

JOB DESCRIPTION

Assistant Headteacher T&L/SENCO/DLAC

Salary scale: L9 -13 (Full-time)

Responsible to: Headteacher, Meadowbrook College

Job Purpose:

- To drive sustainable improvement in SEND provision across the college
- To lead our teaching and learning strategy and raise standards across the college
- To ensure the provision for all students with SEND meets the needs of their EHCP/learning needs
- To ensure the provision for Children We Care For (LAC) meets the requirements of the PEP
- To fulfill a senior leadership team role contributing to the successful operation and development of Meadowbrook College

Main Duties: Please consider that the majority of these duties pertain to provision across the whole college, unless specifically identified below.

General

- To implement all Meadowbrook College policies and practices, and be responsible for ensuring all staff work in accordance with Meadowbrook policies and practices.
- To take responsibility for improvement planning and implementation and to contribute, where relevant, to the achievement of the targets in the SDP across Meadowbrook College.
- To deputise for the Headteacher as required.

Specific areas of responsibility

- To drive sustainable improvement in SEND provision across the college.
- To ensure all students have an appropriate education programme according to their roll/SEN needs/PEP
- To ensure all students with SEN/LAC are fully baseline assessed and that their progress is regularly monitored and reported to them, parents, SEN officers and schools (including the Virtual School) in line with Meadowbrook and SEN/Virtual School scheduled intervals
- To ensure all students with SEN/LAC across the college have appropriate individual learning plans, included in their Pupil Profile, underpinning their education programme and learning.
- To work with the Deputy Headteacher to ensure all students with SEN/LAC achieve, or exceed, their academic targets
- To ensure there are rigorous systems and procedures in place to monitor the quality of teaching and learning for all students but particularly those with SEN/LAC.
- To be able to provide innovative and creative approaches to challenges and choose/deploy resources effectively and wisely to achieve meaningful impact.
- To ensure all students with SEN/LAC are able to access accreditation relevant to their ability.
- To ensure all students with SEN/LAC access the examination support/dispensation/intervention they need in order to perform in exams to the best of their ability.
- To further develop the quality of teaching and learning.
- To lead on the interventions/catch up programmes for all students across all sites and introduce new approaches where relevant
- To line manage the Learning Support Team and work closely with 'base' leaders to make best use of Learning/Coach Mentors in order to support all young people to make expected progress.
- To take the lead in working with Assistant Headteachers and Team Leaders in the early identification of children requiring a plan.
- To prepare applications for EHCPs for all relevant students across the college and work with professionals to enable students to move on to the most appropriate provision in a timely fashion.
- To liaise closely with county SEN Officers to secure the best provision and support for children with SEN at Meadowbrook.
- To make the appropriate professional assistance (SLC, EP, CAMHS, Therapeutic support) available to students where required in order to enable them to make the best progress possible in their education.
- To teach where required.

- To provide the Headteacher/Governor/Trustees with a SEND Report at the end of the academic year.
- To provide the Headteacher/Governor/Trustees with a DLAC Report at the end of the academic year.
- To ensure that the SEND Information report is up to date on the website each year and relevant statutory information linked to Children We Care For.
- To be responsible for keeping the Teaching, Learning and Assessment Policy up to date.

Pastoral and Student Development

- As the Designated Teacher for Looked After Children, work closely with Leadership colleagues to ensure the best provision for all.
- To work with colleagues to effectively manage behaviour and increase students' capacity to behave in an appropriate and safe manner.
- To ensure successful transition of all students with SEN/LAC, either back to their own school/on to a new school or post-16 destinations on to further education/employment or training.
- To seek the views of parents, carers, children and young people and other stakeholders on the provision for children with SEN/LAC.

Staff Development

- To provide professional advice and guidance to staff to allow them to work positively and productively with children with SEN/LAC.
- To work with staff to ensure that children with SEN/LAC are able to access the curriculum and make good progress.
- To attend, and run where appropriate, PEP meetings for children we care for and Annual Review meetings for SEN/LAC children, working closely with other professionals where appropriate.
- To work with staff to identify children requiring support in a timely fashion and with reference to the SEN 'process'.
- To specifically support all staff in adapting their practice where necessary and in delivering Quality First lessons, in order to meet all students' needs including those with SEN.
- To liaise with the Deputy Headteacher/Assistant Headteachers to shape a professional development programme for all staff with respect to improving provision for children with SEN/LAC.
- To performance manage an identified number of staff.
- To contribute to the recruitment of new staff as required.

Health and Safety and Safeguarding

- To operate, monitor and develop safe practices for self, students and staff. To comply with the Meadowbrook Health & Safety Policy and ensure safe practice on site reporting to the Business Manager where appropriate.
- To ensure all necessary risk assessments are in place and regularly updated.
- To take responsibility for ensuring safeguarding processes are implemented at all times: including recruitment, site visitors and other adults, and ensuring child protection procedures and practices are adhered to at all times.
- To take responsibility as a Deputy Designated Safeguarding Lead for named students and have oversight of those with SEN/LAC.
- To attend/take the lead at safeguarding professionals meetings where appropriate.

Partnership

- To develop effective relationships with relevant professionals and schools/commissioners to ensure successful partnership working.
- To develop and maintain effective home-school links for children with SEN/LAC, seek and be aware of parent views and work together as part of a solution-focused partnership to co-produce a child's provision.

Budgetary responsibility

- Ensure all funding for LAC is secured and sufficient to meet student need
- Ensure all additional funding for children with SEN is secured and is sufficient to meet student need.
- To liaise with the Deputy Headteacher to identify budgetary requirements in order to fully develop the Teaching and Learning strategy and enable positive student outcomes and good progress for all students across the college.

The nature of this post will require flexibility to meet the needs of Meadowbrook College, its students and staff as they arise. This description is not intended to be exhaustive and the post holder will be expected to perform such duties as reasonably requested by the Headteacher.

This post is subject to the current School Teacher Pay and Conditions Document and the Conditions of Employment Section for Teachers

PERSON SPECIFICATION
Assistant Headteacher

Qualifications and experience	Essential	Desirable	How measured
1. Qualified Teacher Status	✓		1,4
2. Good honours degree or equivalent qualifications	✓		1,4
3. Qualified or studying towards the NASENCO award NB: it is a requirement of the SEND Code of Practice, that any new SENCO, who has not held the post in the previous 12 months at another school, should be willing to complete the award within 3 years.		✓	1,2,4
4. Experienced SENCO (or at least extensive experience of working closely in SEN department/whole school provision)		✓	1,2
5. Experience Designated Lead for Looked After Children		✓	1,2
6. Working knowledge of SEND reforms/SEND Code of Practice	✓		1,2,3
7. Experience of successfully teaching students in special/alternative provision educational settings		✓	1,2,5
8. Recent DSL/DSO training and/or responsibility		✓	1,2
9. Relevant experience, training or qualifications in behaviour management	✓		1,2,3
10. Recent experience of teaching students across all Key Stages at Secondary and/or Primary level	✓		1,2
11. Experience of exam/access arrangements for students with additional needs		✓	1,2
12. Experience as SENCO/SEN lead and of writing EHCPs/Positive Handling Plans/ILPs/Pupil Profiles		✓	1,2
13. At least 3 years' experience in a middle leadership role	✓		1,2,5
14. Experience of Team Teach and Restorative Practice principles		✓	1,2
15. Experience of working with LAC/Virtual School		✓	1,2,3
16. Working knowledge and understanding of trauma informed practice and nurture principles		✓	1,2
Strategic Direction and Development	Essential	Desirable	How measured
17. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents/carers, schools/academies, external agencies and the local community	✓		1,2
18. The commitment to develop a positive, diverse and inclusive ethos which values each individual and challenges any form of discrimination	✓		1,2

19. Experience of school self-evaluation and school improvement planning in order to raise standards	✓		1,2
20. Sound knowledge/understanding of recent educational developments and guidance in relation to schools and the impact on Alternative Provision Academies	✓		2
Leadership and Management	Essential	Desirable	How measured
21. Proven experience as a senior leader, motivating and managing staff effectively and working as a team member	✓		1,2,5
22. Proven ability to self-motivate, use initiative and lead pro-actively	✓		1,2
23. The ability to make decisions based on analyses, interpretation and understanding of relevant information and have the confidence, clarity and decisiveness in making and carrying out decisions	✓		1,2,3
24. Good organisational skills and the ability to have a flexible and adaptable approach	✓		1,2
25. The ability to exercise accountability effectively, efficiently and fairly		✓	1,2
26. The capacity to monitor and evaluate the work of others	✓		1,2,3
27. To possess excellent listening, written and oral communication skills	✓		1,2,3
28. The ability to chair meetings, make presentations and to communicate effectively with students, parents/carers, staff and stakeholders	✓		2,3
29. The ability to manage time effectively	✓		1,2
30. Think creatively and imaginatively to anticipate and solve problems and identify opportunities	✓		2,3
31. Practical experience of coaching being used to raise staff potential and performance and in managing and delivering change	✓		1,2
32. Knowledge of different interventions which can be used with all age groups , particularly children with SEN		✓	1,2
33. A proven ability in the use of MIS/information and communication technologies for the purpose of school self-evaluation and improvement	✓		1,2,3
Teaching and Learning	Essential	Desirable	How measured
34. The ability to create a safe and stimulating learning environment that contributes positively to teaching and learning	✓		2,3
35. Working knowledge of Quality First Teaching and experience of supporting/training staff to improve their practice		✓	1,2,3
36. Proven and demonstrable excellence as a classroom teacher at KS1/2 or KS3/4	✓		1,2,3,5
37. Awareness of most recent OfSTED requirements/framework	✓		2
38. Ability to use data and information to support review, track student progress, set	✓		1,2,3,5

targets and initiative systems to raise standards			
Financial and resource management	Essential	Desirable	How measured
39. Experience of successfully managing a key budget area (School Development Plan linked)		✓	1,2
Attributes	Essential	Desirable	How measured
40. The ability to be adaptable, flexible and have empathy	✓		1,2
41. Able to support staff to develop their teaching practice through using a coaching approach	✓		1,2,3
42. Strong leadership and management capabilities in relation to SEND responsibilities and accountabilities	✓		1,2
43. Great facilitator and learner	✓		1,2
44. Highly organised	✓		1,2,3,5
45. The ability to communicate and develop the College and Trust's vision and promote a shared understanding amongst staff	✓		2,3
46. Have high expectations of self and others and a strong commitment to raising achievements	✓		1,2,5
47. Demonstrate self-confidence, resilience, perseverance and stamina	✓		1,2,3
48. A passion for teaching, learning and enabling students to develop as enthusiastic, independent learners	✓		1,2,5
49. Understanding the importance of promoting and safeguarding the welfare of students	✓		2,5
50. Have integrity and a commitment to collective responsibility as a member of a team	✓		2
51. Ability to show initiative and a willingness to go the 'extra distance'	✓		1,2,5
52. Positively passionate about vulnerable learners	✓		1,2,3

Essential = without which the candidate would be rejected

Desirable = useful for choosing between two good candidates

1 = Application Form **2** = Interview

3 = Practical Exercise **4** = Proof of qualification

5 = References