



## Job description

All job descriptions define the responsibilities of the postholder in addition to those outlined in the School Teachers' Pay and Conditions Document (STPCD).

JOB TITLE:	Assistant Headteacher – SEND and Inclusion
SALARY CODE:	Leadership Team Pay Scale CLR 16 - 20
LINE MANAGEMENT RESPONSIBILITIES:	<ul style="list-style-type: none"> <li>At least one faculty and a year group</li> </ul>
RESPONSIBLE TO:	Deputy Headteacher
RESPONSIBLE FOR:	<ul style="list-style-type: none"> <li>Leading on the outstanding teaching and achievement of students with SEND.</li> <li>Promoting inclusion of all students and their families within the academy community to ensure progress and meaningful access to the curriculum, facilities and enrichment activities.</li> </ul>

### POST RESPONSIBILITIES

- Leading on the strategic planning and day-to-day coherent co-ordination of SEND provision across the academy.
- Developing high quality training for, and excellent communication and collaboration with, pastoral staff, the Leadership Team, faculties and governors, including evaluating the quality of teaching, so that students' needs are met throughout the academy.
- Leading on the delivery of appropriate early intervention support for students across the academy by developing support programmes, schemes of learning and teaching and learning materials.
- Developing and maintaining highly effective partnerships with external professionals including those within the Local Offer.
- Embedding and developing screening, referral and diagnostic systems to ensure that students who may need specific interventions are identified and their needs assessed and met.
- Using assessment data and evidence based practice to inform decision making and evaluate, report on and intervene with the progress of SEND students.
- Leading on provision mapping, resource funding and managing and measuring the impact of the allocation of a delegated budget.
- Leading on the implementation of Exams Access Arrangements for those students in the academy in need of them or those identified as potentially in need of them, including the logistics of testing, applications for access and maintenance of records.
- Recognising the potential vulnerability of students with SEND, including students with medical needs, when it comes to matters of safeguarding and Child Protection.
- Promoting positive transitions between learning stages, including liaising with other schools, to ensure continuity of support and learning when transferring students with SEND.



## QUALITIES AND KNOWLEDGE

- Holding and articulating clear values and moral purpose, focused on providing a world class education for students
- Demonstrating optimistic personal behaviour, positive relationships and attitudes towards all stakeholders
- Leading by example - with integrity, creativity, resilience and clarity- drawing on own expertise, and that of others
- Sustaining wide, current knowledge and understanding of education locally, nationally and globally, and pursuing continuous professional development
- Working with political and financial astuteness, within a clear set of principles centered on the academy's vision, ably translating local and national policy into the academy's context
- Communicating the academy's vision and, empowering all students and staff to excel

## STUDENTS AND STAFF

- Demanding ambitious standards for all students, overcoming disadvantage and advancing equality
- Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes
- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design
- Establishing an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools
- Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Holding all staff to account for their professional conduct and practice

## SYSTEMS AND PROCESSES

- Ensuring that the academy's systems and processes are well considered, efficient and fit for purpose
- Providing a safe, calm and well-ordered environment for all students and staff
- Valuing excellent practice by establishing rigorous, fair and transparent systems and measures for managing the performance of all staff
- Actively supporting the governing board to understand its role and deliver its functions effectively
- Exercising strategic, curriculum-led and affordable financial planning to ensure the equitable deployment of budgets and resources to ensure positive student outcomes

## THE SELF IMPROVING SCHOOL SYSTEM

- Championing best practice and securing excellent achievements for all students
- Developing effective relationships with colleagues in other public services to improve academic and social outcomes for all students
- Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Inspiring and influencing others to believe in the fundamental importance of education in young people's lives and to promote the value of education



Please note: Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. The teaching/ contact time associated with this post is outlined in the academy's Contact Time policy.

#### ACCEPTANCE OF THE JOB DESCRIPTION BY POST HOLDER

I can confirm my acceptance of the Job Description as outlined above

NAME:

SIGNED:

DATE:



# Person specification

## EXPERIENCE AND QUALIFICATIONS

	ESSENTIAL	DESIRABLE
Outstanding and reflective teaching practitioner with Qualified Teacher Status.	✓	
Relevant SENCO qualification with experience of being a SENCO.	✓	
Substantial experience of teaching and leading, including whole-school leadership of areas relating to SEND.	✓	
Evidence of further professional development which demonstrates an understanding of the current issues impacting on SEND provision and the role of compliance.		✓
Experience of writing professional documents for a range of audiences.	✓	
Experience of adapting/developing accreditation routes for SEND learners.		✓

## KNOWLEDGE AND SKILLS

	ESSENTIAL	DESIRABLE
An understanding of the significance of interpersonal relationships in managing the impact of change on individuals and of the importance of professional development for all staff.	✓	
An understanding of ACEs and the role of trauma-informed practice	✓	
Possess decision making skills and the ability to think outside the box and offer creative and innovative solutions to complex problems.	✓	
Thorough knowledge of the SEN Code of Practice, maintaining a SEND register and person-centered planning.	✓	
Effective action planning, self-evaluation, assessment and record keeping.	✓	
Ability to recognise the contribution of others and motivate others to work beyond expected levels.	✓	
Knowledge and understanding of safeguarding and child protection policies and procedures.	✓	
Ability to develop the purposeful use of ICT in this area in order to improve learning	✓	
Ability to identify, research and adopt the most effective teaching approaches for students with SEND.	✓	
Thorough understanding of SEND, differentiation and methods of recording and assessment.	✓	
Demonstrate the ability to advocate for SEND students and their families	✓	
Possess the knowledge, confidence and skills needed to effectively advise and support colleagues in order to move the academy forward.	✓	

## PERSONAL QUALITIES AND ATTRIBUTES

	ESSENTIAL	DESIRABLE
Strong moral purpose and commitment to the principles of inclusive education.	✓	
Be committed to continuing professional development through wider reading, research and membership of professional organisations.	✓	
Possess an awareness of the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity.	✓	
Demonstrate an enjoyment and resilience for working in new and changing situations, steering the vision through from beginning to end.	✓	
Demonstrate a commitment to modelling Clapton Girls' Academy values and to being a team player.	✓	