

**JOB DESCRIPTION**

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| **Job title:** |  Associate Assistant Headteacher |
| **Post number:** | Limes 07 24/25 |
| **Grade:** | Leadership (range 6 to 10) |
| **Contract and Hours:** | School Teachers’ Pay and Conditions |
| **Responsible to:** |  Assistant Head - SENCo |
| **Responsible for:** | Line management of the SEN teamTo be responsible for the assessment and administration of all Exam Access Arrangements for the whole schoolTo run and train others in the implementation of literacy interventions across all key stagesTo undertake the training for Senior Leader for Mental Health and oversee the strategic development of mental health and wellbeing across the school Oversee the management, collation and tracking of Student SEN information and Data including Edukey and Student Passports |
| **Job purpose:** |  To manage the SEND Team and all aspects of SEND and assessment.To be a member of the college’s Leadership Team and assist the SENCo in the day to day to day running of the SEND department as well as assisting the Head Teacher in the day-to-day running of the school and all sitesTo have a maximum teaching commitment of 0.6 which will be delivered through 1:1 and small group literacy interventions |
| **Key internal contacts:** | Assistant Head - SENCo Head TeacherTaskforceSEN TeamTeaching staffEducation support staffAdministrative staff |
| **Key external contacts:** | SENCOs and Leadership in other schoolsCognus and Sutton Local AuthorityOFSTEDDepartment for Education |
| **Special consideration:** | Hold a clear Enhanced DBS checkHold a current driving licence with own transport  |

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| This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.**Duties and responsibilities** **SEN*** To line manage the SEN team and work with the SENCo in implementing SEND across all areas of the college;
* To be responsible for the assessment and administration of all Exam Access Arrangements for the whole school;
* To work with the SENCO to ensure the college is compliant with SEND Code of Practice (graduated response);
* To work with the SENCO to coordinate and develop an appropriate curriculum for students with SEN;
* Attend SENCO surgery/forum meetings and share good practice;
* To work with the SENCo to ensure access, inclusion, equal opportunities and developing such policies;
* Oversee the management, collation and tracking of Student SEN information and Data including Edukey and Student Passports.

**Member of Leadership Team*** Support the strategic and operational day-to-day management of the college by communicating the vision, and leading and maintaining the highest of professional standards;
* Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students;
* Coordinate INSET for the College in conjunction with the Leadership Team;
* Build positive relationships with all members of the community, showing positive attitudes to them;
* Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally;
* Oversee proof reading of termly reports;
* Have a maximum teaching commitment of 0.6 which will be delivered through 1:1 and small group literacy interventions;
* Input, maintain, retrieve and collate student data using the appropriate database register.

**Students and staff**Under the direction of the Head Teacher:* Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes;
* Ensure excellent teaching in the college, including training and development for staff;
* Establish a culture of ‘open classrooms’ as a basis for sharing best practice;
* Create an ethos within which all staff are motivated and supported to develop their skills and knowledge;
* Identify emerging talents, coaching current and aspiring leaders;
* Hold all staff to account for their professional conduct and practice through performance management and regular reviews.

**Systems and processes**Under the direction of the Head Teacher:* Ensure that the college’s systems, organisation and processes are well considered, efficient and fit for purpose;
* Support distribution of leadership throughout the college to ensure a safe, calm and well-ordered environment for all students and staff, focused on safeguarding and developing exemplary behaviour;
* Work with the governing body as appropriate.

**Leading and managing staff – developing self and others*** Support the development of collaborative approaches to learning within the college and beyond;
* Participate, as required, in the selection and appointment of teaching and support staff;
* Be an excellent role model for both staff and students in terms of being reflective and demonstrating a desire to improve and learn;
* Take responsibility and accountability for identified areas of leadership, including statistical analysis of student groups, progress data and target-setting (linked to areas of key responsibilities);
* Work with the Senior Leadership Team to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the college improvement plan and performance management;
* Undertaking performance management and regular supervision and identifying training needs and opportunities as a line manager;
* Undertaking sickness review meetings and other relevant meetings as a line manager.

**Trust**To share in the day to day running of the Trust, including:* Promoting the Trust’s core themes of safeguarding and working with vulnerable young people and helping them to flourish;
* Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety);
* Ensuring high standards of behaviour and dress are maintained;
* Attending Trust/academy briefings, meetings and events as required by the Executive.

**Additional Duties**You may be required to carry out additional duties, as the Executive Principal may reasonably request, which are commensurate with the post. |

**PERSON SPECIFICATION**

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form**.

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|  | **Essential** | **Desirable** | **MOA** |
| **Qualifications** |  |  |  |
| Qualified Teacher Status. |  |  | A,C |
| To be qualified to Assess for Access arrangements |  |  | A,C |
| Professional development in preparation for a leadership role. |  |  | A, C |
| **Experience and knowledge** |  |  |  |
| Successful leadership and/or management experience in a school. |  |  | A, I |
| Substantial teaching experience and a strong track record of securing improved outcomes for students with additional learning and support needs. |  |  | A, I |
| Involvement in school self-evaluation and development planning. |  |  | A, I |
| Experience of observing teaching and learning and supporting improved standards on a consistent basis. |  |  | A, I |
| Experience of managing staff development, performance and capability. |  |  | A, I |
| Experience of managing SEND at different key stages. |  |  | A, I |
| Current knowledge of the national agenda around education, in particular special education and alternative provision, and the challenges and opportunities for schools. |  |  | A, I |
| Up-to-date knowledge of current developments in relation to the curriculum and areas of educational leadership, pedagogy and school improvement, including changes to assessment. |  |  | A, I |
| **Skills, abilities and personal qualities** |  |  |  |
| Ability to create, analyse and use data to set targets and identify weaknesses. |  |  | A, I |
| Ability to communicate effectively, both orally and in writing with a range of audiences, particularly in constructing SEND case plans. |  |  | A, I |
| Ability to work under pressure and prioritise effectively. |  |  | A, I |
| Competent in using a wide range of ICT/MIS software for assessment, progress, attainment and management. |  |  | A, I |
| **Special conditions** |  |  |  |
| Hold a current driving licence and use of own transport between sites. |  |  | A, I |
| Willing to undertake an Enhanced DBS check. |  |  | A, I |
| Flexible approach to work by responding to the needs of the service including, at times, working beyond normal working hours. |  |  | A, I |