

JOB DESCRIPTION

Post title:	Head of Additional Educational Needs & SENDCO	Grade:	Leadership Scale, L9 to L13
Team:	Extended Leadership Team	Reporting to:	Senior Leadership Team

The following job description is for the guidance of candidates as to the requirements of the post. It does not replace the 'Conditions of Service for Teachers' as set out by the DfE.

INTRODUCTION

The Head of Additional Educational Needs & SENDCO will be a highly effective, confident, articulate team player who understands the importance of leadership and management in ensuring quality first teaching across the school. As a member of the school's extended leadership team, the post holder will have a confident understanding of the aims of the school, the broader curriculum and the need for continual development of individuals and teams. Strong, productive relationships will be the hallmark of the post holder's work and they will understand the central importance of the constructive partnership between families and school for student success.

The Head of Additional Educational Needs has a whole school role strengthening the quality of teaching, learning and assessment and personal development provision in the school, driving forward specific school improvement priorities and evaluating the impact of our improvement efforts.

PURPOSE

The key purpose of this post is to ensure excellent progress and good educational outcomes for students identified with Additional Educational Needs (AEN) and to ensure that these students play a full part in the life of the school. The post holder will:

- Lead a coherent whole-school policy for the education of students with AEN and support and challenge school teams to improve their provision;
- Coordinate the provision for students with AEN, by working with team leaders and others, to ensure that needs of students with AEN are effectively met such that students with AEN make good progress, the achievement gap is closed and students with AEN are well prepared for their next steps;
- Liaise and be a key point of contact with external professionals, agencies and other bodies (e.g. other providers of education) in matters related to the support and provision for students with AEN.

ACCOUNTABILITIES

The post holder is accountable for:

- The progress and outcomes of students with Additional Educational Needs;
- Aspects of the quality of teaching, learning and assessment and/or personal development and well-being;
- The school's progress in specified aspects of the school development plan.

RESPONSIBILITIES

In addition to the duties of a classroom teacher and form tutor, this post includes the following generic and specific responsibilities.

A. SPECIFIC RESPONSIBILITIES

A.1 Additional expectations beyond those of classroom teaching

- To have overall responsibility for the learning and progress of every child with Additional Educational Needs in KS3, 4 and 5.
- To maintain and publish an up to date register of students with EHC plans and those with AEN not requiring an EHC plan, including those in the sixth form.

- To publish support plans for all students with AEN to support teachers in differentiating learning for these students, including those in the sixth form.
- To use prior attainment and predictive data to set ambitious targets for the progress and outcome of students with AEN in KS3, 4 & 5.
- To influence the composition of teaching groups to maximise the progress of the whole cohort, informed by a sophisticated understanding of progress data and the priorities of the School Development Plan.
- To monitor progress and review interventions throughout KS3, 4 & 5, using evidence to report to SLT and Governors as required.
- To identify individuals and groups who are making insufficient progress, to challenge this robustly and to inform or lead the interventions which will help put their learning back on track.
- To take overall responsibility for public examination entry and preparation, in particular the requirements of students requiring special access arrangements.
- To use data and information from primary schools to prepare for the smooth transition of students from KS2 to 3, and for transition between stages within the main school.
- To take a leading role in designing the intervention programmes for students with AEN.
- To be responsible for fostering an ethos of aspiration, challenge and inclusion across the school for students with AEN.
- To lead in quality assurance within the team and to play a leading role across the school, including lesson observation, work scrutiny and analysis of progress data with a focus on students with AEN.
- To write an analysis of the performance of students with AEN in public examinations at KS4 & 5 and in student progress at KS3.
- To be responsible for reporting annually to Governors about the work of the post holder across the school and the AEN team in driving school improvement, and for updating the required information (such as the 'local offer') on the school's website.

A2. Leadership and Management

- To work with and through others to develop the school's provision for students with AEN.
- To lead AEN team, and to have overall responsibility for the day to day performance of all colleagues in the team.
- To lead and facilitate the work of the AEN team from out of school including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, CAMHS and any other agency working with our students.
- To lead the development of expertise in teaching, learning and assessment for students with AEN across the school.
- To line manage individuals the AEN team.
- To take a leading role, with the school's Finance Manager, in securing appropriate funding for all students with SEND, and in accessing additional funds where appropriate.
- To oversee and quality assure the AEN curriculum offer, including all curriculum support groups, and, where appropriate, alternative provision.
- To attend all meetings as required, including LaSWAP (sixth form consortium) meetings on students with AEN, Pastoral Support meetings and Extended Leadership Team meetings.
- To write a Team Development Plan and to review progress towards its targets and outcomes, amending the plan accordingly.

- To complete self-evaluation and to integrate self-evaluation, individual professional development objectives, improvement and development planning and monitoring, evaluation and review in a coordinated manner.
- To deploy all colleagues in the AEN team strategically.
- To take overall responsibility for the AEN budget and to invest in and grow the resources for AEN year on year using financial best practice.
- To promote strong working relationships between all colleagues, and to facilitate positive relationships between students and staff.

A3. Whole School Improvement and the 2014 SEN Code of Practice

- To implement the 2014 SEN Framework and Code of Practice to secure the best possible provision for students with SEN
- To prepare and review the information required to be published by the school according to the Education (Special Educational Needs) (Information)(England) Regulations 2014, the objectives of the school in making provision for special educational needs, and the special educational needs policy.
- Children with EHC plans:
 - To liaise with LAs and families to review and agree EHC plans
 - To develop and implement plans and review progress of students, holding individual subject teachers to account for student progress.
 - To consult with parents (and students above age of 16) on spending of personal budgets for students with EHC plans
 - To develop a local transition plan with the LA for implementing the 2014 Framework
- Children without EHC plans still requiring additional specialist support:
 - Develop 'graduated approach' to assessing SEND and providing suitable support, in accordance with 2014 SEN Framework and SEN Code of Practice.
 - To assess student needs in collaboration with class teachers, school staff and parents before identifying children in need of AEN support.
 - To plan suitable support, and set out expected outcomes for students with AEN, notifying parents accordingly.
 - Implement the support, ensuring the class teacher maintains overall responsibility for the progress of the student.
 - Review student progress within agreed timeframe.

- GENERIC RESPONSIBILITIES OF MEMBERS OF THE EXTENDED LEADERSHIP TEAM

- To support and promote the strategic ambitions and intentions of the school.
- To lead, manage and participate in school evaluation activities.
- To coach and mentor staff and students to become more effective learners, teachers and leaders.
- To work within the extended leadership team to help plan, organise, develop, monitor, evaluate, and review the school development plan.
- To contribute to action planning and target setting as appropriate.
- To produce and implement clear evidence-based improvement plans in line with the aims, purpose, vision and values of the school and to review these regularly.
- To motivate and work with others to build and maintain a shared culture of high expectations and a positive climate for learning.

- To ensure a consistent and continuous school-wide focus on students' progress, using data and benchmarks to monitor progress in students learning.
- To line manage colleagues as required, providing effective challenge and support.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- To challenge underperformance at all levels and support effective action to address issues.
- To implement strategies which secure high standards of behaviour and to take an active role in managing the behaviour of students.
- To be a visible presence throughout the school including being on duty as required at key moments in the school day.
- To advise and liaise with members of the SLT and Governing Body and ensure that they have an accurate understanding of the impact of your work within the school.
- To support enrichment and extra-curricular work in the school.
- To work with Governing Body, providing information, objective advice and support, to enable it to meet its responsibilities.
- To create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
- To seek opportunities to bring families, community figures, businesses and other organisations into the school, and strengthen its links with the wider community.
- To promote the school and establish links with other schools and organisation to benefit the education and experience of students and staff.
- To engage with research, knowledge and understanding beyond the school and apply this to their work.
- To facilitate UPS teachers to make a substantial and sustained contribution to the life of the school, including sustaining a high level of competence in the relevant standards
- To model and regularly review their own practice set personal targets and take responsibility for their own personal development.
- To be a professional role model to staff and students, providing them with support and challenge
- To model school values and actively promote school ethos.

OVERRIDING REQUIREMENTS

This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive listing of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation. Job descriptions are reviewed annually as part of the appraisal process and may be amended at any time in consultation with the member of staff.

The post holder is expected to:

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.
- Take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role.
- Maintain appropriate confidentiality. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.

- Adhere to all school policies and procedures, with particular regard to safeguarding and equal opportunities.
- Teach consistently in line with the Teachers' Standards (2012) and make a sustained and substantial contribution to the school through the work that they do in their own teaching.
- Ensure that the School's Equality Policy is adhered to and promoted in all aspects of the post holder's work and ensure anti-discriminatory practice within post holder's area of responsibility.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post, in keeping with the school's quality assurance procedures and systems.
- Comply with and promote the School's Health and Safety policy and procedures and to undertake recommended Health and Safety training as and when necessary.
- Be committed to continuous professional self-development and to engage in any necessary training for the successful fulfilment of the role

The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post as determined by the line manager or Headteacher.

ADDITIONAL NOTES

The school takes seriously its responsibilities to ensure all staff have a good work/life balance and any concerns should be addressed to the Headteacher.

Signed _____
Postholder

Date _____

Signed _____
Headteacher

Date _____

PERSON SPECIFICATION

This describes the sort of person you need to be.

Your letter of application needs to address the elements of the person specification. You may want to refer to the list of tasks and responsibilities to exemplify the impact you have had on the progress of students and the development of colleagues.

QUALIFICATIONS: A graduate with Qualified Teacher Status. SENDCO qualification, or willingness to undertake such a qualification and achieve it within 18 months.

EXPERIENCE: A track record of successful leadership in an urban context in curricular and/or pastoral role, including leading successful initiatives to improve student outcomes. A model classroom practitioner with evidence of sustained excellent student outcomes, especially for disadvantaged students and students with Additional Educational Needs. Participation in extra-curricular and cross-curricular activities.

MEETING THE NEEDS OF STUDENTS: Acts as a student champion by embedding a way of working where the development of the whole person is everyone's goal. A belief that all students can achieve, especially those with AEN, and a creative approach to engaging all students

DRIVING IMPROVEMENT: Takes accountability for driving excellence and evidence of keeping a continual focus on sustainable improvement.

LEADING PEOPLE: Demonstrates the school's values, providing direction and support, setting high expectations so that staff are engaged and motivated to deliver their best. A person with high emotional intelligence and strong interpersonal skills who responds with clarity and sensitivity to others.

WORKING WITH OTHERS: Builds rapport and a shared understanding which helps individuals and teams to work together effectively by helping create common ground and resolving conflict.

ADAPTABILITY: responds flexibly to circumstances whilst maintaining an overall sense of direction and purpose. Changes the approach if the current method is not working

ANALYSIS AND JUDGEMENT: Identifies the key issues and how they relate to each other, prioritises them and makes judgements about how to move forward.

CONFIDENCE AND RESILIENCE: Willingly takes on challenges for the benefit of students, the school and their own development remaining calm and resilient when times become uncertain and difficult

EQUALITY AND DIVERSITY: Committed to Equality and Diversity and the safeguarding of all students