**Assistant Headteacher**

**Inclusion and SEND (SENDCo)**

**Job Role:** Assistant Headteacher: Inclusion and SEND

**Location:** St Michael’s Church of England, St Michael’s Road, Crosby, Liverpool, L23 7UL

**Salary:** Leadership 10-14

**Contract:** Permanent

**Reports to:** Head of School

**Responsible:** Responsible for teaching staff, teaching assistants, learning support staff, ASC Base staff, Cognition and Learning Base staff.

**Job Focus**

We are seeking to appoint an experienced and inspiring Assistant Headteacher SENDCo for Inclusion and SEND. The ideal candidate will have a strong background in SEN education, experience working with children and families with a range of additional needs and be innovative and passionate in role. This is an ideal opportunity for an experienced and dedicated leader of Special Educational Needs and Disabilities (SEND). The Assistant Headteacher for Inclusion and SENDCo will be responsible for the strategic leadership of SEND throughout school, ensuring that all aspects of Inclusion and SEND provision, including the Adapted Curriculum, are prioritised within the school. As a member of the school’s Senior Leadership Team, the post holder will drive forward the school's commitment to supporting all students, particularly those with additional needs, ensuring that they all have access to an ambitious, high-quality education across all aspects of the curriculum.

The successful candidate will have:

* the belief that all students deserve a life of choice and opportunity
* the ability to ensure that all students receive high quality teaching and support
* the ability to inspire students to achieve more than they thought possible
* a solution focused mindset and be creative and forward-thinking
* a strong sense of moral purpose and be truly inclusive **Background pattern

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**Key Responsibilities**

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* Lead and manage the Inclusion and SEND provision across the school
* Determine the strategic development of special educational needs (SEND) policy, procedure and provision
* Be a member of the School Senior Leadership Team and advocate for Inclusion and SEND priorities
* Work with the Headteacher and Senior Leadership Team to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Determine the strategic development of procedures to support all vulnerable student cohorts and maintain an accurate SEND register and provision map
* In conjunction with the Head and Deputy Head, have a strategic overview of provision for students with SEND, or identified as vulnerable across the school, monitoring and reviewing the quality of provision
* Oversee the day-to-day operation of the SEND policy and the co-ordination of specific provision to support individual students with SEND
* Lead on the planning and implementation of strategies to support vulnerable students and evaluate the effectiveness of the above strategies on student outcomes
* Lead the school’s self-evaluation, with respect to the provision for students with SEND, or identified as vulnerable
* Ensure that the Adapted Curriculum is effectively implemented, is ambitious for all and meets the needs of all students
* Provide guidance to colleagues on teaching students with SEND and advise on the graduated approach to SEND support
* Implement and lead on the timely production and review of all relevant documentation associated with students with SEND, or identified by school as vulnerable
* Analyse all relevant data for students with SEND and implement appropriate support strategies/interventions.
* Implement and lead intervention groups for students with SEND, or those identified as vulnerable, and evaluate their effectiveness
* Facilitate the identification of a student’s SEND need/barrier to learning and lead the co-ordination of the provision that meets the student’s needs, monitoring its effectiveness/impact.
* Ensure records/documentation are maintained, kept up to date and are disseminated effectively with staff to support and drive learning and progress
* Review the education, health and care plan with parents or carers and the student
* Promote SEND and vulnerable students’ inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
* Work with the designated teacher for looked-after children, where a looked-after student has SEND.
* Have overall line management responsibility for the Inclusion and SEND team including ensuring the effective deployment of teaching assistants
* Work collaboratively with staff, parents and other agencies to make sure that all students receive appropriate support and high-quality teaching and learning
* Have strategic oversight of ASC and Cognition and Learning Bases, on sight Sefton Resource Base Provisions
* Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice
* Act as the Senior Mental Health Lead, promoting mental health and well-being across the school community
* Contribute to the Christian mission, vision and values of the school
* Contribute to the wider life of the school
* Promote the safety and wellbeing of students
* Maintain good order and discipline among students, managing behaviour effectively, to ensure a purposeful and safe learning environment

**Staff Professional Development and Support:**

* Take part in the school’s appraisal procedures
* Identify training needs for staff and how to meet these needs
* Lead training for all staff relating to SEND/vulnerable students as required
* Take part in further training and development, to improve own practice
* Where appropriate, take part in the appraisal and professional development of others
* Ensure that all staff have access to high quality SEND CPD appropriate to their needs.
* Provide training and support to staff to ensure they understand their potential contribution and positive impact on all children, especially those with additional needs
* Provide professional guidance and support to colleagues to ensure that all students receive appropriate support and high-quality teaching and learning
* Provide up to date training and CPDL to staff at all levels to ensure that they are equipped to make a positive impact on every student they encounter, regardless of their level of need
* Have overall line management responsibility for the Inclusion and SEND team including ensuring the effective deployment of teaching assistants
* Foster a culture of inclusivity and high expectations for all students
* Mentor and support staff in developing trauma-informed practice

**Student Support and Advocacy:**

* Ensure that students with SEND receive the support they need to achieve their full potential
* Foster a culture of inclusivity and high expectations for all students
* Work closely with students, parents, and external agencies to develop and implement effective support plans
* Monitor and evaluate the progress of students with SEND, ensuring that interventions are effective and timely
* 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

**Policy and Compliance:**

* Develop and implement policies related to Inclusion and SEND
* Strategic development of SEND policy and provision and procedures to support vulnerable students
* Ensure the SEND policy and procedures are put into practice, and that the objectives of these documents are reflected in the school improvement plan and evaluate the impact of the policy and procedures on student outcomes
* Ensure compliance with national and local regulations and guidelines
* Maintain accurate records and provide regular reports to the Headteacher, Academy Trust and Governing Body

**Teaching and Learning:**

* Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions document (STPCD)
* Meet the expectations set out in the Teachers’ Standards
* Plan and teach well-structured lessons to assigned classes, following the school’s plans, curriculum and schemes of work
* Assess, monitor, record and report on the learning needs, progress, and achievements of assigned students, making accurate and productive use of assessment
* Adapt teaching to respond to the strengths and needs of students
* Set high expectations that inspire, motivate and challenge students
* Promote good progress and outcomes by students
* Demonstrate good subject and curriculum knowledge
* Participate in arrangements for preparing students for external tests

**Qualifications and Experience:**

* Qualified Teacher Status (QTS)
* SENCO qualification
* Experience in leading SEND provision
* Strong understanding of the challenges faced by students with SEND and strategies to support their educational achievement
* Experience as a Trauma-Informed Practitioner is desirable
* Excellent communication and interpersonal skills
* Proven ability to work collaboratively with a range of stakeholders

**Personal Attributes, Personal and Professional Expectations**

* Dedicated, caring and compassionate
* Ambitious for all
* Strong organisational and leadership skills
* Exemplary communication skills
* Commitment to promoting the educational achievement and well-being of all students
* Resilience and adaptability
* Positive and collaborative
* Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
* Establishing purposeful community links and effective partnerships especially with regard to SEND provision
* Work with all students and staff without prejudice to establish and implement effective strategies for equality.
* Have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality
* Understand and act within the statutory frameworks setting out professional duties and responsibilities
* Support the Christian ethos of the school
* Promote an ethos and culture that supports the school’s SEND policy and promotes positive outcomes for students with SEND or identified as vulnerable by the school
* To undertake any other duties commensurate with the level of the post, as required

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**Corporate Responsibilities**

The trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

* To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Academy’s activities.
* To plan, monitor and review health and safety within areas of personal control.
* To participate in the Trust’s Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
* To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues.

**Additional Information**

* To play a full part in the life of the Academy community, to support its distinctive mission, specialism and ethos and to encourage and ensure staff and students to follow this example.
* **Background pattern

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* An Enhanced DBS Check will be requested on successful application to a position at the Trust

**Person Specification**

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| **Qualifications and Professional Development** | **Essential** | **Desirable** |
| Degree | E |  |
| QTS | E |  |
| Higher qualification in education and/or management |  | D |
| NPQSL |  | D |
| SEND qualification or willingness to work towards achieving this |  | D |
| Successful teaching experience across the secondary phase | E |  |
| Evidence of professional development relevant to this role | E |  |
| Experience of taking action to raise performance of students | E |  |
| Working with other teachers to raise the performance of students | E |  |
| Proven ability to analyse performance data, set stretching targets and oversee effective intervention strategies for all learners | E |  |
| **Skills** | **Essential** | **Desirable** |
| Demonstrates excellent classroom practice | E |  |
| Constantly showing a positive and resilient approach to students and staff | E |  |
| Excellent written and oral communication and organisational skills | E |  |
| Ability to adapt teaching to meet students’ needs | E |  |
| Ability to build effective working relationships with students | E |  |
| Good IT skills for administrative and teaching purposes | E |  |
| Ability to communicate a vision and inspire others | E |  |
| Ability to build effective working relationships with staff and other stakeholders | E |  |
| Demonstrable ability to plan strategically, lead, motivate, develop and inspire staff, and to manage change | E |  |
| Ability to devise, implement and evaluate systems and procedures | E |  |
| Ability to problem solve and manage difficult situations sensitively and effectively | E |  |
| **Knowledge and understanding** | **Essential** | **Desirable** |
| Good knowledge of legislation and guidance on curriculum requirements | E |  |
| Knowledge of effective teaching and learning strategies | E |  |
| Knowledge of guidance and requirements around safeguarding children | E |  |
| Knowledge of implementing effective behaviour management strategies | E |  |
| Secure understanding of the current educational landscape with regard to SEND and vulnerable students and the challenges and opportunities it presents. | E |  |
| **Professional Values and Practice** | **Essential** | **Desirable** |
| Willingness to support the school and Trust’s Christian ethos and character | E |  |
| Personal values that are consistent with the ethos of a Church of England organisation | E |  |
| Willingness to play a part in the wider life of the school community | E |  |
| Passionate about promoting inclusion and diversity | E |  |
| Demonstrates integrity and sound professional judgement | E |  |
| Drive, enthusiasm, and a willingness to contribute to change and continuous improvement | E |  |
| Ability to promote team values and encourage others to do the same | E |  |
| Ability to inspire confidence and work effectively with students, parents, staff, governors and other stakeholders | E |  |
| **Safeguarding** | **Essential** | **Desirable** |
| Satisfactory DBS with barred list check | E |  |
| Enrolment to DBS update service |  | D |

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