JOB DESCRIPTION: ASSISTANT HEADTEACHER	
SALARY RANGE: L8-12 **RESPONSIBLE TO : HEADTEACHER**	Stafford Manor High School

MAIN PURPOSE

The Assistant Headteacher: SENCO and Other Vulnerable Groups, under the direction of the headteacher, 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
- Strategically lead on closing the gaps for all vulnerable groups of students, including (but not limited to): Pupil Premium, Looked After and Previously Looked After Children, English as an Additional Language, and Gifted & Talented.

DUTIES

In all respects, be the School's SENCO and be responsible for all statutory SENCO in line with the Code of Practice. In relation to other key vulnerable groups, the post holder will be the School's Pupil Premium Co-ordinator and also take on the role of Designated Teacher for Looked After and Previously Looked After Children and fulfil all statutory responsibilities related to these roles.

The duties outlined in this job description are in addition to those covered by the job description of a classroom teacher as set out in the latest School Teachers' Pay and Conditions Document.

SPECIFIC RESPONSIBILITIES TO THE POST

Strategic development of the SEN policy, and those relating to other vulnerable groups (e.g. Pupil Premium Strategy, LAC/PLAC policy), and their provision

- Have a strategic overview of provision for pupils with SEN or a disability and other vulnerable groups 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 and other vulnerable groups
- Ensure the SEN policy and those relating to other vulnerable groups, are put into practice, and that the objectives of these policies 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

Operation of the SEN policy and those relating to other vulnerable groups and co-ordination of provision

- Maintain an accurate SEND register and provision map, along with a needs analysis for all vulnerable groups
- Provide guidance to colleagues on teaching pupils with SEN or a disability and those pupils from other vulnerable groups, and advise on the graduated approach to SEN

support

- Advise on the use of the school's budget (with particular regards to SEN, Pupil Premium and Pupil Premium Plus, and Catch-Up funding) and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the SEN local offer and strategies and provision available for other vulnerable groups
- Work with other schools, educational psychologists, health and social care professionals, the Virtual School and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability and those from vulnerable groups
- Arrange for pupils with SEN or a disability to be assessed for access arrangements and make the appropriate provisions to prepare students for their exmainations
- Implement and lead intervention groups for pupils with SEN and those identified in other vulnerable groups, and evaluate their effectiveness

Support for pupils with SEN or a disability and those from other vulnerable groups

- Identify a pupil's SEN or other barrier to learning should they be from an identified vulnerable group
- Co-ordinate provision that meets the pupil's needs (e.g. Teaching Assistant support, Alternative Provision, Literacy and/or Numeracy programmes), 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, coordinate the completion of Student Support Plans, and complete ePEPS for LAC and PLAC pupils following relevant meetings
- Ensure effective and timely communication/consultation, as appropriate with Governors, Senior Leaders, teaching staff and 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
- Coordinate the transition programme from primary school for those pupils with SEN or a disability and those from identified vulnerable groups
- Assess and support admissions and assessments for those pupils with SEN or a disability and those form other vulnerable groups, disseminating information to relevant staff.
- Work with the Careers Lead to secure positive destinations for pupils with SEN or a disability and those from identified vulnerable groups
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Leadership and management

- Work with the headteacher 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
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead professional development through example; support and coordinate the provision of SEN professional development for staff in school.
- Share procedural information, such as the school's SEN policy and policies relating to other vulnerable groups (e.g. Pupil Premium Strategy and LAC/PLAC policy).
- Promote an ethos and culture that supports the school's SEN policy and policies

relating to other vulnerable groups, and promotes good outcomes for pupils with SEN or a disability and those in other vulnerable groups

- Lead and manage teaching assistants working with pupils with SEN or a disability
- Support the Performance Management process in School and lead staff appraisals and produce appraisal reports
- Support the Senior Leadership Team in maintaining standards of behavior across the School in line with the School Behaviour Policy
- Being a role model for both students and staff and being a presence around the school.
- Line manage specific areas of the School as directed by the Headteacher

TEACHING AND LEARNING

- Teach, according to their educational needs, students assigned to him/her in the allocated classes by following carefully and appropriately schemes of work and syllabi agreed with the head of faculty and headteacher, by teaching in line with the teaching and learning policies and priorities of the school and by planning appropriately.
- Control and oversee the use and storage of books and other teaching materials provided for class usage;
- Maintain discipline in accordance with the rules and disciplinary systems of the school;
- Contribute to Faculty meetings, discussions and management systems necessary to co-ordinate the work of the Department and integrate this into the work of the school as a whole.
- Promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.
- Monitor and report to parents on the progress of students in the allocated class;
- Assess pupils' achievements and progress in accordance with arrangements agreed within the school.
- Mark class attendance registers in line with statutory requirements and school priorities.
- Participate in cross curricular days with the delivery of citizenship, work related learning, enterprise, literacy and numeracy and culture as required.
- Undertake such meetings, supervision duties, parents meetings and events as are reasonably assigned by the headteacher
- Participate in Appraisal in accordance with school and national policy

WIDER PROFESIONAL RESPONSIBILITIES

- To consistently uphold the School's aims and strive to attain School targets
- To work in a cooperative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the School
- To work with students within the framework of the School in a courteous, positive, caring and responsive manner
- Play a full part in the life of the School's community, to support its ethos and to encourage staff and students to follow this example
- Be courteous to colleagues, visitors and all stakeholders to provide a welcoming environment
- Demonstrate both enthusiasm and high standards of professionalism to all School stakeholders
- It is the responsibility of each employee to carry out their duties in line with all School Policies promoting a positive approach to a harmonious working environment
- The job purpose and key task statements above are indicative and by no means exclusive. The need for flexibility amongst staff is therefore considered important
- To undertake any other duties deemed reasonable by the Headteacher for the post at this level
- 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 demonstrating

exceptional standards of presentation, conduct and time keeping.

HEALTH AND SAFETY RESPONSIBILITIES

These include, but are not limited to:

- All staff have a responsibility to be aware of, comply and act upon the Health and Safety Policies of Stafford Manor High School, and undertake risk assessments as appropriate.
- Stafford Manor High School is a designated no smoking site and this must be adhered to at all times.

Note: The Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title, may modify it.

Signed _____ [Post Holder]

Date _____

Stafford Manor High School is committed to safeguarding and promoting the welfare of children.
All post holders are subject to a Satisfactory Disclosure & Barring Service Check (DBS) and satisfactory employment references, as well as identification and qualification, prohibition and barred list checks which will be required before commencing duties.