

JOB TITLE: Assistant Headteacher - SENCO

SECTION: Secondary School

Essential Skills

- Exemplary classroom practitioner
- Experience of developing and implementing whole school policies
- Ability to strategically plan
- Experience of developing and successfully delivering inclusive practice to ensure equal opportunities for all.
- Evidence of involvement with Governors, and working in partnership with parents.
- Experience of using a range of information and evidence to raise pupil achievement

Qualifications & Experience

- A qualified teacher with minimum of 5 years teaching experience across the age and ability range
- National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
- Involvement in self-evaluation and development planning
- Experience of effective liaison with a range of outside agencies and professionals
- Experience of effective working with parents and young people experiencing disadvantage and SEND
- Understanding of Inclusion and SEND with experience in promoting the inclusion of all students
- Experience of working with learners of all abilities and needs, and enabling progression
- Experience of delivering whole school CPD, supporting with Quality First Teaching and the graduated approach (APDR)
- Able to manage Inclusion and SEN provision effectively throughout the school
- Knowledge and experience of access arrangements
- Experience of leading emotional health and wellbeing provision in school
- Substantial middle leadership experience in a secondary school with strong evidence of success and impact.
- Experience of having successfully led, planned, managed and evaluated change which has had a significant impact
- Experience of implementing strategies for improving student outcomes including promoting excellence and challenging poor performance of students or staff
- A track record of leading and improving student behaviour.
- Experience leading a team of staff

Skills and Abilities

- Sound knowledge of the SEND Code of Practice
- Understanding of what makes 'quality first' teaching and effective adaptive teaching and intervention strategies
- Ability to plan and evaluate interventions and their impact
- Data analysis skills, and the ability to use data to inform provision planning
- Adaptability to consistently move forward with curriculum and organisational changes
- Lead by example in terms of work ethic, integrity, reliance, clarity and professional behaviour
- Highly organised, able to plan time effectively, meet deadlines and delegate appropriately
- Effective communication and interpersonal skills
- Ability to build effective working relationships with students, staff and parent/carers
- Ability to influence and negotiate
- Good record-keeping skills
- A leader who can challenge underperformance and hold individuals and teams to account for student outcomes
- Be able to demonstrate emotional resilience when working with challenging behaviours
- Be able to work under pressure and prioritise workload in order to meet deadlines and targets
- Be an excellent communicator, to a variety of audiences, with good interpersonal skills and emotional intelligence, who can inspire, challenge, motivate and empower teams and individuals to achieve high goals
- Be able to demonstrate personal and professional integrity, including modelling values and vision.
- An understanding of how to ensure inclusion and access for all

Personal Qualities

- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
- Empathy with children and young people, having the student at the heart of everything
- Commitment to equal opportunities and securing good outcomes for all students who face disadvantage including with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality
- Team player
- Flexible approach and positive attitude towards work
- Grit and resilience

Equalities

- Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.

Dorothy Stringer is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and comply with the Department of Education Statutory Guidance 'Keeping Children Safe in Education'.