

**JOB DESCRIPTION**

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| **Post Title:** | **Assistant Head Teacher – SENCo** | **Grade :** | | L9+ R&R for additional duties |
| **Responsible to:** | Head Teacher / Trust Director of SEND, Safeguarding and Inclusion | | | |
| **Responsible for:** |  | | | |
| **Main purpose of the job:** | | | | |
| The appointment is subject to the current conditions of employment for Assistant Head Teacher’s contained in the School Teacher’s Pay and Conditions Document, The Education Act 2002, the required standards for Qualified Teacher Status and any other current legislation. This job description may be amended at any time, following discussion between the Head Teacher and the Assistant Head Teacher, to reflect changes in the job commensurate with the salary and the job title and will be reviewed annually.  The assistant head teacher, under the direction of the head teacher, will take a major role in:   * Work collaboratively with the senior leadership team in the school and across the Trust to continually review and seek improvement * Contribute to the coaching and learning culture of the school as a leader * Hold accountability for the progress of SEND pupils across the school. * Contribute to the operational management of the school. * Contribute to the overall vision of the Trust * Maintaining professional boundaries at all times and observing / upholding the values and ethos of the Trust whilst contributing to the overall vision of the organisation * Support the leadership of the aims and objectives of the school * Establishing policies for achieving these aims and objectives in relation to SEND learners * Managing staff and resources to that end * Monitoring progress towards the achievement of the school’s aims and objectives * Work under the direction of the Trust Director of SEND, Safeguarding and Inclusion to contribute to the shaping of the strategic development of special educational needs (SEN) policy and provision in the school and within the Trust * Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability * Provide professional guidance to colleagues, working closely with staff, parents and other agencies * As a senior leader in the Trust, the AHT is expected to promote the vision of “Excellence Every Day” and ensure the needs of children are paramount in a culture of “no excuses” and high aspirations for all  Qualities The assistant headteacher will:   * Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct * Build positive and respectful relationships across the school community * Serve in the best interests of the school’s pupils * Demonstrate commitment to the Trust vision and school values * Continually seek improvement and opportunities to broaden the experiences of all pupils in the Trust, widening their horizons and promoting outstanding progress and achievement * Develop outward facing services and build networks to support growth | | | | |
| **Duties and Responsibilities:** | | | | |
| **Strategic direction and development of the school – in cooperation with and under the direction of, the Head Teacher**   * Support the vision, ethos and policies of the school and promote high levels of achievement * Uphold through own behaviours and communication the Trust mission of “Excellence Every Day”, the vision and school values, addressing issues as they arise and setting the school culture * Develop effective ways of working by building strong and cohesive relationships within the school and wider leadership team * Support the creation and implementation of the school improvement plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it as well as any self-evaluation processes * Support all staff in achieving the priorities and targets which the school sets for itself; and to provide them with support and guidance in implementing schemes of work * Support the evaluation of the effectiveness of the school’s policies and procedures * Establish and oversee systems, processes and policies so the school can operate effectively * Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care * Manage staff well with clear communication and expectations around responsibilities and job roles * Ensure rigorous approaches to identifying, managing and mitigating risk * Allocate financial resources appropriately, efficiently and effectively * Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school’s context * Make sure these school improvement strategies are effectively implemented * Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability   **Teaching and Learning**  Under the direction of the head teacher, the assistant head teacher will:   * Promote high-quality teaching for SEND pupils across all year groups through support, training and clarity of expectations * Effectively use formative assessment to inform decisions and plans for pupils with additional needs * Ensure all pupils are able to access quality first teaching and benefit from a broad, structured and coherent curriculum offer * Ensure that staff use valid, reliable and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum in order that SEND pupils are not disadvantaged or underachieve * Communicate high expectations of all staff in relation to teacher standards, quality of teaching and the subsequent impact on learning and progress * Provide mentoring and team teaching opportunities to promote a culture of continuous development and ambition for all   **Leadership and Management**   * Work as a member of SLT in developing positive working relationship with and between all staff and provide and sustain motivation; through modelling good practice and giving clear leadership direction * Contribute to the professional development of staff, including the delivery of training and leading of meetings as well as being a lead in the coaching culture across the Trust * Lead groups of staff in developmental activities, with particular focus on curriculum planning, standards of teaching and assessment and SEND. * Contribute to the performance management process as directed by the Head Teacher in the implementation of the school’s performance management policy, including addressing poor performance or conduct issues in a timely way and aligned to policy, line managing SEN Teaching Assistants and contributing to on-going review of staff performance * Be open and willing to share / demonstrate outstanding teaching as part of the Trust ambition to coach and develop colleagues across our schools * Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements * Prepare and review information the Trust Board is required to publish and at the request of the Trust Director of SEND, Safeguarding and Inclusion for Trust Board meetings and Trustee visits * Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability * Lead and manage SEN intervention teaching assistants (TAs) working with pupils with SEN or a disability and staff working within the SRP. * Undertake daily learning walks and provide mentoring support and team teaching to improve practice   **Effective deployment of staff and resources**   * Contribute as part of SLT in the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities * Contribute to SLT in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children’s personal development needs are met (including pupils accessing the SRP) * Coordinate the schedule for all SEN Intervention Teaching Assistants, SRP Teaching Assistants and the Teacher of the Deaf and monitor the quality of support through observation and well evidenced impact   **School culture and behaviour**  Under the direction of the head teacher, the assistant head teacher will:   * Create a culture where pupils experience a positive and enriching school life which sets high aspirations for every child * Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life and prepare pupils with SEND for transition * Ensure a culture of staff professionalism which puts children first * Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school * Use consistent and fair approaches to managing behaviour, in line with the school’s behaviour policy, underpinned by restorative practices and mindful of trauma and external antecedents * Communicate accountability and explicit responsibilities which ensure the smooth, operational management of the SRP underpinned by robust systems and procedures with timely planning * Undertake responsibilities which contribute to the operational management of the school on a daily basis   **Professional development**  Under the direction of the head teacher, the assistant head teacher will:   * Ensure staff have access to appropriate, high standard professional development opportunities * Contribute to the strategic planning for SEND training in conjunction with the Trust Director of SEND, Safeguarding and Inclusion * Keep up to date with developments in education and lead on aspects of evidence based research * Engage in the coaching culture of the Trust and create opportunities for sharing good practice and peer to peer support   **Governance, accountability and working in partnership**  Under the direction of the head teacher, the assistant head teacher will:   * Understand and welcome the role of effective governance, including accepting responsibility * Ensure that staff understand their professional responsibilities and are held to account * Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties * Work successfully with other schools and organisations, actively seeking partnerships and networks both within and beyond the Trust * Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils   **Specific Responsibilities related to SEND and inclusion**  Additional and special educational needs (SEN) and disabilities  Under the direction of the Trust Director of SEND, Safeguarding and Inclusion, the deputy head teacher will:   * Promote a culture and practices that enables all pupils to access the curriculum * Work collaboratively with the Trust SENCo network to develop a strategic approach to SEND across the Trust and not in isolation * Have ambitious expectations for all pupils with SEN and disabilities and communicates this to all staff * Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate * Ensure that statutory assessment is completed where appropriate based on the needs of the child rather than access to resources * Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) * Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP) * Maintain up-to-date knowledge of national and local initiatives that may affect the school’s policy and practice * Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective (Pupil Premium Grant / EHCP Top Up funding)   **Support for pupils with SEN or a disability**   * Identify a pupil’s SEN * Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness * Secure relevant services for the pupil * Ensure records are maintained and kept up to date * Review the education, health and care plan (EHCP) with parents or carers and the pupil * Communicate regularly with parents or carers * Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil * Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities   **Operation of the SEN policy and co-ordination of provision**   * Maintain an accurate SEND register and provision map * Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support * Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment * Be aware of the provision in the local offer * Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies * Analyse assessment data for pupils with SEN or a disability * Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness * Deliver intervention groups and coordinate the intervention timetable.   **Additional Responsibilities (related to R&R allowance and to be reviewed after one year)**   * To develop with the Trust Director of SEND, Safeguarding and Inclusion an external offer of training and support . * To generate an income stream for the Trust which raises the profile of the organisation and supports the overall ambition to grow. * To market the Trust’s USP as a leader in mainstream primary inclusion through the creation of marketing tools. * To build relationships with external organisations which enable the Trust to deliver accredited training internally and to other schools and organisations as well as parents / carers. * To undertake evidence-based research in SEND alongside role and model this approach for staff working within SEND in the schools | | | | |
| **Other areas of responsibility** | | | | |
| The assistant head teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and procedures including the use of digital platforms for recording and reporting within acceptable timescales. The assistant head teacher will also be expected to adhere to the staff code of conduct and the Staff Handbook.  Please note that this is illustrative of the general nature and level of responsibility of the role. It is not an exhaustive list of all tasks. As deputy head teacher, it is expected that the post holder undertakes any other reasonable request or responsibility from the Head Teacher or Trust Director of SEND, Safeguarding and Inclusion (in relation to their role as SENCO), | | | | |
| **Signed by:** | **Post holder:** | | **Date:** | |
|  | **Line Manager:** | | **Date:** | |
| **Last review date** | **May 2022** | | | |
| **Next review date** | **May 2023** | | | |

The deputy head teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and procedures including the use of digital platforms for recording and reporting within acceptable timescales. The teacher will also be expected to adhere to the staff code of conduct and the Staff Handbook.

Please note: this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description may be amended at any time in consultation with the postholder.



**PERSON SPECIFICATION**

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| Qualifications and experience |
| * Qualified Teacher Status (QTS/ QTLS) * Evidence of ongoing further relevant professional development * National SENCo Award * NPQH/ NPQSL or willingness to study towards this award |
| Skills and knowledge |
| * Has successful management experience within an educational setting * Can demonstrate confidence and understanding of operational management * Understanding of the use of data * Knowledge of management information systems * Show a clear philosophy and commitment to developing pupils with social and emotional learning * Understands the process of learning and its application to support whole child development * Has evidence of being an excellent practitioner in engaging and motivating pupils * Can show a clear understanding of assessment and its impact on whole pupil development * Can liaise effectively with parents, staff and other professionals * Has implemented and lead staff through new initiatives * Has taken responsibility for monitoring and reviewing performance of staff * Has understanding and commitment to the implementation of equal opportunities * Has been involved in delivering training to a variety of audiences * Has managed change effectively supporting others through the process * Has been involved in planning and delivering areas of the curriculum beyond their specialism |
| Personal qualities |
| * Has the resilience to cope under a range of pressures * Has an energy and passion about developing children and young people * Willing to embrace change and new challenges * Able to articulate confidently and effectively to a wide variety of audiences * Has the confidence, enthusiasm and knowledge to lead staff towards a common goal * Able to resolve issues in a creative, innovative and motivational way * Has a good sense of humour and can laugh at self! * Able to make effective decisions and delegate appropriately |