

## **ASSISTANT HEADTEACHER – SPECIALIST PROVISION & INCLUSION**

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

### **How you will make an impact...**

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

### **About the role...**

#### **Main purpose of the role:**

To support the strategic leadership of the school by providing effective leadership and management for a designated area of the school's work, namely, the development of a specialist provision based within Howden School alongside leading Inclusion including SEND. Central to the role is driving improvement in outcomes for vulnerable students including SEND alongside devising a strong robust curriculum. High quality monitoring and evaluation of initiatives that are introduced is crucial as is overseeing the work in the ERP and the remodelled Bridge. The successful candidate will have to be either a qualified SENDCo or willing to complete the course with a good understanding of tailored curriculum design.

#### **Key accountabilities:**

All staff at Howden School need to act as a cohesive team if we are to achieve high professional standards and implement our ethos of working together. For this reason, all staff, including the Senior Leadership Team, teaching and support staff, have common sections to their job descriptions. Obviously, each person will implement these general requirements with relevance to their own areas of responsibility.

- To implement the aims and ethos of the school
- To actively support the implementation of the School Development Plan
- To ensure that all staff work towards high standards of teaching and learning
- To actively maintain order and discipline in the school as well as to reward good conduct
- To ensure the implementation of all school policies
- To meet deadlines for assessment and reporting and to mark work in line with the school Marking Policy
- To maintain practices that ensure the highest standards of pastoral care
- To attend meetings as and when required, according to level of responsibility

- To maintain an attractive environment in the classroom and the school in general
- To undertake all duties to the standards set by the whole school community
- To welcome visitors to the school
- To liaise with parents and other stakeholders as appropriate
- To represent the school at all times with appropriate professional characteristics to enhance the school's reputation within the community
- To ensure own professional development and attend in-service training courses as appropriate
- To suggest changes to the work of the school to enhance teaching, learning and assessment
- To implement the most recent conditions of service set by the Department for Children, Families and Schools
- To maintain the relevant teacher standards as indicated in the 'Professional Standards for Teachers' framework
- To ensure 'Safe Working with Children' as described in the school's guidance documentation
- To undertake such activities as can be reasonably expected by the Headteacher

#### **Role Specific:**

- To lead in the development of a specialist curriculum which meets the needs of key groups of students, with a particular focus on KS3 in the first instance
- To lead in the creation of a formal process that determines the need for specialist provision at the school, and how progress will be monitored and evaluated
- To create, develop and implement a strategic and sustainable school approach to inclusion
- To liaise with necessary agencies to ensure that students in specialist provision have the maximum access to all learning activities and that they meet their needs
- In conjunction with the Deputy Headteachers, to plan, implement and deliver support programmes for those students in specialist provision
- To design and oversee an inclusive curriculum for students in the ERP ensuring it runs parallel with school's curriculum in key subject areas
- To fulfil the statutory duties of the Special Educational Needs Coordinator (SENCO)
- Have overall responsibility for determining the strategic development of SEND policy and specialist provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision and specialist provision to support individual pupils.
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

- Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts the school's SEND provision.
- Understand how the needs of pupils with SEND change as they get older.
- To provide professional challenge and support for colleagues, holding them to account for the outcomes of disadvantaged pupils and vulnerable groups, including SEND
- To provide advice, guidance and develop creative options to promote good attendance for vulnerable pupils
- To oversee the quality of education in the ERP
- To support and advise in all aspects of SEND and inclusion; developing and implementing effective strategies, policies and procedures that reflect best practice
- To provide training on inclusion for all staff based on the needs of our pupils
- To build and develop effective partnerships with external agencies, including challenging and holding external agencies to account
- To lead the SEND team and provide regular supervision for Teaching Assistants, staff teaching specialist provision and the ERP Manager
- To report and present inclusion outcomes to senior leaders, the Trust and LGB
- To hold regular management meetings with designated staff

#### **As a member of staff of The Trust**

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of all sites across the Trust
- Contribute to systems of evaluation and performance of the organisation positively

#### **About you...**

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

#### **Qualifications and Training**

##### **Essential**

- Degree/Equivalent
- QTS/DFE recognised qualification
- Evidence of appropriate and continuous further professional development
- To be either a qualified SENDCo or willing to undertake the qualification

##### **Desirable**

- To have the relevant experience in different educational settings

#### **Experience, Knowledge and Skills**

##### **Essential**

- Experience of developing an internal specialist curriculum

- A demonstrable track record of achieving success with the most challenging students in a school
- Excellent communication and interpersonal skills with a range of audiences
- Excellent analytical and evaluative skills
- Ability to plan strategically based on the appropriate context
- Promotion of positive behaviour strategies and constructive handling of problems
- Consistently good or better classroom practitioner with the ability to inspire students
- Commitment to regular and ongoing professional development and training
- Sound awareness of educational development and pedagogy
- Acute understanding of data and assessment methodologies to inform student progress and effective intervention strategies
- Knowledge of the analysis of whole school performance to support accountability measures

#### Desirable

- Experience of teaching specialist / alternative provision
- Excellent ICT skills
- Leadership experience in a variety of schools and/or educational settings
- Experience of teaching students within specialist provision

### **Leadership and Management Skills**

#### Essential

- Excellent Team player
- Ability to reflect and evaluate own performance and that of others
- Good motivator, particularly when under pressure
- Maintain confidentiality
- Be a good role model to staff, students and the community and uphold the school's values

#### Desirable

- Experience of developing a vision and successfully led a major initiative in a school
- Visionary thinking – developing a clear and compelling vision

### **Values and Personal Competencies**

#### Essential

- Committed to the values and vision of the Trust.
- Team focused with the ability to work independently and take initiative.
- Committed to equality, diversity and inclusion.
- Strong morals, ethics and sound judgement.
- A role model of the Trust's Values.