



Job Description and Person Specification

Assistant Headteacher – SEND and Inclusion

This list is not exhaustive, and you will be required to undertake other duties as deemed reasonable.

Reporting to:	Deputy Headteacher Pastoral
Salary:	L13 – L17 - £66,919 - £73,819
Duties	<p>Responsible for the strategic delivery of Learning Support across the school.</p> <p>Leadership & Management</p> <ul style="list-style-type: none"> • Take the strategic lead for SEND policy development and ensure processes and practices are in place to deliver it • Take the strategic lead for policy development in relation to safeguarding and pupil premium • Be responsible for the implementation of EHCPs, Individual Provision Maps and the out-comes of annual reviews, target setting, monitoring, assessment, diagnostic testing and access arrangements • Lead the team to effectively support the needs of individual and groups of pupils • Develop and implement a Departmental Improvement Plan reflecting the School Development Plan target • Take the strategic lead for our SEND spaces such as our EAL and literacy intervention classrooms, The Zen, The Bridge, in school support unit (The Hills) and our SEMH base provision ensuring high quality impactful teaching, learning and interventions take place • Take the strategic lead on EAL and medical leadership and management • Manage the delivery of high-quality interventions <p>Liaison</p> <ul style="list-style-type: none"> • Take a leading role to support in the delivery of quality first teaching and CPD for teachers teaching vulnerable and disadvantaged pupils and those with SEND • Liaise with parents and carers in providing appropriate support for learning including the EHCP process • Liaise with outside agencies, the LA, Educational Psychologists, and specialist teachers etc. • Attend all Parents' Evenings to provide face to face support for parents <p>Staff development/Performance Management</p> <ul style="list-style-type: none"> • Provide induction and performance management for staff within the team • Share good practice and promote collaborative teamwork to motivate and inspire colleagues • Lead staff training in SEND, pupil premium and safeguarding <p>Management Information</p> <ul style="list-style-type: none"> • Communicate the vision for SEND support to all stakeholders, and those vulnerable to underachievement • Analyse performance of pupils with SEND and pupils vulnerable to underachievement after each data feed • To identify and take appropriate action on issues arising from analysis of data, systems, and reports • To report progress of SEND and disadvantaged pupils in Leadership Team meetings • Ensure all staff are aware of the support provided for pupils within the department and across the school • Communicate effectively and positively with all stakeholders • Oversee the provision for EAL pupils and LAC <p>Management of Resources</p> <ul style="list-style-type: none"> • Strategically plan and manage the costs of external provision for pupils e.g. specialist assessments, alternative curriculum etc • Manage the department budget for teaching and learning resources <p>Pupil Welfare</p> <ul style="list-style-type: none"> • Work collaboratively with the pastoral team to provide the highest quality support for vulnerable pupils and those with SEND • Support the development and implementation of school based mental health provision for pupils



- Ensure that appropriate support is available for pupils with internal and external examinations and assessments
- Ensure the smooth transition of pupils supported by the department to further or alter-native education

Quality Assurance

- Ensure the maintenance of accurate records of progress, interventions and strategies used to support individual pupils
- Produce accurate reports on the work of the department and the progress of pupils supported by it
- Undertake observations of lessons where pupils with SEND are present
- Ensure that all communication follows School policies and branding guidelines

Personal Development

- Reflect on own practice and work collaboratively with line manager to identify development needs and participate in annual performance review as part of an active pro-gramme of CPD
- Keep up to date with changes in DfE, Ofsted and SEND Code of Practice requirements and embed these into school policy and practice

Teaching

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a teacher not on the Leadership scale.
- Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Provide coaching and mentoring to other teachers or colleagues, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.

Whole school organisation, strategy and development

- Take a leading role in the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Lead others on curriculum and/or pupil development to secure co-ordinated outcomes.

Wider Professional Responsibilities

- Play a critical role in the life of the school.
- Provide a role model for teaching and learning.
- Make a distinctive contribution to the raising of pupil standards.
- Contribute effectively to the work of the wider team.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

Health, safety and discipline

- Promote the safety and well-being of students in accordance with the school's Child Protection, Safeguarding and other relevant policies.



- Maintain good order and discipline among students in accordance with the school's behaviour policy.

Management of staff and resources

- Direct and supervise teachers and support staff
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated in accordance with school policies.

Professional development

- Participate in arrangements for the performance management process and review own performance and of other teachers and support staff.
- Participate in arrangements for own further training and professional development and that of other teachers and support staff including induction.

Communication

- Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Participate in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgement.

Professional behaviour

- To be professional and respectful towards all colleagues, and to address any concerns through proper channels.
- To be helpful and welcoming to parents/carers and others visiting or contacting the school.
- To provide a good role model for pupils.
- To support and uphold the aims, values and ethos of the school.
- To maintain an appropriate and professional distance with pupils in more informal situations.
- To celebrate and praise the achievements of staff and pupils
- Be smartly and professionally dressed.

Leadership Qualities

- A team player respected by others
- A vision for continuous school improvement and development
 - Confident in sensitively but assertively addressing under-performance
 - The ability to listen and effectively communicate with a variety of audiences; diplomatic, with the ability to develop and maintain effective relationships with all
 - The ability to act quickly and sensitively under pressure, to keep calm in difficult situations, deal with stress and absorb pressure
 - The ability to manage own and others' workloads appropriately, with the enthusiasm, stamina and passion to enthuse and motivate others; also to prioritise, evaluate and manage financial and human resources
 - Open and constructive, accepting of feedback and always willing to learn
 - Excellent interpersonal skills, a sense of humour and a willingness to make him/herself approachable to all members of the school and the wider community; a 'can do' positive approach



Colton Hills Community School

	ESSENTIAL CRITERIA	DESIRABLE CRITERIA	MEASURED BY
EDUCATION & QUALIFICATIONS	<ul style="list-style-type: none">• Qualified Teacher Status• The National Award SENCO	<ul style="list-style-type: none">• Experienced across all key stages from KS1 to KS5.• Experience in mainstream settings as well as specialist settings particularly with SEND in mind.• Willingness to undertake the 'new' National Award for SEND in the autumn of 2025.• Willingness to gain Level 7 certification for assessing examination access arrangements.	Application Form and Certificates
EXPERIENCE & KNOWLEDGE	<ul style="list-style-type: none">• Experience of working as a SENCo in a mainstream setting or specialist setting in the local area.• Detailed knowledge of the SEND Code of Practice.• Experience of teaching at least two key stages whether primary or secondary to include Post 16 or specialist setting.• Experience in the leadership and management of strategies that improve outcomes for disadvantaged pupils.• Experience of working with external agencies in the local area of Wolverhampton.• Track record of outstanding results and progress.	<ul style="list-style-type: none">• Designated Safe-guarding Lead or willingness to undertake training at Level 3 as a Deputy Designated Safeguard Lead going forward.• Experience of KS2, KS3 and KS4 transition.• Experience as a head of year or head of department / subject or an area of expertise.• Experience supporting EAL pupils enabling them to make rapid progress.	Interview References
SKILLS & ABILITIES	<ul style="list-style-type: none">• Pupil-centred• Track record of teaching outstanding lessons.• Ability to work to high professional standards and to be strategic.• Ability to manage and motivate individuals and teams effectively.• Demonstrate a wide range of high-level communication skills including new technologies.• Ability to use authority appropriately to maintain discipline.	<ul style="list-style-type: none">• Enthusiastic about innovative approaches to teaching and learning.	Application Form Interview References



OTHER REQUIREMENTS	<ul style="list-style-type: none">• Supportive of the ethos of Colton Hills Community School.• Ability to effectively implement safeguarding legislation and support a culture of safeguarding awareness.• Ability to coach and develop Teaching Assistants.• Ability to deliver high quality INSET on a termly basis.• Enthusiastic and self-motivated.• Ability to use initiative and prioritise workload.	<ul style="list-style-type: none">• Willingness to contribute to the wider life of the school.	Interview
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