

JOB DESCRIPTION



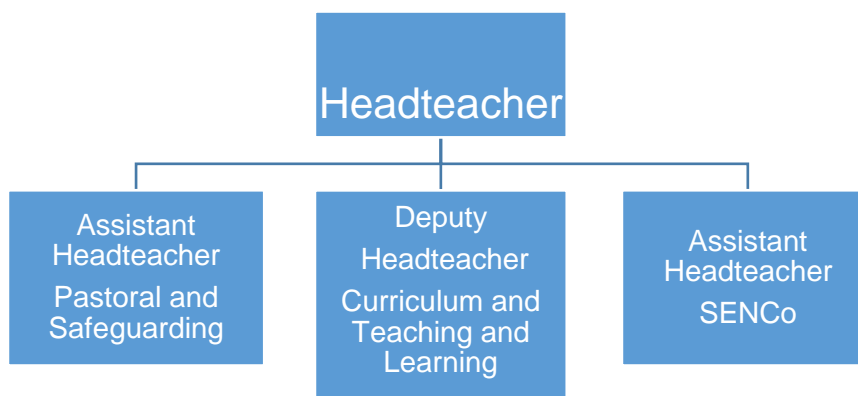
TITLE: Assistant Headteacher
SCHOOL: Woodlands Secondary School
RESPONSIBLE TO: Headteacher and Governing Body
GRADE: Leadership Group – L17 – L21

PURPOSE OF POST:

The Assistant Head Teacher, under the direction of the Head Teacher, will take a major role in:

- Undertaking the roles and responsibilities of SENCo; taking a critical role in ensuring that students receive the support and provision they need, including securing appropriate funding levels to implement EHC provision.
- Leading and overseeing the effective implementation of the EHCP review process for all students including liaising with relevant professionals and ensuring that identified actions and responsibilities are implemented.
- Oversight of assessment, recording and reporting, including target setting. Tracking student progress towards EHCP targets and ensuring targets are embedded in classroom practice.
- Overseeing effective transition processes for students transitioning to adulthood including co-ordinating information and events for parents.
- Monitoring and improving the quality of Teaching and Learning across the school

ORGANISATION CHART:



MAIN DUTIES AND RESPONSIBILITIES:

The Assistant Head will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's students.

1. SENCO

a. Strategic development

- Maintaining an up to date knowledge of national and local initiatives which may affect the school's policy and practice
- Ensuring the SEND Policy is understood and put into practice.
- Determining whether funding is being used effectively and evaluate impact and value for money.

b. Operation of the SEND policy and co-ordination of provision

- EHCPs
 - Coordinating and overseeing Annual Review processes and procedures, including timetabling of reviews and coordination of meetings within statutory requirements and timeframes.
 - Ensuring SLT and MLT colleagues understand and fulfil their responsibilities in relation to reviewing EHCPs; ensuring opportunities are provided for students to achieve their targets and ensuring identified provision is implemented to support students.
 - Ensuring teachers understand and fulfil their responsibilities in relation to implementing the provision written in students' EHCPs and providing students with opportunities to achieve their targets. Ensuring teachers produce high quality reports for the Annual Review meetings.
 - Ensuring effective processes are in place to capture and convey student voice.
 - Ensuring that EHC plans are appropriately funded and following appropriate processes to seek appropriate funding levels.
 - Representing the school during mediation and tribunal processes, or supporting colleagues to do so, as and when required.

c. Education Out of School (EOOS)

- Leading on the organisation and implementation of Education out of School (EOOS) packages including:
 - effectively communicating arrangements and expectations with all stakeholders
 - ensuring that safeguarding arrangements are robust
 - tracking and reviewing progress to determine the nature of the packages
 - ensuring packages are financially viable and sustainable
 - monitoring and reviewing the effectiveness of interventions.

d. Working with other stakeholders

- Effectively communicating with parents and carers, colleagues and other stakeholders; developing successful professional working relationships with stakeholders.
- Coordinating termly SEN planning meetings with SENAT officers and other relevant professionals – updating information, identifying actions and responsibilities, and ensuring these are implemented.
- Liaising with relevant professionals to seek and provide advice and information for EHCPS and transition.
- Actively participating in Luton SENCO network meetings to keep up to date with local and national developments and to share good practice.

e. Consultation requests

- Reviewing and responding to consultation requests, including in year requests and the primary phase transfer requests within statutory timescales.
- Ensuring that responses refer to the suitability of placement in terms of age, ability, aptitude or SEN and/or the compatibility with the provision of the efficient education of others, or the efficient use of resources.
- Liaising with relevant colleagues (department leaders, DSL, family workers, school nurses and the admin team) to determine placement and to plan for the transition, including the start date, if students are placed at the school, in year.

f. Transition

- Overseeing and engaging in processes to understand the nature and needs of students transitioning into the school.
- Overseeing transition processes from primary settings and to post school providers – in close liaison with Department Leaders.
- Facilitating effective communication of information to students, parents/carers and professionals about the processes and timeframes.
- Ensuring student voice and parent views are captured and represented.

2. Assessment

- a. Overseeing assessment, recording and reporting processes, including target setting. Ensuring that policies are up to date and communicated effectively to stakeholders.
- b. Ensuring that school staff receive appropriate training to support them to fulfil their assessment and reporting responsibilities.
- c. Effectively analysing and reporting on assessment data to a range of stakeholders including department leaders, SLT and governors; using findings to inform school improvement priorities and decision making.
- d. Keeping up to date with examination board requirements for controlled and external assessments where appropriate. Reviewing and updating all required exams policies in line with exam board and/or JCQ requirements.

Being responsible for Internal Quality Assurance processes and training related to controlled assessment.

- e. Coordinating exams and accreditation at Key Stage 4 and Post 16; effectively liaising with accreditation organisations and exam boards to ensure that the school is compliant in the administration of its duties.
 - f. Reviewing the effectiveness of assessment and reporting processes and considering the workload implications of assessment and reporting practices on staff, with a view that expectations are not onerous.
3. Monitoring and improving the quality of Teaching and Learning across the school
- a. Updating and implementing the lesson observation and learning walk protocol, ensuring that all stakeholders understand the processes and expectations.
 - b. Effectively analysing and reporting on teaching and learning data to a range of stakeholders including department leaders, SLT and governors; using findings to inform school improvement priorities and decision making.
 - c. Implementing strategies and practices to ensure the development of effective teaching practice.
4. Management of school staff.
- a. Implement the performance management policy of the school, with direct responsibility for managing some members of the MLT, teaching staff and some non-class based staff.
 - b. Manage staff well, with due attention to wellbeing and workload balanced with professional expectations.
 - c. Supporting the Headteacher and SLT colleagues to implement policies relating to safer recruitment, managing staff performance, capability and professional behaviours.
5. Other leadership responsibilities
- a. Proactively contributing to the work of the Senior Leadership Team – contributing to discussion and decision making.
 - b. Contributing to school self- evaluation and the compilation of evidence of impact and effectiveness
 - c. Leading on key areas of the School Improvement plan – identifying priorities, forming and implementing an action plan, monitoring the effectiveness and impact of the plan on students and staff.
 - d. Contributing to the day to day running and efficiency of the school.
 - e. Undertaking relevant safeguarding training, including safer recruitment and engaging in recruitment processes.
 - f. Any other reasonable duties requested by the Headteacher.

DIMENSIONS

Supervisory Management: Day to day running of school and staff supervision.

Financial Resources: Budget management of specific areas

Work Environment: All staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

It is an offence to apply for a role working in regulated activity if you are barred from working with children.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

A CV alone will not provide adequate information and will not be accepted for any posts based in schools. Candidates are required to explain how they meet the essential criteria in full by completion of the application form.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline

Person Specification - Assistant Head Teacher



This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the **essential** and **desirable criteria**.

Attribute s	Essential	How meas ured	Desirable	How measur ed
Qualificati ons	1. Qualified teacher status	1,4	3. NPQSL/NPQH qualification	1,4
	2. Degree /PGCE	1,4	4. Completion of/ working towards SENCO qualification	1,4
Experience	5. Successful leadership and management experience in a special school setting.	1,2		
	6. Significant experience of reviewing and implementing EHC Plans and provision for students with a range of special educational needs	1,2		
	7. Significant involvement in school self-evaluation and planning for school improvement	1,2		
	8. Evidence of successful leadership of a key aspect of school improvement.	1,2		
	9. Demonstrable experience of leading successful performance management and staff development.	1,2		

<p style="text-align: center;">Skills/Abilities</p>	<p>10. Understanding of high quality teaching and the ability to model this and support others to improve.</p> <p>11. The ability to communicate a vision and inspire others</p> <p>12. The ability to communicate effectively and build positive working relationships with a range of stakeholders including students, staff, parents, governors and other professionals.</p> <p>13. The ability to address challenging issues and work towards resolution, alongside other agencies where relevant.</p> <p>14. Demonstrable ability to analyse and interpret data as part of Assess, Plan, Do. Review cycles to improve outcomes</p> <p>15. Excellent organisational and communications skills; the ability to prioritise, manage own workload and meet deadlines</p> <p>16. Confident user of technology to support leadership role</p>	<p>1,2, 5</p> <p>1,2, 5</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2, 3</p> <p>1,2</p>	<p>17. Successful experience of implementing coaching and mentoring skills.</p>	<p>1,2</p>
<p style="text-align: center;">Competencies</p>	<p>18 Commitment and experience of effective safeguarding practice</p> <p>19. <i>Ability to keep students and staff safe. This includes demonstrating the following:</i></p> <ul style="list-style-type: none"> • appropriate motivation to work with young people • ability to form appropriate relationships with young people • emotional resilience in working with challenging behaviours • appropriate attitudes to use of authority and maintaining discipline. 	<p>1,2</p> <p>1,2, 5</p>		
<p style="text-align: center;">Equality Issues</p>	<p>20. An understanding and commitment to recognise and act, in order to protect people from direct or indirect discrimination and unconscious bias.</p> <p>21. Able to understand and address the core equality issues for students with SEN in Luton</p>	<p>1,2</p> <p>1,2</p>		

Specialist Knowledge	22. Demonstrable understanding and ability to carry out the roles and responsibilities of a SENCo in a special school setting.	1,2		
	23. A depth of understanding of the priorities for supporting children with severe, complex and profound learning difficulties and for improving outcomes.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)
 We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the schools policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.