

St Aidan's CE Memorial Primary School



JOB DESCRIPTION ASSISTANT HEADTEACHER – SEND / Inclusion

SUMMARY

To work with the Headteacher and Senior Leadership Team in all aspects of leadership and management and to take responsibility for managing and developing SEND and inclusion across the school.

GENERAL RESPONSIBILITIES

- To take a central role in assisting the Headteacher, Senior Leadership Team, and Governing Body to develop our school in accordance with its shared values and our school development plans, procedures, policies and distinctive approaches.
- The Assistant Headteacher will be an outstanding practitioner, an experienced SENCO and team leader, a leader in assessment for learning and assessing pupils' progress and a key person in the senior management team.
- The Assistant Head will fulfil the role of Leader of SEND and inclusion who will, together with the senior leadership team, work to ensure all pupils reach their fullest potential.
- The Assistant Headteacher will also lead ITT and be an ECT mentor. The functions and specific responsibilities below are to be undertaken in conjunction with the duties of an Assistant Headteacher as defined in the most recent Teachers' Pay and Conditions Document.

SPECIFIC RESPONSIBILITIES

- The Assistant Headteacher will have some teaching responsibilities to help develop successful practice across the school.
- The Assistant Headteacher will ensure that all teaching demonstrates best practice, develops relationships, supports training and development and ensures 'quality teaching first', and thus ensuring all children make excellent progress across the school.
- The Assistant Headteacher will take lead responsibility for ensuring the best possible SEND offer, provision, well-being, progress and achievement for all children through extended services, partnerships and collaboration with external partners in Hartlepool and within the Trust.
- The Assistant Headteacher will be a model professional setting an excellent example to teaching and support staff. They will actively and demonstrably promote achievement through building and implementing agreed school policies.
- The Assistant Headteacher will lead by example in their own teaching practice, and by positively encouraging and supporting all members of staff. The Assistant Headteacher will work to ensure that the school offers a high quality provision for children with additional needs across the whole school.

In particular, the Assistant Headteacher will be required to:

Leadership and Management:

- Work in very close partnership with and support the Headteacher and Senior Leaders in the effective day to day management of the school and school community including:
 - recruiting and inducting staff;
 - developing and implementing health and safety policies;
 - leading assemblies and staff meetings;
 - hosting and organising whole school events such as open days and parents evening and responding to the views, needs and requests of children, staff, parents, governors and visitors.
- Work with the Headteacher and Senior Leaders, staff and governors in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision.
- Supporting school governance by attending meetings where appropriate and ensuring that all governors are able to play an active and informed part in school management and development
- Work with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, inclusion, well-being, academic achievement and behaviour.
- Work with the Headteacher and Senior Leaders in the school's achievement reviews and target setting processes by taking a major role in assessment and actively supporting and securing the school's success in national tests including those at the end of each key stage.
- Take a leading role in the senior management team by having special responsibility for ensuring that the school assesses and monitors the progress and achievement of all children and groups of children. This includes leading in AfL, and all forms of national and local assessment and reporting requirements.
- Take responsibility for collating evidence for specific sections of the school's Self Evaluation Form especially those relating to SEND and inclusion.
- Lead teachers and team leaders / post-holders to ensure that all SEND / inclusion policies and protocols are in place and up to date and where possible recognised and validated quality assurance awards are secured.
- Lead staff to ensure that the provision for SEND and inclusion is fit for purpose, enables children to make maximum progress, is consistent across the school and is reviewed on a regular basis.
- Assist in the line management of classroom-based personnel including timetabling, managing and developing roles to ensure the provision of high quality interventions and support for children's progress, achievement, wellbeing and good behaviour.
- Manage CPD around SEND and inclusion practises for classroom-based staff ensuring their needs are identified and met through quality training opportunities within available resources. This includes assisting in managing the inset program and providing / sourcing training opportunities for whole groups of and individual staff.
- With the Headteacher and Senior Leaders, share responsibility for the induction and deployment of new staff, voluntary help, work experience students, trainee teachers/ students and parents working in classrooms and throughout the school ensuring all safeguarding requirements are met and that their work in school supports the learning and well-being of all children.
- Work with the leadership team in setting, nurturing, promoting and maintaining a very high standard of behaviour and mutual respect throughout the school ensuring that all staff play an active role in the pursuit of these standards.
- Ensure that there is a very safe, secure, effective and pleasing environment for all users. With the Headteacher and Senior Leaders, be aware of Health and Safety regulations, carry out regular risk assessments and keep the school's Health and Safety policy at all times current, under review and accessible to and used by all staff.
- Ensure safeguarding procedures are fully upheld at all times.
- Evaluate performance, create improvement plans, build capacity in staff and analyse quality of interventions and subject improvement plans.

SENCO / Inclusion Lead:

- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Coordinate and support the full SEND team.
- Support staff members to understand the needs of pupils with SEND.
- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
- Contribute to the performance management process of any SEND teachers, learning support staff and TAs.
- Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.

- Ensure the school's SEND provision is inclusive at all levels.
- Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.
- Contribute to the creation of an effective school improvement plan (SIP) which appropriately considers the needs of pupils with SEND.
- Ensure that learning support staff are supervised effectively.
- 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.
- Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.
- Liaise with the **headteacher** to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.
- Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
- Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.
- Develop and maintain effective relationships with parents, colleagues, the **governing board** and the local community.
- Develop and maintain links with the LA advisory and support services.
- Ensure that the school's administrative work for SEND is effectively completed.
- Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.

The school is committed to **safeguarding** and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appointment to this post is subject to an enhanced DBS and full background check.



PERSON SPECIFICATION - ASSISTANT HEADTEACHER (SENCO/Inclusion)

Education Experience	Qualifications <ul style="list-style-type: none">• Qualified Teacher Status and evidence of appropriate subsequent in-service training.• National Award in Special Educational Needs Coordination. Experience <ul style="list-style-type: none">• Minimum of 4 years' recent successful teaching experience preferably across phases/key stages• Experience working as a primary school SENCO• Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a primary school.• Proven experience of high standards of primary classroom practice and of teaching area of responsibility.• Experience in developing and managing the implementation of the school's inclusion policy.• Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.• Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process. Commitment to Excellence.• Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.
Skills, Knowledge & Abilities	Leading and Managing Change <ul style="list-style-type: none">• Evidence of knowledge and understanding of the school's approach to change. Evidence of a clear view about how to develop provision for SEND, learning and teaching.• Evidence of the skills and abilities required to advise teachers in their planning, teaching, assessment and day-to-day issues.• An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.• A thorough knowledge of learning strategies for children of all abilities.• Evidence of good general knowledge of the requirements of the National Curriculum.• Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment and to support others in doing so. SENCO Specific skills, knowledge and experience <ul style="list-style-type: none">• Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties.• Experience working alongside an SLT to develop the quality of the curriculum and learning activities.• Experience co-ordinating provision for children with SEND.• Experience of behaviour management techniques for groups and individuals with SEND.• Experience working effectively with colleagues to improve classroom practice.• Experience utilising and analysing effective assessment systems and recording and maintaining pupil records.• Experience liaising with a range of people, agencies, and professionals including, the parents of pupils, the LA and other providers.• Experience in making reasonable adjustments and access arrangements for pupils with SEND.• Sound knowledge of the SEND Code of Practice and its application.• Sound knowledge of the graduated approach to providing SEN support.• A good understanding of the principles of school improvement.• Demonstrate a greater understanding of how pupils with SEND develop.• Demonstrate a sound understanding of SEND funding on offer.

Performance Review

- Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review. Leadership Understanding of and commitment to developing the school.

Behaviour and Ethos

- Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school. Capacity to support colleagues in effective behaviour management.
- Commitment and willingness to meet the needs of the ethos and flexible working arrangements of the school and needs of young children.
- Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.

Interpersonal Skills

- Evidence of good interpersonal skills and the ability to work effectively as leader of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff and relevant external agencies as required.
- A commitment to equal opportunities and empowering others.
- Excellent communication skills, both written and verbal.
- Excellent time management and organisation skills.
- An ability to manage and prioritise a demanding workload, and that of others.
- A flexible approach towards working practices.
- The ability to work as both part of a team and independently.
- An ability to work with pupils and their families in a sensitive and positive way.
- An ability to establish and maintain professional working relationships.
- High levels of drive, energy and integrity.
- Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience.
- An ability to model good practice and engage in self-reflection.
- A commitment to improve current skills and demonstrate a willingness to develop further
- A commitment to contributing to the wider school community.
- Flexible, reliable, enthusiastic and patient.
- Inspiring and influential.
- Able to take control, lead and manage situations.
- Consistent in modelling good practice and behaviour.

Communication

- Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

Health and Safety

- An understanding of the responsibility of the classteacher and Assistant Headteacher with regard to the health and safety of pupils in their care.

Equal Opportunities

- Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.

