

Special Educational Needs and Disabilities Academies Trust (SENDAT)



JOB DESCRIPTION

JOB TITLE: ASSISTANT HEAD of SCHOOL – Curriculum Development

LOCATION: SENDAT – Empowering Futures

GRADE/SP SENDAT LEADERSHIP SCALE L5-L9

WORKING ARRANGEMENTS: FULL TIME

REPORTS TO: EXECUTIVE HEADTEACHER - via School Improvement Lead

CONTEXT

Empowering Futures is a new Free School – Alternative Provision for 14-19 due to open in 2026.

The Special Educational Needs and Disabilities Academies Trust (SENDAT) is a Multi Academy Trust focusing on specialist provision and special schools. Its core aim is to provide for the continuum of special needs.

All new appointments are subject to a 26 working weeks probationary period, as set out in the School's Probationary Procedure.

MAIN PURPOSE OF ROLE

To work as part of the School Improvement Team to develop the curriculum and policy for the opening of Empowering Futures.

KEY RESPONSIBILITIES AND TASKS

1. Work directly with designated staff and/or teams to secure consistent good and outstanding practice;
2. Develop appropriate provision for students, planning whole school stretch and challenge to raise attainment and achievement, including;
 - a. Developing innovating/motivating teaching & learning strategies and to monitor/evaluate their effectiveness;

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- b. Monitor student progress, attainment and achievement;
- c. Contributing to relevant quality assurance and evaluation processes, including the analysis of data
3. Work in partnership with WSC and Suffolk County Council, local secondary schools, other providers, and outside agencies as necessary;
4. Recommend and contribute to decisions regarding curricular provision and assessment arrangements;
5. Help lead relevant CPD provision for staff attached to the designated Key Stage;
6. Maintain accurate and up to date records;
7. Undertake any professional duties reasonably delegated by the CEO – Regional Director SEND and OL;
8. Work to the planning timeline.

MAIN ACTIVITIES ARISING FROM PARTICULAR DUTIES:

Curriculum:

1. Develop comprehensive and detailed curriculum planning. Work with others, to develop the curriculum to meet the needs of all students with wide ranging barriers to learning and who may have challenging behaviour which has led to permanent exclusion from mainstream schools in the past. As an AP, most students will not have an EHCP.
2. Identify the needs of students, together with the development of teaching and learning resources and strategies and to advise other staff on teaching methodology.
3. Carry out an audit of appropriate resources and to plan the development of these commensurate with meeting the identified needs of students.
4. Write the Education Plan for the DfE.
5. Work collaboratively with WSC staff to ensure that:
 - i The Vocational curriculum is appropriate for student needs and will feed into WSC courses.
 - ii Support the design and equipment requirements of the school by detailing specialist vocational and equipment needed to deliver the courses.
6. Work in partnership with parents, other teachers and specialist professionals, in both formal and informal contexts, in order to develop provision and monitor and evaluate progress.
7. Ensure that there is detailed planning in place for the teaching of the core curriculum. Use a range of different methods to teach core skills e.g. language and communication, literacy and numeracy through all other curriculum areas.
8. Select, adapt and evaluate specialist resources, such as information technology, to facilitate access to the curriculum.
9. Consider and develop whole-school agreements with regard to the management of student behaviour.
10. Conduct performance management reviews as requested by the Head of School/CEO.

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11. Plan for a programme of varied extra-curricular activities for students to enhance, consolidate and enrich their learning.
12. Work in conjunction with the Community Engagement Officer to arrange suitable work experience placements and follow-up where relevant to the KS.
13. Teach other areas of the curriculum as required and to contribute to other curriculum development initiatives within the school.
14. Contribute to displays in parts of the school ensuring that students' work and achievements are sensitively exhibited with an emphasis on celebrating success.

Barriers to Learning and Special Educational Needs:

1. Take responsibility for the programme and communicate with multi-disciplinary agencies, prepare reports, referrals as requested by the CEO - Partnership Director
2. Develop knowledge and understanding concerning:
 - The nature and effect of a special educational need on a student's development and on the learning process;
 - The ways in which additional difficulties or disabilities, whether arising from society, the education system or the wider environment, can compound problems of access to learning and development;
 - The implications of current legislation for students with SEN, together with an understanding of the rationale and wider ethical issues underlying the organisation of provision.

Safeguarding and Child Protection

1. Demonstrate a full understanding and serious regard for safeguarding and child protection as part of the safeguarding team.
2. Be a consistent, positive role model for staff and students in terms of conduct and attitude having due regard for the Nolan Principles and Ethical Leadership.

Professional Development:

Actively reflect on one's own professional development, identifying areas for further development, consulting with colleagues formally and informally and identifying training opportunities within the schools' arrangements for continuing professional development.

Leadership Responsibilities:

1. Be the lead for the new provision until the appointment of the Head of School Designate.
2. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
3. Participate in training and other learning activities and performance development as required.
4. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.

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5. Maintain absolute confidentiality and exercise discretion with regard to staff / student information and the Trust's business at all times.
6. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times. 6. Undertake any other reasonable tasks and responsibilities as requested by the Head of School or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post

The duties and responsibilities of this post may vary from time to time according to the changing demands of the school and the wider Trust and post holders may be expected to undertake other duties of a similar level / nature which are considered appropriate to the level of this post.

This job description may be reviewed at the reasonable discretion of the CEO/Executive Headteacher / Head of School in the light of those changing requirements and in consultation with the post holder.

SAFEGUARDING AND SAFER RECRUITMENT

1. SENDAT is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder under the guidance of the Executive Headteacher and Head of School will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS). A check against the Children's Barred List will be carried out for those who work directly with students under the age of 18.
3. The post holder is required to disclose to the school details of any relevant changes in their criminal records status including all unspent cautions and convictions and all adult cautions and spent convictions that are not protected (i.e., that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

SENDAT – Welcoming Diversity

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PERSON SPECIFICATION

Key areas	Essential	Desirable	Evidence
Education	<ul style="list-style-type: none"> • DCSF recognised teaching qualification • Graduate or equivalent • Honours degree or equivalent 	<ul style="list-style-type: none"> <input type="checkbox"/> Post graduate qualification <input type="checkbox"/> NPQH completed or underway <input type="checkbox"/> Experience of employment outside the education sector Leadership <input type="checkbox"/> Training <input type="checkbox"/> Qualification relevant to teaching of SEND 	<ul style="list-style-type: none"> <input type="checkbox"/> Application form
Experience	<ul style="list-style-type: none"> • Substantial successful teaching experience across the age range with complex SEND • An outstanding teacher • Significant middle leadership responsibility • Whole school responsibility • Experience of working effectively with parents and carers and other organisations • Used analysis of data to inform intervention • Working successfully with staff to improve provision and outcomes • Experience or curricular and/or pastoral responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Qualification relevant to teaching of SEND 	<ul style="list-style-type: none"> <input type="checkbox"/> Letter of application <input type="checkbox"/> Application form References <input type="checkbox"/> Interview Day <input type="checkbox"/>

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<p>Knowledge</p>	<p>Knows about:</p> <ul style="list-style-type: none"> • Current and proposed educational policy in the area of teacher standards and SEND reform including ENC plans • Current curriculum, learning and teaching developments nationally • Knowledge of information, careers advice and guidance • Knowledge and expertise in how people learn • A range of effective strategies for motivating staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Experience of leading successful professional development activities within a team 	<ul style="list-style-type: none"> <input type="checkbox"/> Letter of application <input type="checkbox"/> Application form <input type="checkbox"/> References <ul style="list-style-type: none"> <input type="checkbox"/> Interview Days
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	<ul style="list-style-type: none">• The different ways that people learn and the strategies that can be used to raise achievement• Strategies to embed good / outstanding lessons• Strategies for raising achievement for students who are SEND• The principles of effective coaching between staff• Strategies that can improve provision from good to outstanding• Strategies to promote individual and team development• The work of other agencies and opportunities for collaboration• Strategies which encourage parents and carers to support their children's learning• Policy creation through consultation and review• The impact of change on organisations and individuals• Evidence of keeping up to date with educational thinking and developments• A balanced programme of relevant CPD in the last three years• Experience / knowledge of current Ofsted and School Self Evaluation procedures		
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<p>Skills</p>	<p>Is able to:</p> <ul style="list-style-type: none"> • Establish and maintain an ethos in keeping with the school's CORE purpose • Model the values and vision of the school • Lead and manage teams successfully • Lead and co-ordinate effective CPD • Help us build on the breadth of educational experiences we 	<p>Evidence of innovative and effective pastoral leadership</p> <p>Good networking</p> <p>skills</p>	<p><input type="checkbox"/> Letter of application</p> <p><input type="checkbox"/> Application form</p> <p>References <input type="checkbox"/></p> <p>Interview <input type="checkbox"/></p>
	<p>offer both in and out of the classroom</p>		

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	<ul style="list-style-type: none"><input type="checkbox"/> Involvement in and / commitment to extracurricular activities<input type="checkbox"/> Good communicator to a range of audiences<input type="checkbox"/> Ability to chair and contribute to the success of meetings<input type="checkbox"/> Effectively manage change <input type="checkbox"/> Prioritise, plan and react appropriately<input type="checkbox"/> Contribute / lead school-based developments and initiatives <input type="checkbox"/> Think strategically, build and communicate a coherent vision in a range of compelling ways <input type="checkbox"/> Inspire, challenge motivate and empower students and staff<input type="checkbox"/> Communicate effectively and consult, orally and in writing, with a range of audiences<input type="checkbox"/> Access, analyse and interpret information including data to inform evaluation<input type="checkbox"/> Plan strategically and implement the actions within the given time scales<input type="checkbox"/> Acknowledge excellence and challenge under performance<input type="checkbox"/> Foster an open, fair, equitable culture and manage conflict		
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	<ul style="list-style-type: none"> <input type="checkbox"/> Challenge, influence and motivate others to attain high goals <input type="checkbox"/> Maintain a sense of perspective <input type="checkbox"/> Prioritise, plan and organise themselves and others <input type="checkbox"/> Make professional, managerial and organisational decisions based on informed judgements <input type="checkbox"/> Develop and maintain effective relationships with all stakeholders <input type="checkbox"/> Work independently and as a team leader and team member <input type="checkbox"/> Respect the professional expertise of others <input type="checkbox"/> Monitor student progress and intervene effectively to 		
	<p>maximise student achievement</p> <ul style="list-style-type: none"> • Employ strategies to support high standards of student behaviour and attitudes to learning • Take responsibility for appropriate sections of the school improvement plan and SEF 		

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<p>Attributes</p>	<p>Is committed to:</p> <ul style="list-style-type: none"> • The protection and safeguarding of children and young people • The raising of standards for all in the pursuit of excellence • The continuing learning of all members of the school community • The developing and sustaining of a safe, secure and healthy school environment <p>Possesses:</p> <ul style="list-style-type: none"> • Generosity of spirit • Enthusiasm and commitment • Tact and discretion • Resilience and resourcefulness • Creativity • Patience • Integrity and loyalty • Sense of proportion and good humour • Emotional Intelligence • A belief in the power of education to transform lives 		<ul style="list-style-type: none"> <input type="checkbox"/> Letter of application <input type="checkbox"/> Application form References <input type="checkbox"/> Interview <input type="checkbox"/>
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