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**Children’s Services - Schools**

**Assistant Head teacher/ SENCO**

**Little Heath School**

**Job Description and Person Specification**

**January 2018**

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| **J o b D e s c r i p t i o n** | |
| **Job Title:** | Assistant Head/ SENCO |
| **Grade:** | Leadership Scale point 14 (range 14-18) |
| **Hours/Weeks:**  *E.g. 36 hours/52.14 weeks* | Full time |
| **Reports to:**  *Job title* | Head Teacher |
| **Responsible for:**  *Job titles of direct reports* | Family Support and Safeguarding Lead, Behaviour Intervention Lead/SENCO Support , Library and Interventions Manager |
| **Role Purpose And Role Dimensions:**  *Overview of the job* | Raising the standards of teaching, learning, attainment and behaviour throughout the school by ensuring inclusive practice and strategic intervention to ensure that all pupils’ needs are met. |
| **Key External Contacts:** | Educational professionals, associated health, social care and other professional bodies, partnership organisations |
| **Key Internal Contacts:** | SLT, Teachers and Pupils, Parents/ Carers, on-site therapists and medical professionals |
| **Financial Dimensions:**  *Budgetary responsibility & amount.*  *Equipment, cash, property etc. for which employee is responsible.* | As agreed with the Head teacher |
| **Key Areas For Decision Making** | To take a strategic lead in implementing the SEN Code of Practice.  To take a strategic lead in the development of behaviour for learning and programmes that supports it  To take a strategic lead in prioritising the work of all the external professionals that support pupils and staff.  To teach an appropriate timetable as agreed with the Head teacher. |

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| **Key Accountabilities And Results Area:** |
| **Lead strategically:**   * Be a key member of the Senior Leadership Team (SLT) * Lead by example demonstrating the school values ensuring the vision for the school is clearly articulated, understood and implemented * Work with SLT to develop, implement, monitor and evaluate the School Improvement and Development Plan (SIDP) * Perform the role of designated teacher for Looked after Children |
| **Lead Teaching and Learning:**   * Provide inspiration and strong leadership to the teaching team to ensure that the school continues to deliver the highest standards of provision * Ensure that all pupils experience a holistic curriculum that is personalised to particular needs identified through robust assessment * Monitor and evaluate pupil progress and interventions and share findings as appropriate. * Assess, monitor and evaluate standards of behaviour * Coordinate and support programmes designed to enable pupils to manage their own behaviour more and promote good learning * Lead by example as an outstanding practitioner throughout the school * Constantly strive to improve own practice through commitment to personal professional development |
| **Lead the Organisation:**   * Deputise in the absence of the Deputy Head teacher * Provide effective support to the Head teacher’s organisation and management of the school * Collect and analyse relevant data and information * Ensure the acquisition and maintenance of any suitable specialist learning resources needed to support learning. * Be responsible for the implementation and update of policies relating to SEN within the school, including the coordination of all EHCP reviews and chairing meetings. * Ensure that all pupils have an up to date and appropriate IEP and Behaviour Support Plan that is being followed. * To maintain records and to develop systems to support on-going comparative analysis of behaviour across the school by frequent review of accident book and incident reports as well as other records. * Keep the Head teacher informed as to the internal workings of the SEN team and inform him of successes and challenges. * Undertake tasks and projects as delegated by the Head teacher and to see them through to fruition. * Be aware of and promote all Equal Opportunities implications within the school and to help lead in their continual development. * Attend and provide reports for relevant governing body meetings as required. |
| **Lead people:**   * Take an active role in the coordination and deployment of team members. * Work with staff in and out of the classroom to develop, enhance and refine inclusive practice. * Operationally line manage staff within the school SEN team by providing regular supervision, supporting prioritisation of workload and ensuring high standards. * Take part in leading the school’s appraisal programme in line with the school policy for performance management. * Participate in the recruitment and selection of high quality staff. |
| **Lead in the community:**   * Work with parents and carers to enable them to work with the school to support their children’s individual needs. * Be an active member of the school and local community. * Develop and maintain effective professional relationships with other professional agencies e.g. Educational Psychologists, Educational Welfare Officers, Family Support Lead, therapists, Social Workers. * Coordinate regular multi-professional meetings. * Represent the school at relevant external meetings. |

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| **General Accountabilities And Responsibilities** | |
| **Green Statement** | * Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School’s commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job. |
| **Data Protection/ Confidentiality** | * Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. * Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees’ access to and use of the School’s databases and systems. Any breaches could result in disciplinary measures. * Maintaining school records and archive systems in accordance with school procedure, policy and statutory requirements. |
| **Conduct and Whistle blowing** | * Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistle blowing) are protected and may make them without fear of recrimination. |

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| **Safer Working** | * Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the School will require an enhanced DBS checks and references will be taken up prior to interview. |
| **Equalities** | * Complying with the Schools commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Schools policies in your work, to undertaken any appropriate training and to challenge any prejudice and discrimination. |
| **Health and Safety** | * Being responsible for your own Health & Safety, as well as that of colleagues, pupils and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management. |
| **To contribute as an effective and collaborative member of the team** | * Taking responsibility for continuing self-development and participating in training and development activities. * Participating in the ongoing development, implementation and monitoring of the School plans. * Supporting and contributing to value for money, service efficiencies and improvements. |
| **Flexibility** | * The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your the grading level and competence. |

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| **P e r s o n S p e c i f i c a t i o n** | | | |
| **Job Title:** | | Assistant Head teacher/ SENCO | |
| *Method of candidate assessment:*  *A = Application form I = Interview T = Tasks* | | A - I – T |
| **Minimum education/ qualifications:** | | Qualified teacher status and evidence of relevant continued professional development since qualification  Assessed as qualifying for Upper Pay Spine 2/3 or Lead Practitioner or on Leadership spine | A  A |
| **Minimum experience/ knowledge/ skills:** | | Evidence of outstanding classroom practice  Demonstrable experience of improving pupil outcomes  Experience of mentoring and/or coaching other staff  Excellent skills in managing pupil behaviour  Ability to use IT effectively  **Personal Skills**  Ability to work hard under pressure while maintaining a positive, professional attitude  Good interpersonal skills and the ability to work collaboratively, leading to professional development of staff  Excellent communication and organisational skills  Ability to organise and prioritise workload and work on own initiative  **Knowledge and Understanding**  Ability to develop differentiated learning plans  Experience of producing and analysing data in order to plan strategically to inform the school improvement and development plan  A thorough understanding of SEN provision and inclusive practice | A T  A I  A I  A T  A I  I T  A I  A I T  A T  A I T  A I T  A I T |
| **Desirable experience** | | Leadership experience, including managing staff and pupils  Experience of teaching in a special needs setting  Experience of teaching in at least one inner city/multicultural school | A I  A  A |
| **Special conditions:** | | Respect the views of parents, carers and children and a commitment to the involvement of these groups in the learning process.  Understanding the needs of pupils and the appropriate policies and strategies to support them | A I  A I |

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| **Signature of Employee:** | **Name:** | **Date:** |