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| **Job Description and Person Specification** | |
| Post title | Assistant Headteacher – Responsible for Inclusion (SENDCo) |
| Start date | 1st September 2021 |
| Responsible to | Headteacher |
| Salary | L5-9 |
| Contract | Permanent/Full-time |
| **Safeguarding Statement** | |
| *The Rose School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults are required to adhere to the school’s safeguarding policies and practices. As part of the school’s safe recruitment procedures all staff undergo enhanced DBS checks.* | |
| **Main Purpose of the Job** | |
| * To lead, manage and maintain outstanding provision which enables high quality teaching and excellent learning outcomes, leading to success for all pupils. * To ensure that all staff have high expectations for the achievement of pupils and to coach and train colleagues to enable them to effectively meet all pupils’ needs. * To set the direction and manage the implementation of the school’s Pupil Premium Strategy in order to support disadvantaged pupils and children who are looked after. * To fulfil the professional responsibilities of a teacher at The Rose School. * To work as an integral member of the school’s Senior Leadership Team. | |
| **Key Accountabilities** – *strategic direction and development* | |
| * To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and how this is reflected and adhered to throughout the school’s curriculum and policies. * To monitor the quality of support delivered by Teachers and TAs ensuring that all staff understand the individual needs of all our pupils. * To monitor pupils who are supported through the Pupil Premium grant (including children who are looked after) and ensuring that appropriate provision is put in place so their needs are met. * To put in place, and at times deliver, relevant support and training for staff so that the needs of children are met. * Lead on the smooth transition of pupils from primary school, from year to year and onwards to their post 16 destination. * Liaise with staff, parents and carers, external agencies and other relevant professionals to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for all pupils. * Develop partnerships with parents and carers to ensure their views are considered and ensure that pupils are able to share their views regarding their provision and support. * Manage the cycle of reviews for EHCP and PEPs. * Liaise with the School Business Manager to ensure that all funding is accounted for and allocated appropriately. * Attend appropriate meetings to represent the school. | |
| **Leadership and Management** – *whole school strategic and operational roles and responsibilities* | |
| * As a senior leader, play a significant role in setting aims and objectives for the school and contribute to the formulation of the School Improvement Plan (SIP) along with the Headteacher and Governors. * Take full responsibility for developing and monitoring policies and practices as laid out in the SIP and in agreement with the Headteacher, lead and manage the implementation of those policies. * Lead by example, inspiring, motivating and influencing staff and pupils, taking a leading role in maintaining the highest standards of teaching and learning. * Make a significant contribution to the school’s CPD programme, including co-ordinating training, delivering INSET and working with individuals and teams in a variety of professional development activities. * Assist the Headteacher and work with other members of the SLT in evaluating the schools’ overall effectiveness and in the planning and management od school resources in order to secure positive outcomes for all pupils. * Maintain an informed view of standards and of the quality of provision across the school by monitoring pupils’ work, teachers’ planning and delivery of interventions. * Make a significant contribution to the operational leadership of the school, as agreed by the Headteacher. * Play a visible role so that all stakeholders can identify them as a leader of the school. | |
| **Managing Own Performance and Development** | |
| * Demonstrate the school’s vision and values. * Take responsibility for own professional development. * Participate fully in the school’s appraisal and professional development ensuring that objectives are set and met within the agreed time scale. * Attend and participate in relevant training, sharing the knowledge and ideas gained with colleagues. * Look to external opportunities that further professional development and fulfil the training targets agreed during appraisal. * To understand and follow all school policies and adhere to the school’s code of conduct at all times. | |

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| **Person Specification** | | |
|  | **Essential** | **Desirable** |
| **Experience** | | |
| An understanding of/commitment to equal opportunities and equity in education | Y |  |
| Previous experience in a specialist SEMH setting |  | Y |
| Previous middle leadership experience that has had an impact on pupil achievement | Y |  |
| Experience of leadership of curriculum planning and monitoring progress of pupils with SEND | Y |  |
| Experience of and commitment to working in partnership with all school stakeholders, including parents/carers, LA and external agencies | Y |  |
| Have a clear understanding of SEND legislation and best practice and its delivery throughout the curriculum | Y |  |
| Experience of using SEND specific assessment materials | Y |  |
| Experience ineffective planning and efficient deployment of resources | Y |  |
| Experience of delivering INSET training to groups of people |  | Y |
| Experience of successfully leading a team |  | Y |
| Experience of managing an agreed budget |  | Y |
| **Qualifications and Training** | | |
| Qualified Teacher Status | Y |  |
| Qualified Teacher Status National Award for Special Educational Needs Coordinators | Y |  |
| Post-graduate specialist qualification e.g. in SpLD |  | Y |
| National Professional Qualification of Middle Leadership |  | Y |
| Designated Safeguarding Lead training |  | Y |
| Evidence of continued professional development | Y |  |
| **Practical Skills** |  |  |
| Excellent communication and interpersonal skills | Y |  |
| Effective Leadership and Management skills | Y |  |
| Good ICT skills | Y |  |
| Excellent time-management skills | Y |  |
| **Personal Qualities and Attributes** |  |  |
| Be passionate about and committed to working with children with SEMH difficulties | Y |  |
| Demonstrate an enthusiastic and energetic approach to provision planning for pupils with SEND | Y |  |
| Ability to motivate and inspire a team | Y |  |
| Ability to show initiative and work independently as well as part of a team | Y |  |
| Ability to work and cope under pressure whilst demonstrating the ability to prioritise | Y |  |
| Present as approachable and be able to handle sensitive issues appropriately | Y |  |
| Personal resilience when faced with challenges | Y |  |