

Job Description

Job Title: Assistant Headteacher - Learning Support and SENDCo

Hours of Work: Full Time

Rooks Heath School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to the contract of employment between the teacher and the Trustees of Tithe Academy and the provisions in the General Guidance on Job Description/Conditions of Service of Teachers as included in the document on Teachers' Pay and Conditions. This is an Assistant Headteacher post where responsibilities include having an impact on educational progress beyond the teacher's assigned students; leading, developing and enhancing the teaching practice of others; having accountability for leading, managing and developing a subject or curriculum area or student development across the board and line management responsibility for a significant number of people. The post will be subject to performance review, by the Governing Body, on a regular basis.

Purpose of Post:

To work as a member of the Senior Leadership Team, seeking to raise standards through effective curriculum delivery in all areas of the School.

Whole School Responsibilities:

1. To oversee inclusion across the School.
2. To have strategic oversight of provision for students with SEND/EAL across the School, monitoring and reviewing the quality of provision.
3. To line manage the Learning Support Department (including SEND and EAL).
4. To have responsibility for the implementation of the SEND Code of Practice.
5. To disseminate an inclusive ethos throughout the School.

Leadership of the School:

1. To pursue a vision for excellence across the School.
2. To ensure that all leadership demonstrates an ambitious vision for the School and high expectations of achievement for every student and teacher.
3. To ensure that staff, students, parents and carers are engaged by and contribute to realising the vision and ambition of leaders, managers and governors.
4. To accurately monitor and evaluate the School's performance with a secure understanding of the individual skills, attributes of students and staff, and taking account of the views of parents, carers and other stakeholders.
5. To set high standards for quality and performance.

6. To improve teaching and learning, including the management of student behaviour.
7. To provide a broad and balanced curriculum to meet the needs of all students and enable all students to achieve their full educational potential and make progress in their learning.
8. To evaluate the School's strengths and weaknesses and use the information to promote improvement.
9. To improve the School and develop its capacity for sustaining improvement by developing leadership capacity and high professional standards among all staff.
10. To engage with parents and carers in supporting students' achievement, behaviour, safety and their spiritual, moral, social and cultural development.
11. To help ensure the governing body is effective in acting as a critical friend and holding senior leaders to account for all aspects of the School's performance.
12. To ensure that all students are safe.
13. To provide effective leadership and management enabling students to overcome specific barriers to learning and promote improvements for all students and groups of students at Rooks Heath.
14. To work as part of the SLT team and support each other across the School as necessary.
15. To rigorously implement improvement plans.
16. To consistently apply policies and procedures.

Areas of Specific Responsibility:

1. To line manage the Learning Support Department, continuing to raise standards through effective curriculum delivery and intervention in this area.
2. To line manage the co-ordination, organisation and administration of the SEND/EAL Department.
3. To line manage the Pupil Premium/Catch up co-ordinator and support with appropriate allocation of funding.
4. To monitor the progress of students who are SEND/EAL and are in receipt of the Pupil Premium.
5. To provide leadership that ensures effective teaching and learning and intervention within the Learning Support Department.
6. To ensure effective support of the National Curriculum for SEND/EAL students in KS3, KS4 and study skills, literacy and numeracy support as applicable, in the 6th Form.
7. To be responsible for the vision which will lead the Learning Support Department.
8. To be responsible for the development of the Inclusion section of the School Improvement Plan.
9. To lead by example, the work of the Learning Support team and the students.
10. To ensure the effective learning of all students working in the Learning Support area.

11. To identify, monitor and ensure good academic progress of all the students on the SEND register.
12. To ensure that the department has good schemes of work and appropriate intervention programmes.
13. To monitor and ensure the good quality of work of all members of the Learning Support Department.
14. To support teachers, particularly ECTs, appropriately in their work with SEND, EAL and Inclusion.
15. To identify and implement appropriate developments with regard to curriculum, syllabus, programmes of study and interventions in SEND/EAL.
16. To maintain good standards of behaviour and work within the Learning Development Department rooms, in line with the School Behaviour Management policy.
17. To teach a timetable commensurate with the post and fulfil the responsibilities of a teacher as set out in the STPCD.
18. To be responsible for the development of the SEND policy and contribute to the Teaching and Learning policy.
19. To maintain up-to-date knowledge of local and national initiatives.

Areas Specifically Related to SENCo:

1. To identify and adopt the most effective teaching approaches for students with SEND, implementing advice from external agencies.
2. To monitor teaching and learning activities to meet the needs of students with SEND, working with department heads and individual teachers to make schemes of work accessible.
3. To identify and support teachers in teaching study skills that will develop students' ability to work independently.
4. To lead the transition of students with SEND by attending transition meetings and reviews in Year 6 up to 6th form level and communicating with Schools and work placements where necessary, in order to ensure continuity of support and learning when transferring students with SEND.
5. To liaise with teachers, Directors of Learning, Heads of Year and Heads of Department within the School, to ensure appropriate transition between different Key Stages and different option blocks for students with SEND.
6. To seek ways to influence the whole School teaching and learning policy in order to promote aspects of an inclusive learning community.
7. To monitor and evaluate screening and baseline assessments and use this to plan an overview of support and intervention for students.
8. To assess and analyse the progression of students according to prior assessment and adapt interventions as appropriate.
9. To maintain an accurate SEND register and provision map.

10. To set targets for raising achievement among students with SEND, write and review Individual Education Plans and/or provision maps.
11. To inform parents about targets set and arrangements made for students on the SEND register.
12. To attend consultation evenings and keep parents updated about students' progress.
13. To carry out, co-ordinate and write up annual and interim reviews for students with EHC plans.
14. To maintain records of SEND provision, outcomes and strategies.
15. To regularly update the head teacher and governing body on the effectiveness of provision for students with SEND.
16. To be a key contact for external agencies, especially the Local Authorities and neighbouring Local Authorities.
17. To co-ordinate specialist provision, including identifying students in need of further referral, and to make referrals to outside agencies where necessary.
18. To refer students for Statutory Assessment when appropriate, writing reports and appeals if necessary.
19. To encourage all staff to recognise and fulfil their statutory responsibilities to students with SEND. Listen to and advise colleagues with concerns over students with SEND.
20. To provide training opportunities for Learning Support Assistants and all teachers to learn about SEND.
21. To co-ordinate and oversee the timetabling of all Learning Support Assistants, prioritise need within the School and ensure the statutory requirements set out in students' statements are met.
22. To disseminate good practice in SEND across the School.
23. To identify resources needed to meet the needs of students with SEND and advise the Headteacher of priorities for expenditure.
24. To seek ways in which to offer relevant programmes of study for students in order to provide a personalised curriculum for students with SEND.
25. To liaise closely with the Pastoral Team, the Safeguarding Team and the Designated Person for Children who are looked after in the School for students with SEND, ensuring needs are being met, attending BfL meeting groups, PSPs and other Intervention meetings where SEND students are involved.

Day to Day Management Responsibilities:

1. To undertake lunchtime duties as required.
2. To lead assemblies as required.
3. To cover detentions as appropriate.

4. To conduct a programme of annual review for Heads of Department and subject areas through a Line Management Programme and take an active part in performance appraisal and SLT teaching observations.
5. To help resolve discipline issues in the School, including statement taking, contacting parents and recommending exclusions.

General Responsibilities:

1. To be a member of all relevant meeting groups, as outlined on the annual Meeting Groups sheet.
2. To chair an appropriate working group as and when required.
3. To attend appropriate Pastoral meetings with attached Year Group.

Tutor:

1. To act in accordance with the guidelines given by the Head of Year.
2. To liaise with the Head of Year in implementing the School pastoral policies.
3. To organise the checks and controls that take place during tutor time.
4. To register students accurately.
5. To monitor student Link Books to ensure that homework is being recorded as appropriate.
6. To communicate with parents/carers as appropriate.
7. To attend Year Group meetings as arranged by the Head of Year.
8. To engage with students and foster positive relationships within the tutor group.

Contribution to the whole life of the School:

1. To attend all necessary meetings, including Parents' Evening and appropriate Working Party meetings.
2. To support the aims and ethos of this School.
3. To adhere to all School policies.
4. To engage actively in the performance appraisal process and undertake professional development as agreed.
5. To work co-operatively as a member of a team.
6. To report any stranger on site.
7. To be a member of one of the pastoral year teams.
8. To fulfil the Terms and Conditions of Service, as laid down in the current "Pay and Conditions of Service for Teachers".
9. To carry out any other duties as reasonably directed by the Headteacher or Deputy Headteacher.

Line Management:

The appointed teacher will be line managed by a named Deputy Head and Headteacher.