



Reed's School Job Description DEPUTY HEAD OF ACADEMIC SUPPORT

Reed's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Department and Role:	<p>The Academic Support Department will consist of the Head of Academic Support, the Deputy Head of Academic Support and one full-time specialist teacher. Two subject Teachers will also teach part time in the Academic Support Department. The Head of Academic Support is the School's SENCO.</p> <p>The Department supports learners with specific learning difficulties and pupils with disabilities. It provides information and advice to all teachers regarding pupils' individual learning needs, as well as providing small group or one-to-one teaching for pupils who need additional support. The Department also carries out or arranges diagnostic assessments for pupils, where required.</p> <p>The Academic Support Department is also responsible for teaching pupils who have English as an additional language.</p> <p>The Deputy Head of Academic Support will report into the Head of Academic Support and will assist them in leading and managing the SEND provision for pupil so that they achieve the best possible outcomes.</p>
Main Duties and Responsibilities:	<ul style="list-style-type: none">• Assist the Head of Academic Support with the identification, assessment and provision for all children with Special Educational Needs or Disabilities.• To deputise for the Head of Academic Support if required.• Supporting the Head of Academic Support with providing a strategic vision for the Department.• Raising standards of SEN pupil inclusion, attainment and achievement by monitoring and supporting pupil progress.• Advising staff with developing a broad, balanced and inclusive curriculum to help SEN pupils succeed.

	<ul style="list-style-type: none"> • Assess pupils through screening and individual testing, arranging for external specialist testing where necessary. • Identify, research and adopt effective teaching approaches for pupils with SEN/SpLDS. • Provide specialist interventions for pupils as required, through teaching of individuals and small groups (teaching may be both inside and outside curriculum lesson times). • Liaise with all academic staff to identify targeted interventions for pupils who require additional support beyond whole-class teaching. • Ensure all teachers are confident when teaching pupils with particular needs. • Evaluate the impact of all interventions on pupil progress and report this information to Academic Staff. • Analyse assessment data to inform interventions. • Organise access arrangement provision, working closely with the Examinations Team. • Arrange Annual Reviews for pupils with an EHCP. • Assist in managing the SEN register and ensure records are maintained. • Keep abreast of Government and JCQ guideline regulations and statutory regulations, update policies and processes as appropriate. • Attend Open Mornings. • Attend Parents' Evenings. • Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact. • Undertake such other comparable duties as the Headmaster requires from time to time.
--	--

Reed's School Person Specification
DEPUTY HEAD OF ACADEMIC SUPPORT

Reed's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> • Educated to Degree level in a relevant subject • Level 7 specialist teaching qualification • Professional qualification in teaching pupils with SpLDs • Experience of teaching pupils with SpLDs • Qualified Teacher Status • Qualified as an assessor for examination access arrangements (JCQ compliant) • NPQ SENCO (or a willingness to enrol at the earliest opportunity). 	<ul style="list-style-type: none"> • National Award for SENCO • Membership of relevant professional bodies eg PATOSS, Dyslexia Guild, BDA • Assessment Practising Certificate (APC).
Experience:	<ul style="list-style-type: none"> • Experience of teaching and assessing pupils with SpLDs • Experience of leading and developing colleagues • Experience of teaching at all levels and differing ability needs • Experience of gathering, evaluating and using assessment data to inform learning. 	<ul style="list-style-type: none"> • Experience of whole-class teaching in a specialist subject.
Skills	<ul style="list-style-type: none"> • Excellent planning and organising skills • Ability to deal with sensitive issues in a professional and supportive manner • Ability to use ICT effectively within teaching • Ability to demonstrate success across the ability range • Ability to demonstrate creative and innovative approaches to enthusing and challenging pupils • Excellent communication skills, both oral and written. 	

Knowledge	<ul style="list-style-type: none"> • Excellent, up-to-date knowledge of all national and local policies related to Special Educational Needs. 	
Personal competencies and qualities	<ul style="list-style-type: none"> • Motivation and enthusiasm to work with children and young people • Ability to act as a role model for pupils and staff through demonstrating high standards of personal and professional conduct • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Positive attitude to use of authority and maintaining discipline • Ability to maintain consistency and fairness. 	