



Job Description

Job Title: Assistant Head Teacher – Lead
for Inclusion and Behaviour
Culture (SENDCo)

Location: Esteem North Academy

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Job Title	Assistant Head Teacher – Lead for Inclusion and Behaviour Culture (SENDCo)
Location:	Esteem North Academy
Hours per week:	32.5 full time
Weeks worked per year:	Term time with annual salary
Reporting to:	Head of School and Executive Headteacher
Salary Scale:	L4 to L8

Main purpose of Role

- To carry out the professional duties of an Assistant Headteacher and assist in leading the academy following the academy's policies under the direction of the Executive Headteacher and Head of School.
- This is a non-teaching role and will require time working at each site
- Strategic leadership of SEND provision, being named SENDCo
- To lead on academy inclusion including being the Pupil Premium Lead
- Leading on our behaviour strategy, culture and systems over the whole academy
- To support in school improvement to maintain the Inclusion Quality Mark Status
- To lead and drive a positive culture of inclusion and ensure that this is promoted to all staff, pupils and stakeholders in our academy
- To analyse data trends and produce rigorous impact evaluation reports and development plans for all aspects of this role
- To devise and implement innovative strategies across a multi-sited academy.

Principal Accountabilities:

SENDCo	<ul style="list-style-type: none"> • Strategic leadership of our SEND provision, being named SENDCo • To identify SEND related CPD requirements across the academy and develop staff expertise and ensure that pupils' needs are met in the classroom • To ensure that planning for INSET and other frequent CPD sessions are relevant and of high quality • To ensure we have all SEND related policies in place and that they are renewed by renewal dates and comply with national guidance including the Accessibility Policy • To keep up to date with national updates and evidence • To contribute to the Headteachers report to Governors • To have full oversight of SEND provision in the academy and be able to articulate this succinctly, accurately, clearly and confidently • To produce a SEND development plan and monitor progress and the impact of actions taken
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	<ul style="list-style-type: none"> • To present to governors, Ofsted and other inspections with clarity, and confidence • To have link meetings with the SEND link Governor and record these meetings and their impact on the academy • To have oversight of all related systems for recording and ensure these are fit for purpose • To have oversight of SEND pupil progress in all areas including attendance, behaviour, academic, reading etc • Ensure that we have SEND case studies produced to evidence our effective practise • Ensuring that pupil information packs (PIPs)/commissioning agreements are maintained for all SEND pupils, setting of ILP targets and PIP QA • Management of resources for meeting pupils needs as identified in their EHCPs • Maintaining high quality communication with families and other schools • Access arrangements • Create, implement and lead intervention groups for pupils with SEN, or as part of the Learning Support or Inclusion provisions and evaluate their effectiveness, if appropriate • Have knowledge of and lead all process's around statutory assessments • Identify a pupil's SEN • Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness by utilising the Assess, Plan, Do, Review cycles • Secure relevant services for the pupil by making necessary referrals • Ensure records are maintained and kept up to date • Review the education, health and care plan (EHCP) with parents or carers and the pupil • Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil • Work with the senior leadership team and governors to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
Behaviour	<ul style="list-style-type: none"> • Leading on our behaviour strategy, culture and systems over the whole academy

- Ensuring that staff have effective and high quality CPD in order to provide learning materials, pedagogy and successful behaviour management strategies to allow pupils to make progress
- Policy production and monitoring for adherence
- Ensure that all staff, pupils and stakeholders are aware of our academy culture and that this is promoted
- Have clear systems and procedures in place to record behavioural incidents and physical interventions
- Ensure that the behaviour systems are disseminated and used consistently across all sites
- Be able to evidence feedback with regards behaviour, attitudes and safety from pupil questionnaires
- Provide robust analysis of behaviour by using data and quality assurance measures at regular intervals to have oversight of all aspects of behaviour in the academy and be able to articulate this succinctly and accurately
- Keep up to date with behavioural theories through research and be able to explain pupil behaviour and possible strategies to help them regulate
- Be a Team Teach trainer for our academy
- Ensure that staff can identify pupil triggers and barriers to learning
- Deliver CPD so that staff are trauma informed
- Ensure that our pupils develop their resilience whilst on roll by allowing embedded opportunities for this and gather evidence of this
- Identify pupils who require additional support to manage their behaviour and manage appropriate interventions
- Monitoring of the quality of behaviour for the school evaluation summary and provide robust evidence to support our judgements
- Production of case studies to evidence examples of where pupils have improved their behaviour significantly
- Ensure that behaviour concerns are reported by staff accurately including any RPIs
- Monitor actions taken by site leads and form tutors to follow up post incident
- Encourage high standards of behaviour from pupils, built on consistency and routines that are understood by staff and pupils and clearly demonstrated by all adults in the academy
- Complete data analysis to provide accurate information about behaviour trends, locations, frequencies and progress made

<p>Pupil Premium</p>	<ul style="list-style-type: none"> • Set the Pupil Premium Strategy targets based on overall knowledge of the needs of our disadvantaged pupils • Frequently measure progress towards the targets and amend the strategy if required • Policy production and renewal • Liaison with the link Governor for Pupil Premium
<p>Senior Leadership</p>	<ul style="list-style-type: none"> • Contribute to the development of the academy where required • Contribute to academy leadership in the absence of other leaders • To have full oversight of all areas of this role by frequent data analysis and be able to articulate the academy's strengths, trends, positive data and areas for development • Having a teaching role if required in staff absence • Contribution to new pupil and staff induction if required • Academy recruitment • To keep up to date with, and actively monitor, national, regional and local developments in the curriculum and AP practice • Establish and sustain the academy's ethos and strategic direction together with the governing committee and through consultation with the academy community • Identify problems and barriers to effectiveness, and develop strategies for improvement that are realistic, timely and suited to the academy's context • Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care • Manage staff with due attention to workload, capability, CPD and time management • Ensure rigorous approaches to identifying, managing and mitigating risk • Allocate financial resources appropriately, efficiently and effectively following academy policy • Identify problems and barriers to effectiveness, and develop strategies for improvement that are realistic, timely and suited to the academy's context • Ensure the improvement strategies are effectively implemented • Contribute to the Trust CPD offer where relevant • Represent the academy in Trust events or nationally to a high standard to uphold the academy's reputation • Support other schools in the Trust if suitable and not to the detriment of ENA

	<ul style="list-style-type: none"> • Have awareness of wider support services and make these available to support academy needs • To take the lead of any investigations as directed by the Executive Headteacher as informal or formal investigating officer • Contribute to, and/or lead, kite marks • To contribute to site developments and additions to timetables to ensure a quality offer such as tutor time, assemblies, home learning, arrangements and monitoring of online learning • Management and support of any ECTs or unqualified teachers where appropriate • Support and guidance for any students on University placements. •
<p>Other General Requirements</p>	<ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate with performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities & GDPR. • Provide a high standard of customer service in all dealings internal and external to the MAT • Support with dysregulated pupils on site, including working with pupils in and out of the classroom if needed.

This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Education, Training and qualifications	<ul style="list-style-type: none"> GCSE English (or equivalent) GCSE Maths (or equivalent) SENDCo qualification Qualified teacher status Degree Driving licence, car and business insurance 	<ul style="list-style-type: none"> NPQSL or similar Team Teach certificated or a trainer
Experience	<ul style="list-style-type: none"> Substantial experience of working as a SENDCo in a school Substantial and proven successful quality leadership experience of staff and children Experience of working with challenging and vulnerable young people and effective behaviour management Involvement in school self-evaluation and development planning In contributing to a Pupil Premium Strategy Demonstratable experience of successful line management and staff development Initiating change Experience in developing and maintaining quality assurance processes Of policy production and management Of planning and delivering staff CPD Of supporting pupils with non- academic needs Of liaising with parents and other agencies such as social care Proven experience of driving standards forwards across whole school Experience of working with a wide range of young people and families/carers from different social and ethnic backgrounds Experience in managing other colleagues and holding to account Of inducting new staff members Of contributing verbally to a recent Ofsted inspection/other inspection/review, in a leadership capacity Of rigorous data analysis to a high standard 	<ul style="list-style-type: none"> Of already being a senior leader Of identifying and supporting staff with capability concerns Of being named Pupil Premium Lead Of working peripatetically Of working with offsite APs and bespoke timetables to meet pupils needs, including online learning Of being a Physical Intervention Trainer Of supporting ECTs as either a mentor or tutor A previous leader of behaviour across a school Of initiating projects to achieve awards and kite marks Experience of working in a non- mainstream education establishment Experience of working in a multi sited school

<p>Skills, Knowledge and competences</p>	<ul style="list-style-type: none"> • Excellent up to date knowledge of SEND, The SEND Code of Practice and SEND case law • Knowledge of mandatory website publication related to SEND, PP and behaviour • Knowledge of the Pupil Premium Strategy • Ability to lead and model high quality leadership across a multi sited academy • Ability to be a proactive strategic planner but to also think and react appropriately • Knowledge of effective assessment strategies, including appropriate assessment approaches for a variety of additional needs • Clear understanding of successful strategies for raising achievement, especially for children with SEND • Full understanding of the Teacher Standards • Knowledge of the appraisal process and the ability to effectively hold staff to account • Understanding of high- quality teaching and learning to ensure that pupils can access the curriculum and make progress • Understanding of effective approaches to learning • Strong knowledge of the current Ofsted framework in relation to inclusion, behaviour and leadership • Ability to uphold positive pupil behaviour strategies and a behaviour culture across staff and pupils • Knowledge of the physical intervention process, recording, reporting and staff CPD • Knowledge of trauma, ACES and SEMH • Data analysis skills, and the ability to use data to set targets and measure progress across an academy in detail, identifying trends and subsequent development plans • Understanding and commitment to inclusive education • Ability to engage and inspire pupils with high quality planning and relevant content • Ability to build rapport with challenging pupils with varying needs 	<ul style="list-style-type: none"> • ECT framework • Of the exclusion and reintegration process for pupils • Of Team Teach
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	<ul style="list-style-type: none"> • Ability to make and sustain excellent relationships and build rapport with all stakeholders, promoting the academy's vision and values • Excellent leadership skills, adaptable and flexible, holding people to account and getting the best out of others • Ability to make and implement difficult decisions • Ability to work with staff, motivate teams and individuals to implement changes across the academy • Ability to see a job through to conclusion, deliver and demonstrate outcomes • Ability to be a team player • Strong communication skills orally and in writing in order to work with different audiences and report effectively • Ability to think strategically • Quality assurance: strong monitoring, evaluating and reviewing practice • Ability to give clear direction, determine priorities and ensure that others uphold policy and practice • Strong ICT skills and good numeracy skills for data analysis competency • The ability to ensure that equality and diversity are reflected in all aspects of academy culture and practice. • To have a good level of self- reflection and be able to respond to positive criticism, accept mistakes and develop professionally • Ability to work under pressure and prioritise effectively at a rapid pace 	
Personal qualities	<ul style="list-style-type: none"> • Energy, optimism, initiative, flexibility and commitment • Hard working • Reliable • Approachable • Enjoy working with others • Resilient • Quick thinking to problem solve 	

	<ul style="list-style-type: none"> • A respected senior leader • Fast learner who can work at pace • Accurate recorder • A credible role model • Strong moral compass • Driven • Honest • Positive growth mindset 	
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Signed:

Date: