

Head of Pupil Support

Accountable to: SLT

Pay point: MPS/UPS + TLR 2

Job Purpose

As a member of the Senior Management Team, the Head of Pupil Support will have prime responsibility for leading and managing the educational and pastoral support for vulnerable groups (EAL, SEND, Pupil Premium, and Ethnicity) within the school. To ensure everyone works in a happy and caring environment with the School's creed, ethos and tradition at the core. To lead the team in order to achieve the highest standards of learner achievement and progress as directed by the Head Teacher.

Shaping the Future

Working with the Governing Body and SLT to create a shared vision and strategic plan that inspires and motivates pupils, staff and all other members of the school community.

- As a member of the SMT, ensure new initiatives and whole school practices are embraced by all staff ensuring that they are clearly articulated, shared and understood and acts as a driver for all stakeholders.
- Be accountable for the leadership and management performance of the Pupil Support team and create a shared culture and positive climate which is then dispersed across the relevant team members.
- Be accountable for a 360 degree cycle of planning, monitoring, evaluation and development of Pupil Support through the School and Pupil Support Development Plan and Self Evaluation and ensure this takes account of diversity, values and experience of the school and community at large.
- Create and oversee development within Pupil Support; its implementation and the part it plays in the whole school improvement and develop strategies as appropriate as a result of self-evaluation findings.
- Set and achieve ambitious and challenging goals and targets.
- Demonstrates the school vision and values in everyday work and practice,
- To be accountable for the performance of vulnerable groups within school (SEND, EAL, Ethnicity, Pupil Premium) in achieving the priorities and targets the school sets and monitor the progress towards them.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.

Leading and Managing Provision Across the School

A central responsibility for raising the quality of teaching and learning and pupils' achievement across vulnerable groups, where a successful learning culture ensures pupils are committed to lifelong learning. To ensure learning is at the centre of strategic planning and resource management.

- To hold or be working towards the recognised qualification for SEND.
- To develop policies and other reports/statements for the area of Pupil Support adhering to all statutory legislation to ensure the school complies with legal and recommended guidance.
- Adhere to the Equality Act duties (2010), making reasonable adjustments for disabled children to prevent them being put at a substantial disadvantage.
- Ensure day to day operation of the policies for vulnerable groups and coordinate specific provision to support these pupils.
- Ensure high aspirations and expectations for pupils with SEND/EAL/PP so that they achieve their best and become confident individuals who will make successful transition through stages of their education and into adult life.
- Implement and uphold a graduated approach to SEND within the school with a clear assess identification, plan, do and review cycle.
- Ensure pupils with SEND/PP/EAL receive support to meet their needs and engage in activities of the school alongside their peers,
- Identify any patterns in identification of SEND/PP/EAL, both within the school and in comparison with national data and use these to reflect on and reinforce the quality of teaching.
- Review and evaluate the breadth and impact of the provision that is offered to vulnerable groups through provision maps and provision management.
- Hold teacher's accountable for progress and development of pupils from vulnerable groups and ensure all pupils receive high quality teaching.
- Offer professional guidance to colleagues and work closely with staff, parents and other agencies.
- Ensure the school keeps clear records of all pupils with SEND and any school systems for pupils with EAL or PP.
- Monitor the quality of all paperwork for vulnerable groups completed by other staff and support with school training in these areas.
- Monitor quality of provision across the school and plan CPD opportunities to ensure all staff are trained in order to deliver high quality provision.
- Advising on the deployment of the school's delegated budget and ensuring all SEND and PP funding is used for provision and resources to meet needs' effectively.
- Be aware of provision within the local offer and work with professionals in providing a support role to families.
- To involve specialists to ensure the best possible provision for our pupils, communicating these clearly to other members of staff and ensuring recommendations are put in place.

- Liaise with parents, local authority, pupils and other external agencies ensuring all parties are aware of the pupil's needs,
- Through well planned and thorough self-evaluation, identify areas for development and improvement linked to the school Development Plan and national and local initiatives.
- To quality assure assessment judgements for all vulnerable groups made across the curriculum, ensuring appropriate support is provided as required.
- Ensure a consistent and continuous focus on pupil achievement using data and benchmarks to monitor progress in every child's learning.
- Acknowledge excellence and challenge underperformance at all levels, ensuring corrective action and follow up as appropriate.
- To fulfil a teaching timetable as directed by the Head Teacher.

Developing Self and Working with Others

To develop effective relationships and communication which underpin a professional learning community which enables others to achieve. Using performance management and effective, continuing professional development to support all staff in achieving high standards. To demonstrate a commitment to increasing the capacity within a leadership role to deal with new challenge through continued professional development.

- To develop and maintain effective strategies and procedures for staff induction, professional development and performance review in order to sustain school improvement.
- To oversee the pastoral care of the team, both adults, children and families.
- Develop and maintain a culture of high expectations of self and others and take appropriate action when performance is unsatisfactory.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.
- To build a collaborative learning culture across the team and actively engage with other schools to build effective learning communities.
- To constantly evaluate and improve the transition of pupils from infant schools, year group to year group and to secondary school.
- To regularly review own practice, setting personal targets and taking responsibility for own personal development.

Managing the Organisation

To provide effective organisation and management of the area of Pupil Support and seek ways of improving organisational structures and functions based on rigorous self-evaluation, To build capacity across the workforce and ensure resources are deployed to achieve value for money.

- To be accountable for the professional effectiveness of the team (Specialist teachers, speech and Language Therapist, Wellbeing Coach, Teaching Assistants and Administration staff).
- Lead and develop the area of pupil Support in accordance with TMA ethos and values.