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| **Post Description:** | | | |
| **Post title:** | **Assistant Headteacher SEND** | | |
| **Responsible to:** | Executive Headteacher; Head of Inclusion and Safeguarding | | |
| **Liaising with:** | Head of Inclusion and Safeguarding | | |
| **Pay range:** | L11-15 | | |
| **Contract terms:** | Permanent, full-time | | |
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| **Overall responsibilities**  The Assistant Headteacher SEND has a vital role to play in bringing to life the meaning of the DNA of NIA in the context of the wider #EMATter teaching and learning framework and values and will provide focused leadership for the Academy to ensure excellent provision and outcomes for pupils with SEND and EAL, working closely with and under the direction of the Executive Headteacher and the Head of Inclusion and Safeguarding to secure success and improvement for the Academy. | | | |
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| **Strategic direction and development of the Academy**  The Assistant Headteacher SEND will:   * actively contribute to effective strategic leadership of the Academy by ensuring all staff understand their responsibilities in relation to SEND and understand that SEND is central to the Academy’s work. * work with the Head of Inclusion and Safeguarding to ensure the Academy’s inclusion strategy secures the highest possible outcomes for pupils with SEND. * work with the SLT to strategically motivate, support, develop and challenge all staff to secure continual improvement to ensure the quality of education is of the highest possible standard. * Strategically lead staff training and professional development to secure high-quality teaching that meets pupils’ current and developing needs and enables pupils to access the Academy’s ambitious curriculum. * lead and plan a strategic cycle and schedule of monitoring, evaluation, and review of provision for pupils with SEND; to embed effective quality assurance of provision. * ensure accurate mapping of pupils’ needs, provision, and interventions to secure the highest possible outcomes for pupils and value for money. * ensure Pupil Passports and Individual Learning Plans are implemented effectively in line with the SEND ranges documentation. * Ensure Pupil’s passports and Individual Learning Plans are consistently applied in lessons and all staff are clear about their roles and responsibilities. * ensure all staff provide accurate assessment and other information about pupils’ progress; use this to adapt provision and inform the Academy’s improvement priorities. * contribute to clear, evidence‐based improvement plans and policies to further improve the quality of education the Academy provides. | | | |
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| **Managing the organisation**  The Assistant Headteacher SEND will:   * assist in the day‐to‐day management of the Academy and contribute to a safe, secure, and healthy environment; be a visible, positive, and approachable role model to all stakeholders. * liaise directly with the pastoral team, working closely with SLT colleagues to ensure pupils’ smooth transition into and out of the Academy. * ensure effective planning, allocation, deployment, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. * ensure the efficient and effective use of resources to secure the best outcomes for all pupils. * ensure targets and strategies in pupils’ Pupil Passports and Individual Learning Plans are consistently accurate, focused, measurable, and reviewed. * liaise with all relevant partners across the Academy to ensure effective early identification of pupils who may have additional needs. * attend all relevant meetings with inclusion staff, including referral meetings, to ensure rigorous provision mapping is undertaken for all relevant pupils and the requirements for any referrals to external agencies are effectively undertaken. * work in partnership with the pastoral, behaviour, curriculum and other teams and stakeholders to effectively meet pupils’ need and secure ensure the best possible outcomes. * keep up to date with local and national policies, legislation, strategies, and any changes to ensure the Academy meets all requirements and is compliant with all statutory requirements. * coordinate and oversee schedules of pupil annual reviews. * coordinate pupil examination access arrangements. * coordinate academic mentoring & intervention curriculum to ensure positive impact for all learners. * lead and oversee the Functional Skills curriculums. * actively support and contribute to Team Around the Year meetings. | | | |
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| **Developing self and working with others**  The Assistant Headteacher SEND will:   * identify staff training needs and plan, lead, coordinate and deliver training, support and CPD as required. * work with the Head of Quality of Education to provide specific training and support so staff have expertise in adapting the curriculum to enable pupils to access the ambitious curriculum. * assist with the appointment and induction of new staff and provide ongoing monitoring, support and development. * further develop an effective team of specialist support to meet pupils’ different needs; liaise and work with external agencies and partners as required. * collaborate and network within and beyond the Academy, as appropriate. * manage own workload and that of others to allow an appropriate work/life balance. | | | |
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| * **Securing accountability**   The Assistant Headteacher SEND will:   * ensure all staff roles and responsibilities are clearly defined understood and are subject to rigorous review and evaluation. * assist the Head of Inclusion and Safeguarding in ensuring year and phase teams undertake accurate and rigorous self-evaluation of provision for pupils with SEND and EAL. * track and monitor impact, including the use of relevant data to check the effectiveness of interventions and programmes, and follow-up where this is required. * check and ensure pupils’ Pupil Passports and Individual Learning Plans are of consistent high quality and implemented consistently well by staff. * provide and disseminate evaluative reports of pupils’ attainment and progress to senior leaders and stakeholders as required. * ensure all staff follow agreed Academy policies, systems, and procedures, including those in relation to safeguarding. * undertake the performance management of staff as agreed with the Executive Headteacher and Head of Inclusion and Safeguarding. * be responsible for the line management of staff to be agreed with the Executive Headteacher. | | | |
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| **Additional duties**  Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job | | | |

**Person Specification**

In your application for the post of Assistant Headteacher SEND, please demonstrate how you meet the following criteria.

**Assessment Key:** A = Application form and supporting statement, I = Interview

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| Selection Criteria | Essential/Desirable | How assessed |
| **Qualifications and training** | | |
| Degree or equivalent qualification | E | A |
| Qualified teacher status | E | A |
| Experience of being a highly effective teacher in a secondary Academy which delivers the national curriculum and a range of GCSE subjects at key stage 4 | E | A |
| Evidence of relevant professional development | E | A |
| Successful completion of the National Award for SEN Co-ordination (NASENCo) qualification | D | A |
| Currently working towards or willing to work towards the NASENCo qualification | D | A |
| **Knowledge and skills** | | |
| Have a clear understanding of the SEND code of practice | E | I |
| Have a clear understanding of the direction of travel provided by the SEND and AP Green Paper, the challenges it presents and the opportunities it might provide | E | I |
| Understand the processes required to accurately identify SEND | D | I |
| Have a clear understanding of the statutory processes surrounding all aspects of Education Health and Care Plans (EHCPs) | D | I |
| Have awareness of the full range of SEND needs | E | I |
| Have established links with external agencies relevant to SEND provision | D | I |
| Have an awareness of external agencies relevant to SEND provision | E | I |
| **Experience** | | |
| Proven experience as a high performing teacher delivering strong outcomes for pupils | E | A, I |
| A sound understanding of how children learn, how teachers can best teach and how to raise the achievement of all pupils | E | A, I |
| To have a working and current knowledge of the changing educational landscape and its impact on Academys | E | A, I |
| Experience of delivering professional development which has had a positive impact on practice | E | A, I |
| **Personal qualities** | | |
| Ability to respond to changing needs | E | A, I |
| Strongly motivated with confidence, energy, resilience, and determination | E | A, I |
| Ability to prioritise, plan and organise | E | A, I |
| Ability to work under pressure and meet deadlines | E | A, I |
| Deal sensitively with people and help to resolve problems | E | A, I |
| To have the confidence to take decisive action where appropriate | E | A, I |

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| Compiled by: | Revision Number: |
| Approved by: | Revision Date: \_\_\_/\_\_\_/\_\_\_ |

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust’s equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

**Health and Safety**

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and learners.

**Safeguarding**

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers, and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

**Equal Opportunities**

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition, or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.