Amplify Education

Bristol Cathedral Choir School

SEND Head of Communication and Interaction (Mat Cover)

Job description

Job title	SEND Head of Communication and Interaction (Mat Cover/Job Share - 22.5 hours)
Location	Bristol Cathedral Choir School, BS1 5TS
Salary	Gross annual salary scale: N20-N28 £33,673 - £40,444 Term-time part-time (3 day) salary: **£16,729 - £20,093** **PLUS** Head of Area Allowance (**£5,690 x 22.5/37.5 = £3,414**)
Role Summary	The school serves students from all backgrounds, including those with complex needs. The school has a significantly higher than average number of students with EHCPs along with many others who are on the SEND register. We are looking for an experienced SEND colleague to lead all aspects of communication and interaction provision within the school.
Working pattern	This role is a part of a job share (3 days per week) and is a maternity cover contract offered on a fixed term basis for 12 months, or until the return of the postholder, whichever is sooner. This role preferably follows a Monday, Tuesday, Wednesday working pattern.
Responsibilities	**Core Leadership Responsibilities:** • Role model the behaviours associated with **positivity**, **team playing**, **rule following** and **attention to detail**; • Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact. • Be an active and enthusiastic member of the middle leadership team, taking full strategic leadership of the areas of specialism for which you are responsible; • Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct, building respectful relationships across the school;

	• Attend middle leader meetings as required to provide professional and strategic advice on your areas of responsibility and the wider school mission; • Actively contribute to middle leadership discussions and fully participate in the giving and receiving of constructive feedback with other members of the middle leadership team; • Share middle leadership obligations such as duties and line management; • Engage fully in our culture of continual professional development and coaching, in which we encourage and challenge each other to be the best we can be; • Work collaboratively within the middle leadership team and the wider inclusion team to ensure that underachievement is addressed quickly and effectively; • Act as a role model to other staff, bringing a strong professional presence to the school site. • Show genuine care and respect for our young people and for everyone who makes up the community at BCCS; • Maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgement which always focuses upon the best interests of the students and the school. • Be mindful of your own wellbeing and that of your colleagues; • Be a pastoral leader in any and every school context; • Follow, support and model the implementation of the school's behaviour policy, including systems, routines and duties; • Be active in pursuing personal and professional development beyond your immediate role, seeking breadth of knowledge and experience, as well as depth; • Be responsible for promoting and safeguarding the welfare of all pupils and young people within the school; • Uphold and promote the ethos and reputation of the School at all times; • Promote, understand and value the intentional development of student agency, both for themselves and our community; and • Participate in and carry out any administrative and organisational tasks as reasonably as required by the Head Teacher. **Responsibilities Specific to the Role**

	• Quality assure all elements of communication and interaction provision, including careful cost-benefit analysis; • Lead a team of LSAs under the sub-department of communication and interaction that sits within the Learning Support team; • Make referrals and liaise with professionals outside of the school, including educational psychologists, health and social care providers, speech and language therapists and occupational therapists; • Provide advice, guidance and training to classroom teachers on supporting pupils with SEND in keeping with quality first teaching; • Support teachers to develop schemes of work and learning programmes for pupils with SEND; • Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom that maintains high standards for all; • As directed by the SENDCo, manage and advise on the school budget and resources for SEND provision; • Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date; • As directed by the SENDCo analyse school, local and national data and develop appropriate strategies and interventions; • Keep up to date with national and local policies related to SEND and cascade information to colleagues; • Support and celebrate student behaviour, attitudes, engagement and progress; • Promote the drive to increase outcomes and opportunities for SEND students whom are entitled to the Pupil Premium or Children in Care (or Previously Looked After) designation through high quality and ordinarily available provisions; • Work closely with the SENDCo and the Designated Teacher to support and plan for alternative curriculum provision where needed; • Have a strong understanding of the responsibilities in the Equality Act 2010, the SEND code of practice and other relevant guidance; • Contribute to a culture where safeguarding is at the forefront of responsibilities; • Work with pastoral leaders to set targets for behaviour and attendance, including regular review points during the academic year; • Proactively engage with students to reduce the risk of fixed term or permanent exclusion;

	• To create,manage and ensure implementation of Risk Assessments and Safety Plans for students within your area of need; • To manage the Annual Review process for students with Communication and Interaction needs including associated cost mapping; • To monitor, implement, manage and evaluate Section F provisions in EHCPs for all students in the Communication Interaction cohort; • To manage the SEN register for students with Communication Interaction needs as set out in SEND Code of Practice (through 3 review points per year and maintaining clear records of graduated approach) in line with whole school policy as directed by the SENDCo; • To manage, maintain, communicate and monitor implementation of student passports (IEPs) in line with whole school QFT policy; • To apply for EHCNAs under direction of the SENDCo; and • To lead on Alternative Learning Provisions across SEND with the remit of ensuring ALPs accessed are 'short term' and aim to 're-engage' students with mainstream settings. This will include maintaining accurate records of ALPS, tracking and assuring funding for ALPS is in place, liaising with the pastoral team leads and other Head of Areas to ensure changes at are tracked, monitored and costed, working with the council to ensure correct funding is provided and to ensure they maintain oversight and when needed reclaim responsibility for ALPs being undertaken by BCCS students. Note: The duties outlined in this job description may be modified, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. This document does not form part of your contract of employment with the school.
Reporting to	Associate Assistant Headteacher – SENDCo
Safeguarding	*We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Amplify Education are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.*

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Person Specification

We are committed to creating an inclusive working environment. If you are excited about this role and can demonstrate many but not all of the areas below, we would encourage you to apply as you may just be the person we are looking for.

The listed criteria will be reviewed across the stages of our recruitment process, including application form, personal statement (within the application form), interview, references and certificates.

Skills and personal attributes:

(Personal competencies, qualities, attitude and behaviours that will allow you to perform effectively in the role, ensuring the safeguarding and welfare of children and young people)

Essential for this role:

- Commitment to safeguarding and promoting the welfare of children, young people and adults.
- A dynamic leader and a **teamplayer;**
- A **positive disposition** with a good sense of humour especially when encountering change;
- A high level of **attention to detail;**
- A **rule follower;**
- Values based and outcomes driven;
- Genuine care and respect for students and colleagues;
- A high level of professional integrity;
- Able to work well under pressure;
- 'Can do attitude', willing to engage in the whole of the school's life.
- Fully embrace the mission and values of the school;
- Maintain the highest expectations of all students and all staff;
- Communicate effectively with the teams you lead and with the middle leadership team.

You are likely to have:

- A calm demeanor, even when things are going wrong; and
- A desire for clarity and an aversion to ambiguity.

You may have:

- Personal interests and enthusiasms that you can bring to the school community.

Knowledge and qualifications:

(Professional, technical or academic qualifications that you have achieved relevant to this role)

Essential for this role:

- A good standard of education to A-Level or equivalent in at least 2 subjects; and
- A good knowledge of statutory SEND guidance and practice.

You are likely to have:

- Good Degree;
- A working knowledge of how other high-performing schools support children with SEND; and
- Training relevant to supporting children with SEND.

You may have:

- QTS;
- An appropriate SEND-related qualification;
- Further professional qualifications eg MA, PhD, NPQ; and
- Evidence of continuous professional development in preparation for a middle leadership role.

Experience:

(Please draw upon experience and achievements gained through paid employment, voluntary work or personal life experience relevant to this role)

Essential for this role:

- Experience of quality assessing educational provisions and evaluating value for money;
- Experience of working with children with SEND;
- Experience of working with children across a range of year groups and with different levels of need;
- Evidence of high impact.

You are likely to have:

- Experience of working with outside agencies; and
- Experience of leading other adults.

You may have:

- Experience in leading a department or a complex system.

Other Requirements:

You are likely to have:

- A willingness to commit to supporting all faith activities in a faith designation school.

You may have:

- A track record of fostering an open, fair and equitable culture.

Amplify Education is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status. We particularly encourage applications from under-represented groups.

As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.