



## Job Description – Assistant Principal, SENCO

**Northampton Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.**

**Salary:** United Learning Leadership Range

**Job title:** Assistant Principal, SENCO

**Reporting to:** Vice Principal - Pastoral

### Job Purpose:

The Assistant Principal - SENCO, under the direction of the Principal, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

### Responsible for:

- Assistant SENCO, Inclusion Manager and Learning Support Assistants (LSA) working with pupils with SEN or a disability. They will also oversee EAL & LAC co-ordinator.

### Liaising with:

- Leadership team, Directors and Assistant Directors of KS3 and KS4, Heads of Department, Pastoral/Inclusion support staff, Academy Services staff and relevant staff with cross-school responsibilities, relevant non-teaching support staff, LA staff, parents and carers.

### Safeguarding:

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school



## **Duties and responsibilities**

**This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.**

## **Strategic development of SEN policy and provision**

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- 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
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Review policies in relation to SEND and EAL to ensure they reflect practice and are in line with statutory guidelines

## **Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analysis of assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Identify, monitor and track progress of students with SEN
- Undertake statutory assessment and review processes for students with SEN, including organising and chairing meetings, plan reviews and transfers of statements
- Ensure the assessment of students for access arrangements for examinations and to organise the staffing and provision of these arrangements
- Manage and oversee the drawing up and review of provision maps, Individual Support Plans and review reports
- Manage the SEN budget



- Undertake referrals to outside agencies as required and work in collaboration with a range of education, health and social care agencies
- Organise and monitor the Key Stage 3 transition of students with SEN
- Support in the delivery of advice and training to staff regarding the management, teaching and learning of pupils with SEN to disseminate good practice
- Commission training for staff from outside providers when necessary

### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil'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, where a looked-after pupil has SEN or a disability

### **Leadership and management**

- Work with the Principal, Vice-Principal and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Oversee the Performance Management process and professional development of the Assistant SENCO, Inclusion Manager, Learning Support Assistants and EAL & LAC co-ordinator
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- 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 pupils with SEN or a disability
- Lead and manage Assistant SENCO, Inclusion Manager and teaching assistants working with pupils with SEN or a disability
- Being responsible for the effective deployment and day-to-day management of support staff



- Ensuring staff development needs are identified and programmes are designed to meet those needs
- Contributing to the whole-school induction process for new staff

### Teaching:

- Undertake an appropriate programme of teaching in accordance with the duties of a standard teacher.

### Other Specific Duties:

- Participate in personal development as agreed and engage actively in the performance review process.
- Undertake any other duty as specified by the Principal not mentioned in the above
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Work towards and support the academy's vision and the objectives.
- Support and contribute to the academy's responsibility for safeguarding students.
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Work within the academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Adhere to academy policies, procedures and core values as set out in the documentation available to all staff.

### General

All academy staff are expected to:

- Work towards and support the Academy's vision and the objectives
- Fully subscribe to the Academy Values of Respect, Determination and Ambition regarding themselves, the Academy and our young people
- Support and contribute to the academy's responsibility for safeguarding students
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors

- Work within the academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to academy policies and procedures as set out in the staff handbook or other documentation available to all staff

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning across the academy and the pastoral care of the pupils in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

Signed: \_\_\_\_\_

Job Holder

Date