

Job Description

Job Title	Assistant Headteacher with Responsibility for SEND
Academy	Gladstone Primary Academy
Reports to	Deputy Head Teacher
Line Management of	SEND TAs
Salary / Grade	L4 – L8
Date Last Evaluated	April 2023
Core Purpose	<p>To ensure high quality teaching and learning for students, contributing to the effective running and development of the Academy.</p> <p>Implement effective delivery of SEND practice across the Academy.</p>
Key Responsibilities	
<p>To take an active role in the day-to-day running and strategic development of Gladstone Primary Academy.</p> <ul style="list-style-type: none"> • Work flexibly with senior leaders to assist the smooth day to day management of the academy working closely with all staff. • Assist in the appraisal of staff and the organisation of the appraisal system. • Assist with whole academy self-evaluation processes. • Assist with the formulation and delivery of academy improvement aims. • Maintain good communications between all staff and colleagues across the Trust. • Be a member of the Senior Leadership Team. <p>Secure academic achievement, for children and enable them to achieve the highest they possibly can.</p> <ul style="list-style-type: none"> • Ensure necessary provision and curriculum to enable them to achieve the highest possible outcomes. • Assist the Headteacher in monitoring and reviewing the quality of teaching and learning including assessment. • Support and staff through informal coaching, mentoring and assessment. • Support a culture of learning through the consistent application of high expectations and the development of independent learning skills, so children are able to learn well. <p>Maintain a positive academy ethos, be pro-active in the pastoral care of pupils, secure personal development and a sense of value and well-being.</p> <ul style="list-style-type: none"> • Support staff in ensuring their phase is calm and well mannered. Lead on behaviour systems across within the identified phase. 	

- Ensure the school's policy for behaviour and discipline is applied consistently and fairly by all staff.
- Ensure that break times are positive, happy and well managed.

Develop, model and support the vision, ethos and aims of the academy and the Trust.

- Undertake professional training for all aspects of school leadership and management and keep up to date with new initiatives across the curriculum.
- Work pro-actively with outside agencies, community organisations and other schools and promote the sharing of good practice.

Quality of Education

- Support with the development and delivery of the curriculum, coverage and appropriateness.
- Ensure the implementation of the curriculum as identified above.
- Monitor and ensure the quality of teaching and learning.
- Guarantee children are ready for the next phase of their education.

SEND

As SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs and disabilities (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND 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
- Fulfil the role of the SENCO in schools and early years provision, as set out in the SEND Code of Practice
- Meet the requirements of practice and conduct as set out in the Teachers' Standards

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability 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
- Make sure the SEND policy is put into practice and its objectives are reflected in the Academy Action Plan
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Add any other duties of particular relevance to your school.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate record of children identified with a SEND
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Ensure the early identification and early intervention of pupils with SEND
- Co-ordinate provision that meets pupils' needs, and monitor its effectiveness
- Secure relevant services for pupils
- Ensure records are maintained and kept up to date
- Review education, health and care plans (EHCPs) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Promoting good mental health and emotional wellbeing for staff and students alike and act as the Academy's Senior Mental Health Lead
- Coordinate and lead on referrals to the MHST (NHS Mental Health Support Team)
- Work with the Assistant Headteacher for Pastoral and Wellbeing to ensure an integrated approach to inclusion

Leadership and management

- Work with the Headteacher and Academy Committee 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 Academy Committee is required to publish
- Contribute to the Academy Action Plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead CPD for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability

- Lead and manage SEND teaching assistants
- Lead and evaluate Continuous Development of SEND TAs
- Review SEND TA performance on an ongoing basis

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

General Responsibilities

- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- **On an annual basis at the time of the annual appraisal meeting, or**
- **As a result of a change in strategic direction, or**
- **As a result of a team/operational requirements, or**

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.

Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
Qualified teacher status	E	A
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	E	A/I
Degree	E	A
Experience		
Teaching experience [minimum of 2 years]	E	A/L
Experience of working at a whole-school level	D	A
Involvement in self-evaluation and development planning	D	A
Experience of conducting training/leading INSET	D	A/T
Skills and Knowledge		
Sound knowledge of the SEND Code of Practice	E	A/I
Understanding of what makes 'high quality' teaching, and of effective intervention strategies	E	A/I
Ability to plan and evaluate interventions	E	A/T
Data analysis skills and the ability to use data to inform provision planning	E	A/I/T
Effective communication and interpersonal skills	E	I
Ability to build effective working relationships	E	I
Ability to influence and negotiate	E	I
Good record-keeping skills	E	A/I
Personal Qualities		
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	E	A/I
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	E	A/I
Ability to work under pressure and prioritise effectively	E	I
Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A

Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

**A – Application I – Interview T – Task/Activity L – Lesson Observation R –
References**