

## Hadrian Learning Trust Job Description and Person Specification

<b>Post Title:</b>	Assistant Headteacher	<b>Director/Service/Sector :</b>	Children's Services
<b>Band:</b>	Leadership Scale	<b>Workplace:</b>	QEHS Part of HLT
<b>Responsible to:</b>	Head of School (QEHS); Executive Headteacher	<b>Date:</b>	February 2025
<b>Responsible for:</b>	Deputy SENDCOs; Learning Support Assistants	<b>School</b>	Queen Elizabeth High School

### Responsible for:

The role will be responsible for the provision of special educational needs and be filled by a qualified SEND co-ordinator. They will be accountable for raising educational achievement by leading and coordinating provision for pupils with special educational needs.

Your responsibilities will include designing and delivering interventions with students in the classroom and implementing the school strategy.

### Responsibilities, Duties and key result areas:

#### 1. Leadership and strategic development of all policies and provision for SEND students

- Develop and oversee the implementation of the school's SEND strategy and policy
- Analyse school, local and national data and develop appropriate strategies and interventions
- Keep up to date with national and local policies related to SEND and cascade information to colleagues
- Contribute to school self-evaluation, particularly with respect to provision for students with SEND
- Maintain up to date knowledge of national and local initiatives that may affect the school's policy and practice
- Make sure the SEND policy is reflected in the school development plan
- Plan high quality CPD for teaching and non-teaching staff around SEND
- Work with the Head of School, the Executive Headteacher and trustees to ensure that the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements

#### 2. Ensuring that SEND policies are implemented effectively and meet the needs of SEND students

- Manage and advise on the school budget and resources for SEND provision
- Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date
- Maintain an accurate SEND register and provision map
- Be aware of the provision in the local area
- Work with feeder middle schools, educational psychologists, health and social care professionals and external agencies
- Be the key point of contact for external agencies, particularly Northumberland County Council
- Analyse assessment data for students with SEND

#### 3. Provide and co-ordinate the support required for SEND students

- Carry out assessments of pupils with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
- Provide regular updates on pupil progress through written reports and meetings with parents
- Implement and lead intervention groups for students with SEND and evaluate their effectiveness
- Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
- Secure relevant services for the students
- Communicate effectively with parents, building relationships and ensuring that families are fully involved in the provision of support for their child
- Apply for and review Educational Health Care Plans (EHCP) and Higher Needs Funding (HNF) as appropriate
- Ensure that if a student transfers to or from another school that all information is conveyed and support a smooth transition for the student
- Promote the inclusion of SEND students in the school community ensure equitable access to the curriculum, facilities, and extra-curricular activities

#### **4. Accountable for the quality of education for SEND students**

- Set high expectations for all students that stretch, challenge and include all students
- Collaborate with the AHT (Curriculum) to guarantee that the curriculum is planned so that it meets the needs of all SEND students in every subject
- Advise teachers on how inclusive pedagogy and formative assessment can improve the progress for all students
- Provide advice, guidance, and training to classroom teachers on supporting students with SEN
- Support teachers to develop schemes of work and learning programmes for students with SEN
- Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- Lead training for all staff in inclusive practice, special educational needs and how to meet the needs of all students

#### **5. Leadership and management of the SEND team**

- Promote a culture and ethos that promotes inclusion
- Lead and manage the deputy SENDCOs, ensuring that they are directed, supported and fulfil their designated responsibilities
- Appraise the deputy SENDCOs and have oversight of the appraisal of HLTAs and LSAs
- Co-ordinate the SENDCO team and deploy HLTAs and LSAs to meet the needs of SEND students
- Manage SEND teachers, teaching assistants and support staff to improve pupil progress and attainment

#### **6. Other responsibilities**

- To contribute to the continuing improvement of the high school as part of the High School Leadership Team
- To prepare and report to the Executive Headteacher and trustees
- To carry out daily duties as part of the High School Leadership Team
- To attend occasional meetings during evening hours, weekends or in school holidays as required
- The post holder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated, and services delivered in a fair and consistent manner
- That the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others
- That the post holder will be required to comply with all Trust policies

### Work Arrangements

Transport requirements:	None
Working patterns:	Trust working hours / pattern for Senior Leadership Team
Working conditions:	Office and Classroom based

### Work Arrangements

Transport requirements:	<ul style="list-style-type: none"> <li>▪ Required to use own transport to travel within and outwith the County</li> <li>▪ Normal work patterns</li> <li>▪ Normally indoors; there may be occasions where you would be required to work at QEHS, Hexham Middle School or other school within the Trust</li> </ul>
Working patterns:	
Working conditions:	

### PERSON SPECIFICATION

#### Essential

#### Desirable

#### Assess by

### Qualifications

A DfE recognised teacher qualification/Qualified Teacher Status or QTLS Educated to degree level or beyond	<ul style="list-style-type: none"> <li>▪ NPQ for SENDCOS or a commitment to achieving it after starting the post</li> </ul>	(a), (t), (g)
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### Experience

<ul style="list-style-type: none"> <li>▪ Recent experience of a leadership role</li> <li>▪ Working with students with SEN to raise their achievement and support progression</li> <li>▪ Deploying strategies in lessons to meet the needs of SEN learners</li> <li>▪ Proven outstanding teaching across more than one key stage</li> <li>▪ A proven track record of raising attainment in key stage 4 or/and key stage 5</li> <li>▪ Evidence of continuing and recent professional development</li> <li>▪ The ability to provide a model of best practices, through teaching own and other classes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience as a SENDCO/Deputy SENDCO</li> <li>▪ Experience as an Assistant Headteacher</li> <li>▪ Team leadership</li> <li>▪ Training teachers and other staff to support or meet the needs of SEND students</li> <li>▪ Knowledge and experience of teaching key stage 5</li> <li>▪ Experience of initiating and implementing strategies to improve parental involvement in their children's learning</li> </ul>	(a), (i), (g)
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### Knowledge & Skills

<ul style="list-style-type: none"> <li>▪ A strong commitment to inclusion and raising the attainment of students with special</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extensive specialist knowledge of the national and local policy in</li> </ul>	(a), (i), (t)
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<p>educational needs</p> <ul style="list-style-type: none"> <li>▪ An ability to develop specialist knowledge, interpret policy and apply learning in an educational setting</li> <li>▪ Be able to influence and negotiate to secure sufficient internal resources and the support of external agencies</li> <li>▪ Leadership skills- to inspire and motivate teachers, model good practice, and develop a whole-school commitment to supporting students with SEN</li> <li>▪ Interpersonal and communication skills to build effective, productive relationships with families, students, teachers, and external professionals</li> <li>▪ Clear and concise written communication skills for writing learning and support plans, reports on student progress and training, guidance and policies for staff</li> <li>▪ Analytical and problem-solving skills to analyse school, local and national data to inform appropriate strategies and interventions</li> <li>▪ Creativity and the ability to think about problems, formulate solutions and lead change</li> <li>▪ Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and demonstrate an understanding of safeguarding issues and the ability to follow procedures</li> <li>▪ Knowledge and understanding of statutory requirements, relevant legislation and government strategies</li> <li>▪ Knowledge of how curriculum should be planned and sequenced to take account of starting and end points</li> <li>▪ An understanding of inclusion and how the equality of opportunity can be addressed in mainstream schools</li> </ul>	<p>relation to SEN and inclusion</p> <ul style="list-style-type: none"> <li>▪ A knowledge and understanding of inclusive pedagogy and how this can meet the needs of a diverse range of learners in mainstream education</li> <li>▪ A good understanding of how behaviour policies and expectations can be applied to maintain high standards, adhere to the school's behaviour policies, and promote inclusion</li> </ul>	
<b>Personal attributes</b>		
<ul style="list-style-type: none"> <li>▪ Empathy and emotional intelligence to recognise and be sensitive to the needs of pupils and parents</li> <li>▪ Approachability, accessibility and flexibility, good personal presence</li> <li>▪ Resilience and the ability to manage difficult situations, challenging conversations that lead</li> </ul>		(i)

<p>to the best outcomes for students</p> <ul style="list-style-type: none"> <li>▪ Able to build relationships that bring people with you and ensure students, family and staff trust your judgements</li> <li>▪ An enthusiasm and joy for working with young people of all needs and abilities</li> <li>▪ A passion for education and the impact that good teaching can have on the lives of children and young people</li> </ul>		
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.