

# Special Provision Partnership



## Assistant Principal (SENDCO)

L13-L17

### Job Description

#### Purpose of the Post

As outstanding practitioners and experienced leaders, Assistant Principals play a central role in assisting Heads of Schools (Associate Principals) with the day-to-day running of a Special Provision Partnership (SPP) area. Assistant Principals share the SPP's vision and values and model extremely high levels of professional conduct and practice both in and out of the classroom. APs are confident leaders of staff at all levels and have the ability to work with children and young people across the Federation. APs are non-class based; however, they teach classes to model good practice; develop relationships; support training and development; and secure the smooth running of the SPP.

The purpose of this role is to:

- Be a visible and credible senior leader who models good practice and Quality First Teaching.
- Lead in the implementation of SPP policies and procedures and particularly those related to SEND.
- Lead robust quality assurance activities that shape and inform development plans.
- Take lead responsibility for ensuring the best possible curriculum offer, provision, wellbeing, progress and achievement.
- Ensure the academy offers all children high quality, exciting, engaging, well resourced and differentiated lessons and that Education Health and Care Plans are at the heart of teaching and learning.
- Provide strong and dynamic leadership, support and training including the supervision and performance management of teaching and support staff.
- Lead and coordinate specific areas of responsibility.

This job description outlines the range of professional duties, which are attached to the post. It is not a comprehensive definition of these duties. You will be required to perform duties described in the School Teachers Pay and Conditions document. Your working time will be in accordance with that required of the Leadership Team as outlined in the School teachers Pay and Conditions.

#### Key Result Areas

#### Statutory Duties

- Carry out statutory responsibilities in line with the SEND Code of Practice
- Oversee the day-to-day operation of the Academy's SEND policy and procedures including reviewing, implementing, obtaining and monitoring education and health care plans
- Coordinate provision for children with SEND
- Liaise effectively with parents, carers and relevant professionals
- Advise on the deployment of staff and resources Liaise with other schools and services
- Be a key point of contact for external agencies Support transition
- Ensure the Academy meets its responsibilities under the Equality Act (2010)
- Fulfill the role of Designated Teacher for children who are looked After
- Liaise effectively with a link Governor

#### Leadership and Management

- Be a member of the Senior Leadership Team contributing to the development of the vision and values
- Uphold and promote the core principles, values and ethos of the SPP

- Take responsibility for designated aspects of the self-evaluation process
- In partnership with the Associate Principals, be actively involved in improvement planning and activities
- Take a lead on a range of whole academy areas - to be negotiated on an annual basis
- Lead in the development and implementation of an appropriate curriculum that addresses pupils' academic, special and personal needs
- Help to formulate, promote and lead in the implementation of policies, procedures and initiatives
- Lead staff meetings, staff development sessions and team meetings as appropriate and be responsible for ensuring these are planned and evaluated effectively, and relevant actions agreed and followed up
- Support the Head of School by taking robust action when problems arise

### **Staffing**

- Contribute to the development of the leadership and other staff teams and take responsibility for the line-management of designated staff
- Lead in the implementation of robust Performance Management and HR systems and ensure high standards of professional performance and conduct are established and maintained
- Promote and model best practice including unconditional positive regard and support senior leaders in creating and maintaining a climate that is supportive of staff, pupils and parents
- Offer leadership, guidance and support to staff in relation to SPP policies, teaching and learning, behaviour and other improvement strategies
- Support with the selection, recruitment and induction of staff
- Organise staffing timetables and cover classes when required to do so
- Facilitate continued professional development for yourself and others

### **Pupils**

- Take responsibility for the effective teaching and learning of a class or classes or groups of pupils in the academies, ensuring that the pupils have an appropriate curriculum in line with SPP policy - in line with Teacher Standards
- Take responsibility for the welfare needs of all pupils ensuring a consistent, positive approach
- Promote the good behaviour of all pupils working with colleagues, parents and the community to set the highest possible standards of classroom practice and management in line with the SPP's vision and values

### **The Curriculum**

- Liaise with Associate Principals to determine and lead the arrangements for the organisation of the curriculum and lead staff in its effective delivery
- Lead curriculum innovation and practice and take a leading role in monitoring, reviewing and evaluating the curriculum to ensure that expectations and standards are high
- Liaise with Associate Principals and relevant member of the leadership team with regard to the production, implementation, evaluation and revision of academy organisation, policy, planning, assessment and moderation
- Keep up-to-date with new initiatives, attending professional development courses, where appropriate, and disseminating information to staff

### **Resources and Budget**

- Assist Associate Principals in the prudent use of funding in line with the Development Plan
- Be responsible for a budget relating to specific areas

### **The Site and Premises**

- Be aware of and assist in supporting the Health and Safety policy of the governing body, the Trust and advise the Associate Principals of any known concerns regarding security
- Advise the Associate Principals of any known concerns and liaise with appropriate agencies as and when necessary in conjunction with and on behalf of the Associate Principals
- Take necessary and appropriate action in the absence of the Associate Principals

### **Trust, Governing body, parents and community**

- Lead in the development and maintenance of effective partnerships with parents

- Establish links with the governing body
- Undertake such other duties and responsibilities of an equivalent nature, as may be determined by the Executive Principal or Associate Principal from time to time, in consultation with the post holder
- The post holder's duties must at all times be carried out in compliance with the Equal Opportunities Policy and other policies designed to protect employees or service users from harassment
- Take reasonable care of the health and safety of self, other persons and resources whilst at work
- Cooperate with management of the service as far as is necessary to enable the responsibilities placed upon the service under the Health and Safety at Work Act to be performed, e.g. operate safe working practices
- It is the duty of the post holder not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The post holder should also counteract such practice or behaviour by challenging or reporting it
- As part of your wider duties and responsibilities you are required to promote and actively support the SPP's and the Trust's responsibilities towards safeguarding
- You will be able to use ICT effectively in all aspects of work

**Responsible to:** Executive Principal / Head of School

**Employee Supervision:** Middle Leaders / Teachers / Support Staff

Knowledge, experience and skills:
E = Essential D = Desirable
<p>Experience</p> <ol style="list-style-type: none"> <li>1. Extensive experience within an appropriate setting, including working with children with a range of SEN needs across a range of key stages.</li> <li>2. Successful experience of School Leadership as either a senior leader or middle management.</li> <li>3. Experience of leadership and management of staff.</li> <li>4. Efficient and effective budget management.</li> <li>5. Experience of selection and recruitment in line with safer recruitment practice.</li> </ol> <p>Knowledge</p> <ol style="list-style-type: none"> <li>1. Knowledge of statutory guidance related to Keeping Children Safe in Education. 7. Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of all children and young people.</li> <li>2. Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation.</li> <li>3. Knowledge of child development and the welfare needs of pupils.</li> <li>4. Knowledge of issues which affect quality in education achievement including target setting, assessment, diversity and inclusion strategies.</li> </ol> <p>Skills</p> <ol style="list-style-type: none"> <li>1. Ability to work in partnership with and support the principals.</li> <li>2. Ability to develop and implement effective plans that improve the outcomes for children. 13. Ability to use data effectively to monitor, evaluate and review decisions. 14. Ability to organise, lead and motivate staff and to challenge underperformance. 15. Ability to lead in the development and implementation of an appropriate and engaging curriculum that addresses the needs of all pupils.</li> <li>3. Ability to work collaboratively with the team and partners to ensure a broad approach to planning and improving service delivery.</li> <li>4. Ability to sustain effective systems for staff induction, performance development and managing staff performance.</li> </ol>

5. Ability to tackle difficult issues and take difficult decisions and convey outcomes clearly and sensitively.
6. Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested.
7. Ability to maintain high levels of professional integrity and confidentiality. 21. Effective use of IT for monitoring and recording.

Qualifications:

1. Qualified teacher status.

2. Degree (or equivalent).
3. Higher degree or postgraduate curriculum or leadership qualification.
4. Commitment to all CPD offered.
5. National SENDCO award

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Behaviours and expectations:

All staff members are expected to adhere to and promote professional standards including the Trust and SPP's code of conduct and values.

General:

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Executive Principal and develop and promote high standards of professional conduct throughout the Partnership.

You will be expected to carry out your duties in line with the SPP's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.

You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide services.

You will be expected to travel throughout the Borough and wider area and will, therefore, have access to a vehicle with appropriate Business Insurance. There may be a requirement to transport pupils from time to time, subject to appropriate risk assessments being in place.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, and your own professional development.

All staff, regardless of their position, are expected to undertake TeamTeach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safely, from least intrusive to more restrictive holds.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

27 April 2022