FRIESLAND SCHOOL

JOB DESCRIPTION

Post Title Assistant Headteacher – SENCO with some responsibility for Safeguarding

Purpose

- To lead and be accountable for leading, managing and developing the Learning Support Provision across the school.
- To monitor, support and initiate progress with students who have learning difficulties.
- To be one of the school's designated people for Safeguarding.
- To raise standards of student attainment and achievement for SEND students and children in care and to monitor and support their progress.
- To be accountable for student progress and development for SEND students.
- To develop and enhance the teaching practice of others.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students with learning difficulties, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.
- To be accountable for leading, managing, and developing the subject/curriculum area.
- To effectively manage and deploy teaching/support staff, financial and physical resources within Learning Support to support the designated curriculum portfolio.
- To undertake and be responsible for all necessary testing and related organisation to be compliant with statementing requirements and statutory and external examination orders.
- To offer SEND students opportunities to progress by providing extended educational opportunities.
- Designated Teacher for all Looked After Children including running PEP meetings and writing costed provision maps
- To spread good practice by leading and organising INSET (Team and School wide) on differentiation and teaching and learning strategies relevant to Learning Support.
- To ensure that the SEND of all our children are met within Learning Support.
- To ensure that the inclusion agenda (including the more able) and associated statutory obligations are met by offering widening educational experiences and by planning, preparing and conducting all Statutory Annual Reviews.
- To oversee aspects of Inclusion there is recognition that other senior staff will have responsibilities in this area as well.
- To be part of the Wider Leadership 'on-call'/Isolation room team.

Reporting to: Assistant Headteacher for Progress

Responsible for: Subject Managers, teaching staff, TA's and other relevant personnel within the team.

Liaising with: Head/Leadership Team, Assistant Headteachers, Subject Team Managers, Student Support Services and relevant staff with cross-school responsibilities, feeder Primary Schools, relevant non-teaching support staff, LA staff, Parents.

Working time: Leadership. Full time.

Salary/Grade: ISR 9-13

DBS Level: Enhanced

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Main/Core Duties

Operational/Strategic Planning

- To lead the development of appropriate specifications, resources, schemes of work, marking policies, assessment and teaching and learning strategies in Learning Support.
- The day-to-day management, control and operation of course provision within the Learning Support Department, including effective deployment of staff and physical resources.
- To actively monitor and follow up the progress of SEND students.
- To plan and implement appropriate safeguarding training for all staff.
- To implement school Policies and Procedures.
- To liase with the Examinations Officer on entries and procedures pertaining to Learning Support.
- To work with colleagues to formulate aims, objectives and strategic plans for Inclusion/Learning Support which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School.
- To liaise with outside agencies as appropriate for vulnerable and complex cases.
- To lead and manage the business planning function of Inclusion and Learning Support and to ensure that the planning activities of the faculty reflect the needs of students within the subject area, Quality Assurance, School Improvement Plan/SEF/Subject Improvement Plans and the aims and objectives of the School.
- To liaise with the Directors of Study and Heads of Subjects to ensure that the work in the curriculum fully reflects the School's distinctive ethos and mission.
- In conjunction with the Director of Maths/ICT and Systems Manager to foster and oversee the application of ICT in Learning Support.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Faculty area are in line with national requirements and are updated where necessary, therefore liasing with the School's Health and Safety Manager.
- To introduce/support a reward system that will encourage educational progress.
- To ensure that the elements of "Inclusion" are embraced within the school.
- To oversee the school's responsibility for children in care.
- To develop with Directors of Study a fully integrated more able programme of study, IEP's and fast tracking strategy.

Curriculum Provision

- To liaise with the Headteacher to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the School Improvement Plan/School Self Evaluation Form.
- To be accountable for the development and delivery of Literacy and Numeracy skills of SEND students.

Curriculum Development

- To lead curriculum development and innovation for Learning Support.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels including vocational initiatives.
- To liaise with the Examinations Officer to maintain accreditation with the relevant examination and validating bodies.
- To ensure that the development of Learning Support is in line with national developments.

STAFFING

Staff Development;

- To work with the Deputy Head to ensure that staff development needs are identified and that the appropriate programmes are designed to meet such needs.

Recruitment/Deployment of Staff;

- To be responsible for the efficient and effective deployment of the Faculty's support staff, TA's and CSA's.

Signed _____ *Dated* _____

- To undertake an Appraisal review(s) and to act as reviewer for a group of staff.
- To make appropriate arrangements for classes when staff are absent, ensuring cover within the faculty by liaising with the Cover Supervisors/relevant staff.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme including the mentoring of NQT's and PGCE students if relevant.
- To be responsible for the day-to-day management of staff within Learning Support and act as a positive role model.

Quality Assurance;

- To ensure the effective operation of quality control systems including work scrutinies, Learning Walks, Lesson Observations and data analysis to accelerate the progress of SEND students.
- To establish the process of improvement planning within Learning Support to enhance student progress.
- To establish common standards of practice within Learning Support and develop teaching and learning styles.
- To contribute to the School procedures for lesson observation as part of Appraisal and whole school evaluation of learning and teaching.
- To put together and maintain a quality assurance file for Learning Support.
- To ensure that Learning Support quality procedures meet the requirements of Self-Evaluation and the School Improvement Plan.
- To respond to issues raised by the Annual Review process and cycle of self-evaluation.

Management Information;

- To ensure the maintenance of accurate and up-to-date information concerning the faculty on the management information system.
- To make use of analysis and evaluate performance data provided to drive improvement.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for Learning Support.
- To produce reports on examination performance, including the use of value-added data.
- In conjunction with the relevant Assistant Headteacher to manage the collection of all relevant data.
- To provide the Governing Body with relevant information relating to the performance and development of the Learning Support Department.

Learning Support;

- To ensure that all members of the Learning Support team are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, Higher Education, Industry, Awarding Bodies and other relevant external bodies.
- To represent the views and interests of Learning Support.

Marketing and Liaison;

- To contribute to the School liaison and marketing activities.
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
- To actively promote the development of effective subject links with external agencies.

Management of Resources;

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the faculty's budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

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- To work with the Deputy Head and Assistant Headteacher – Systems order to ensure that Learning Support teaching commitments are effectively and efficiently time-tabled and roomed, including literacy and numeracy.
- To create a positive, stimulating and changing learning environment for students.

Pastoral System;

- To monitor and support the overall progress and development of students with SEND.
- To monitor students' progress and performance in relation to targets set for each individual; ensuring that follow – up procedures are adhered to and that appropriate action is taken where necessary.
- To act if required as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE according to school policy.
- To ensure the Behaviour Management system is implemented in the faculty so that effective learning can take place.

Teaching;

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To be a lead professional by being a role model for the faculty in terms of PPA, punctuality, dress, language and personal demeanour that supports the school's rules and policies re: school uniform, body piercing, aims and objectives etal.

Additional Duties;

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- To take a lead in providing wider educational experiences for students.

Other Specific Duties;

- To continue personal development as agreed.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- To ensure the smooth running of internal and external examination procedures including invigilation, supervision and security of papers and coursework.
- To support the school in meeting its legal requirements for collective worship.
- To provide all relevant learning materials for Inclusion/excluded students.
- To be available on at least three school days during normal office hours (at present 8.00am – 4.15pm) for professional dialogue and meetings with colleagues.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

NB: The Salary Review will be an annual review to take account of Appraisal objectives/subject performance over a similar period to UPS payment. Movement up the ISR range will be dependent upon meeting negotiated targets. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Signed _____ *Dated* _____