Gildredge House

ASPIRE

Job Description and Person Specification

Assistant Head, SENDCo and Pastoral

Primary School Assistant Head & Special Educational Needs Co-ordinator (SENDCo)
Job Description

Purpose of the post
To support the Executive Head Teacher and Head of Primary in leading high standards of student behaviour, attitudes to learning and inclusion, promoting the vision, ethos, culture and policies of the school. To lead and manage the task of creating and maintaining conditions in which the students can reach the highest educational standards and an ethos which brings out the best in staff and students across the school to ensure continuous improvement.

Assist the Head of Primary, Director of Inclusion and the wider Senior Leadership Team in translating the vision for the school into agreed objectives and operational plans, in line with the school's strategic plan, planning cycles, and take lead responsibility for the following aspects:

Main duties and responsibilities
The Assistant Head SENDCo, under the direction of the Primary Head and working alongside the Director of Inclusion, and Deputy Head for Behaviour and Attitudes will:

- Help to determine the strategic development of SEND policy and provision in the school.
- Be responsible for day to day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND in the Primary phase.
- To work alongside the Deputy Head for Behaviour and Attitudes to ensure students, families and staff are supporting in provision and plans for Primary phase students with behavioural needs, liaising with external agencies where necessary.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Lead the overall vision for pastoral care of students, with oversight of the behaviour, attendance of all students in the Primary phase.
- Be the appointed DSL for the Primary phase working alongside the Deputy Head - DSL and Safeguarding team to ensure the sharing of information and collaboration works to keep children safe.
- Have oversight of pastoral routines and systems and seek ways to improve organisational effectiveness throughout the Primary phase.
- Lead on Primary phase alternative provision and those on part-time timetables alongside the Assistant Head - Director of Inclusion.
- Ensure accurate and detailed records are maintained relating to behaviour and SEND needs and provide reports as required.
- Raise standards and thereby analyse (and extrapolate key findings from external publications related to) students' attendance/behaviour/SEND and school performance and present a summary of those findings and development issues to Governors, the Senior Leadership Team, and wider leaders/staff.
- Lead the overall implementation, monitoring and evaluation of Primary phase attendance and behaviour target-setting/student intervention.

- Lead parental engagement activities and events, and ensure the Primary phase engages with parents to support the academic and pastoral development of students.
- To have responsibility for the statutory arrangements linked to Primary students with SEND.
- Line manage the Primary phase support staff team to provide the best possible outcomes for all students, particularly those with SEND
- Deputise for the Primary Head, when needed. Deliver high quality teaching to Primary phase classes
- **Line Manage the Primary Inclusion Practitioner to oversee enhanced provision for some of our more vulnerable students**

Strategic development of policy and provision

- Have a strategic overview of provision for vulnerable students across the Primary phase, monitoring and reviewing the quality of provision. Contribute to the school self-evaluation, particularly with respect to provision for students with SEND in the Primary phase.
- Ensure the SEND policy and Behaviour Policy is put into practice and that the objectives of the policy are reflected in the school improvement plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively and propose changes to make use of funding more effectively, when needed.
- Work strategically as part of the SLT in the development of provision for students with SEND.

Operation of the SEND policy and co-ordination of provision

- Oversee the assessment, identification, and provision of support for students in vulnerable groups in the Primary phase, collaborating with teachers, parents and external agencies
- Coordinate the development and implementation of effective, evidence-based interventions and strategies to support students
- Provide guidance to colleagues on teaching students with SEND and advise on the graduated approach to SEN support for Primary phase students. Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professions and other external agencies.
- Be a key point of contact for external agencies.
- Ensure student records are kept organised, safe, and up to date
- Review Education, Health and Care Plans for Primary phase students, with all stakeholders and that statutory provision is reviewed regular
- Lead on the communication and organisation of key transition points for Primary students with SEND, ensuring provision is well managed and all stakeholders are involved
- Ensure deadlines for statutory documents are met
- Contribute to the school's ambitious curriculum, ensuring it is accessible and inclusive for all learners

- Work with the Primary Head, SLT and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the governing board is required to publish.
- Contribute to the school's SEF, improvement plan, and whole school policy.
- Identify training needs for staff and how to meet these needs.
- Be the Primary lead for organisational cover needs, in conjunction with whole school Cover team
- Work with colleagues to lead INSET and professional development for staff.
- Share procedural information, such as the school's SEND policy.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND.
- Lead and manage the Primary support assistants.
- Lead staff appraisals and produce appraisal reports, alongside the SLT.
- Review staff performance on an on-going basis.
- Be a part of the observation and monitoring cycle across the school, with the SLT.

Other areas of responsibility

The Primary School Assistant Head SENDCo & Pastoral will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

As a member of the Primary team, this role is responsible to the Head of the Primary School. Job descriptions may be updated from time to time to accommodate the changing needs of the school. The post-holder may be required to undertake other duties as reasonably be required by the Head of the Primary School.

To have line management responsibility involving:

- Line managing some class teachers and support staff and Inclusion Practitioner
- Ensuring school policies are implemented.
- Working closely in a solution-focussed coaching role with the staff being line managed in planning for and implementing improvement.

Along with the Senior Leadership Team, to take responsibility for:

- Ensuring that communication with parents, students, and staff is positive and that the school has a good reputation in the local community.
- Assisting in the preparation and review of policy documents, leading, in this regard, on areas of responsibility within the Primary phase.
- Attendance at school events as agreed as part of an SLT.
- Assisting in the appointment of staff consistent with the Gildredge House vision, values and 'Safer Recruitment Procedure.'

- Taking assemblies as required.
- Regularly reviewing own practice, setting personal targets, and taking responsibility for own continue professional development.
- Sharing the Gildredge House commitment to safeguarding and promoting the welfare of all young people through having knowledge of Government guidelines and safeguarding policies.
- Ensuring that all duties and services provided are in accordance with school policies and procedures in line with the Staff Code of Conduct/professional expectations.
- Being a key part of the life of the Gildredge House community, to support both the Gildredge House values, mission, and vision, and encouraging students and staff to follow this example.

Qualification Criteria:

- Qualified to teach and work in the UK.
- A strong academic track record to degree level and above.
- Hold Qualified Teacher Status (QTS).
- Hold, or willing to obtain, the National Award for Special Educational Needs
- Evidence of ongoing Continuous Professional Development.

Person Specification - Assistant Head- Primary: SENDCo and Pastoral

Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate.	Essential
Ability to work effectively as a member of a leadership team, to show initiative and imagination, to have vision and the ability to inspire others.	Essential
First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities.	Essential
Strong analytical and problem-solving skills, combined with a proactive and positive approach to change management.	Essential
Effective and energetic in instigating and implementing change.	Essential
Able to see through complex strategies from concept to conclusion.	Essential
Able to maintain a high work rate and to juggle a range of tasks and issues at the same time.	Essential

High level of classroom teaching skills.	Essential
Excellent written and spoken English.	Essential
Sufficient numeracy to interpret statistical data and manage budgets.	Essential

Knowledge Base

An awareness of recent important national and research based educational developments, particularly those supporting vulnerable students	Essential
A clear understanding of recent developments in teaching and learning, assessment and curriculum.	Essential
Good working knowledge of common ICT applications, with a clear understanding of the potential for ICT in enabling more innovative and effective approaches to learning, teaching and school organisation.	Essential

Qualifications/Attainment

A well-qualified graduate with Qualified Teaching Status (QTS).	Essential
Evidence of continuous professional development.	Essential
Postgraduate or educational leadership qualification such as NPQSL/NPQH.	Desirable
National Award for Special Educational Needs	Desirable

Experience

Successful teaching experience with a track record of consistently enabling students to achieve high standards.	Essential
Successful leadership and management experience with proven impact in a school as a senior or middle leader.	Essential
Some experience of strategic planning or of curriculum evaluation.	Desirable
Experience of working across Key Stages.	Desirable
Experience of working professionally with external support agencies	Essential

Understanding of change management and experience of successfully leading change.	Essential
Experience in school timetabling.	Desirable
Experience of leadership and management of staff at all levels.	Essential

Attitude/approach

A sensitivity to the needs of young people.	Essential
Personal integrity, honesty, energy, stamina, enthusiasm, resilience and creativity.	Essential
A willingness to give generously of their time to support school events and activities.	Essential
Commitment to personal development and lifelong learning.	Essential
Ability to enthuse young people.	Essential
Enthusiasm for promotion of the school.	Essential
Tact and diplomacy.	Essential
Approachable and helpful attitude towards colleagues.	Essential
A person who is able to command respect from students.	Essential
Commitment to challenge underperformance and develop strategies and interventions to support colleagues and students.	Essential
Commitment to an ‘all-through school’ approach to learning.	Essential
Optimistic, with a positive work ethic.	Essential
High level of personal drive — relentless in approach, completer finisher, works at pace.	Essential
Commitment to Equality Diversity and Inclusion in the curriculum.	Essential