

ASSISTANT HEADTEACHER – SENCO JOB DESCRIPTION

REPORTING TO: Deputy Headteacher

JOB PURPOSE:

- To strategically lead the direction and development of inclusion and SEND provision in accordance with the aims and objectives of the academy.
- To raise standards of students' attainment and achievement across the academy by:
 - Liaising with other leaders to ensure the provision of an appropriately relevant and differentiated curriculum for inclusive learning.
 - Providing strategic leadership for all aspects of inclusive education.
 - Developing systems and enhancing student engagement.
 - Support and develop strong effective partnerships with all relevant external agencies.
 - Developing and enhancing the teaching practice of others.
 - Leading and managing staff effectively.
 - Effective communication with parents and other stakeholders.
 - Efficient and effective deployment of staff and resources.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

- Take a strategic lead in monitoring, evaluating, and developing the quality of Inclusion and SEND provision across the academy and undertake the role of Medical Lead.
- Play a significant role in contributing to operation and strategic planning, specifically the Academy Improvement Plan and SEF.
- Regularly undertake a range of rigorous quality assurance activities to report on the impact of academy improvement strategies and systems and make recommendations for development and target support accordingly.
- Oversee the development of alternative and additional learning opportunities for a range of student groups including those experiencing difficulties in accessing mainstream learning and teaching, EHCP, students on the SEND register; plus other vulnerable groups and those with records of poor behaviour and attendance.
- Monitor progress of vulnerable students including those with SEND and evaluate the effectiveness of teaching to guide future improvements.
- Line manage the Assistant SENCO and team of Learning Support Assistants.
- To lead curriculum development for the whole inclusion provision e.g. alternative curriculum pathways.
- Ensure consistency of practice across SEND, Pastoral and Mental Health provision, with regard to lesson planning, the standard of teaching etc.
- Ensure that the academy meets its statutory duties for students with SEND.
- Lead on Medical within the academy including monitoring and reviewing of IHCP .
- Lead on Mental Health and Well Being within the academy.
- Monitor and track student performance and progress, seeing that assessment data is recorded and used, and that targets are set.
- Support teachers in implementing a graduated response of support strategies for students.
- Monitor and evaluate the quality of teaching and learning and implement robust quality assurance that evidence best practice and brings about improvement.
- Encourage and develop extra-curricular and enrichment provision where relevant to students with SEND and Pastoral nurture needs.
- Be able to deliver and model high quality teaching and to be able to use expertise in this area to advise and mentor colleagues.

- To establish common standards of practice within the area and develop the effectiveness of teaching and learning styles.
- Lead aspects of whole academy CPD to ensure teaching colleagues have the knowledge and skills to meet students' additional and SEND needs through high quality differentiation, inspirational teaching strategies and directed and timely support.

OPERATIONAL

- Day to day leadership and implementation of the academy's special education needs and disability (SEND) and Inclusion Policy.
- Overall responsibility for the SEND Register and monitoring of the record keeping of students with SEND.
- Be responsible for maintaining and keeping up to date information on SEND students within the SIMs management system.
- Chair review meetings of students with SEND, including annual reviews and EHCP related meetings.
- Lead and have responsibility for the preparation of exam arrangements for students with SEND in key year groups.
- Liaise with external agencies including educational psychologists, the academy nurse and other support agencies, medical and social services.
- Prepare requests for EHC needs assessments and implement provision named in students' EHCPs.
- Responsibility for ensuring preparation and implementation of individual student support plans, including reviewing, updating, and ensuring effective use by all staff.
- Collect and interpret specialist assessment data.
- Liaise with other academies to ensure continuity of support and learning when transferring students with SEND
- Lead, advise and support staff on suitable materials and modifications for students with SEND
- Be a visible presence around the academy every day, both on the corridor and in lessons.
- Attend all academy events as required.
- Keep abreast of current educational thinking and SEND/Inclusion/Pastoral developments.

LEADING AND MANAGING STAFF

The SENCO provides all those with involvement in the teaching or support of students with SEND, the support, challenge, information, and development necessary to sustain and secure improvement.

- Monitor staff performance, supporting, challenging, and setting targets.
- Oversee and monitor the professional development of colleagues through undertaking Line Management responsibilities.
- Set a professional example in terms of teaching, attendance, energy, and effectiveness.
- Oversee and support the deployment of support assistants so they effectively raise the quality of learning and achievement.
- Deploy, monitor, and ensure the performance of any external professional or other support.

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within EACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none">• Have integrity and honesty in all that you do• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work

	<ul style="list-style-type: none"> • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or reprioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement	Assessed at
E – Essential	A – Application Stage
D – Desirable	I – Interview Stage
	P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Qualified teacher status or recognised equivalent	X		X	X	
	Degree in related subject specialism	X		X	X	

	SENCO Qualification or previous experience as a SENCO	X		X	X	X
	Sound knowledge of SEND Code of Practice 2014	X		X	X	X
	Additional relevant training in Safeguarding	X		X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of current education legislation, Ofsted framework, best practice, national trends and innovation	X		X	X	X
	Knowledge and experience of using basic diagnostic tests for identifying specific needs	X		X	X	X
	Evidence of Continuing Professional Development	X		X	X	X
Experience	Experience of working with children of the relevant age range and their families in an educational setting or similar	X		X	X	X
	Experience of working closely with parents in successful home-school partnerships that support pupils' needs	X		X	X	X
	Experience of delivering effective and appropriate intervention programmes and strategies.	X		X	X	X
	Experience of working with external agencies	X		X	X	X
	Experience of dealing effectively with complex situations involving families and young people	X		X	X	X
	Experience of preparing documentation for external agencies and statutory returns	X		X	X	X
	Experience of training and coaching colleagues	X		X	X	X
Skills	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to produce reports in appropriate formats	X		X	X	X

