

TORQUAY GIRLS' GRAMMAR SCHOOL



- Name:** -
- Job Description:** - Associate Assistant Headteacher – SENDCo
- Salary Range:** - L4 – L7
- Responsible to:** - Deputy Headteacher (Behaviour, Personal Development and Inclusion)
- Job Purpose:** - To lead the strategic direction and development of SEND policy and provision at TGGGS ensuring that TGGGS is an inclusive environment and students with SEN or a disability can thrive and achieve expected outcomes. The SENDCo will lead a wider team with enthusiasm and commitment and will support staff to deliver high quality and adaptative teaching in line with the SEND Code of Practice.

This position involves a teaching responsibility with 20 periods over a fortnight and the successful candidate will be a full member of the SLT.

OVERALL RESPONSIBILITIES

Strategic

- Have a strategic overview of provision for pupils with SEN or a disability, monitoring and reviewing the quality of provision
- Support school evaluation and school development plans with respect to provision of students with SEN or a disability.
- Assist in the creation and implementation of a SEND strategic plan, which identifies priorities and targets for ensuring that students with SEND make progress.
- Ensure that the SEN policy is regularly communicated to the Headteacher and SLT and Trustees.
- Attend SLT meetings and Trustee Education and Outcomes committee meetings if SEND is on the agenda.
- Provide accurate and informative reports to SLT and Trustees Education and Outcomes committee meetings.
- Ensure that the school's policy and practice recognise the local offer and other local and/or national initiatives.
- Work with the School Business Manager to ensure that funding is used appropriately and effectively.
- Work with the Deputy Head and site team to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Maintain up to date knowledge of current issues relating to Special Educational Needs informing SLT and attending SENDCo forums and network meetings as required.
- Ensure that SEND is represented at parental workshops and Open Evenings.

Operation of SEN policy and co-ordination of provision

- Coordinate the provision for children with SEND in the Academy.
- Oversee the day-to-day operation of the school's SEND policy.
- Ensure the statutory and appropriate support is in place for SEND pupils in line with the SEND Code of Practice, the Children and Families Act 2014, Torbay LA and Academy Policies.
- Maintain an accurate SEND register and provision map to ensure the identification and recording of pupils at the correct SEN stage of intervention in relation to: cognition and learning, communication and interaction, social, emotional and mental health and sensory/physical learning needs.
- Ensure that termly reviews are carried out for all students with SEND

- Advise the Headteacher of the academy's ability to meet individual pupil needs for pupils with an Education Health and Care plan.
- Manage and be responsible for the delivery of Learning Support provisions across TGGs and support the implementation of good practice.
- Carry out annual reviews of Education Health and Care Plans, ensuring statutory requirements are met, and ensure that interventions and provisions meet outcomes in EHCPs for students with SEND.
- Identify pupils in need of submission for a Request for Statutory Assessment (RSA), completing all RSA related documentation and assessment in accordance with local protocols and national legislation.
- Carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- Ensure that Teaching Assistants and resources are used to support SEND pupils at all levels of identification across the Academy.
- Liaise with the School Business Manager and SLT to ensure the efficient deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Access external funding where available to support Learning Support Provisions.

Leadership

- You will be a full member of the SLT team and will attend all SLT meetings and carry out SLT duties as directed by the Headteacher.
- Ensure that staff at TGGs adhere to the SEND Code of Practice and offer advice in relation to the "Graduated Response" approach to supporting pupils with SEND.
- Conduct learning walks and classroom observations to monitor and report the application of the graduated approach and high-quality teaching for students with SEND to ensure individual student needs are being met and progress is being made.
- Collaborate with classroom teachers to develop, implement and monitor individual support and learning plans. Provide advice to teachers to develop schemes of work and learning programmes for pupils with SEN. Provide advice, guidance and training to classroom teachers on supporting pupils with SEN.
- Provide SEND related CPD for staff to help overcome barriers to learning for pupils with SEND through the promotion of inclusive practice.
- Advise SLT, Heads of Faculty/Subjects and Heads of Year when requested, on appropriate pupil groupings when devising teaching groups to support
- Oversee the appraisal requirements for the Performance Management of Learning Support staff.
- Support the recruitment process for the SEND department and lead the interview process for teaching assistants.
- Help prepare the department for visits by HMI, OFSTED, Advisory Teachers and visiting personnel.
- Prioritise and manage workload effectively to ensure the efficient and effective running of the SEND department.

Communication

- Attend pupil planning meetings for students with SEND in conjunction with the wider pastoral team.
- Liaise with providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies. Make referrals to outside agencies and other professionals to support pupils with SEND within the academy. Coordinate the implementation of recommendations from professionals and evaluate its impact on the needs of the pupils concerned.
- Be a key point of contact with all external agencies especially the local authority and its support services.
- In conjunction with Senior Learning Support organise the programme of transition for pupils with SEND across all Key Stages. Including:

1. Undertake liaison with Primary school SENDCos prior to admission to the academy in Year 7.
 2. Advise SLT Curriculum lead and Pastoral team on pupil groupings and placement on entry to the academy.
 3. Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- In conjunction with the Head of Learning Support, attend both the HODs and Pastoral team meetings and provide updates on SEND priorities as appropriate.

Assessment

- Identify and report to the Deputy Head for Quality of Education on pupils who qualify for Access Arrangements for external examinations in line with JCQ and Examination bodies policies and directives.
- Liaise with the Exams Officer and staff to ensure Access Arrangements are delivered in line with current legislation.
- Use comparative data, together with information about pupils' prior attainment and behaviour, to establish benchmarks and set targets for students with SEND.
- Ensure that arrangements are made for students who require recognised learning assessments, psychometric testing and screenings on pupils in the academy, producing educational reports.

CPD

- Working with the Deputy Head of Quality of Education to support the induction of new teaching and support staff.
- Maintain professional qualifications and memberships appropriate to the coordination of SEND and Examination Access Arrangements as required by the SEND Code of practice and JCQ regulations. (CPT3a or equivalent and BPS membership).

WIDER RESPONSIBILITIES

All Associate Assistant Headteachers will:

- attend school meetings as appropriate
- collaborate as a member of the Senior Leadership Team to develop the shared vision for the school
- play a major role in determining future strategy for the School
- provide the Trustees with relevant and accurate information relating to their strategic areas of responsibility
- contribute actively towards the formulation and consistent implementation of all school policies and procedures
- agree to challenging subject targets, including pupil attainment targets, ensuring rigorous monitoring, evaluation and review of progress towards these
- ensure high quality teaching and learning in line managed areas and proactive line management of colleagues
- contribute to the School's self-evaluation process and school development plans
- be involved in the process of appointing new staff including the shortlisting and interview process
- be actively on duty at break, lunch and before and after school
- deliver whole school, house and year group assemblies
- share in the management of pupil behaviour incidents, making recommendations to the Headteacher regarding exclusions and facilitating the process of pupil readmission
- actively participate in the monitoring, evaluation and review of teaching and learning in line managed subject areas. Manage any capability or disciplinary procedures in line with the school policy, where appropriate
- be a core part of the performance management review process, setting targets and reviewing progress
- deliver extra-curricular activities and trips

- promote equal opportunities and celebrate diversity in all aspects of the School
- play a full part in the life of the school community, to support its values and ethos, encouraging others to follow this example
- comply with the School’s Health and Safety policy and undertake risk assessments in line with national requirements where necessary
- show a record of excellent attendance and punctuality
- adhere to the school’s non-negotiables, policies and procedures
- teach classes in their specialist subject area (or as directed by the Headteacher) and assist in the development of schemes of learning, resources and assessments
- provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils
- contribute to the school’s INSET programme
- partake in activities aimed at promoting the school, including, but not limited to, open evenings and community events
- if required, attend Trustee meetings
- agree to an Enhanced DBS checking being carried out
- be role models for professional practice in the school
- be expected to mentor teachers in training
- make a distinctive contribution compared with other teachers
- contribute effectively to the wider team.
- carry out other tasks commensurate with their position, as directed by their line manager or the Headteacher

REVIEW OF DUTIES

The specific duties attached to any leadership post are subject to annual review and may, after discussion with the Headteacher, be changed.

Signed: Date: