**Head of DSP**

**Job Description**



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| *Success and Harmony* |

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| **Post** | **Head of DSP (Designated Special Provision)** |
| **Grade** | TLR 2B with SEN allowance |
| **Responsible to** | SENCO |
| **Responsible for** | Leading excellence in curriculum provision and standards of achievement for students within the school’s Designated Special Provision. |
| **Working hours** | As indicated by STPCD |

Everyone at Plumstead Manor works to fulfil our **School Plan**. All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards.** All contracts are subject to the terms and conditions as set out in the latest **School Teachers’ Pay and Conditions Document.**

**Purpose:**

1. Contribute to the development and provision of the highest quality of education at Plumstead Manor School.
2. Lead the Designated Special Provision coordinating the EHCPs, transition, reviews and tailored provision for students within the DSP.
3. Play a leading role in cultivating a school ethos founded on success and harmony, promoting excellence and equality for all in a diverse community.
4. Make sure that young people of all abilities and backgrounds fulfil their potential.
5. Engage all young people in interesting and engaging learning.
6. Line lead staff through a combination of challenge, accountability and support.
7. Contribute to partnerships with outside organisations and agencies which positively influence the provision in the school and its reputation and ‘brand’ within the wider community.
8. Promote a positive ethos across the school based on the school vision and the motto ‘success and harmony’.

Teachers with TLR or Leadership posts at any level must demonstrate these **11 Qualities of Leadership.**

We expect that members of our community who have leadership roles should

1. Show vision, conviction and authority and lead by example.

2. Build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.

3. Understand what needs to be done, do it right, and on time.

4. Be very, very organised.

5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan

6. Know your subject and keep up-to-date.

7. Lead learning by demonstrating high quality work with excellent outcomes.

8. Develop colleagues through encouragement, performance management and providing opportunities.

9. Support young people by maintaining good discipline and helping them meet high targets.

10. Work with others by building good links with KS2, other schools, FE and HE.

11. Reflect critically and rigorously on their own work, and the work of others.

The purpose of these qualities is to provide us with a common foundation on which our authority as leaders stems, but also to which we are accountable. Some of them are very hard and we will have to ensure we support and develop leaders at all levels of the school in meeting these expectations.

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| **Raising Aspirations, Securing Success** |

1. Play a leading role in the implementation and realisation of the School Plan setting the highest possible expectations in all aspects of school life.
2. Lead and maintain good discipline and standards of behaviour in the DSP and around the school, arranging sanctions in line with the school behaviour policy and code.
3. Promote a culture of high expectations, including the active participation of students in challenging learning.
4. Ensure all staff work towards challenging targets.
5. Lead the design and implementation of a tailored curriculum provision in Key Stages 3 and 4 which meets the needs of the learners in the DSP
6. Alongside the SENCO, Head of EAL, and the Alternative Curriculum Coordinator, contribute to the design and implementation of an ‘inclusion’ curriculum provision in Key Stages 3 and 4.
7. Maximise progress and achievement for DSP learners, and enable them to progress successfully onto the next phase of their education, training and employment.
8. Lead the development and delivery of a broad and balanced curriculum that promotes the development of powerful knowledge, complemented by a rich offer of wider learning opportunities.
9. Track, monitor and analyse assessment data and lead the implementation of an ‘early help’ model for learners in the DSP.
10. Monitor the achievement of students in the DSP and oversee the implementation of interventions to boost and accelerate progress of individuals and groups of students.
11. Coordinate the advice, support and guidance given to students in the DSP at key moments in their transition including appropriate and tailored CEIAG.

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| **Challenge and Creativity** |

1. To consistently be a good or outstanding teacher.
2. Know best practice in teaching learners with specific learning needs, and disseminate that to colleagues.
3. Lead the provision of support, advice and demonstration of best pedagogical practice in meeting the needs of learners in the DSP.
4. Keep the department fully informed about curriculum changes, syllabus requirements and other exam board requirements.
5. Monitor the quality of teaching and learning and the deployment of staff across the DSP.
6. Develop and embed the qualities that are central to cultivating success and high achievement at Plumstead Manor: creativity, collaboration, resilience, discipline, imagination, curiousity, and tolerance.
7. Lead the design, creation, and distribution of learning resources to the DSP.
8. Ensure the accuracy and rigour of assessment information generated by the DSP, and ensure it is accessible and used by staff across the curriculum to personalise learning for learners in the DSP.
9. Develop the capacity of the DSP to make creative use of a range of new technologies to support and develop the quality of learning.

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| **Cultivating Harmony and Respect** |

1. Lead self-evaluation within the DSP, including monitoring of standards and implementation of consistent policy and practice.
2. Represent the views of the DSP in different forums.
3. Liaise effectively with external agencies, colleagues and parents/carers to facilitate the smooth sharing of information and to create an ethos of collaborative support.
4. Evaluate the views of students, parents and stakeholders and act on recommendations where appropriate.
5. Lead departmental meetings, and energetically implement agreed decisions and developments.
6. Ensure that school policies and practices are implemented consistently and maximise expectations and aspirations for all.
7. Develop departmental policy and procedure consistent with school approaches and operating procedures.
8. Line lead the work of other staff, and apply the school’s procedures for appraisal and performance management effectively and equitably.
9. Oversee the induction of new staff in the DSP.
10. Manage school finances and resources properly, including deploying staff and leading timetabling in the area.
11. Carry out on-call and break duties and contribute to the daily management of the school.
12. Complete any additional responsibilities commensurate with the level of this job description, as required by the Head Teacher.

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**Head of DSP**

**Person Specification**



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All teachers at Plumstead Manor are bound by the School Vision and Plan, and the shared expectations in the job description. This person specification shows what we require in order to be shortlisted for a post here. It shows the qualifications, experience, knowledge, understanding, qualities and attributes needed in order to carry out the duties in the job description. Candidates must provide evidence in the application form and supporting statement and at interview that they meet these requirements.

**Selection Criteria**

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| **Training Qualifications and Experience** | Candidates must demonstrate that they have:   * a good degree and evidence of further study * QTS * evidence of sustained professional development; * at least 3 years’ experience in teaching in a secondary school. * a background and experience in teaching students with specific learning and special educational needs. |
| **Leadership Standards and Qualities** | Candidates must demonstrate that they are able to:   * show vision, conviction and authority and lead by example. * build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff. * understand what needs to be done, do it right, and on time. * be very, very organised. * fulfil a role in whole school leadership by positively upholding our procedures and Plan * know your subject and keep up-to-date. * lead learning by demonstrating high quality work with excellent outcomes. * develop colleagues through encouragement, performance management and providing opportunities. * support young people by maintaining good discipline and helping them meet high targets. * work with others by building good links with KS2, other schools, FE and HE. * Reflect critically and rigorously on their own work, and the work of others. |
| **Further Management and Leadership Skills** | Candidates should also have   * a deep understanding of strategies that most effectively meet the needs of students with moderate and specific learning difficulties. * an informed understanding of strategies to improve student progress and performance, including high standards in behaviour for learning. * an understanding of the requirements of the current Ofsted framework. * experience of leading curriculum development with clear evidence of positive impact on raising standards and realising high expectations. * a high level of data management, analysis and target setting skills. * adept skills in information management. * excellent communication skills. * ability to use evidence-based information for improving outcomes for students. |
| **Personal, Professional Qualities and Attributes** | Candidates should demonstrate that they   * can support the Head Teacher in fulfilling the School Vision and Plan. * have the ability to work in partnership with other members of a team. * through personal commitment, contribute to maintaining and developing our ethos based around excellence, justice, success and harmony. * can communicate clearly and precisely. * have the critical intelligence to assess and judge the value of educational fashion. * inspire, motivate and empower staff and students. * can work collaboratively with others, delegating appropriately; * seek and act on feedback from others. * communicate effectively with, and command the confidence and respect of students, parents, colleagues and governors; * have a track record of excellence as a teacher. * have resilience and tenacity, combined with a high level of integrity. |
| **Professional Knowledge and Understanding** | Candidates should demonstrate that they know   * a deep knowledge of the needs and barriers that exist for students who have special educational needs. * a detailed understanding of the current SEN framework and processes. * current educational issues, including national policies, priorities and legislation; * effective strategies for maintaining and developing high standards of attainment, behaviour and attendance; * best pedagogical practice in teaching students with students with moderate and specific learning difficulties. * current trends in curriculum change and development and in particular the range of qualifications that maintain high expectations but which are suitable for learners in the DSP. * principles and practice of educational inclusion, diversity and access. |

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