



## Job Description – SENDCo/Assistant Headteacher

**Reports to:** Executive Headteacher, Head of School and Trust Board

**Salary Grade:** L 1-5, starting point within this range is negotiable, according to SEN experience.

**5 days a week working across the three primary schools**

The successful candidate will have a strong drive and determination to ensure that support for every child with SEND is of the highest quality. They will be able to demonstrate excellent classroom practice in ensuring that SEND pupils make strong progress. They will have a wide knowledge of SEND and either have the SENDCo qualification or the willingness to commence it as soon as they start the role. Previous experience of working as a SENDCo would be desirable, but not essential.

### Status of the Post

- To work in partnership with the Executive Headteacher and Heads of School, in securing high quality learning and teaching across the school.
- To lead on SEND, building a cohesive and high functioning team.
- To lead on inclusion in terms of School improvement across the school and be lead person for this area in the School Improvement Plan

### Key Accountabilities:

To fulfil the professional duties as specified in the Teachers Pay and Conditions Document with respect to teaching and the role of the Assistant Headteacher.

### Key Responsibilities:

#### Shaping the Future:

- Contribute to the generation of a clear vision for the schools which supports children's learning and development
- Demonstrate the vision and values in everyday work and practice
- Contribute information and data to assist in the planning of the School Improvement Plan, which identifies appropriate priorities and targets for improvement
- Be responsible for evaluating actions and strategies taken to raise standards of attainment
- Lead by example

#### Leading Learning and Teaching:

- Develop high quality teaching and learning provision for children with Special Educational Needs and Disabilities (SEND)
- Demonstrate outstanding teaching which effectively impacts on learning to a high standard
- Encourage risk-taking to create an original approach to the delivery of the curriculum
- Ensure that the school ethos is fostered and explicit throughout the working of the school
- Implement systems of monitoring and evaluate the quality of education for SEND children
- Monitor, evaluate and review classroom practice and support colleagues to make improvements
- Engage the appropriate resources to enable improvements to be made
- Challenge underperformance and ensure effective, corrective action and follow-up
- Analyse data and benchmarks to monitor the progress in each child's learning, year on year

### **Developing Self and Working with Others**

- Support and provide SEND staff with opportunities to further improve their performance, in addition to undertaking Performance Management for a designated team of staff
- Deliver learning support programmes to identified individuals to complement and inform other one to one support
- Work with Governors and senior colleagues to recruit and select non-teaching staff
- Manage and develop relationships with staff, parents/carers, Trustees, Governors and the community
- Keep abreast of current initiatives and disseminate to appropriate staff

### **Managing the Organisation**

- Ensure communication is regular, consultative and informative
- Ensure the implementation of whole school policies which support the school's values, aims and objectives
- Line-manage colleagues on a day-to-day basis
- Ensure the safety of pupils, staff and others on the school site
- Develop and maintain links with parents/carers and the community
- Contribute to an effective staffing structure, which is regularly reviewed
- Maintain an overview of the logistics to contribute to the smooth running of the school
- Ensure that income related to SEND children is maximised impact wise
- Monitor impact of finances and ensure that value for money is achieved

### **Securing Accountability**

- Ensure all necessary administration is completed and deadlines are met
- Lead meetings and professional days to disseminate information, solve problems and make decisions
- Contribute to meetings in school and outside to ensure appropriate views are represented

### **Strengthening the Community**

- Build on and support the development of relationships between the school and local community and promote the use of people's strengths and skills to enhance learning
- Strengthen home school by actively engaging parents in their child's education
- Liaise with a full range of outside agencies proactively

## Person Specification – Assistant Headteacher / SEND Lead

Selection Criteria	Method of Assessment	Essential	Desirable
<b>At the shortlisting stage, when the governors evaluate application forms and supporting letters, the criteria as stated below will be applied. Applicants must use concrete examples to indicate how they fulfill the essential and desirable (where appropriate) criteria listed below.</b>			
<b>1 Qualifications and Training</b>			
1.1 To be a qualified primary teacher	Application form	√	
1.2 SENDCo qualification held	Application form		√
1.3 A commitment to leadership training opportunities.	Application form/Interview	√	
1.4 To have evidence of continuing and recent professional development relevant to the post.	Application form	√	
<b>2 Experience</b>			
<b>The successful candidate will have:</b>			
2.1 Recent, significant and very successful experience as a teacher in the primary phase.	Application form	√	
2.2 Experience in working successfully with children with a range of SEND needs	Application form	√	
2.3 A proven track record of raising attainment and outstanding teaching.	Application form	√	
2.4 Significant and successful experience of leading key whole school priority aspects of the curriculum	Application form/Interview	√	
2.5 Experience of contributing to school improvement	Application form/Interview	√	
2.6 Experience of supporting colleagues in order to secure school improvement.	Application form/Interview	√	
2.7 Experience of managing and using pupil attainment and tracking databases.	Application form/Interview	√	
<b>3 Knowledge &amp; Understanding</b>			
3.1 An excellent understanding of current theory and practice in teaching and learning relating to SEND.	Application form/Interview	√	
3.2 A good understanding of effective leadership and management in relation to SEND	Application form/Interview	√	
3.3 An understanding of the importance of the culture and ethos of a school in securing high standards and of strategies for improving these.	Application form/Interview	√	
3.4 An understanding of the role of parents and the community and how this can be promoted and developed.	Application form/Interview	√	
3.5 To have a clear understanding of safeguarding procedures in a school setting	Interview	√	
<b>4 Aptitude and Skills</b>			
4.1 To be an excellent teacher.	Application form/Interview	√	
4.2 Ability to provide a model of best practice for staff and work alongside others to develop and improve practice	Application form/Interview	√	

4.3 To demonstrate leadership qualities to enthuse and motivate others.	Application form/Interview	√	
4.4 To be able to articulate a clear vision for high quality education in an urban context.	Application form/Interview	√	
4.5 To have strong personal presence, excellent communication skills.	Interview	√	
4.6 To be able to clearly communicate both orally and in writing with a diverse range of audiences, including children parents and carers, trustees, governors and staff.	Application form/Interview	√	
<b>5 Personal Attributes</b>			
5.1 To be approachable, accessible and flexible.	Application form	√	
5.2 To be able to work effectively under pressure, to priorities appropriately and to meet deadlines.	Interview	√	
5.3 To have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.	Interview	√	
<b>6 References</b>			
6.1 Positive recommendation(s) in professional references		√	
6.2 DBS clearance/no adverse outcomes from the DBS check		√	