

**Job Description**

**Post: Deputy Head of School and SENDCo**

**Responsible to: Head of School**

**Purpose: Supporting the leadership and management of one of the Aspire Schools**

**Salary: L4 – L8**

**Key Responsibilities**

* To demonstrate the vision and values of the Trust in everyday work and practice.
* To lead with Love, in line with the Aspire values.
* To provide professional leadership and management for one of the Aspire schools, in a way which ensures a high quality of education and support for all students.
* To take the role of SENDCo for one of the Aspire schools.
* To lead on specific areas of strategic leadership in the school as agreed with the Head of School.
* To deputise for the Head of School when absent and in such circumstances to be responsible for the day-to-day organisation, management and conduct of Aspire in accordance with the current School Teachers’ Pay and Conditions Document, the policies of Bucks LA, the Management Committee and applicable legislation.

**Culture and ethos**

1. Lead with love.
2. Put children and young people at the heart of everything you do.
3. Work with mission integrity for the benefit of all within the school community
4. Develop and sustain a calm, safe and purposeful learning culture in the school.
5. Develop the respectful and inclusive ethos of our Trust.
6. Engage with the Trust vision and values.
7. Always be a learner: engage with reading and research, best practice and new ideas from other schools, and other forms of professional development.

**Teaching**

1. To inspire and challenge students to achieve maximum progress and a love of the subject.
2. To undertake duties in line with the professional teacher standards for qualified teachers and work towards meeting these standards.

**Leadership and Management of the school**

1. To work with the Head of School to shape the school in line with Aspire’s strategic vision in all areas.
2. To support the Head of School to accurately evaluate all areas of the school’s provision.
3. To support the Head of School to use self-evaluation to shape school development plans that will lead to improved outcomes for young people and staff.
4. To support the Head of School to lead the implementation of school development plans.
5. To support the Head of School to ensure the smooth day-to-day running of the school.
6. To directly line manage staff as per the school line management structure, and to ensure every member of staff receives effective, regular line management.
7. To delegate effectively to the Middle leadership team in school.
8. To develop positive relationships with staff, students, the local community, external stakeholders, parents, carers and families.
9. To deputise for the Head of School when required, ensuring all of the above continues in their absence.
10. To lead on at least one area of strategic responsibility in school as directed by the Head of School (see potential areas below).

**SENDco**

To fulfil the role of SENDCo for the school, including:

 **Leadership of SEND in the school**

1. To support the Heads of School to ensure that SEND is considered fully in all aspects of school development and improvement planning.
2. To support the Heads of School in regularly reviewing and analysing data with regard to the progress and achievement of pupils with SEND.
3. To keep up to date with developments in research and best practice, and to develop ways of disseminating this effectively across Aspire.
4. To regularly review and publish the Aspire SEND report.
5. To ensure that the information about Aspire on the Local Offer is accurate and up to date.

**Operational management of SEND in the school**

1. To oversee the day to day operation of the school’s SEN/Inclusion policy and encourage all members of staff to recognise and fulfil their statutory responsibilities towards pupils with SEND and additional needs (including EAL).
2. To maintain an accurate SEND register and provision map for the school.
3. To lead on all three waves of SEND support: quality first teaching, intervention in school, intervention from external agencies.
4. To support the Heads of School to ensure all teaching staff have high quality training to facilitate quality first teaching for students with SEND.
5. To facilitate appropriate diagnostic and baseline assessments for all children.
6. To develop and implement systems that enable all staff to know about, understand and teach in response to students’ individual learning needs.
7. To develop and implement systems supporting the ADPR cycle for all students.

**Access arrangements**

1. To ensure that all children with SEND have the appropriate diagnostic tests done and access arrangement applications are done in a timely fashion.
2. To support Heads of Schools to develop systems that demonstrate “normal way of working” in line with exam board and JCQ regulations.
3. To support the Heads of Schools to ensure that all paperwork and evidence for access arrangements is accurate and in line with JCQ regulations.
4. To support the exams officer and Heads of School to ensure that all children benefit from the appropriate access arrangements for all internal and external exams and assessments.

**Supporting students with EHCPs**

1. To be responsible for monitoring and evaluating the progress of all children with an ECHP.
2. To ensure effective record keeping for all children with an EHCP.
3. To liase with SENDcos in referring schools for children with EHCPs, and ensure that effective records and student information is gathered prior to a child starting at Aspire.
4. To ensure all children with EHCPs have annual reviews carried out in a timely and effective manner, and in line with the local authority’s expectations.
5. To communicate with parents of all children with EHCPs, and ensure that they have three review meetings each year.
6. To liase with external services (such as the EP, SALT etc) to ensure that all children with EHCPs receive the additional support detailed in their plan.
7. To work with the local authority to secure an effective permanent placement is found for all children with EHCPs.

**Designated Teacher for Children who are looked after and children who were previously looked after (LAC)**

1. To liase with the appropriate professionals in the development and regular review of Personal Education Plans (PEPs or ePEPs) for children who are looked after.
2. To support the Heads of School to ensure that all children who are looked after receive the support outlined in their PEP/ePEP.
3. To support the Head of School to ensure that all teachers have the training and support necessary to be effective teachers for children who are looked after.

**Financial Management**

1. To effectively manage the allocated budget for any areas of responsibility, keeping accurate records.
2. To ensure the efficient and effective deployment of the budget, so that all spending leads to improved outcomes for students.
3. To report to the Head of School on budget spending and impact.

As above, the Head of School will ask Deputies to take on strategic responsibility for at least one of the following areas:

**Teaching, Learning and Curriculum**

1. To lead all staff at the school to ensure that the planned curriculum enables all students to make progress in their academic and social/emotional development and to achieve excellent outcomes, and is in line with Aspire’s strategic curriculum aims.
2. To lead all staff at the school to ensure that the quality of teaching is consistently good, leading to positive outcomes and academic progress for all students over the time that they are with Aspire.
3. To lead all staff to implement quality assurance systems to ensure that evidence is in place demonstrating the quality of planning, teaching and leaning over time.
4. To lead all staff to ensure that all staff know about students’ individual learning needs, that all teaching responds to those needs, and that all staff and parents are meaningfully engaged in the Assess-Plan-Do-Review cycle.
5. To implement systems for tracking and monitoring student progress and achievement, and ensuring swift intervention when students are not making expected progress.
6. To identify training needs and put in place strategies and support to ensure that all staff in the school are continually improving.
7. To support the Head of School to hold staff to account for the quality of teaching and learning, and implement performance and capability processes when required to ensure that no student experiences poor quality teaching and learning for an extended period of time.
8. To report to the Head of School on the quality of teaching and learning, student progress data, qualification and post-16 outcomes.

**Behaviour and Attendance**

1. To ensure that there is a clear and consistent approach to behaviour, that is in line with Aspire’s strategic approach, and that leads to a calm and purposeful school environment.
2. To lead all staff to ensure that all students receive the behaviour support they need, leading to all students making improvements in their behaviour over the time they are with Aspire.
3. To ensure that there is a clear and consistent approach to attendance, that is in line with Aspire’s strategic approach, and that leads to attendance being above national AP averages, and to all students improving their attendance over the time that they are with us.
4. To report to the Head of School on behaviour and attendance data, strategies and impact.

**Personal Development**

1. To ensure that there is a clear and effective approach to students’ Personal Development.
2. To lead all staff to ensure that all students receive provision that includes work towards personal development outcomes, and that a record is kept to celebrate their successes in this area.

**ADDITIONAL INFORMATION:**

**Continuous Professional Development**

We support Aspire staff through a comprehensive programme of CPD, linked to the annual appraisal cycle. Opportunities include whole school inset days, twilight training, whole day courses and coaching. Staff are also trained in ‘Team Teach’ to enable confident escalation and a positive handling framework for pupils presenting a danger to themselves or others.

**Safeguarding**

This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974. Aspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. A DBS enhanced disclosure that is satisfactory to us will be a condition of employment along with other appropriate checks to ensure suitability. You will be required to undertake appropriate Child Protection Training and be familiar with the Keeping Children Safe in Education.

Each school has a Designated Safeguarding Lead and robust processes for reporting and recording welfare and safeguarding concerns. We have established partnerships with colleagues from external services and endeavour to ensure student safety and welfare is at the heart of our work.

**Equality Statement**

At Aspire Multi Academy Trust, we pride ourselves on the diversity of people who make up our Academy community; and we value the varied contribution that everyone can make to our learning.

We believe that all children, regardless of race, sex, class, gender, religion, sexual orientation or disability should have high aims and that the Academy's task is to help them all achieve their potential. In order to achieve this, we shall ensure that all areas of the curriculum are suitably resourced in ways that reflect the range of cultures and that encourage children to respect each other’s' background.

We similarly encourage parents /carers to share their children's experiences and to offer their own as an aid and encouragement to learning. We will confront and discuss racist and sexist language or conduct; and through the positive enforcement of our behaviour policy we will do our best to ensure that all individuals in the Academy staff, including visitors, feel safe and are treated with consideration when they are amongst us.

Meeting our duties to promote community cohesion, and the spiritual, moral, social, and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

**Confidentiality**

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Aspire or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

**Health and Safety**

In accordance with the provisions of the Health and Safety at Work etc. Act 1974 and the Management of Health & Safety at Work Regulations 1999 you must take reasonable care so as not to endanger yourself or other persons whilst at work. You must also co-operate with the Trust to enable it to comply with its statutory duties for health and safety.

You must work in accordance with training or instructions given, make proper use of any personal protective equipment provided and inform your manager of any hazardous situations or risks of which you are aware.

You must ensure you undertake responsibilities relating to your position as detailed within the Aspire Trust Health and Safety Policy.

**Data Protection**

In accordance with the provisions of the GDPR (2018), jobholders should take reasonable care to ensure that personal data is not disclosed outside the Trust procedures, or use personal data held on others for their own purposes. In accordance with the provisions of the Freedom of Information Act 2000, ensure requests for non-personal information are dealt with in accordance with the Trust’s written procedures.

**Note**

This job description is intended as a general guide to the duties attached to the post and is not an inflexible specification. It is not your contract of employment or any part of it. It may therefore be altered from time to time at the reasonable direction of the Chief Executive Officer to reflect the changing needs of the Trust, and always in consultation with the post holder.

This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate.

**Signature of Post holder Date**

**Signature of Chief Executive Officer Date**

**PERSON SPECIFICATION**

**Qualifications**

* Qualified teacher status.
* Degree (or equivalent).
* The National Award in Special Educational Needs Coordination or a willingness to work towards within three years of appointment.
* Higher degree or postgraduate curriculum or leadership qualification (desirable).
* Commitment to all CPD offered

**Experience**

* Experience working within an appropriate setting, including working with vulnerable children and their families
* Outstanding classroom practitioner
* Recent SENCO experience
* Experience of leading and supporting staff teams

**Knowledge**

* Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of children and young people with SEMH/SEND needs.
* Knowledge of child development, attachment difficulties and SEN conditions, in particular ASD, ADHD and ODD.
* Knowledge of the SEND Code of Practice.
* Knowledge and experience of working with a wide range of support agencies and services and the ability to develop and sustain arrangements for joint working.
* Extensive knowledge of Education Healthcare Plans and working collaboratively with multi-disciplinary teams with a solution focussed approach.
* Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation

**Skills**

* Ability to develop and implement effective programmes of intervention and personalised learning packages that improve the outcomes for children.
* Ability to use data effectively to monitor, evaluate and review student performance.
* Ability to organise, lead and motivate staff.
* Ability to work collaboratively with the team and partners to ensure a broad approach to planning and improving service delivery.
* Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested.
* Ability to maintain high levels of professional integrity and confidentiality.
* Effective use of IT for monitoring and recording.

**Personal Qualities**

* Confident and calm personality
* Creative, dynamic approach anticipating and solving challenges
* Motivate, inspire and challenge others
* Positive role model

**Other Factors**

* A commitment to Equal Opportunities
* Drivers Licence essential as is access to a vehicle