

Goldwyn School

Job Description: Assistant Principal for Inclusion/SENCO

Responsible To: Principal

Purpose: A commitment to the school's vision of **Aspire Empower Achieve** your decision making and planning will be rooted in line with the school's vision and values (**Resilience Empathy Aim Commitment Heart**)

The Assistant Principal for Inclusion/SENCO, under the direction of the Principal, will:

- Determine the strategic development of special educational needs (SEN)/Inclusion policy and provision in the school
- Be responsible for co-ordinating and monitoring the day-to-day operation of the SEN/Inclusion policy and co-ordination of specific provision of all students
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- To manage annual reviews and support careers and education choices beyond KS5

Overall Responsibilities:

- Communicate the school vision compellingly and support the Principal's strategic leadership
- Ensure the day to day management of SEND systems are consistent and impactful across the school.
- Leading on Inclusion Policy across all sites
- Managing the inclusive development of staff and resources deployment in line with student vulnerabilities and the School Development Plan.
- Monitoring progress towards the achievement of the school's aims and objectives (SDP) specifically in relation to Whole child outcomes and Inclusion
- Overview of Website compliance
- Organise Access arrangements for SEND examinations
- Target/plan and monitor the impact of staff training and report to Governors
- As a strategic leader of the school, promote staff wellbeing to create a culture of positive, aspirational and valued workforce.

Key Responsibilities and Duties

Strategic development of SEN/Inclusion policy and provision

- Have a strategic overview of SEN provision for students across the school, monitoring and reviewing the quality of provision (All waves of intervention - Universal - in class/Goldwyn Time/Targeted/ Personalised)
- Contribute to school self-evaluation, particularly with respect to provision of students SEN or a disability (EHCP Outcomes/Whole Child progress monitoring - eg Boxall)
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the School Improvement Plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice in relation to Inclusion.
- Evaluate whether funding, including additional funding, is being used effectively, and propose changes to make use of funding more effective
- Provide information and policy in regards to Pupil Premium on an annual basis - update website

Operation of the SEN/ Inclusion policy and co-ordination of provision

- Maintain accurate SEN/Inclusion monitoring data, provision maps and planning across Centres - to be reviewed 3 times per year
- Provide guidance to colleagues on specific strategies for need types and individual students
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment and training
- Be aware of the provision in the local offer - and other nationally available training for staff
- Work with Inclusion leads from other schools, educational psychologists, health and social care professionals and other external agencies and form plans based on multi-agency advice
- Analyse Inclusion assessment data for students and discriminate if there are disadvantaged need types
- Plan and oversee Implementation for students and evaluate their effectiveness with the Inclusion Team - inform of appropriate interventions and strategies through pupil progress meetings
- Lead intervention for students in a transition year group. Ease anxiety be a source of knowledge for what's available beyond Goldwyn- Plan a stepped transition plan for the most needy.
- Monitor effectiveness of interventions and SEND strategies in class across Centres
- Mentor/coach new members in SEND Core strategies
- Support the consultation and Tribunal process as requested by Principal

Co-ordinate Inclusion Leads and Centres to provide support at a student level

- Identify a student's SEN and barriers- update the vulnerability database
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the student
- Monitor effectiveness of interventions and SEND strategies in class across Centres
- Mentor/coach new members in SEND Core strategies
- Communicate regularly with parents or carers
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children
- To lead the access arrangements for students across all Centres

Leadership and Management

- Work with the Principal 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 governing board is required to publish (through Learning & Inclusion reports)
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs (through our training providers)
- Lead INSET for staff when required or staff meetings
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students

- Work with the Principal to provide a termly newsletter that goes to all Goldwyn families
- Destinations planning and tracking for students across all Goldwyn Sites

The postholder will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Additional Responsibilities

- To work across Goldwyn sites where necessary
Working time
- 195 days, 1265 hrs per academic year. (See STPCD).

Safeguarding

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

Health & Safety

- To be ever mindful of the dangers that threaten the wellbeing of students and staff alike
- To supervise the use and care of the learning environment.

Performance Development:

- All staff must complete a satisfactory Performance Review in accordance with the Pay Policy to ensure pay progression.

Staff Development:

- To monitor and evaluate own performance in line with performance management procedures with line manager.
- To participate in peer support and appraisal processes
- To keep personal records of all staff development activities in which you are/have been involved.

Please note that 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 Assistant Principal for Inclusion/SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal.