



## **R A Butler Academy Infant & Junior Schools**

### **Job Description**

Post	Assistant Headteacher and SENCO
Postholder	
Salary range	L4-7

This job description should be read in conjunction with the National Conditions of Employment for Teachers and National Standards for School Leadership.

The role of the Assistant Headteachers will involve a range of work as detailed below across both the Infant and Junior Schools.

The assistant headteacher shall undertake any professional duties of the headteacher reasonably delegated to him/her by the headteacher.

#### **Core purpose**

- As one of the Assistant Headteachers of the Academy, to share in the leadership and the corporate responsibility of the Infant and Junior schools alongside the Deputy Head and Executive Headteacher.
- Determine the strategic development of special educational needs policy and provision in the school.
- Be responsible for day to day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- Provide professional guidance to colleagues, working closely with staff, parents and carers and other agencies.
- While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day to day education and support of pupils within their classroom.
- To be an exemplar of good practice by supporting the Executive headteacher to create and maintain an environment and a code of behaviour which promotes and secures the calm working ethos of the schools: outstanding teaching, effective learning and high standards of achievement, attainment, behaviour and discipline.
- To share in leading the Academy in the policies and practices of continuous school improvement and staff development.
- To have a willingness to lead on new initiatives, including those related to social and emotional aspects of learning, teaching, inclusion and progress of pupils. To be able to constantly seek and implement strategies which will bring about improvement.

#### **Specific Responsibilities (see also operational points)**

- To ensure the school meets all legal responsibilities for pupils with SEND needs and follows the SEND Code of Practice, having strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision.
- To lead the school on Inclusion issues, including the development of Quality First Teaching

- To lead in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective provision for pupils with inclusion needs (eg eligible for pupil premium, SEN, G, T & A, Vulnerable Children, FSM, EAL, LAC)
- Make sure the SEND policy is put in to practice and its objectives are reflected in the school development plan.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.
- To undertake part time teaching responsibilities as directed by the Executive Headteacher.
- To be one of the Deputy Designated Safeguarding Leads for the school.
- To be the named Academy SENCo

Line management responsibility for:

- Assistant SENCO
- Learning Support Assistants
- Teaching Assistants

### **Professional Attributes**

- Positive, enthusiastic and 'can do' outlook, embracing risk and innovation.
- Commitment and dedication to social justice, equality and excellence.
- Engagement in collaborative partnership working, within and beyond the school.
- Integrity and sensitivity in relation to their own and the schools' practice.
- Courage and conviction to achieve the best outcomes.
- Respect and empathy towards others.
- Resilience, perseverance and optimism in the face of difficulties and challenges.
- Decisive, consistent and focused on solutions.
- Drive for improvement and challenging underperformance.
- Capacity to be flexible, adaptable and creative.
- Expectation to embrace change because it is the best for the schools.

### **Strategic direction and development of the school**

With the Executive headteacher:

- To help to formulate the aims and objectives of the school and policies for their implementation.
- To lead the school in articulating clearly its values, vision and ethos and to work closely with the Leadership team and Executive headteacher so that there is a strong consistency with regard to expectations.
- To keep up to date with current issues in teaching and learning, curriculum development and in school improvement and to share this with staff.
- To work in the cycle of planning, implementation, review and evaluation of the School Strategic Plan.
- To monitor and evaluate the impact of the school's policies, practices, targets and priorities, identifying developments needed and working with the Executive headteacher to achieve them.

### **Leadership and Management**

- To share in the leadership of the school as part of the Leadership Team
- To challenge and support all others in developing professionally, both formally and informally.
- To work with the Executive headteacher on the appointment, performance management and self-review of staff.
- To ensure her/his own continuing professional development
- To deal urgently and effectively with any poor performance of staff, teams or pupils.
- To promote and safeguard the welfare of children and young people the schools are responsible for, or come into contact with.
- To work with the Executive headteacher on the organisation and day to day management and running of the school
- To work with the Leadership Team to present an accurate and coherent account of the school's performance to a range of audiences, enabling them to play their part effectively.
- To be able to stimulate children and colleagues by a professional, positive, pro-active and supportive attitude.

### **Inclusion and Pastoral Care**

- To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to implement policies and procedures to develop and maintain them.
- Ensure that a high standard of care for all children is maintained.
- To chair TAF meetings when required
- To advise and assist in implementing TPP practices throughout the school
- To work directly with children and teachers to develop individual or group programmes for children who require extra provision
- To lead half termly Inclusion meetings

### **Communication and Community Links**

- To fully support the life and work of the Academy.
- To develop and maintain positive and effective relationships with staff, children, parents, the local community and Governors.
- To maintain confidentiality and to always demonstrate a professional attitude as a senior leader within the schools.
- To develop and maintain links with external advisory and support services.
- To provide information and objective advice and support to the Governing Body to enable it to meet its responsibilities as requested

### **Safeguarding**

Fulfil personal responsibilities, and support the headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals

- Take responsibility as a deputy designated professional lead for Safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Operating and monitoring clear policies for dealing with allegations against people who work with children.

### **Additional Direct Responsibilities**

#### **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 the provision in the local offer

Work with early years providers, 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 (LA)

Analyse assessment data for pupils with SEN or a disability

Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

#### **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 (EHC) plan with parents or carers and the pupil

Communicate regularly with parents/carers

Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, 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

This job description will be reviewed at least annually as part of your Performance Management programme.

The Assistant Headteacher will have access to a range of professional development activities, for example Leadership conferences, support groups and appropriate training courses.

Signed\_\_\_\_\_.

Date\_\_\_\_\_