

Bramham Shadwell Federation



**Bramham Primary School
Shadwell Primary School**

Job Description: Executive Assistant Head with Federation SENDCo responsibility

Date: September 2022

Person responsible: Sarah Richards, Executive Head Teacher

The following job description relates directly to the role of Executive Assistant Head Teacher with overall responsibility for all SEND within the Bramham Shadwell Federation. The job description for Teachers is also relevant: it is important that the SENDCo Assistant Head can perform at the levels set out in this document.

Shadwell Primary School	Bramham Primary School
Executive SENDCo Federation Mental Health Lead Line Management of support staff for SEND and wellbeing	

1. Purpose of the job

- To be accountable for the vision and ethos of the school in achieving and embedding 'Excellence for All'
- As part of the Senior Leadership Team, to help to ensure the school is led effectively at a strategic level
- To facilitate and promote teaching and learning for all groups of children, which enables pupils to achieve high standards
- To share and support the corporate responsibility for the well-being, education and discipline of all pupils
- To promote the Federation as being a happy and healthy place to learn and work, for all stakeholders and to collaborate with outstanding practice between both schools

In addition to the main duties of a Primary School teacher, you are required to manage and develop bespoke strategies that support children who have special educational needs development (SEND) and require targeted intervention within EYFS, Key Stage 1 and Key Stage 2, in line with whole school policies.

Duties and Responsibilities

- Exemplary experience in teaching and in supporting children with additional needs and in sharing outstanding practice
- Co-ordinate, Monitor and evaluate the work of the team in order to maximise pupil attainment.
- Work with SLT and Subject Leaders to begin to develop SEND strategies within the curriculum .
- Promote a safe and secure learning environment for children of all abilities.
- Work with teachers to plan a differentiated curriculum as necessary.
- Assist staff in the acquisitions and preparation of resources which will facilitate wider inclusion of all students.
- Lead and manage a team of learning support assistants and wellbeing staff across the Federation, effectively deploying skills, promoting good working relationships and communication.
- Identify staff training needs and ensure they are met through the performance management and CPD process.
- Co-ordinate liaison with Federation staff, all relevant outside agencies and parents.
- Monitor teaching and learning and take appropriate action when necessary.
- Have oversight (in liaison with Heads of School) for SEND assessment and progress data and in ensuring children on the SEND register are assessed appropriately, in line with their need.
- Ensure provision for students with SEND is effective and appropriate to their needs.

- With the Executive Head Teacher, to manage additional and high needs block funding for the effective deployment of staffing and resourcing and assist in the recruitment of staff and induction programme for appointed candidates.
- Liaise with Nurseries, High Schools and Special Schools for timely transfer information.
- Liaise with appropriate staff, parents, the LA and outside agencies to create EHCP applications and to regularly review.
- Maximise the contribution of the team to improving the life and wellbeing of staff in working with and line managing the wellbeing mentor; in reviewing the wellbeing of staff and pupils.
- Facilitate small group work in the classroom, and in particular creating time for subject leaders to work with students who are on the SEND register.
- Supporting assessment procedures (eg. Dyslexia screening) for children as necessary, to identify those who need extra help to overcome barriers to learning.
- Accompanying students with specific difficulties on trips or visits.
- Working with parents to maintain regular contact to keep them informed of their child's need and of their progress, and to maintain positive family support and involvement.
- To oversee the completion of IPRA's, individual behaviour plans, reduced timetables and reintegration into school following exclusion.

2. Consultation and Communication

In carrying out these duties, to consult, where appropriate, with the relevant senior manager, the staff in school, parents and carers, pupils and the wider community.

3. In Relation to the Statutory Requirements

The appointment is subject to the current conditions of employment for class teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and class teachers and other current legislation.

Areas of Responsibility and Key Tasks:

A. Pupils' Personal Development, Behaviour and Welfare:

Be a Designated Safeguarding Lead for the school, and be prepared to offer support and advice across the Federation schools as appropriate.

Contribute to ensuring high standards of pupils' personal development, behaviour and welfare, including by:

- taking an active role in relationships and behaviour management, insisting on a strict and consistent approach to the Positive Behaviour Policy
- promoting all aspects of pupils' welfare so that pupils are safe and feel safe at all times and that they understand how to keep themselves and others safe in different situations and settings
- Working with the Executive Head Teacher to review and develop the Behaviour Policy as necessary and to ensure this is implemented consistently across the Federation
- challenging stereotypes and the use of derogatory language
- keeping a careful, well-organised record of serious incidents, logging on Provision Map with clarity, including hate incidents and reporting to the local Authority as appropriate
- organising and working alongside other staff to ensure lunchtimes and break times are calm and orderly
- acting as a role model to pupils and to staff, so they may also act as role models, for positive attitudes and respectful relationships
- promoting a healthy lifestyle, in line with the school mission statement
- promoting pupils spiritual, moral, social and cultural development and lead assemblies to the whole school which promote this
- working closely with colleagues and families to ensure at attendance above 95% and punctuality
- supporting the work of safeguarding staff

B. Teaching and Learning:

Contribute to ensuring high standards of teaching and learning, including by monitoring (see B1, below) and addressing (see B2 below) teaching and learning in ensuring:

- Quality CPD for staff - teachers' subject knowledge re. SEND, behavior, wellbeing and mental health
- Efficient and effective feedback, appropriate to those with SEND: all feedback and marking to pupils is in line with the Marking Policy – update as necessary
- Prioritising SEND and additional needs: working alongside the Heads of School to ensure every child's needs are met to make good progress

- Useful homework is set that is considerate of all needs: in line with Homework Policy and good standards are promoted
- Effective communication: parents/carers are informed about progress and how to support at home
- working alongside the Senior Leadership Team, carry out assessment data collection and analysis

B1. Monitoring:

Carry out and ensure other leaders carry out planned monitoring activities, including:

- **compliance checks** to ensure staff are following key policies, in particular SEND, wellbeing, equal opportunities and some aspects of other policies.
- evaluations of provision and pupil outcomes, in particular **learning walks, lesson observations, book scrutinies and pupil learning conversations, triangulation, deep dives** (and any appropriate combination of the above)

B2. Performance Management:

Carry out and ensure others carry out planned Performance Management procedures, including:

- With the Executive Head Teacher, setting targets for and reviewing performance of an agreed proportion of teachers
- Ensuring effective Performance Management is carried out and planned between teachers and their learning support staff and consideration of outcomes is shared appropriately

C. Management of the School and its Provision:

Lead day-to-day management of the school, including activities with and communications to various key stakeholders (see below, C1-C4) and the day-to-day running and management of school and its activities (see below, C5-C6).

C1. Parents/Carers:

Ensure effective communication to parents/carers by:

- acting as a point of contact for parents (alongside teachers and middle leaders), responding to questions, comments, concerns and complaints at an early stage (*note: emails to parents should not be responded to at weekends or in the holiday*)
- organising (and leading as appropriate) meetings and workshops for parents/carers to engage and support learning, including parent-teacher consultations
- Sharing a wider information base via **Twitter** – sending regular (ideally at least two every week) posts and the **School Website** – in liaison with the Assistant Business Manager

C2. Staff and Human Resource Management:

Ensure staff management on a day-to-day level, including:

- alongside middle leaders, act as a first point of contact for staff on general issues (*note: there is no requirement or encouragement to respond to communications from colleagues at unreasonable hours, excluding those related to staff absence*)
- maintain working partnerships and cohesion with all staff members

C3. Governors:

Alongside the Executive Head Teacher, facilitate effective Governance in Bramham Shadwell Federation by:

- providing governors with any relevant, appropriate information they require
- attending any relevant, appropriate meetings
- enabling governors to visit school for any relevant, appropriate visit eg to monitor/fact-find

C4. Other Stakeholders:

Liaise productively/helpfully with other stakeholders as and when appropriate and reasonable, including:

- communicating with educational individuals and agencies

C5. Logistics:

Effectively manage the day-to-day running of the school in the light of the other roles and responsibilities set out here, such as organising meetings with parents, visiting specialists etc. in particular,

- in liaison with Head of School colleague, have overview of dates and diary to avoid clashes and workload pressures, and to ensure reminders and deadlines are met.

C6. Physical Environment:

Ensure the school environment is smart, well-organised and safe, including:

- learning walls: learning-focused, current
- displays: attractive, current, INCLUSIVE
- storage: organised well, no excessive 'hoarding'

D. Working with the Senior Leadership Team to Evaluate, Review and Develop:

- Federation policies
- School Development plan
- Whole School Surveys and Questionnaires
- School Self Evaluation

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This Job Description should be read alongside the range of professional duties of teachers as set out in the School Teachers' Pay and Conditions Document, Teachers' Standards and other relevant documents. The post-holder will be expected to undertake duties in line with the Teachers' Standards for qualified teachers and uphold these standards. This job description may be amended following discussion with the Executive Head Teacher.

Whilst every endeavor has been made to outline the main duties and responsibilities of the post within this Job description, a document such as this does not permit every item to be specified in detail. This job description is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.

Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform, and these will be taken into account when the post is reviewed.

Bramham Shadwell Federation is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the School's Services. In this way, Bramham Shadwell Federation is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The Bramham Shadwell Federation is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. All posts are subject to an Enhanced Disclosure Barring Service check with Barred List check and two satisfactory references.