy.
- Attend Governors' meetings and agreed events in the wider community as required. Develop positive relationships and work effectively with colleagues across the Trust and from external agencies.
- Engage with specialist support services/multi agencies to support the children and young people and families within the Academy.

All leaders will be required to work across schools within the Trust and fulfil a system leadership role in supporting other schools by agreement with the Executive Director of Secondary Education/Principal.

This Role Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and pursuit of the 'National Standards of Excellence for Headteachers' (2015) underpins this role.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the CEO/ Executive Director of Secondary Education/Principal.

Maltby Learning Trust is committed to safeguarding the welfare of children and expect all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff