



# **Affinity Learning Partnership Job Description and Person Specification**

Post title:	Assistant Principal (SEND/CO)
Accountable to:	
Post holder name:	
Post holder signature:	

## ROLE OVERVIEW:

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

## KEY ACCOUNTABILITIES:

### MAIN DUTIES

- Provide strategic and operational leadership of SEND provision and intervention programmes across the Academy.
- Raise standards and be accountable for the progress and attainment of all pupils, leading on outcomes for SEND, disadvantaged and vulnerable pupils requiring intervention/personalised timetables to close gaps and maintain mainstream education.
- Contribute to Academy wide leadership of teaching, learning, assessment, behaviour, and welfare.
- Create a culture of high expectations, aspiration, and pursuit of excellence to drive improvement throughout the Academy.
- Support the day-to-day management of Academy systems, organisation, and processes.
- Ensure all staff recognise and fulfil their statutory responsibilities for SEND pupils.
- Ensure the Academy meets all statutory requirements for SEND, disadvantaged, and vulnerable pupils; and that provision and policies meet individual needs within an appropriately broad and balanced curriculum.
- Effectively plan and manage equitable deployment of SEND budget and physical resources.
- Ensure additional funding including Catch up funding is well targeted, offers best value, and positively impacts on closing gaps.
- Continually develop relationships and partnerships with all stakeholders and the wider community.
- Carry out the duties of this post in line with the remit outlined in the current academy Teachers' Pay and Conditions Document, carrying out the professional duties of a teacher as required.

### TEACHING, LEARNING AND ASSESSMENT

- Undertake a strategic role in ensuring a rigorous and continuous Academy wide focus on improving student progress and attainment.
- Ensure there is high quality teaching meeting the needs of all students.
- Lead on and implement Academy wide approaches to SEND and support wider Trust SEND initiatives.
- Lead on and develop an effective CPD programme which develops staff expertise and disseminates procedural information such as EHCP's, the SEND Code of Practice, and SEND Policy.
- Ensure students are set targets in line with expected levels of progress and that progress is monitored through a rigorous programme of intervention and review.
- Organise appropriate support to meet statutory requirements and individual needs during internal and external examinations.
- Undertake regular quality assurance activities in line with school requirements and to monitor and review the effectiveness of provision.
- Liaise regularly with the Local Authority SEND Team.
- Challenge underperformance at all levels, holding staff and students to account where performance does not meet expectation, taking appropriate actions and follow-up.
- Undertake assessments and reviews in line with statutory requirements and needs.
- Ensure Education Health Care and other plans to support pupils are monitored termly.

- Take an active role in coaching, modelling, and supporting staff to continually improve their practice.
- Contribute to the training, support, and monitoring of new staff, including NQT and trainee teachers.

## SEND CURRICULUM DEVELOPMENT AND INNOVATION

- Provide a coherent, inclusive curriculum for SEND, disadvantaged, and vulnerable pupils which meets statutory requirements.
- Maximise opportunities for all students to achieve progress in line with expectations.
- Ensure continuity of learning and of progression for all students at each key stage.
- Ensure accreditation is appropriate for the needs of students.
- Provide mapped personalised and bespoke learning pathways for specific groups and vulnerable students.
- Ensure offsite alternative provision and bespoke curriculum pathways keep pupils safe and allow them to achieve accredited qualifications.
- Ensure provision maps are up to date and monitored at least termly so that intervention programmes target the right pupils and resources are deployed effectively.
- Ensure the provision improves standards of literacy and numeracy to enable pupils to access the wider curriculum.
- Ensure students on alternative or bespoke timetables are well supported to access increased mainstream provision.
- Ensure all departments have appropriate schemes of work to meet the needs of all pupils.

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- Implement effective strategies to support SEND, disadvantaged, and vulnerable students to make sustained improvements to their behaviour, including, coordination of alternative provision, The Hub, and bespoke learning pathways.
- Explore opportunities to increase engagement with parents of SEND, disadvantaged, and vulnerable students.
- Ensure appropriate liaison with MATs, external agencies, examination boards, further education, and other external agencies to meet the needs of SEND, disadvantaged, and vulnerable students.
- Ensure accurate records are kept of meetings with parents and outside agencies.
- Contribute to the implementation of strategies which secure excellent attitudes to learning, attendance, and punctuality.
- Support the consistent application of the Rewards, Behaviour, and Discipline Policy and approaches to ensure students conduct themselves in an appropriate manner.
- Ensure consistent approaches to behaviour management so that use of derogatory language, aggressive or bullying behaviour, and stereotyping are challenged.
- Support the monitoring and development of activities in tutor time and assemblies.

## OTHER LEADERSHIP

- Teaching responsibility proportionate to level of responsibility and Academy needs.
- Demonstrate teaching of the highest quality.
- Work with ALT to deliver outstanding practice and ensure the smooth day to day running of the Academy.
- Conduct formal Teaching & Learning observations within the Academy and feedback to members of staff.
- Take responsibility for a group of staff for Appraisal or Performance Management as required.
- Participate in external and internal recruitment processes as required.

- Attend Academy Leadership team meetings.
- Manage budgets for which you are the budget holder.
- Effectively line manage staff, as directed by the Principal in line with their job descriptions.
- Support the coaching of staff where teaching is not yet consistently good.
- Embed a culture of 'open classrooms' as a basis for sharing best practice.
- Contribute to staff CPD to support improvements.
- Undertake any professional duties, reasonably delegated by the Principal.
- Support the Principal and Trust in establishing a culture of high expectation, aspiration and pursuit of excellence across the Academy, demonstrating teaching of the highest quality.
- Maintain a visible, professional and high profile across the Academy.
- Provide a supportive, professional ethos, always leading by example.
- Play a major role in the Academy improvement and Academy self-evaluation planning process, through agreed priorities and implementation of action plans.
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality.
- Facilitate the smooth day-to-day running of the Academy in a positive, calm, learning environment.
- Assist with the recruitment and retention of high-quality staff.
- Prepare agendas, chair meetings and keep records in accordance with role and line management responsibilities.
- Contribute to keeping Academy policies, the website and other documentation up to date.
- Deliver Academy assemblies as part of the rota system.
- Represent the Academy at internal and external functions, meetings and events.
- Support and encourage extra-curricular activities to enhance the Academy learning experiences
- Work with primary academies, secondary partners and network groups as appropriate.

## SAFEGUARDING

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, PREVENT and our safeguarding and child protection policies).
- Work with the Designated Safeguarding Lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.

## CORPORATE RESPONSIBILITIES

- Show support for and uphold our ethos, value, all policies and procedures.
- Promote high standards in attendance, punctuality and appearance adhering to Staff Code of Conduct.
- Act with professionalism, integrity at all times, promoting the Trust values.
- To comply with any reasonable request from a Principal or other Trust Leader to undertake work of a similar level or commensurate with role and level of responsibility that is not specified in this job description.
- Comply with data protection legislation and follow the principles of GDPR.
- Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust Equal Opportunities Policy.
- Promote a work environment that protects people's health and safety and that promotes welfare, which is in accordance with the Trust Health and Safety Policy and legislation.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the performance management cycle. Any significant change in level of accountability that could result in a change to the interim grade must be discussed with the post holder and representative where necessary.

## PERSON SPECIFICATIONS: ASSISTANT PRINCIPAL (SENDCO)

Education & Qualifications	Essential	Desirable
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Qualified teacher with strong knowledge and experience of pedagogy and learning theory.	✓	
Evidence of further accredited professional study such as MA, MED, NPQSL, NPQH.	✓	
SENCo National Award.		✓
<b>Experience</b>		
An excellent classroom practitioner with consistently good/outstanding teaching and positive outcomes.	✓	
Recent experience of working successfully as a leader in a school.	✓	
Lead and manage others to successfully achieve agreed goals.	✓	
Working with a wide range of stakeholders in order to support pupils to overcome barriers to learning.	✓	
Leading whole school strategies to improve attitudes to learning and raise aspiration.	✓	
Coaching others to secure improvement.	✓	
Holding others to account to secure Academy improvement.		✓
<b>Knowledge &amp; Skills</b>		
Good communication skills.	✓	
Ability to relate well to children and adults.	✓	
Have good organisational skills.	✓	
Ability to work constructively as part of a team and on own initiative.	✓	
Literacy, numeracy and ICT skills to analyse, interpret data and present key findings.	✓	
<b>Personal Attributes</b>		
Customer focussed.	✓	
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	✓	
Open, honest and an active listener.	✓	
Takes responsibility and accountability.	✓	
Committed to the needs of the pupils, parents and other stakeholders and challenge barriers to providing an effective service.	✓	
Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting, and encouraging others and achieving expectations.	✓	
Is committed to the provision and improvement of quality of service provision.	✓	
Is adaptable to change/embraces and welcomes change.	✓	
Communicates effectively.	✓	
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	✓	
Acts with pace and urgency being energetic, enthusiastic and decisive.	✓	
Has the ability to learn from experiences and challenges.	✓	
<b>Commitment</b>		
Committed to Affinity Learning Partnership values and aims, acting as role model demonstrating professionalism and	✓	

consistent high expectations at all times which supports the ethos of the Trust		
Recognise and respect difference between individuals and play their part in making the Trust more inclusive, aware of and committed towards diversity and equal opportunities.	✓	
Committed to own continual professional development	✓	
<b>Other</b>		
Ability to travel to other Trust sites	✓	
Is fluent in the use of the English language	✓	