

## Job Description

<b>Job Title:</b>	Assistant Principal – SENCo	<b>Reporting to</b>	Vice Principal (for Behaviour and Attitudes)
		<b>Grade and Range:</b>	L13-L17
<b>Line Management Responsibility</b>		<b>Number of staff Managed</b>	10
<b>Job Titles</b> ASD Inclusion Officer – The ARC Learning Support Assistants (Mainstream)			
<b>Purpose and context:</b>	To lead and develop the Academy's Special Educational Needs (SEN) policy and provision in order to raise attainment and achievement of students with SEND.		

<b>Accountabilities</b>	<ul style="list-style-type: none"> <li>• Together with the Principal, to provide strategic leadership and development across all aspects of the work of the Academy.</li> <li>• Leading, managing and motivating colleagues (teaching and non-teaching) in developing innovative strategies to enhance learning outcomes and achievement of students with SEND.</li> <li>• Responsible for the efficient and effective management and deployment of SEND personnel including specialist teaching staff and LSAs across the curriculum; ensuring exemplary practice is modelled in supporting students to achieve good progression.</li> <li>• Responsible for the co-ordination of 'Children in Care' across the Academy, this will include contribution to regular progress review meetings, and also for the use of additional funding; Pupil Premium+; including funding applications.</li> <li>• Co-ordination of external agency intervention for students with a significant level of need; through referrals to the Local Inclusion Forum Team (to access the Specialist Teaching and Learning Service); preparation and submission of applications for Statutory Assessments; High Needs Funding applications; annual reviews of EHCPs and provision/personal plans.</li> <li>• Line management of our Specialist Resourced Provision (SRP) – The ARC (Autism Resource Centre).</li> </ul>
<b>Main Duties</b>	<ul style="list-style-type: none"> <li>• Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education</li> <li>• Be a visible presence and support with the day-to-day management of the Academy.</li> <li>• Providing clear, cohesive leadership and direction in the teaching and learning of students with SEND.</li> <li>• To ensure all teaching staff are fully aware of pupils' needs and targets and of effective strategies for enabling pupils to succeed.</li> <li>• To schedule Learning Support Assistant provision ensuring it efficiently meets the learning needs of students identified with SEN.</li> <li>• To ensure that LSAs across the school have the skills and capabilities to positively impact pupil progress, including leading training for LSAs.</li> </ul>

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- Contributing to the strategic development of the Academy by implementing whole-academy initiatives, monitoring and reporting on key outcomes
  - Teach groups of SEND students and other students as required (preferred specialism English).
  - Using relevant Academy, local and national data to inform targets for development for individuals and groups of students and to advise SLT on required resources.
  - Establishing clear targets for achievement in the SEND area and evaluate progress.
  - Establishing and monitoring a variety of systems and processes which provide good information-gathering about the quality of teaching and learning for students with SEN and their prior learning, progress and achievements.
  - To ensure that SEND provision is mapped, evidenced and reviewed effectively.
  - To develop, deliver and evaluate appropriate, effective and innovative support programmes and interventions for pupils with SEND.
  - Liaising with staff, parents/carers, external agencies and other academies/colleges to co-ordinate their contribution, provide maximum support and ensure continuity of provision for students with SEND.
  - Liaison with local authority in respect of students who have Child in Care status; students with or needing Education Health & Care Plans.
  - Attend & contribute to all Inclusion Team meetings as required.
  - To support Senior Leaders and Directors of Learning with Pastoral Support Programmes (PSPs) for identified students.
  - Develop links with other schools, educational establishments and the wider community in order to enhance SEND provision and pupil progress, continuing the development of multi-agency work at St Augustine Academy.
  - To liaise with other services when a young person may require additional and/or more specialist support; taking in a lead role in completing referrals for students into the relevant services.
  - Risk assessing individuals and situations not covered by standard risk assessments, notifying Senior Leadership Team of any changes or actions needed to ensure the health and safety of staff, students and visitors.
  - Co-ordination of care for students with a significant health need(s).
  - Work with the Examinations Officer, to co-ordinate access arrangements and accommodations for external assessments.
  - Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
  - Take part in the enrichment programme at The Academy.
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**Additional expectations – all staff are expected to:**

- Contribute to the whole professional life of the academy with teaching and learning as its core purpose and contribute to the commitment for each pupil to gain meaningful and enriching experiences;
- Promote the Woodard Christian ethos that embraces all faiths and none;
- Take responsibility for their own professional development and support that of colleagues where appropriate;
- Engage in the Academy appraisal process and support colleagues in achieving their own objectives where appropriate;
- Follow Trust policy and procedures in relation to keeping children safe in education;
- Observe health and safety requirements and play their part in ensuring a safe working environment.

**All staff have an entitlement** to high-quality induction and continuing support and development. All staff will have opportunities to discuss their professional needs, both through performance management and through other professional dialogues.

**Safeguarding Statement**  
The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake an Enhanced DBS check and/or a Barred List check. Management posts will be subject to a Section 128 clearance.

**Equal Opportunities**  
The Trust is committed to equality of opportunity. We positively welcome applications from all sections of the community.

**Signed** ..... **Date** .....

**Principal** .....

## Person Specification

### SENCO

#### Qualifications

##### Essential

- Qualified teacher status

##### Desirable

- Qualifications and training relating to SEND (National Award for SEN Co-ordination)

#### Experience and Knowledge

##### Essential

- Substantial experience in supporting the teaching and learning of pupils with special educational needs and disabilities
- Experience of working collaboratively with a wide range of professionals and agencies.
- Knowledge of relevant legislation, in particular the SEND Code of Practice, and how this applies to pupils.
- Experience and knowledge of developing successful intervention strategies, considering both available resource and the child.
- Experience of successfully managing a team.

##### Desirable

- Specialist knowledge of supporting pupils with ADHD, ASD and Dyslexia.
- Experience of managing a budget.

#### Skills and Abilities

##### Essential

- Excellent interpersonal skills and able to communicate effectively with pupils, staff and parents.
- Skilled in developing alternative approaches to enable pupils to access learning.
- Excellent organisational skills, able to prioritise own workload and team and work under pressure in a demanding environment.
- Able to work flexibly and demonstrate a “can-do” attitude.
- To be familiar with all statutory assessment processes.
- Able to analyse pupil level data intelligently to support pupil level intervention.
- Good knowledge and understanding of safeguarding.

##### Desirable

- Skilled in the supervision of and line management of staff.
- Ability to undertake administrative tasks including budget monitoring.
- Experience of SIMs management system & 4Matrix

#### Motivation

##### Essential

- Committed to own professional development and others (National Award for SEN Co-ordination) if required.
- Committed to raising the achievement for all students across the ability range.

#### Personal Qualities

##### Essential

- Empathetic, compassionate, adaptable, and aspirational for others.
- Resilient, able to work under pressure and to deadlines, on own initiative and with tenacity.
- Willingness to learn and adapt and to accept and manage change.
- A sense of humour and perspective