

## Assistant headteacher job description

Kedleston Group Ltd is an independent organisation which owns and operates a group of schools and homes for children with a range of special educational needs and disabilities. Our vision is to become the most respected provider of specialist schooling in the country. We will never be the biggest, but we will lead, and others will follow.

Employment details	
Job title	SENDO
Reports to	Deputy Headteacher
Hours of work	40 hours per week, to be worked between 8am-5pm inclusive of lunchbreaks. You may be required, at times, to work over and above these hours to ensure the proper performance of your duties.
Salary	MPS- UPS1

### Main Purpose

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN 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
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

### School culture

- Contribute to the school's vision, ethos and strategic direction, in partnership with the Corporate Team and through consultation with the school community.
- Uphold the values and vision of Kedleston Group.
- Sustain a culture where pupils and staff experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Cultivate and sustain positive and respectful relationships across the school community, Corporate Team and other stakeholders.
- Help create and sustain a safe, orderly and inclusive environment.

- Model a culture of high staff professionalism.

#### **Strategic development of SEN 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
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

#### **Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- 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
- 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**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness  
Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that 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 extracurricular activities

- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

#### **Pupil wellbeing and safeguarding**

- Taking a lead role in managing pupil behaviour across the school.
- Assuming the role of DSL
- Taking responsibility for promoting and safeguarding the welfare of pupils and supporting the DSL and in conducting their duties.
- Contributing to a school culture which prioritises pupil wellbeing and mental and physical health.
- Being an approachable and professional authority figure for pupils to come to with any issues they may have.
- Contributing to the creation of an enriching and positive culture which impacts school life and ensure a positive and respectful attitude amongst pupils and staff in the school.

#### **Other Duties**

- To complete other duties as directed by the headteacher to ensure the continued success of the school



## Assistant headteacher person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• National Award for SEN Co-ordination</li> <li>• Degree</li> </ul>	
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Teaching experience</li> <li>• Experience of working at a whole-school level</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading INSET</li> </ul>	
Knowledge	
Essential	
<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills, and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> </ul>	
Personal qualities	
The successful candidate will be	
<ul style="list-style-type: none"> <li>• Demonstrate optimistic personal behaviour.</li> <li>• Be able to build positive relationships rooted in mutual respect.</li> <li>• Have a commitment to valuing, supporting and encouraging the professional development of all staff.</li> </ul>	

- Be able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement.
- Be committed to building and maintaining effective and positive relationships with parents, the Corporate Team, those responsible for governance, quality and compliance, and the wider school community.
- Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Be able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.
- Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.
- Ensure that their personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law.

#### **Additional requirements**

#### **The successful candidate will have**

- An enhanced DBS certificate with barred list check
- At least two valid professional references.