

JOB TITLE: Assistant Headteacher – SENCO

REPORTS TO: Deputy Headteacher

DEPARTMENT: SLT

SECTION: Secondary School

PURPOSE OF JOB

The Headteacher and Governors are seeking to appoint a highly qualified, inspirational and experienced leader to join the Senior Leadership Team.

Principal Accountabilities

The SENCO, under the direction of the Headteacher and Deputy Headteacher, will:

- Alongside the Deputy Head, determine the strategic development of Inclusion, including the special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the Inclusion (including line management of the InCo and Deputy SENDCo) and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Foster an ethos and culture that aligns with the school's Inclusion policy, including Special Educational Needs and Disability (SEND) policy, promoting positive outcomes for pupils with SEND, in accordance with the relevant Code of Practice.
- Aid in the whole school development of adaptive teaching, in line with the Quality First Teaching (QFT) initiative.
- Contribute to the development of the school's Behaviour and Relationships system, incorporating a trauma-informed perspective
- Act as the primary liaison between the school and external mental health services (such as CAMHS)
- Lead the strategic implementation of a whole-school approach to mental health, ensuring that emotional wellbeing is integrated into all aspects of school policy, curriculum, and cultures

The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this 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 effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of and engage with the provision in the local offer
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Ensure that teachers and other staff have high expectations of what students can achieve
- In collaboration with the Assistant Head for Teaching, Learning and Assessment, ensure that teaching supports those students who are falling behind and enables these students to catch up
- Implement and oversee the graduated approach (Assess, Plan, Do, Review – APDR), to ensure that the delivery of learning is inclusive across the school

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for LACs, where a LAC has SEN or a disability

Leadership and management

- Work with the Headteacher 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 improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's Inclusion and SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Ensuring school systems provide an orderly and safe environment
- Assist in the day-to-day running of the school by providing daily leadership, inspiration, management, and modelling outstanding teaching practice
- Maintain a high profile around school

Personal and professional conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with understanding and dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing respect for the rights of others and an understanding of diversity and difference
 - working to promote the values of the school and British values
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs and experiences are not expressed in ways which are harmful to pupils, exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- The list of duties in the job description should not be regarded as exclusive or exhaustive.

There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.