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**JOB DESCRIPTION**

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| Job Title: | **Assistant Principal: Progress & Inclusion (including SENDCo)** |
| School: | **Carter Community School** |
| Responsible to: | **Vice Principal** |

**Core Purpose:**

* To ensure that a culture of high expectations and accountability for all learners’ outcomes is fully shared by all teachers and middle leaders.
* To secure good rates of progress and high standards for all pupils, by monitoring the progress of students and accessing the correct intervention pathway.
* To work with Vice Principal progress on ensuring barriers to learning are removed
* To continue to enhance the profile of the school in the local community by developing extra- curricular activities for pupils and families
* To oversee and ensure that the statutory requirements of the SEND Code of Practice are implemented, including ECHPs and provision maps, so that SEND students are able to progress effectively with adequate support.
* To provide leadership in the development of progress & inclusion practices within and across the school
* To provide specialist teaching of literacy and language to identified students, and identify through appropriate testing, students who require additional support, both in the classroom and in exams
* To provide leadership and delivery of the school’s Nurture and Emotional Literacy provisions
* Support the Principal in safeguarding and promoting the welfare of children.
* To teach pupils within the school and carry out such other associated duties as are reasonably assigned by the Principal.
* Lead team leaders and learning directors in developing their areas
* Designated Safeguarding Officer –training provided

**Functions:**

***Leadership of Teaching and learning (of key pupil groups)***

1. Monitor teaching and learning activities and report on the progress made by key pupil groups
2. Identify and embed the most effective teaching approaches for key pupil groups
3. Identify and support target groups of students to develop their ability to progress
4. Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN

***Recording and assessment***

1. Set targets for raising achievement among pupils in key pupil groups
2. Collect and interpret specialist assessment data for key pupil groups
3. Set up systems for identifying, assessing and reviewing key pupil groups
4. Update the principal and governing body on the effectiveness of provision for key pupil groups
5. Attend consultation evenings and keep parents informed about their child's progress

***Leadership***

1. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN
2. Provide training opportunities for learning support assistants and other teachers to learn about SEN and other key groups
3. Disseminate good differentiation practice across the school
4. Identify resources needed to meet the needs of pupils with SEN and advise the Principal of priorities for expenditure

***Standards and quality assurance***

1. Support the aims and ethos of the school
2. Set a good example in terms of dress, punctuality and attendance
3. Attend and participate in open evenings and student performances
4. Uphold the school's behaviour code and uniform regulations
5. Participate and lead staff training
6. Attend and lead team and staff meetings
7. Develop links with governors, LAs, the Academy sponsor and neighbouring schools

***Managing Intervention and Attendance***

1. Provide vision and leadership to improve Attendance
2. Line manager the school’s Pastoral Support Team
3. Line manage the SEND team
4. Oversight of the school’s rewards and sanctions process
5. Leadership of celebration events in collaboration with other members of the leadership group

***Other duties and responsibilities***

1. To oversee the work of the Inclusion teams and manage referrals so that individual support packages are put into place for students who are vulnerable or at risk of exclusion.
2. To oversee the work of the Inclusion teams, including monitoring of student progress to ensure that students are appropriately supported and able to progress.
3. To lead and coordinate all student support in the school to ensure a structured team with a coherent approach in which roles are clearly defined and complement each other.
4. Ensure all staff are aware of the purpose and function of the student support team.
5. To liaise with feeder schools to ensure the transfer of information on AEN students to allow support to be in place for the start of each academic year.
6. To oversee the production of the timetable for Teaching Assistants to ensure that students' needs are adequately met and best value principles are adopted.
7. To provide and organise training opportunities for Teaching Assistants and other staff. Monitor and provide regular feedback on the performance of staff to recognise achievements and good practice and to help improve their effectiveness.
8. To implement procedures which raise awareness of health and safety issues and ensure risk assessment are in place to secure the welfare and safety of all students in the department.
9. Any other reasonable duties that the principal may from time to time ask the post-holder to perform.

**Person specification**

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|  | **Essential** | * **Desirable** |
| Qualifications | QTS | * SENCo * Level 7 Assessment and Access Arrangements qualification |
| Experience | * Teaching experience * Specialist Literacy / Language teaching for SEN students * Experience working with students with a range of special needs * Experience of setting targets and monitoring, evaluating and recording progress * Assessing students for particular SEN needs, e.g. Literacy * Able to work as part of the senior management team. * Effective Team Leader | * Experience of managing a team of Teaching Assistants & Assistant Learning Directors * Experience of delivering staff training on SEN / Inclusion / differentiation / literacy * Experience of delivering Emotional Literacy support * Experience of creating, delivering and monitoring a whole school literacy plan * Experience of effective transition work and support for feeder schools * Experience teaching in a Nurture provision |
| Knowledge and Understanding | * The SEN code of Practice and its practical application * The EHCP process and the evidence needed * The use of student Passports and Inclusion Plans (or equivalent) * The use of student data and tracking to identify needs / areas of progress * The referral processes to external agencies | * Knowledge and understanding to support EAL students * A commitment to work together with all stakeholders including the wider community. |
| Skills | * Ability to empathise with SEN students and their families * Organise and sustain systematic support for a range of SEN * Manage the co-ordination of Teaching Assistants in the support of SEN students * Make consistent judgments based on careful analysis of evidence * Excellent classroom practitioner * Good communication skills, both written and oral for a range of audiences * Excellent organisational skills * Confident use of IT skills * High level of written and oral communication skills | * Good influencing and negotiation skills |
| Personal Characteristics | * Sensitivity to the aspirations, needs and self-esteem of others * Commitment to team working * Willingness to address challenging issues with clarity of purpose and diplomacy * Calm and positive * Reliable, with a good attendance record * Flexible approach and willingness to adapt where needed * Dependable and Reliable with a good record of attendance * Satisfactory enhanced DBS, Prohibition checks and references. | * Sense of humour |

**Desirable**

**Qualifications:** QTS

SENCo (Desirable, working towards or a willingness to work towards)

**Prepared by: Carter Community School**

**Date: January 2018**

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| *I confirm that I have read and understood the details contained within this job description.*  *I understand that by signing this document, I agree to the terms and conditions contained within it.* | |
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| **Signed**  **Print Name** |  |
|  |  |
| **Dated** |  |