

**JOB DESCRIPTION**

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| **POST TITLE:** | **Associate Assistant Headteacher: Director of Learning Support (SENCO)** |
| **Reporting to:** | SLT Line Manager / Headteacher |
| **Liaising with:** | Headteacher/ Deputy Headteachers/ Assistant Headteachers/ teaching and support staff/ governors/ LA and HIAS representatives/ external agencies and parents |
| **Responsibly for:** | The provision for supporting learning within the school |
| **Working time:** | 195 days per year. Full time. 1265 directed hours and such reasonable additional hours as are required to enable the effective discharge of professional duties. |
| **Salary/Grade:** | Leadership Scale  LDR 17-25 (£48,687-53,724)  Accountabilities: to be met in accordance with the provisions of the School Teachers’ Pay and Conditions Document 2015 and within the range of teachers’ duties set out in that document and the professional standards for teachers. |
| **Disclosure level:** | Enhanced DBS |

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| **PURPOSE** | |
| * to lead and implement strategic support for SEND students; * to provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all SEND students.to model excellent planning, preparation, assessment and teaching in order to develop staff to achieve high quality teaching, effective use of resources and the highest standards of learning, progress and achievement for all students; * to undertake research into best practice in other schools; * to liaise with middle and senior leaders, in determining and developing policies, procedures and practice relating to SEND, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement; * to assist in the development high quality teaching materials and schemes of learning; * to support teachers and develop their practice; * Specific whole-school responsibilities can be determined on appointment and based on the strengths of the candidate alongside the existing team; * to line manage the Assistant SENCO and other colleagues as required; * to share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth. | |
| **SCHOOL ETHOS** | |
| * To support the school aims, ethos and policies. * To provide leadership in promoting the ethos of the school to students, parents and the wider community. * To develop an attitude of high aspiration and achievement in the students. * To act as a role model to students through professional conduct reflecting our expectations of high standards of appearance and courtesy by the students. | |
| **MAIN DUTIES** | |
| **All staff are expected to support and contribute to the ethos of the school as outlined in the Aldworth School Prospectus, Aldworth School QTS Job Description and referenced in the Code of Conduct for staff.** | |
| **TEACHING AND LEARNING** | |
| * to support and influence whole school teaching and learning strategies to promote inclusive teaching; * to research and lead the implementation of pedagogy and practice proven to improve the attainment of SEND students and the most able, through the dissemination and quality assurance of differentiated learning strategies with teachers, Curriculum Leaders and across the whole school; * to lead and support staff in developing appropriate teaching, learning and assessment strategies and learning resources, including the use of new technologies, to meet the needs of SEND students; * to lead CPD activities regularly at INSET meetings; * to facilitate opportunities for observing colleagues and providing advice and guidance in support of SEND students; * to visit other schools in order to obtain and share best practice; * to lead work with curriculum leaders, classroom teachers and support staff to ensure they have a clear understanding of the needs of each student; * to support developments and initiatives to improve standards in literacy and numeracy and access to the wider curriculum; * to support the work of classroom teachers, LSAs and TAs to meet the statutory responsibilities for Education Health Care Plans (EHCPs) as indicated in the annual review process; * to forge effective links with key partners who are supporting the school's development, in particular working with the Year 7 Leader with partner primary schools. | |
| **STAFF CONTINUING PROFESSIONAL DEVELOPMENT** | |
| * to develop and sustain high quality teaching and learning for SEND students throughout the school; * to contribute to the coaching and mentoring of staff, and where necessary, to the development of staff through personal support plans; * to share best practice with colleagues; * to research, evaluate and develop innovative approaches to teaching and learning; * to contribute to CPD to facilitate whole school improvements; * to team teach with colleagues where applicable; * to take part in the school’s staff development programme by participating in arrangements for further training and professional development; * to continue personal development in the relevant areas including subject knowledge and teaching methods; * to work with teaching coaches in supporting colleagues to become better teachers; * to develop the capacity of colleagues to produce excellent teaching resources; * to work with colleagues in other institutions as appropriate. | |
| **CURRICULUM DEVELOPMENT** | |
| * to assist in developing an innovative curriculum for students which values the talents and aspirations of all, ensuring that the offer for SEND students is appropriate and is supported by high quality teaching and learning; * to ensure an appropriate alternative or revised curriculum is in place to support the needs of identified students if appropriate; * to provide advice and guidance in the transition process from Year 6 into Year 7; * to assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies in the Learning Support Department; * to develop resources for learning outside the classroom; * to assist colleagues in finding appropriate high quality resources; * to assist in the process of curriculum development; * to assist Curriculum Leaders to ensure there is a range of teaching which complements the school’s strategic aims and objectives; * to liaise with the Examinations Officer to maintain accreditation with relevant examination and validating bodies. | |

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| **STUDENT PROGRESS AND OUTCOMES** |
| * to be aware of and meet the needs of SEND students. * to accelerate student attainment and achievement within the classroom and ensure good to outstanding progress of all SEND students; * to work with Curriculum Leaders, Year Leaders and SLT to set realistic, ambitious progress targets for all SEND students; * to engage in monitoring and supporting the overall progress and development of SEND students; * to assist in tracking student progress and use this information to inform teaching and learning; * to uphold the Behaviour Management Policy so that effective learning can take place; * to alert appropriate staff to difficulties experienced by students, suggest intervention strategies and other possible solutions; |
| **LEADERSHIP AND MANAGEMENT** |
| * to provide effective leadership in promoting and embedding the school vision and ethos across the Learning Support Department; * to oversee and monitor the quality of EHCPs maintaining detailed information for subsequent meetings with parents; * to lead the Annual Review meetings for students with an EHCP in liaison with other colleagues, supported by the Local Authority, in line with the Code of Practice; * to effectively lead, support and line manage Learning Support staff and contribute to the performance management process; * to work with colleagues to formulate aims, objectives and strategic plans for the Learning Support Department which have coherence and relevance to the needs of students and the aims, objectives and strategic plans and priorities of the school; * to lead on the strategy for improving the attainment and progress of SEND students and the provision for them; * to promote an atmosphere of continuing professional development and to share good practice with colleagues within the team and across the whole school; * to identify the CPD needs of staff and organise/coordinate CPD to be delivered by other professionals; * to ensure the establishment of opportunities for Learning Support Staff to review the needs, progress and targets of students with learning difficulties; * to produce reports on progress and examination performance to include the use of value-added data and data drops; * to ensure effective communication and consultation, as appropriate, with the parents/carers of students; * to implement all school policies, procedures and relevant practices within the Learning Support Department, in particular those relating to Health & Safety of staff, students and visitors; * to ensure the SEN policy and Local Choice offer is up to date and displayed on the school website; * to lead on the efficient and effective deployment of staff and resources and manage the Learning Support budget. To provide written reports on the work of the Learning Support Department, student outcomes and impact of intervention to SLT, Governors and the LA as directed. |
| **WORKING WITH PARENTS AND EXTERNAL AGENCIES** |
| * to develop and maintain effective liaison with parents to ensure continuity in terms of support and progression for SEND students; * to support and advise parents regarding the implementation of SEND legislation and maintaining and applying for EHCPs; |
| * to develop and maintain effective relationships with the Educational Psychology service, Speech and Language Therapists, SpLD consultants, CAMHS, the Local Authority and other external agencies in support of SEND students and to ensure that the needs of all students are met. |
| **ADDITIONAL DUTIES** |
| * to be a member of the Extended School Leadership Team (Extended SLT) and provide reports and updates as required; * to promote and implement strategies which secure good order, pastoral care, discipline and high morale throughout the school community; * to ensure all students feel valued, respected and supported in all aspects of their learning; * to liaise with pastoral colleagues in support of the school ethos, alert the appropriate staff if students experience difficulties and make recommendations as to how these may be resolved; * to communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff; * to play a full part in the life of the school community, to support its distinctive ethos and to encourage staff and students to follow this example; * to undertake any other duty as specified by STPCD 2018 not mentioned in the above.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.  This job description is carried out in accordance with provisions of the School Teachers’ Pay and Conditions document and within the range of teachers’ duties set out in that document. It is also advised that you make reference to the current Teachers’ Standards, published by the DFE.  The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunity 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. |

**Aldworth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Please refer to the school child Protection Policy and other policies related to student welfare.**

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| Signed: | Date: |