



Job Description

Post Title: Assistant Headteacher / SENDCO

Pay Range/Grade: Leadership Scale L5-9

Line Manager: Headteacher

Purpose of the Role:

Under the direction of the Headteacher, the Assistant Headteacher will contribute to the development of the school's vision, aims and objectives, providing strategic leadership to support their achievement. The role involves helping to establish and implement policies, leading and managing staff and resources effectively, and monitoring and evaluating progress against the school's priorities.

The Assistant Head / SENDCO will lead by example and model best practice regarding professional conduct, workload and personal development, and will be a role model for all in our community.

To act as the School's SENDCO and take the strategic lead for SEND across the School.

Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Our School is an Equal Opportunities employer and requires its employees to comply with the Exceed Academies Trust Equality Statement and Objectives.
4. We are committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a condition covered under the Equality Act 2010.

Together we Exceed

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Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.

Supervision and Guidance:

- To report to the Headteacher to ensure clarity of understanding on a range of issues.
- To report to the Headteacher / Deputy Headteacher for professional guidance and day-to-day supervision.

Supervisory Responsibilities:

- Supervise and advise the staff as well as the Senior Leadership team.

Key responsibilities:

Leadership

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- To act as the School's SENDCO.
- Build positive relationships with all members of the School's community, showing positive attitudes to them.
- Communicate the School's vision compellingly and drive strategic leadership.
- Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Welcome and work with the governing board as appropriate, providing the information it needs to govern effectively.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Support distribution of leadership throughout the School.
- Helping lead School development on the basis of monitoring evidence and an understanding of effective practice.
- Motivating all staff to develop their own skills and subject knowledge, supporting each other continuously to improve practice.
- Holding all staff to account for their professional conduct and practice.
- Maintaining rigorous and transparent systems for managing the performance of all staff, addressing underperformance, supporting staff to improve and valuing excellent practice.
- Building a strong culture of continuous professional development for our staff ensuring that it is focused on the attainment of the School's vision and agreed objectives for school improvement.
- Identifying emerging talents at all levels, mentoring current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.

SENDCO

- Ensuring that the SEND Code of Practice is implemented within the School.
- Strategic development of SEND policy and provision.
- Organising, facilitating and monitoring annual SEND reviews, Provision Maps (IEPs) and other personal plans.
- Holding annual reviews and maintaining a firm knowledge of every EHCP in school, including the RP.
- Evaluating top up funding and ensuring this is in line with the level of support required for key individuals
- Completing EHCAs and work with outside agencies to collect relevant evidence.
- Having a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contributing to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Making sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP).
- Evaluating whether funding is being used effectively, and suggest changes to make use of funding more effective.
- Sourcing and providing staff training around SEND.
- Operation of the SEND policy and co-ordination of provision.
- Maintaining an accurate SEND register and provision map.
- Providing guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support.
- Advising on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Being aware of the provision in the local offer.
- Analysing assessment data for pupils with SEN or a disability.
- Implementing and lead intervention groups for pupils with SEND, and evaluate their effectiveness.

Education and Standards

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Ensure excellent teaching in the School, including through training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Promote pupils' health and wellbeing through a commitment to embed outdoor learning throughout the curriculum.
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.
- Inspiring and encouraging staff whilst instilling in them a strong sense of accountability for the impact of their work on pupils' progress and achievement.
- Maintaining and securing excellent teaching for all pupils through an understanding of the features of successful classroom practice.

Act as Deputy Safeguarding Lead

Work closely alongside the Designated Safeguarding Lead and other Deputy Safeguarding leads:

- Providing a safe, calm and well-ordered environment for all pupils and staff, with a strong focus on safeguarding and the development of exemplary behaviour

- Referring cases of suspected abuse to the local authority children's social care as required.
- Supporting staff who make referrals to local authority children's social care, acting as a source of support, advice and expertise for all staff.
- Liaising with the DSL to inform them of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations, supported by an ability to keep detailed, accurate and secure written records of concerns and referrals
- Ensuring each member of staff is fully trained and has access to, and understands, the School's Child Protection Policy and procedures, especially new and part time staff.

Management of Resources

- Comply with financial, health & safety, HR and other processes and procedures of the school and Trust
- Ensure that the activities of the school are conducted in accordance with all legal or statutory requirements and regulations, and that policies and procedures developed locally are consistent with best practice and recognised codes of practice
- Working with the Headteacher, Chief Executive Officer and central Trust staff, ensure the effective deployment of resources across the school to ensure maximum impact
- Work with the Headteacher to produce a balanced annual budget for recommendation to the Board of Trustees
- Work with the Headteacher to recruit, lead and develop a committed, effective and diverse workforce that understands its role in enabling and promoting high quality learning
- Develop leadership capacity across the school through coaching and other appropriate methods, supporting the development of effective middle leadership roles within the school
- Ensure that all resources are organised and managed to provide the best possible outcomes for pupils

Additional Duties

- To fulfil the requirements and duties set out in the STPCD relating to teachers
- To work collaboratively as part of the wider Trust, with the understanding that it is one organisation working in partnership to achieve the best outcomes for all pupils
- Fulfil the role and duties of Headteacher if required by the Chief Executive Officer
- Ensure that the participation of other staff in professional development is encouraged and that they engage actively in the performance review process
- Regularly review own practice, setting personal targets and taking responsibility for own development
- To undertake other duties and responsibilities as is reasonably directed by the Headteacher

CPD

Maximise opportunities for personal development by:

- participating in INSET opportunities, both as a participant and leader of in house INSET sessions as required
- participating in annual self-reflection and Performance Management procedures, identifying and requesting INSET opportunities as necessary participating in collaborative work and the sharing of best practice



This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Person Specification

Area of specification	Essential/Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree level or equivalent • NPQSENDCo or equivalent • Specialist Leader of Education (SLE) • Safer Recruitment trained 	<p>E E E D D</p>	<p>Application form and interview</p>
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Recent experience of significant success as an Assistant Head teacher of a school or other leadership roles and responsibility • Experience of working in an Educational setting and in a Multi-Academy Trust • Experience of driving and delivering transformational and cultural change • Experience of managing resources effectively • An outstanding and proven track record of leading school improvement initiatives • Successful and varied teaching experience • Experience of being a DSL 	<p>E E E E E E</p>	<p>Application form and interview</p>
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Detailed knowledge of the Ofsted framework • Knowledge and clear understanding of the statutory framework for education as well as new and innovative developments within education • Detailed knowledge and understanding of education across a range of phases, including tracking and monitoring pupil progress • Knowledge of successful strategies for raising pupil achievement • Up to date knowledge and strategic view of the current educational landscape • A clear understanding of the essential qualities necessary for effective leadership • Organise, manage systems and processes, make excellent use of time 	<p>E E E E E E E</p>	<p>Application form and interview</p>
<p>PROFESSIONAL SKILLS Can demonstrate the ability to:</p> <ul style="list-style-type: none"> • Communicate effectively with a range of different stakeholders with well-developed interpersonal skills • Implement successful strategies and manage change effectively 	<p>E E E</p>	<p>Application form and interview</p>

<ul style="list-style-type: none"> • Collect evidence and research in order to make sound judgements against set criteria • Inspire others to commit to a shared purpose and vision • Lead highly effective teams that are defined by trust, with high levels of commitment and accountability, and are focused on results • Manage finances to achieve high value of money in innovative ways that lead to positive outcomes for students and staff 	E E E	
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

In addition, the post holder must have the ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying. However, suitable training will be provided, should this be the case.

