

Job Description Deputy Headteacher and SENCo

Start Date:	April 2022
Responsible to:	Headteacher
Location:	Queen's Park Infant Academy
Grade:	L7 – 11 (£49,019 - £54,091 per annum)
Disclosure Level:	Enhanced Disclosure & Barring Service Check

Job Purpose & Objectives

- To assist the Headteacher in providing professional leadership, which secures the School's success and improvement, by ensuring high quality education for all our pupils and improved standards of learning, teaching and achievement.
- To ensure the smooth and efficient running of Queen's Park Infant Academy as an effective school, leading by example.
- To carry out the professional duties of a Deputy Headteacher as directed by the Headteacher.
- To be Inclusion Lead, incorporating the role of SENCo, taking a responsibility for the strategic development of SEND policy and provision including the deployment of the school's delegated budget and other resources to meet pupils' need effectively.
- Leading, developing and maintaining high quality SEN Provision.
- To play a key role in the communication and embedding of the school's culture of respect, team work, perseverance and high aspirations to all pupils and staff.
- To work in close and balanced partnership with the school Governors, both collectively and individually.
- To assume charge of the school in the absence of the Headteacher, undertaking the full range of professional duties in the event of extended absence, acting at all times within the agreed policies of the School.
- All other duties as laid out in the most recent edition of the Teachers, Pay and Conditions Document

Safeguarding

- Provide a safe environment in which children can learn and recognise that the safeguarding of children and the health and safety of all members of the school community is the responsibility of every employee;
- Provide pastoral care and support to children, including providing them with a secure environment in which to learn;
- Identify children who may be in need of extra help or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with services as needed.
- Be familiar with and strictly follow the School's Child Protection procedures and policies.

Main Duties & Responsibilities:

Leadership and Management

- Work with the Head Teacher, ensure the positive impact of actions leaders take to secure and sustain improvements to teaching, learning and assessment through effective systems of monitoring.

- Support the identification/dissemination of the most effective teaching approaches for pupils with SEND.
- Work with the Head Teacher, to ensure effective quality assure of assessment moderation at the end of KS1 and across the school.
- Lead on tracking the progress of pupils and groups of pupils and implementing actions to address any underachievement, particularly for disadvantaged pupils, the most able, disabled pupils and those with special needs.
- Compile and evaluate school provision maps.
- Lead on closing the achievement gap of any groups in the school.
- Under the direction of the Head Teacher provide an annual report to the Governors in regards to Disadvantaged Pupils and the Pupil Premium Funding Provision.
- Work closely with the Head Teacher and School Leadership Team, to take responsibility for the design, implementation and evaluation of the curriculum.
- Evaluate strengths and areas for development to inform the School Improvement Plan.
- Use performance management to promote effective practice across the school.
- Lead on professional development of school leaders including Year Leaders, the Family Support Worker, ELSAs, SENTAs and PPA Higher Level Teaching Assistants.
- Ensure constructive working relationships enable all staff to review the needs, progress and targets of pupils with SEN
- Co-ordinate Early Help Support within the school, including the designation of Lead Practitioner Roles with the Family Support Worker.
- Lead on ensuring that transition arrangements for children with SEND or complex and/or emotional needs starting school, entering or leaving mid-year, and leaving at the end of KS1 are managed effectively to meet the children's needs.
- Lead on communicating effectively with parents to ensure appropriate support and provision for families and children. Lead multi-agency meetings as needed and ensure needs are documents in a timely manner within Early Help Support Plans (FCAF working).
- Lead on communication effectively with other services and outside agencies in order to ensure that pupils' need are understood and provision within and beyond the school can meet those needs effectively.
- Work with the Head Teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that pupils are taught to be healthy and safe.
- Ensure the emotional and behavioural needs of children are planned for and documented in line with policy and procedure, including positive handling plans, risk assessments and Team Teach best practice.
- Ensure that the needs of children with medical conditions are provided for and documented appropriately in line with relevant policies. Have overall responsibility for the implementation and review of Health Care Plans.
- Lead on monitoring, reviewing and evaluating the effectiveness of school policies, timetables, procedures and practice.
- Ensure that the most suitable staffing arrangements are in place, to meet the needs of the children, in case of staff absence and other cover arrangements.
- Ensure that pupils' spiritual, moral, social and cultural development is highly effective.

Standard and Quality Assurance

- Support the aims and ethos of the school.
- Liaise with and report to the Governors, when appropriate, to facilitate their overview of school leadership and management.
- Attend and participate in open/parent evenings.

- Contribute to ensuring good behaviour and discipline is maintained, supporting staff in implementing appropriate policies.
- Participate in and lead staff training.
- Participate in Continuing Professional Development.
- Attend team and staff meetings.
- Develop links with Governors and neighbouring schools.

People and Relationships

- Sustain effective, positive, professional relationships with all staff, pupils, parents and Governors and the local community.
- Encourage moral and spiritual growth and civic and social responsibility amongst pupils, actively promoting British Values.
- Manage innovation and change.
- Work collaboratively.
- Manage and develop effective working relationships with all staff in the school.
- Develop effective partnerships with parents to ensure their views are considered and acted upon appropriately.
- Liaise with staff, parents and external agencies to provide maximum support for pupils with SEND.
- Maintaining consistent working relationships with colleagues, supporting them in line with your role and responsibilities.
- Keeping colleagues informed about aspects of your work and schedule which may affect the support you can give them.
- Keeping confidentiality.
- To take part in training events, as appropriate, including first aid and safeguarding.
- Developing your effectiveness as a support role through updating your knowledge and skills, and seeking and taking account of constructive feedback on your performance.
- Identifying and agreeing personal development objectives with the Head Teacher.
- Making effective use of the development opportunities open to you.

Career / Salary Progression

- Performance Management will be carried out on an annual basis and be related to the responsibilities outlined in the job description.
- The Performance Management meeting will evaluate achievements, agree areas for development, set appropriate targets, and examine potential training requirements, changes and actions to be taken.

Safeguarding Responsibilities

- Work with the Head Teacher to lead on Safeguarding in the school, including the Prevent Duty and e-Safety, providing an annual report to the Governors.
- Complying with, promoting and acting in accordance with all academy policies – in particular the Child Protection and Safeguarding Policy and the School's Code of Conduct.

NB: The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by Headteacher to reflect the changing work composition of the business.

This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher.

Person Specification **Deputy Headteacher and SENCo**

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> ▪ Qualified Teacher ▪ Evidence of CPD ▪ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment 	
Aptitudes & Abilities	<ul style="list-style-type: none"> ▪ Excellent classroom teacher with high standards of discipline ▪ Possess excellent organisational skills ▪ Ability to inspire, motivate and enable staff – manage Performance Management ▪ Ability to lead and manage teams of staff efficiently and effectively ▪ Ability to promote strong links with parents ▪ Have clear leadership qualities with imagination and creativity ▪ Sensitive to the needs of others and have the ability to support staff where necessary ▪ Have drive and enthusiasm ▪ Ability to build good working relationships in the school and wider working community ▪ Ability to maintain confidentiality with professional responsibilities 	<ul style="list-style-type: none"> ▪ Effective leader of Assembly ▪ Ability to communicate effectively with children, staff, parents, Governors including large audiences ▪ Ability to communicate confidently with external agencies – in particular relation to inclusion ▪ Good interpersonal skills – use humour appropriately, warmth, empathy
Knowledge	<ul style="list-style-type: none"> ▪ Good understanding of how children learn and be able to actively promote learning attributes valued by the school ▪ Sound understanding of good Early Years & KS1 practice that promotes effective learning ▪ Sound understanding of curriculum requirements, planning and development within a thematic approach ▪ Sound understanding of inclusion and SEND provision ▪ Understanding of assessment practice and use of data to inform teaching and learning ▪ Sound understanding of staff development and management ▪ Successfully led school-based inset ▪ High expectations of pupil achievement 	<ul style="list-style-type: none"> ▪ Experience of Ofsted inspection process ▪ Awareness of whole school and wider educational issues ▪ Experience of teaching across the Primary Phase

- Successfully used strategies to improve pupil achievement

Whilst originally based at Queen's Park Infant Academy, the post holder will be required to travel to other local sites, including other CLP schools.