

Job title	Assistant Headteacher – Enhanced Resource Base Lead and ERB SENCO
Base	All Saints C of E Primary School, Sapcote
Salary range	L1–L4
Accountable to	Head of School
Key relationships	Head of School; Assistant Headteacher; Designated and Deputy Designated Safeguarding Leads; school SENDCO; teaching and support staff; pupils; parents and carers; external agencies

Main purpose of the role

The Assistant Headteacher – Enhanced Resource Base Lead and ERB SENCO will provide strategic leadership and take day-to-day responsibility for the effective operation of the school's Enhanced Resource Base (ERB).

The postholder will be accountable for the quality of education, culture, safeguarding, staffing, deployment of resources and outcomes for pupils placed within the ERB. They will ensure that pupils receive an ambitious, appropriately adapted curriculum, high-quality teaching and the specialist support required to enable them to make strong progress and participate fully in the wider life of the school.

Acting as SENCO for the ERB, the postholder will coordinate and quality assure provision for every pupil placed within the ERB. They will ensure that the special educational provision specified in each pupil's Education, Health and Care Plan (EHCP) is understood, planned, delivered, recorded and reviewed, and that progress towards agreed outcomes is monitored carefully.

The postholder will coordinate annual reviews, admissions and transitions relating to the ERB and maintain effective communication with pupils, families, the school SENDCO, the Local Authority and relevant education, health and social care professionals.

As a member of the Senior Leadership Team, the postholder will contribute to whole-school improvement and champion a culture in which pupils with SEND are included, supported and enabled to flourish.

General responsibilities

- Promote equality as an integral part of the role and treat everyone with fairness and dignity.
- Promote the welfare of children and support the school in safeguarding them through relevant policies and procedures.
- Deputise and provide management cover in the absence of the Head of School, alongside the Assistant Headteacher as required.
- Assist the Head of School, Assistant Headteacher and Senior Leadership Team in formulating the school's aims, objectives and policies, including the preparation, implementation and review of the School Development Plan.
- Ensure positive staff relationships and effective communication in collaboration with other members of the Senior Leadership Team.
- Assist with the recruitment and interviewing of candidates for posts within the ERB, following safer recruitment practices.
- Share responsibility for maintaining a presence at school-related events, liaising with external bodies and promoting the school positively.
- Undertake performance management reviews for employees within the area of responsibility in a timely manner.
- Undertake all duties associated with the Deputy Designated Safeguarding Lead role.
- Carry out any other duties reasonably required by the Head of School.

Core areas of responsibility

Leadership

- Lead the induction, deployment, development and performance of staff within the ERB.
- Model the school's vision and values and ensure that all ERB staff understand how these are reflected in their work.
- Ensure that roles, responsibilities and lines of accountability are clearly defined and understood.
- Lead ERB team meetings and ensure effective communication between the ERB team, Head of School, Assistant Headteacher and Senior Leadership Team.
- Lead by example and motivate pupils and staff to achieve their potential.
- Provide reports to the Local Governing Committee in line with its meeting cycle, attend meetings as required and work with the link governor during visits.

ERB SENCO and EHCP responsibilities

- Ensure that the needs, outcomes and provision specified in each pupil's EHCP are reflected accurately in their individual provision plan, timetable and curriculum.
- Coordinate the delivery of specialist provision, interventions, therapies and professional recommendations identified within EHCPs.
- Ensure that all staff working with ERB pupils understand their needs, agreed outcomes and the provision they are responsible for delivering.
- Monitor and evaluate whether EHCP provision is being delivered consistently and is having the intended impact.
- Maintain accurate and up-to-date records demonstrating the provision received by each pupil.
- Coordinate statutory annual reviews and ensure that all documentation is accurate, evidence-based and completed within required timescales.
- Seek the views of pupils and their parents or carers and ensure that these inform provision planning and review.
- Liaise with the Local Authority and education, health and social care professionals, ensuring that agreed actions are followed through.
- Identify and escalate promptly any gaps in provision, resources or professional support that may prevent the school from meeting a pupil's needs.
- Lead arrangements for the admission, induction and transition of pupils into, within and from the ERB.
- Monitor pupils' progress towards their EHCP outcomes and use this information to improve individual and whole-provision practice.
- Work closely with the school SENDCO to ensure coherence between the ERB and the school's wider SEND policy and practice.

Quality of education

- Ensure that the curriculum provides an ambitious, engaging, well-resourced, appropriately adapted and well-matched offer for all ERB pupils.
- Ensure that staffing and resources promote high standards of achievement, progress and attainment for all pupils.
- Ensure that staff plan carefully to scaffold pupils' learning and develop independence.
- Monitor and regularly review the implementation and impact of relevant school policies.
- Develop a culture of effective self-evaluation in line with current Ofsted requirements.
- Quality assure pupils' work and feedback in accordance with the staff handbook.
- Act as an instructional coach within the ERB and monitor the quality of teaching and learning through regular drop-ins and other agreed quality assurance activities.
- Promote and evaluate effective inclusion of ERB pupils within mainstream classes and the wider life of the school.
- Ensure that ERB learning environments are stimulating, orderly, safe and appropriately adapted.
- Ensure that assessment systems accurately track pupils' progress and attainment.
- Ensure that pupils have appropriate individual targets linked to their learning needs and EHCP outcomes.
- Contribute to pupil progress meetings and identify pupils for whom progress or attainment is a concern.
- Target and evaluate support and interventions for key groups and individual pupils.
- Ensure that shared ERB areas are tidy, purposeful and reflect pupils' achievements.

Behaviour, attitudes and personal development

- Monitor and evaluate behaviour within the ERB and attend relevant behaviour meetings.
- Liaise with the pastoral support team regarding attendance and individual pupil or family safeguarding concerns.

- Ensure a rigorous and coherent team approach to communication with parents and carers.
- Act as a senior point of contact for parents and carers regarding pupil behaviour, progress and provision.
- Provide opportunities for parents and carers to support and engage with their child's learning, including curriculum events and parents' evenings.
- Ensure that families receive timely information about assemblies, productions, trips and other relevant activities.
- Identify areas where parental support would enhance outcomes and provide appropriate guidance or training.

Administration and organisation

- Ensure the effective and efficient day-to-day operation of the ERB.
- Ensure that the ERB meets all calendar, statutory and quality assurance deadlines.
- Provide calendar and event information in a timely manner.
- Respond to statutory deadlines relating to annual reviews, admissions and consultation papers.
- Support the transition of pupils into, within and from the ERB, including pupils who join during the academic year.
- Ensure that required contributions to the school website and electronic newsletter are completed on time.
- Provide the community with appropriate updates through the school website and social media channels, with support from the school office.

Working with colleagues and other professionals

- Collaborate with colleagues and other relevant professionals within and beyond the school.
- Maintain effective relationships with the Local Authority and other educational institutions.
- Maintain positive relationships with parents and carers and ensure effective communication at all times.
- Participate in appropriate administrative and organisational tasks to support the smooth running of the school.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in support of its vision and values.
- Work with colleagues on curriculum and pupil development to secure coordinated outcomes.
- Support the Head of School in promoting the ethos of the school.
- Contribute to the development and coordination of an agreed area of the curriculum.
- Ensure that school policies are reflected consistently in daily practice.

Person specification

Applicants will be assessed against the following criteria. Requirements marked Essential must be met; those marked Desirable will strengthen an application.

Education and qualifications

- Qualified teacher status. [Essential]
- National Award for SEN Coordination or NPQ for SENCOs, or a willingness to complete the NPQ for SENCOs within two years of appointment. [Essential]
- Evidence of relevant professional development in SEND, such as TEACCH or PECS. [Essential]
- Evidence of recent relevant professional development. [Desirable]
- Evidence of professional development in school leadership and management. [Desirable]

Experience

- A minimum of five years' teaching experience. [Essential]
- Successful curriculum development and leadership. [Essential]
- Teaching pupils with special educational needs, particularly communication and interaction needs or autism spectrum conditions. [Essential]
- Effective work with a range of stakeholders. [Desirable]
- Effective use of assessment and analysis to raise standards. [Essential]
- Experience as a Designated or Deputy Designated Safeguarding Lead. [Desirable]
- Experience of delivering training or leading INSET. [Desirable]

Knowledge and understanding

- Sound knowledge of the SEND Code of Practice. [Essential]
- Knowledge of the Early Years curriculum, National Curriculum and curriculum pathways used to support pupils with complex SEND. [Desirable]
- Understanding of high-quality teaching and effective intervention strategies. [Essential]
- Data analysis skills and the ability to use data to inform provision planning. [Essential]
- Strong record-keeping skills. [Essential]
- Thorough, up-to-date knowledge of teaching, learning and behaviour-management strategies and how to implement them effectively. [Essential]
- Thorough understanding of the National Curriculum and relevant assessment requirements and arrangements, including pre-key stage standards. [Essential]
- Knowledge of legal requirements, national policy and guidance relating to safeguarding children. [Essential]

Skills and leadership

- Strong organisational skills. [Essential]
- Ability to respond effectively to parent and carer enquiries. [Essential]
- Ability to analyse and interpret information about the progress of pupils with SEND. [Desirable]
- Ability to seek and act upon advice from external professionals and agencies. [Desirable]
- Ability to prioritise and manage time effectively. [Essential]
- Ability to use technology effectively to support pupils' learning. [Desirable]
- Ability to motivate, develop and support colleagues. [Essential]
- Ability to act as a positive role model for staff and pupils. [Essential]

Personal qualities

- A positive, enthusiastic and confident communicator who can implement effective strategies to secure improvement. [Essential]
- Ability and drive to work independently and as part of a team. [Essential]
- Up-to-date knowledge of SEND issues in education. [Essential]
- An effective organiser who can build and maintain a highly effective and efficient team. [Essential]
- An ambitious and diligent professional who can motivate and inspire teachers, parents, pupils and governors. [Essential]
- Commitment to contributing to the wider life of the school and local community. [Essential]
- Experience of developing and implementing initiatives. [Essential]
- Experience of chairing meetings involving colleagues and/or external agencies. [Essential]

- Experience of monitoring and evaluating teaching and learning. [Essential]
- Commitment to equality of opportunity and securing the best possible outcomes for pupils. [Essential]
- Commitment to promoting the ethos and values of the school. [Essential]
- Ability to work under pressure and prioritise effectively. [Essential]
- Commitment to confidentiality, safeguarding and equality. [Essential]

Professional development

- Maintain up-to-date professional knowledge and undertake appropriate training to enhance practice when working with pupils and families with complex needs.
- Identify continuing professional development opportunities that strengthen both personal practice and the practice of colleagues across the school.
- Attend and participate in relevant meetings as required.

Confidentiality and data protection

- Treat all information acquired through employment, both formally and informally, in strict confidence.
- Understand and fulfil responsibilities under the Data Protection Act 2018 for the security, accuracy and relevance of personal data, ensuring that all processes comply with statutory and Trust requirements.
- Recognise that all documents produced during employment remain the property of the school and/or Trust.

Ethics and professional conduct

- Work in accordance with, and contribute to, the values, culture, ethos, equality and inclusion policies of the Trust, promoting fair and equal treatment for colleagues, pupils, parents, carers and visitors.
- Comply with all policies and procedures, including those relating to child protection, health and safety, security, confidentiality, equal opportunities and data protection, and report concerns to the appropriate person.
- Take appropriate action to identify, evaluate and minimise risks to health, safety and security within the working environment.
- Value and support the contribution of colleagues and other professionals.

Other duties and special factors

- The nature of the role may require work outside normal working hours.
- Participate in continuing professional development and learning opportunities as required or agreed.
- Participate fully in team self-review and other agreed procedures for monitoring the quality of provision.
- Comply with all financial, health and safety, data protection, IT licensing, child protection and equal opportunities requirements and other relevant guidance.
- Undertake other relevant and reasonable duties as directed by the Executive Leadership Team or Head of School, commensurate with the responsibilities and salary level of the post, including cover supervision for absent class teachers where required.

Review of the job description

This job description sets out the principal duties and responsibilities of the post at the time of drafting. It is not an exhaustive list and may be reviewed and amended from time to time, following consultation with the postholder, without changing the general character or level of responsibility of the role. The job description and allocation of particular responsibilities will normally be reviewed as part of the performance management process.

Equality statement. Inspiring Primaries Academy Trust is committed to promoting the employment of disabled people and will make reasonable adjustments to the duties and recruitment process in accordance with the Equality Act 2010.