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Job Description

Post: Assistant Head teacher / SENDCO

Responsible to: The Headteacher

Salary/Grade: Leadership Scale 12-16 (Outer London)

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.

Duties:

- To provide strong leadership that results in the provision of first class teaching and learning opportunities for pupils with Special Educational Needs/ and Disabilities, pupils with English as an additional language and those who are subject to child protection procedures.
- To instigate and develop an innovative approach to the teaching of those pupils with Special Educational Needs / and Disabilities, pupils with English as an additional language and those who are subject to child protection procedures, so that all pupils to achieve their potential.
- To work with subject leaders to provide an integrated coherent approach to teaching and learning which ensures that all pupils make sound progress from their starting points.
- Through devolved leadership be accountable for:
 - Admissions, attendance, family liaison, pastoral and welfare issues and the induction of new arrivals.
 - The pastoral support provided for pupils and their families encountering difficult times or in times of crisis.
 - Promoting and maintaining positive behaviour, including the tracking of behaviour incidents and the interventions put into place to reduce the severity and/or number of incidents.
- To provide specialist inclusion and safeguarding expertise for the Senior Leadership Team and wider staff body which leads to outstanding teaching and learning, outstanding outcomes, and ensures the well-being of all pupils.

- To support Community cohesion within the school.

Key Responsibilities:

- To deputise in the absence of the Head of School.

Strategic Management:

- Develop and implement the school's strategy for inclusion, so that it integrates with the major objectives of the school development plan and takes the provision forward to meet the targets set.
- In conjunction with the Headship Team, set strategic targets for teaching and learning and outcomes for pupils with SEN&D, EAL or those who are subject to child protection procedures.
- In conjunction with the Headship Team, set strategic targets for attendance for all pupils and specifically those who are deemed vulnerable.
- Develop and implement partnerships to support the inclusion offer, so that all pupils make sound progress from their starting points in terms of their learning, behavior, attendance and personal well-being.
- Ensure all safeguarding procedures meet statutory requirements.
- Relentlessly champion the well-being and personal development of all pupils.
- Develop and implement partnerships to ensure that the above is achieved and that pupils receive the best possible care and support available.

Subject Management to include:

- Play a major role in school improvement and the school self-evaluation planning process.
- Ensure robust evaluation of school performance, progress data and actions to secure improvement comparable to national standards.
- Contribute to the development, implementation and monitoring of action plans and other policy developments and priorities.
- Work as part of the senior leadership team to monitor and evaluate the quality of teaching and learning taking place throughout the school, via a range of monitoring activities.

- Ensure that operational systems for SEND provision, admissions, attendance, behaviour, family liaison and safeguarding are developed, implemented and working effectively.
- Work with the senior leadership team to raise standards through staff performance management.
- Set targets for pupil achievement for children with SEN&D, EAL, LAC and those subject to child protection procedures.
- Monitor and evaluate progress towards targets and intervene swiftly if pupils are at risk of failing to meet targets set.
- Ensuring that there is an effective assessment, recording and reporting system of pupil progress, prepare reports for the SLT and the Governing Body on a half termly basis, and on request when necessary.
- Be an expert practitioner in catering for children with SEN&D or for those for whom English is an additional language, across the primary age range, including EYFS. Through the delivery of a range of continual professional development via INset, staff training, joint planning, modelling of outstanding lessons and team teaching, influence the practice of colleagues to ensure outstanding provision and outcomes for these children.
- Lead on the Education, Health and Care plans and subsequent application of EHCPs.
- Have an in-depth understanding of access arrangement for children across all year groups and be accountable for correct access arrangements being in place at statutory assessment points.
- Hold an in-depth knowledge of safeguarding procedures and be able to translate policy into practice.
- Fulfil the duties and accountabilities of the Deputy Designated Safeguarding Lead, including for looked after children.
- When necessary, design personalised curriculums that meet the aims of the school and the needs of all pupils, ensuring that the resources required to teach are available for staff to utilise.
- Ensure that innovative and appropriate approaches to learning are made available to all pupils, paying particular attention to those who are deemed vulnerable, i.e., disadvantaged, SEN&D, EAL etc.
- Evaluate National and International initiatives to promote learning and incorporate appropriate elements into the school's SEN&D offer and provision for EAL pupils.
- Work with subject leaders to agree schemes of work, so that the curriculum for subjects are complementary and provide pupils with a broad understanding.
- Ensure that the statutory requirements of the National Curriculum are met.

- Evaluate the design and delivery of the curriculum for pupils with SEN&D and pupils with EAL; continuously striving to improve all aspects.
- Monitoring and evaluate the SEN&D, EAL and CP offer in 'value for money' terms.
- Lead engagement with external agencies and the local authority regarding funding and provision for pupils with Statements of SEN or Education, Health and Care plans.
- Regularly monitor the external and internal learning environment and ensure appropriate ICT initiatives influence and improve learning for pupils and staff.
- Ensure that pupils have equality of opportunity and can work to their optimum.
- Lead by example when implementing and managing change initiatives.

Financial Management

- Set long term and short term budgets for resourcing SEN&D, EAL and LAC appropriately and effectively.
- Monitor actual spend against forecast.
- Ensure that 'Best Value' principles are applied to all appropriate purchasing decisions.
- Evaluate use of financial resources to ensure that desired outcomes are met.
- Advise the School Business Manager of potential additional funding
- Be accountable for the effective use of the SEN delegated and top-up budgets.

People Management

- Adopt a strong, caring and flexible leadership style so as to influence and motivate staff and pupils to achieve their objectives and those of the school.
- Create an environment of open-mindedness, fairness and harmony between groups and individuals.
- Working proactively with the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
- Advise the Senior Leadership Team about the recruitment and retention of high-calibre staff.
- Implement 'Best Practice' performance management processes so as to provide a positive framework for staff development and achievement.

- Evaluate the staff development programme and liaise with the Senior Leadership Team to modify as appropriate.
- In conjunction with all staff, organise activities/processes that encourage team development (including parents and other stakeholders).
- Ensure all staff, including short and long term temporary staff, receive an induction with your area of responsibility and fully understand all relevant policies and their implementation.
- Ensure that effective, caring policies concerning a broad range of pupil and staff welfare matters are implemented.
- Provide overt support to staff to enable them to effectively implement the school policies and specifically inclusion related policies.
- Create an environment where there is visible acknowledgement that everyone's contribution is valued.

Developing and maintaining strong community links

- Develop initiatives to outreach to the community.
- Create and implement ways of actively involving parents in the learning process.
- Instigate, develop and maintain links with local businesses and outside agencies to enhance the learning experience for pupils.
- Network with other schools to share best practice.
- Facilitate a broad range of activities in conjunction with staff, pupils and the wider community to deepen and broaden learners' experiences.

General Duties:

- Provide appropriate, accurate and timely performance and assessment information to enable continuous evaluation of performance.
- Check that information required in-house and via external bodies is produced within the given time scale and is of excellent quality.
- To assist in the recording and monitoring of pupil progress, problems and development needs.
- To be responsible for health and safety of self and others and adhere to the school health and safety policy and procedures.

- Attending training sessions.
- To undertake any other reasonable duties deemed necessary for the smooth running of the school.

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

Person Specification

FACTORS	ESSENTIAL	DESIRABLE	MEASURED BY
QUALIFICATIONS AND SKILLS <ul style="list-style-type: none"> • Qualified Teacher Status • Relevant degree • SENCO experience • SENCO qualification • Willingness to complete SENCO qualification • Evidence of further effective professional development. 	Essential Essential Essential Essential Essential	 Desirable 	A A A A A I A I
SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE <ul style="list-style-type: none"> • At least four years' experience of teaching in the primary setting. • Outstanding teacher • Proven track record of raising educational standards • Using data to set targets and raise standards • Experience of managing / leading a team • The monitoring and evaluation process • Applying for statutory assessment • Statutory testing and access arrangements • Right services, right time procedures. • Working with Children's Services • Working with the Education Legal Intervention Team, or other local authority equivalent • Managing in-house admissions • Engaging difficult to reach families • Contributing to the SEF and SDP • Conducting performance management / appraisal • Inspection and Ofsted guidance 	Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential	 Desirable Desirable Desirable	A I R O I R R I A R A R I A R I A O I R A I A I A I I I A R I A R A R I A R I I I I A I

PERSONAL QUALITIES <ul style="list-style-type: none"> • Flexibility of approach • Well organised • Supportive – able to work as part of a team • Able to respond to and seek advice 	Essential Essential Essential Essential		R O R I R R
INTEREST AND MOTIVATION IN THE JOB <ul style="list-style-type: none"> • Enthusiasm for children's learning 	Essential		O I R A
<p>*Key: A=Application, R=Reference, O=Observation, I=Interview</p>			