



Deputy Head Teacher/SENCO

Application closes: 12th April 2021 @Midday

Shortlisting begins: 13th April 2021

Date of Interview: 19th/20th April 2021

Position start: 1st September 2021

Post title:	Deputy Head Teacher/SENCO – Primary
School:	High Ongar Primary
Pay range:	Leadership Pay Range 1-5
Line manager:	Head Teacher

Job description

Core purpose:

- Be an outstanding class teacher with high expectations of achievement and behaviour for all pupils
 - Be an inspirational leader that creates an ethos and culture of high staff morale.
 - Lead on establishing and implementing a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in School and in the wider society.
 - Lead on SEND provision across the school and support other practitioners to develop their skills in supporting children with SEND.
 - Monitor and evaluate the quality of education across the primary range.
 - Support the Head Teacher in producing and continually updating a strategic whole School development plan.
 - Promote excellence by providing structured support, coaching and strategic direction to all teachers and support staff.
 - Use external and internal research and development to innovate and improve teacher practice across the School providing a research-led approach.
 - Understand current curriculum and examination requirements to inform teaching and teacher planning and learning so that pupils are best prepared for external examinations.
 - Implement, track, monitor and evaluate whole School quality assurance procedures, reporting regularly to the Head Teacher, Governors and CEO.
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- Provide data analysis for pupils, parents, teachers and senior team members that directly impacts on the quality of provision and teaching.
 - Hold all staff to account for their professional conduct and practice.
 - Lead by example to foster an open, transparent and equitable culture.
 - Build, develop and maintain effective relationships with parents and all members of the School and wider community to enhance the education of all pupils.
 - Uphold the highest standards of professional and business ethics, and support the Governors in ensuring that this impacts on all aspects of the School decision making processes.
 - To keep children safe and support the Head Teacher to implement and oversee the highest possible standards of child protection, prevent strategies and safeguarding throughout the School.
 - To undertake other duties and responsibilities as is reasonably directed by the Head Teacher.
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Duties and responsibilities

- Have class teacher responsibilities for three days per week.
- Hold and articulate clear values and moral purpose, focussing on providing a high-quality education for all pupils.
- Lead whole school SEND provision monitoring One planning and effectiveness of provision.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, trustees and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education, SEND and School systems locally, nationally and globally, and CPD.
- Support the Head Teacher in communicating a compelling School vision and drive the strategic leadership, empowering all pupils and staff to excel.
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between Schools, drawing on and conducting relevant research and robust data analysis.
- Support the Head Teacher to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Hold all staff to account for their professional conduct and practice.

- Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in School and in the wider society.
 - Support the Head Teacher to establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
 - Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving School.
 - Support the Head Teacher to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
 - Inspire and influence others – within and beyond the School – to believe in the fundamental importance of education in young people’s lives and to promote the value of education.
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Person specification

Qualifications:

- Qualified teacher status, degree level qualification, National Award for SENDCo qualification or equivalent
 - Further relevant professional/academic study, and evidence of CPD and knowledge of current issues in education
 - At least 5 years successful teaching experience from more than 1 school setting
 - A keen interest in, or recent experience in, leading SEND provision across the Primary age range
 - Experience of creating and implementing change resulting in a positive impact on pupil outcomes
 - Proven track record in improving standards in the quality of education across the whole school
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Qualities and knowledge – show evidence of:

- Holding and articulating clear vision, values and moral purpose, demonstrating optimistic personal behavior, and positive relationships and attitudes.
 - Having an up to date knowledge of the new SEND Framework and Code of Practice
 - Demonstrate knowledge of a therapeutic approach to behaviour management
 - Demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity.
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- Demonstrating knowledge of a therapeutic approach to behaviour management.
 - Understanding how to empower all pupils and promote opportunities for staff to excel.
 - Implementing, managing and evaluating change in a collaborative way.
 - Having a passion for the inclusion of all pupils.
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Pupils and staff – show evidence of:

- Raising standards that have impacted positively on pupil attainment and teaching and learning.
- Significant experience in evaluating and using data to plan and improve pupil performance.
- A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the School's work.
- Demonstrate outstanding knowledge of strategies to improve outcomes for pupils with SEND
- A commitment to valuing, supporting and encouraging the professional development of all staff members.
- Successful line management and staff development monitoring

Systems and processes – show evidence of:

- An understanding of how to create whole community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of all pupils.
- A clear understanding of and commitment to promoting and safeguarding the welfare of pupils.
- A clear understanding of how to work in collaboration with other agencies to maximise outcomes for all children.

The self-improving School – show evidence of:

- Building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver School improvement.
- A commitment to building and maintaining effective and positive relationships with parents, carers, trustees, the wider community and other Schools.

- Inspiring and influencing others, within and beyond the School to believe in the fundamental importance and value of education in young people's lives.
- Excellent communication skills and proven ability to listen to, understand and work effectively with all pupils, staff, trustees and parents.
- The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.

Commitment

Demonstrate a commitment to:

- Equalities and the Equality Act 2010
- Promoting the School vision and ethos
- High ethical standards
- Relating positively to and showing respect for all members of the School and wider community
- Ongoing relevant professional self-development
- Safeguarding and child protection
- SEND Framework and Code of Practice

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of School organisation and may change either as your contract changes or as the organisation of the School is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.