



## **JOB DESCRIPTION**

**Job Title:** Assistant Headteacher - SEND

**Accountable To:** Headteacher/Principal

## **JOB PURPOSE**

The Assistant Headteacher SEND will lead, develop and manage the strategic vision for SEND provision across the academy, under the direction of the Headteacher. They will be expected to lead, develop and support effective practice for students with SEND to ensure that their needs are addressed to raise standards of student engagement, attainment and achievement. The Assistant Headteacher SEND will effectively evaluate the academy's SEND provision and strategically plan for its future development in line with the academy and trust vision. They will also manage SEND support staff and promote person-centred, inclusive practice in which the interests and needs of students with SEN and/or disabilities are at the heart of all actions. The Assistant Headteacher SEND will ensure the academy meets its responsibilities in accordance with the SEND Code of Practice 0-25.

## **KEY RESULT AREAS**

### **Strategic direction and development of the school and SEN**

The Assistant Headteacher SEND, working with the academy senior leadership team, governors and wider staff will contribute to the development of a strategic view for the school in the community and analyse and plan for its future needs and further development by:

- Working as part of the Senior Leadership team of the academy.
- Work as part of Trust wide teams to ensure high quality SEND provision for all students within TCAT schools.
- Developing policies and procedures, in line with trust and academy policy, that will ensure high quality support and provision for SEND students.
- Using student performance data to inform policy and practice, identify underachieving students and monitoring the effectiveness of SEND support.
- Establishing plans for the development of SEND that supports the Academy Improvement Plan.
- Work with the Headteacher to ensure systematic and rigorous self-evaluation of SEND collecting and using accurate data to understand its strengths and weaknesses.
- Producing an annual evidence-based SEND report reporting on the effectiveness of SEND provision within the academy, reviewed in line with the Academy Improvement Plan.

- Ensuring that parents and students are well informed about the curriculum, attainment and progress and about the contribution they can make to achieving the schools' targets for improvement.

### **SEND Duties**

- Ensure that the academy upholds its duties and complies with legislation according to the SEND Code of Practice.
- Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure children with SEND receive appropriate support and high-quality teaching, make at least good progress and achieve good outcomes.
- Ensure that statutory responsibilities for students with an Education Health Care Plan and their annual review are met.
- Coordinate provision for individual students with additional needs and oversee day to day provision.
- Work with the Senior Leadership Team and the Governing Body to ensure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Co-ordinate all annual reviews and reviews of IEP's and attend/chair these where necessary including attending Year 6 annual reviews for primary students with EHCPs to help facilitate continuity and progression through involvement with the transition programme.
- Ensure the IEP register is up to date and all stakeholders are fully informed about support programmes in place/planned and ensure IEPs are monitored regularly, are live documents and their impact is assessed, and progress can be evidenced.
- Maintain a register of students with additional needs and ensure the SEND register is kept accurate and up to date and that staff are kept informed of student' special educational needs.
- Work in partnership with relevant professionals e.g. Local Authority SEND team, other Trust SENDCOs, Educational Psychologist, Behaviour Support Team, Social Workers etc.
- Liaise with other schools to ensure continuity of support and learning when students with SEND transfer to the academy including during transition.
- Identify individual students to receive access arrangements for public examinations, arrange for their assessment and liaise with the Exams Office.
- Develop strong partnerships and ensure regular communication with parents.
- Develop strategies to ensure early identification of students with additional needs.
- Establish and disseminate strategies that support all staff in their work with students.
- Ensure that all students achieve at least at chronological age level, or if well below age level, make significant and continuing progress towards achieving at chronological age level.
- Oversee and monitor the quality of provision maps and SEND support plans and maintain detailed information for subsequent meetings with parents.
- Collect and interpret specialist assessment data gathered on students and use to inform practice.
- Keep up to date with national developments regarding SEND.

### **Teaching and Learning**

The Assistant Headteacher SEND will monitor the impact of teaching and learning activities on the progress made by students with SEND in addition to undertaking teaching commitment commensurate with the role of Assistant Headteacher.

- Undertake an appropriate programme of teaching.
- Influence whole school teaching and learning policy to ensure inclusive teaching.
- Identify and lead support groups according to student needs.
- Lead on the effective provision of inclusive education, including CPD for all staff to develop and enhance the teaching practice of colleagues, implementing improvements where required.
- Research, advise and train staff in the most effective teaching approaches for cohorts of students with differing SEND needs.
- Monitor teaching and learning activities, to meet the needs of all students.

### **Efficient and Effective Deployment of Staff Resources**

The Assistant Headteacher SEND will deploy SEND staff and resource efficiently and effectively in line with the academy's vision and strategic plan.

- Lead and manage the SEND support team.
- Establish clear expectations and constructive working relationships with staff, including, through teamwork and mutual support, devolving responsibilities and delegating tasks, as appropriate.
- Evaluating practice, appraise staff as required by the academy policy and use the process to develop staff's personal and professional effectiveness.
- Lead, motivate and challenge all staff, providing effective induction, continued professional learning, development and improvement and appraisal at all career stages.
- Work with staff to ensure that work is matched to individual students' needs.

### **Manage Resources**

- Work with the Headteacher to establish staff and resource needs for the area of responsibility and advise SLT of likely priorities for expenditure. Allocate available resources with maximum efficiency to meet the objectives of the academy and to achieve value for money
- Advise SLT on the deployment of SEN support staff to ensure the best use of subject, technical and other expertise.
- Ensure the effective and efficient management of learning resources, including ICT and software packages

### **Accountability**

The Assistant Headteacher SEND will account for the efficiency and effectiveness of SEND provision to SLT, Governors, students, parents, staff and other members of the local and wider community. This will include effective communication and advice to SLT and Governors.

### **VARIATION IN THE ROLE**

Given the dynamic nature of the role and structure of TCAT, it must be accepted that, as TCAT's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as

either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the member of staff.

## **EQUALITY AND DIVERSITY**

TCAT is committed to equality and diversity for all members of society. TCAT will take action to discharge this responsibility but many of the actions will rely on individual staff members at TCAT embracing their responsibilities with such a commitment and ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support TCAT's initiatives on Equality and Diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to TCAT academies with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action.

If you as a member of staff identify how you or TCAT can improve its practice on Equality and Diversity, please contact the Chief Operating Officer.

## **HEALTH AND SAFETY**

All members of staff have a duty to maintain safe and clean conditions in their work area and co-operate with TCAT on matters of Health and Safety. This will include assisting with undertaking risk assessments and carrying out appropriate actions as required. Staff are required to refer to TCAT and individual academy Health and Safety Policies in respect of their specific duties and responsibilities.

## **STAFF DEVELOPMENT**

All staff are required to participate fully in TCAT and individual academy Staff Development programmes and have a responsibility to identify their own professional development needs in conjunction with their line manager.

## **COMMITMENT TO SAFEGUARDING VULNERABLE GROUPS**

TCAT is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.