

## **JOB DESCRIPTION**

**JOB TITLE:** Head of Learning & Progress (SEND)  
**REPORTS TO:** Headteacher  
**SALARY** Leadership Pay Spine L8 to L12  
**DURATION:** Permanent

### **Purpose of the Job:**

To lead, support, develop and hold accountable a team of staff to ensure high standards of teaching and learning and the well-being of students and staff.

To ensure academic progress and personal development for students through teaching effectively and implementing school policies and practices.

### **Principal accountabilities:**

- I. To lead on SEND students' progress and learning, alongside other key curriculum/support staff, to ensure that lessons are focused on helping SEND students to make sustained progress and that this progress is clearly demonstrable.
- II. To lead the provision of specific ILS interventions offered to students in SEND groups to make sure that students in these groups make sustained progress and that attainment gaps are narrowed.
- III. Develop a vision for progress and learning for SEND students that supports the school's aims and recognises the importance of lesson time in securing sustained progress for all SEND students. Make sure this vision is implemented and monitored through a clear and appropriately shared improvement plan.
- IV. Keep up to date with changes and best practice in managing SEND progress, learning and intervention at a whole school and classroom level and manage resources effectively to make sure that Varndean practice reflects this for SEND groups.
- V. To regularly and thoroughly monitor the progress of SEND students and ensure that reports from data provided are up to date and accurate and support school self-evaluation and aid the work of the Heads of School.
- VI. To direct the work of intervention tutors, learning mentors, student managers (in liaison with other key professionals) to ensure human resources are used to ensure rapid progress for SEND students and that attainment gaps are narrowed.
- VII. To regularly monitor and evaluate the provision for groups of SEND

students and the impact of the school's differentiation and work with Heads of School and Heads of Department to plan responses to this data that create a cycle of continuous improvement.

VIII. Make sure that best practice on differentiation is widely understood and acted upon and that there is sufficient support for staff in developing differentiation practices.

IX. To actively engage with performance management and so continually improve the quality of progress and learning at Varndean.

X. To develop positive relationships within the school and across the secondary partnership and beyond as well as other institutions and organisations for the benefit of the provision at Varndean.

XI. To lead on the coordination and evaluation of the impact of SEND professional development for teaching staff and TAs to create quality first support and quality first teaching.

XII. To map provision and interventions for SEND students that exist across the school with the support of key staff, especially key line managers, who lead other intervention programmes.

XIII. To develop and improve positive proactive communication with parents/carers of SEND learners and outside agencies supporting parents e.g. AMAZE

XIV. To lead and coordinate a plan of regular professional development observation of TAs to include peer observation to improve quality first support outcomes.

XV. To coordinate interventions for SEN students with specific BESD with the lead in A2A and through regular small school meetings e.g. VSR.

XVI. To monitor provision of SEND students e.g. interventions by outside agencies and/or other staff at Varndean. Staff leading interventions for SEND students to be responsible for providing evaluation and outcomes of interventions to the lead in this role.

XV11. To have oversight and line management of the Aspire to Achieve centre (A2A) such that students make expected or better progress.

#### **Principal Accountabilities as a Leader:**

- a) To hold others to account through clarifying expectations, setting high standards for others and ensuring that objectives are achieved. This will involve using one's authority to get others to do what is asked of them and may involve making unpopular decisions with the best interests of students in mind.
- b) To develop and empower colleagues so that they experience real, significant personal and professional growth. This will involve continually creating and supporting opportunities to develop colleagues.

- c) To inspire others through articulating a compelling vision and the ability to motivate students and staff. This will involve the ability to persuade others.
- d) To build relationships with different stakeholders, some of whom may exhibit challenging or even anti-social behaviour. This will involve the ability to empathise with others' perspectives and experiences and also to create functional teams.
- e) To model moral purpose and an enthusiasm for making a positive difference for children; and to engender in others the belief that schools have a crucial role to play in changing lives and improving life chances

**Principal Accountabilities of a Classroom Teacher:**

- a) Plan, deliver and assess differentiated, challenging lessons (and homework) in line with the Varndean teaching and learning handbook
- b) Planning effectively to ensure that students have the opportunity to meet their potential and make good progress
- c) Assessing, recording and reporting on the development, progress and attainment of students and communicating this effectively to students via marking and feedback and to parents via reports, planners, parents' evenings etc.
- d) Setting high expectations for pupils' behaviour and attendance; establishing and maintaining a good standard of discipline through well-focused teaching as well as positive and productive relationships.
- e) Engaging with performance management as a way to improve the quality of your teaching; taking responsibility for own professional development and taking action to keep up-to-date with research and development in pedagogy and in the subject(s) taught.

**Principal Accountabilities as a Form Tutor:**

- a) Planning and delivering differentiated and challenging learning for life sessions
- b) Supporting student attendance and progress and intervening as necessary
- c) Communicating effectively with students and parents
- d) Accurately and promptly registering students in order to keep them safe
- e) Monitoring and promoting the personal and academic development of students

**General Accountabilities:**

- a) Completing duties and attending events agreed as part of the annual directed time budget.
- b) Complying with the Varndean code of conduct and professional dress code.
- c) Contributing to the rich and varied extra-curricular programme
- d) Ensuring the effective implementation of school policies with particular regard to safeguarding

- e) Carrying out other duties that may reasonably be required by the Varndean Head.

*This job description is based on conditions of employment, in relation to the role, found in Part XII of School Teachers' Pay and Conditions Document 2011. It sets out the duties of the post at the time it was prepared. These duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.*

## PERSON SPECIFICATION

	Essential or desirable
<b>Qualifications</b>	
Qualified teacher - GTC registration	E
First degree or equivalent	E
Evidence of on-going professional development	E
Evidence of further professional qualifications or study	D
Qualified SENCO	D
<b>Experience</b>	
Substantial experience of working in a diverse, <b>comprehensive</b> secondary school	E
Evidence of sustained successful teaching at Key Stage 3 and 4	
Successful management experience at the secondary age range.	E
Leadership of staff teams	E
Evidence of whole school improvement	E
Evidence of building and sustaining successful partnerships	D
Evidence of leading successful professional development activities	E
Evidence of developing the teaching of others	E
	E

<b>Knowledge and understanding</b>	
Clear grasp of the teacher standards	E
Clear understanding on what makes successful teaching and ability to communicate this	E
Confident ability to feedback to colleagues to help them make progress in their teaching	E
Confidence in the building of partnerships	D
Confident user of ICT	E
Confidence in managing competing deadlines	D
Knowledge of school policies and procedures	E
<b>Leadership</b>	
Proven time management and organisational skills and ability to prioritise	E
Demonstrable ability to support colleagues to work in teams and individually to meet objectives	E
Motivate and inspire by consistently modelling the highest standards	E
Seek advice when necessary	E
Resolve conflicts sensitively	D
Ability to hold others to account and make difficult decisions when necessary	E
<b>Communication</b>	
Ability to communicate orally and in writing and to take account of different audiences as appropriate	E
Ability to negotiate with stakeholders	E
Ability to articulate a compelling vision	E
<b>School ethos</b>	
Commitment to maintain and develop a values driven community that promotes aspiration and celebrates success	E
Willingness to have an impact on colleagues, students and the wide community by persuading and convincing others of the speaker's perspective	E
Ability to support and develop a high quality of education for all young people	E
<b>Personal attributes</b>	
Acts in ways that are principled and based on a clear set of personal and education values	E
Energy and enthusiasm required to make a difference	E
High standards of self presentation	E
Reliability, Integrity and honesty	E
Adaptability to changing circumstances and ideas	E
Passionate about making a difference in the lives of young people	E