

**Job Description**

**Post: Deputy Head and SENDCo of AMP and Orchard House Lead**

**Responsible to: Head of Aspire Medical Provision(AMP)**

**Purpose: Supporting the leadership of AMP and management of Orchard House**

**Salary: L2 – L7**

**Key Responsibilities**

* To demonstrate the vision and values of the Trust in everyday work and practice.
* To lead with Love, in line with the Aspire values.
* To provide professional leadership and management for Orchard House, in a way which ensures a high quality of education and support for all students.
* To take the role of SENDCo for Aspire Medical Provision.
* To support teaching and learning for Aspire Medical Provision
* To deputise for the Head of Aspire Medical Provision when absent and in such circumstances to be responsible for the day-to-day organisation, management and conduct of Aspire in accordance with the current School Teachers’ Pay and Conditions Document, the policies of Bucks LA, the Management Committee and applicable legislation.

**Culture and ethos**

1. Lead with love.
2. Put children and young people at the heart of everything you do.
3. Work with mission integrity for the benefit of all within the school community
4. Develop and sustain a calm, safe and purposeful learning culture in the school.
5. Develop the respectful and inclusive ethos of our Trust.
6. Engage with the Trust vision and values.
7. Always be a learner: engage with reading and research, best practice and new ideas from other schools, and other forms of professional development.

**Leadership and Management of Aspire Medical Provision**

1. To work with the Headteacher to shape AMP in line with Aspire’s strategic vision in all areas.
2. To support the Headteacher to accurately evaluate all areas of the school’s provision.
3. To support the Headteacher to use self-evaluation to shape school development plans that will lead to improved outcomes for young people and staff.
4. To support the Headteacher to lead the implementation of school development plans.
5. To support the Headteacher to ensure the smooth day-to-day running of AMP.
6. To directly line manage staff as per the school line management structure, and to ensure every member of staff receives effective, regular line management.
7. To work effectively with the Aspire Medical Provision team.
8. To develop positive relationships with staff, students, the local community, external stakeholders, parents, carers and families.
9. To deputise for the Headteacher when required, ensuring all of the above continues in their absence.

**SENDco**

To fulfil the role of SENDCo for Aspire Medical Provision, including:

 **Leadership of SEND for Aspire Medical Provision**

1. To support the Headteacher to ensure that SEND is considered fully in all aspects of school development and improvement planning.
2. To support the Headteacher in regularly reviewing and analysing data with regard to the progress and achievement of pupils with SEND.
3. To regularly review and publish the Aspire SEND report.
4. To ensure that the information about Aspire on the Local Offer is accurate and up to date.

**Operational management of SEND in the school**

1. To oversee the day to day operation of the AMP’s SEN/Inclusion policy and encourage all members of staff to recognise and fulfil their statutory responsibilities towards pupils with SEND and additional needs (including EAL).
2. To maintain an accurate SEND register and provision map (as appropriate) for AMP.
3. To lead on all three waves of SEND support: quality first teaching, intervention in school, intervention from external agencies.
4. To develop and implement systems that enable all staff to know about, understand and teach in response to students’ individual learning needs.
5. To develop and implement systems supporting the ADPR cycle for all students, working with the AMP Leads on the completion of annual reviews and working with the local authority to secure an effective permanent placement is found for all children with EHCPs.

**Access arrangements**

1. To support the AMP Leads in ensuring that all children with SEND have the appropriate diagnostic tests done and access arrangement applications are done in a timely fashion.
2. To support the AMP Leads to develop systems that demonstrate “normal way of working” in line with exam board and JCQ regulations.
3. To support the AMP Leads to ensure that all paperwork and evidence for access arrangements is accurate and in line with JCQ regulations.
4. To support the exams officer and AMP Leads to ensure that all children benefit from the appropriate access arrangements for all internal and external exams and assessments.

**Designated Teacher for Children who are looked after and children who were previously looked after (LAC)**

1. To liase with the appropriate professionals in the development and regular review of Personal Education Plans (PEPs or ePEPs) for children who are looked after.
2. To support the Headteacher of AMP to ensure that all children who are looked after receive the support outlined in their PEP/ePEP.
3. To support the Headteacher of AMP to ensure that all teachers have the training and support necessary to be effective teachers for children who are looked after.

**Financial Management**

1. To effectively manage the allocated budget for any areas of responsibility, keeping accurate records.
2. To ensure the efficient and effective deployment of the budget, so that all spending leads to improved outcomes for students.
3. To report to the Headteacher of AMP on budget spending and impact for Orchard House.

**Teaching, Learning and Curriculum - To work with the Headteacher of AMP and the AMP Leads in ensuring that**

1. The quality of teaching is consistently good, leading to positive outcomes and academic progress for all students over the time that they are with Aspire.
2. Quality assurance systems are in place in order to demonstrate the quality of planning, teaching and leaning over time.
3. All staff know about students’ individual learning needs, that all teaching responds to those needs, and that all staff and parents are meaningfully engaged in the Assess-Plan-Do-Review cycle.
4. Systems are in place for tracking, monitoring and reporting student progress and achievement, both academic and SEMH.

**Orchard House Key responsibilities**

1. Creating and managing student timetables and adapting these flexibly to meet student need
2. Overseeing all parent/carer communication including phone calls, letters home, etc.
3. Processing incoming referrals and interviewing prospective students and their families
4. Meeting attendance such as strategy meetings, core group meetings, PEPs, team around the child meetings, etc.
5. Facilitation of daily briefing and de-briefing sessions with all staff
6. Regular and close liaison with key personnel at mainstream feeder schools regarding dual-registered students and their attendance, progress, etc.
7. Safeguarding duties; attendance at Child Protection Conferences, logging and monitoring of safeguarding concerns and multi-agency referrals
8. Supporting/leading multi-agency meetings with agencies such as CAMHS/Social Care
9. Risk -Assessment for individual students, trips, etc.
10. Working alongside very anxious students in a graduated exposure capacity in order to facilitate engagement and attendance
11. Regular, hands on student support on site including the delivery of social skills interventions, mediation, mentoring and calming strategies
12. Disseminating key student information to staff effectively, overcoming any barriers associated with varying staff work patterns
13. Some building management in terms of logging issues and managing their resolution, procurement of consumable items, managing of petty cash
14. EHCP liaison including Appendix B/F report writing, application support and attendance at co-production meetings
15. Data monitoring, completion and submission; student engagement and progress reports, impact reports, attendance reporting, etc.
16. Line management for teaching and admin staff at Orchard House, including performance reviews and absence monitoring and support
17. GCSE Exam entry and facilitation for Orchard House students, including close liaison with mainstream feeder schools and dovetailing into their own exams procedures
18. Completing student referrals to agencies such as RUSafe, The One Can Trust, etc.
19. Overseeing the referrals process and weekly planning sessions for our charity funded youth club and attendance at meetings with funders and evaluators, ensuring that KPIs are met
20. Motivate, care for and support students who have social, emotional and/or mental health difficulties, and may also have additional types of Special Educational Needs.
21. To support and maintain the ethos of Aspire and to nurture the caring relationship between staff, parents/carers and students.

**Personal Development**

1. To ensure that there is a clear and effective approach to students’ Personal Development.
2. To lead all staff to ensure that all students receive provision that includes work towards personal development outcomes, and that a record is kept to celebrate their successes in this area.

**ADDITIONAL INFORMATION:**

**Continuous Professional Development**

We support Aspire staff through a comprehensive programme of CPD, linked to the annual appraisal cycle. Opportunities include whole school inset days, twilight training, whole day courses and coaching. Staff are also trained in ‘Team Teach’ to enable confident escalation and a positive handling framework for pupils presenting a danger to themselves or others.

**Safeguarding**

This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974. Aspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. A DBS enhanced disclosure that is satisfactory to us will be a condition of employment along with other appropriate checks to ensure suitability. You will be required to undertake appropriate Child Protection Training and be familiar with the Keeping Children Safe in Education.

Each school has a Designated Safeguarding Lead and robust processes for reporting and recording welfare and safeguarding concerns. We have established partnerships with colleagues from external services and endeavour to ensure student safety and welfare is at the heart of our work.

**Equality Statement**

At Aspire Multi Academy Trust, we pride ourselves on the diversity of people who make up our Academy community; and we value the varied contribution that everyone can make to our learning.

We believe that all children, regardless of race, sex, class, gender, religion, sexual orientation or disability should have high aims and that the Academy's task is to help them all achieve their potential. In order to achieve this, we shall ensure that all areas of the curriculum are suitably resourced in ways that reflect the range of cultures and that encourage children to respect each other’s' background.

We similarly encourage parents /carers to share their children's experiences and to offer their own as an aid and encouragement to learning. We will confront and discuss racist and sexist language or conduct; and through the positive enforcement of our behaviour policy we will do our best to ensure that all individuals in the Academy staff, including visitors, feel safe and are treated with consideration when they are amongst us.

Meeting our duties to promote community cohesion, and the spiritual, moral, social, and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

**Confidentiality**

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Aspire or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

**Health and Safety**

In accordance with the provisions of the Health and Safety at Work etc. Act 1974 and the Management of Health & Safety at Work Regulations 1999 you must take reasonable care so as not to endanger yourself or other persons whilst at work. You must also co-operate with the Trust to enable it to comply with its statutory duties for health and safety.

You must work in accordance with training or instructions given, make proper use of any personal protective equipment provided and inform your manager of any hazardous situations or risks of which you are aware.

You must ensure you undertake responsibilities relating to your position as detailed within the Aspire Trust Health and Safety Policy.

**Data Protection**

In accordance with the provisions of the GDPR (2018), jobholders should take reasonable care to ensure that personal data is not disclosed outside the Trust procedures, or use personal data held on others for their own purposes. In accordance with the provisions of the Freedom of Information Act 2000, ensure requests for non-personal information are dealt with in accordance with the Trust’s written procedures.

**Note**

This job description is intended as a general guide to the duties attached to the post and is not an inflexible specification. It is not your contract of employment or any part of it. It may therefore be altered from time to time at the reasonable direction of the Chief Executive Officer to reflect the changing needs of the Trust, and always in consultation with the post holder.

This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate.

**Signature of Post holder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**

**Signature of Chief Executive Officer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**

**PERSON SPECIFICATION**

**Qualifications**

* Qualified teacher status.
* Degree (or equivalent).
* The National Award in Special Educational Needs Coordination or a willingness to work towards within three years of appointment.
* Higher degree or postgraduate curriculum or leadership qualification (desirable).
* Commitment to all CPD offered

**Experience**

* Experience working within an appropriate setting, including working with vulnerable children and their families
* Outstanding classroom practitioner
* Recent SENCO experience (desirable)
* Experience of leading and supporting staff teams

**Knowledge**

* Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of children and young people with SEMH/SEND needs.
* Knowledge of child development, attachment difficulties and SEN conditions, in particular ASD, ADHD and ODD.
* Knowledge of the SEND Code of Practice.
* Knowledge and experience of working with a wide range of support agencies and services and the ability to develop and sustain arrangements for joint working.
* Extensive knowledge of Education Healthcare Plans and working collaboratively with multi-disciplinary teams with a solution focussed approach.
* Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation

**Skills**

* Ability to develop and implement effective programmes of intervention and personalised learning packages that improve the outcomes for children.
* Ability to use data effectively to monitor, evaluate and review student performance.
* Ability to organise, lead and motivate staff.
* Ability to work collaboratively with the team and partners to ensure a broad approach to planning and improving service delivery.
* Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested.
* Ability to maintain high levels of professional integrity and confidentiality.
* Effective use of IT for monitoring and recording.

**Personal Qualities**

* Confident and calm personality
* Creative, dynamic approach anticipating and solving challenges
* Motivate, inspire and challenge others
* Positive role model

**Other Factors**

* A commitment to Equal Opportunities
* Drivers Licence essential as is access to a vehicle