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**BARHAM PRIMARY SCHOOL**

**STRIVING FOR EXCELLENCE**

**Headteacher : Karen Giles, B.Ed. (Hons), NPQH**

***EMEDDING EXCELLENCE***

**RECRUITMENT PACK**

**ASSOCIATE HEADTEACHER**

**WITH RESPONSIBILITY FOR SEND**

**MAY 2022**



**JOB DESCRIPTION**

Barham Primary School strive to appoint colleagues who share our values and support our mission to Embed Excellence. We are recruiting for an exceptional SEND Leader who is committed, knowledgeable and passionate in the belief that our Children with additional learning needs receive the very best.

Responsible for the strategic delivery of SEND Support across the school, the successful candidate will:

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| \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \* | Take the strategic lead for SEND policy development and ensure processes and practices are in place to deliver it  Take the strategic lead for Individual Education Plans in relation to safeguarding and pupil premium  Be responsible for the implementation of EHCPs, IEPs and the outcomes of annual reviews, target setting, monitoring, assessment, diagnostic testing and access arrangements  Lead the team to effectively support the needs of individual and groups of pupils  Manage the delivery of high quality interventions  Take a leading role to support in the delivery of quality first teaching and CPD for Teachers teaching vulnerable and disadvantaged pupils and those with SEND  Liaise with parents and carers in providing appropriate support for  Learning including the EHCP process  Liaise with outside agencies, the LA, Educational Psychologists and specialist  Teachers etc.  Attend Parents’ Evenings to provide face to face support for parents |

Duties and responsibilities specific to the role:

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| \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \* | Provide induction and performance management for staff within the team  Share good practice and promote collaborative teamwork to motivate and inspire  colleagues  Lead staff training in SEND Provide coaching and mentoring to Teachers and Learning Assistants, give advice and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.  Communicate the vision for SEND support effectively and positively to all stakeholders  Analyse performance of pupils with SEND and pupils vulnerable to underachievement after each data feed  To identify and take appropriate action on issues arising from analysis of data, systems and reports  Report progress of SEND and disadvantaged pupils in Senior Leadership Team meetings  Ensure all staff are aware of the support provided for pupils across the school  Implement and support staff with the Graduated Approach framework  Strategically plan and manage the costs of external provision for pupils e.g.  specialist assessments, alternative curriculum etc  Manage the department budget for teaching and learning resources  Work collaboratively with Teachers and Learning Assistants to provide the highest quality support for vulnerable pupils and those with SEND  Support the development and implementation of school based mental health  provision for pupils and staff  Ensure that appropriate support is available for pupils with internal and external  examinations and assessments  Ensure the smooth transition of pupils supported by the department to Secondary  Education  Ensure the maintenance of accurate records of progress, interventions and strategies used to support individual pupils  Produce accurate reports on the work of the school and the progress of pupils supported by it  Undertake observations of lessons where pupils with SEND are present  Ensure that all communication follows School policies  Ensure all children with SEND are prepared for adulthood from the earliest possible age |

Personal Development

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| \*  \* | Reflect on own practice and work collaboratively with the Executive Headteacher to identify development needs and participate in annual performance review as part of an active programme of CPD  Keep up to date with changes in DfE, Ofsted and SEND Code of Practice requirements and embed these into school policy and practice |

Whole school organisation, strategy and development

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| \*  \* | Take a leading role in the development, implementation and evaluation of the school’s policies, practices and procedures in such a way as to support the school’s values and vision.  Lead others on curriculum and/or pupil development to secure co-ordinated outcomes. |

Wider Professional Responsibilities

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| \*  \*  \*  \*  \* | Play a critical role in the life of the school.  Provide a role model for teaching and learning.  Make a distinctive contribution to the raising of pupil standards.  Contribute effectively to the work of the school  Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning. |

Management of staff and resources

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| \*  \*  \* | Direct and supervise Teachers, Learning Assistants and Support Staff  Contribute to the recruitment, selection, appointment and professional development of other Teachers and support staff.  Deploy resources delegated in accordance with school policies. |

Professional development

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| \*  \* | Participate in arrangements for the performance management process and review own performance and of other Teachers and Learning Assistants.  Participate in arrangements for own further training and professional development and that of other Teachers and support staff including induction. |

Communication

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| \*  \*  \* | Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.  Collaborate and work with colleagues and other relevant professionals within and beyond the school.  Participate in administrative and organisational tasks, which require your professional skills and judgement. |

**PERSON SPECIFICATION**

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|  | ***Essential*** | ***Desirable*** |
| QUALIFICATIONS | Educated to degree level  Qualified Teacher status  Holds the National Award SENCO (NASENCO) | DSL training  CPD in all relevant areas  Middle Leadership  Accreditation  Safer Recruitment Accreditation |
| SKILLS & EXPERIENCE | Recent and relevant Senior  Leadership experience in a school setting with SEND  Experience of working with children with additional educational needs  Experience of leading a successful initiative across the entire primary school age-range  Experience of working with a wide range of technologies that support the development of the curriculum  A thorough understanding of and a commitment to equality of opportunity  Knowledge of safeguarding and child protection issues  Ability to delegate and negotiate when necessary and resolve conflict  Effective behaviour management  Able to interpret and present data  Coaching and mentoring experience | Experience of mentoring student teachers and ECTs  Experience of teaching within EYFS, KS1 and KS2  Has worked to support the development of other teachers  Has a proven track record of raising standards and meeting challenging targets  Knowledgeable about educational technology can be used to support SEND |
| PERSONAL QUALITIES | Track record of teaching outstanding lessons  Strategic thinker with the ability to work to high professional standards  Motivated and having the ability to manage and motivate individuals and teams effectively  Demonstrates a wide range of high level communication skills  A commitment to the highest standards  Enthusiastic about new and innovative approaches to teaching and learning  Empathy and compassion  A love of teaching |  |