

Assistant Headteacher

Name of School: Hunsbury Park Primary School

Post Title: Assistant Headteacher

Education Stage: Primary

Contract Type: Permanent

Working Pattern: Full Time

Responsible to: Head of School

Pay Scale: Leadership Scale L1 – L5

Closing Date: 12pm on 28th November 2024

Interview Date: Week beginning 13th January 2025

Start Date: 22nd April 2025 (or earlier if possible)

What skills and experience we are looking for

We are seeking an exceptional leader for the role of Assistant Headteacher at Hunsbury Park Primary School. The successful candidate will take on key responsibilities, including being the school SENDCo, Designated Safeguarding Lead and Attendance Lead driving initiatives to improve attendance and tackle persistent absence.

We are looking for a candidate who possesses:

- Experience in the SENDCo role and as a Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL).
- A proven track record of delivering high-quality teaching and providing support for children with Special Educational Needs and Disabilities (SEND).
- An inclusive approach to practice, demonstrating a commitment to fostering a diverse learning environment.
- Previous leadership experience is preferred, either at a senior or middle leader level.
- A supportive attitude towards colleagues, alongside the ability to offer constructive advice to enhance practice.
- An approachable and friendly demeanour, crucial for creating trusting relationships with staff, parents and pupils.
- The capability to engage in difficult conversations in a productive and professional manner.
- Experience liaising with external agencies to meet children's needs and support SEND initiatives.
- A comprehensive understanding of a wide range of SEND needs, particularly Social, Emotional and Mental Health (SEMH) and Autism Spectrum Disorder (ASD).
- The ability to model best practices and engage in team teaching to support colleagues effectively.
- A clear passion for SEND and inclusive practice across the school community.

What Hunsbury Park Offers its Staff

At Hunsbury Park Primary School, we believe in fostering an environment that not only supports our pupils but also our dedicated staff.

We offer:

- **Golden Tickets** for toil days to acknowledge and reward those who go above and beyond.
- **Half-termly staff shout outs and rewards** to celebrate individual contributions.
- **Termly whole staff treats** as a token of appreciation for your hard work and commitment.
- Access to a **counselling service** to support your well-being.
- A **friendly, welcoming, and supportive staff** culture that champions collaboration.
- The chance to be part of a school that is passionate about **inspiring** our pupils and enabling them to reach their full potential.
- A **50% discount on wrap-around care** for staff members with children attending our school.

- A commitment to **Continued Professional Development (CPD)** to enhance your professional growth.
- Engagement in an innovative **SEND Partnership CPD programme** to support parents and colleagues across West and North Northants.
- Recognition through our **Flagship Status for the Inclusion Quality Mark**, highlighting our commitment to inclusion.

If you are an inspiring leader with a passion for SEND and are committed to making a lasting difference in the lives of our pupils, we would love to hear from you. We welcome visits to our school; please contact the school office to arrange, either by email office@hunsburypark.org or by phone 01604 761566.

We reserve the right to close this vacancy early if we receive sufficient application for the role. Therefore, if you are interested, please submit your application as early as possible.

Job Description

Outline of Role

To lead and manage continuous improvement to the quality of education at the school, working with teachers to further develop their practice in order to drive outcomes for students with SEND.

To ensure all children in our school are effectively safeguarded against harm.

Strategic Direction

- To work in collaboration with the Senior Leadership Team and assume responsibilities commensurate with the role.
- To provide pedagogical leadership to all staff to ensure that the planning, resourcing and delivery of the curriculum meets the needs of students with SEND and enables them to make expected or better progress.
- To lead Resource Provision so that it supports those students with SEND.
- To be the SENDCo and provide strategic oversight and direction to our staff.
- To lead the development, implementation, monitoring, and evaluation of provision for special educational needs within school, liaising with relevant stakeholders.
- To manage appropriate resources for special needs and ensure that they are used efficiently and effectively.
- Being a significant presence around the school, actively supporting staff and promoting appropriate conduct amongst children.
- Quality First Teaching.
- To provide strategic direction to the work of the teaching team to address uneven patterns of progress in outcomes for disadvantaged students and those with SEND.
- To work with the teaching team to substantially improve quality first teaching to meet the needs of disadvantaged students and those with SEND.
- To target additional specific provision to improve outcomes for students with SEND.
- To ensure provision effectively meets the needs of students not making the expected progress and which enables them to accelerate in their learning.

SENDCo

- This is currently a non-classed based post; however, the role will require the organisation and delivery of interventions, as well as cover across the school, as needed.
- Gather information and produce reports for a range of audiences including the local authority, governors and staff.
- Liaise and work collaboratively with relevant outside agencies to ensure that individual students' special educational needs are met effectively and that all statutory requirements are met fully.
- Work within the WNC framework, including accessing Targeted Funding, aligned to the SEND Ranges.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Effectively implement the school's identification processes, ensuring that students needs are accurately recorded and communicated.
- Work with teachers and other relevant staff to ensure that all contextual information and data about children with SEND is used to set subject-specific targets and to match work appropriately to children's needs.
- Ensure that the SEND Register is kept accurate and up to date and that staff are kept informed of children's special educational needs.
- Lead the ongoing monitoring, evaluation, and review of all plans in place to support students with SEND and to arrange and chair annual reviews.
- Respond effectively to consultations and communications from outside agencies.
- Analyse and interpret relevant national, local, and school pupil data, plus research and inspection evidence, practices, expectations, targets and teaching methods.
- Use data effectively to identify students who are underachieving and create and implement effective plans of action to support those students to catch up.
- Provide training, developmental support and guidance to staff on the choice of appropriate teaching and learning strategies to meet the needs of different students.

- Make appropriate provision through interventions to ensure that students reach age-related expectations.
- Work with staff to promote our inclusive curriculum.
- Support meetings and to communicate information to staff and co-ordinate monitor and evaluate resulting action.
- Assess, record and report on the attendance, progress, development and attainment of students with SEND and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students with SEND.
- Maintain behaviour standards in accordance with the school's policies and to encourage good practice regarding punctuality, behaviour, standards or work and homework.
- Have an in-depth understanding of the statutory provisions and legislation concerning safeguarding and SEND assessments.
- Analyse data to set priorities and create action plans to address emerging issues.
- Have high aspirations for every student, including those with SEND and those who are disadvantaged.
- Analyse performance and articulate reasons behind successful achievement and poor performance.
- Work in partnership with all stakeholders to support the needs of students.

Designated Safeguarding Lead and Attendance Lead

- Ensure that Child Protection issues relating to students are addressed swiftly and in line with the Child Protection Policy.
- Effectively lead the safeguarding team, including leading weekly meetings.
- Ensure accurate safeguarding record keeping, including that of the Single Central Record.
- Address and act upon any concerns raised by staff and stakeholders in order to safeguard the children in our care.
- Liaise with external agencies and professionals, attending meetings, giving updates and sharing key information.
- Act professionally and confidentially.
- Monitor attendance across the school, with a particular focus on disadvantaged and vulnerable children.
- Ensure consistent whole school approach to tackling persistent absence
- Work with families to improve persistent absence, including leading attendance meetings.
- Liaise with the Family Support Worker and external agencies to ensure children and families receive the support they require to thrive.
- Ensure new staff receive a thorough induction and know how to report concerns, following school procedures and policies.
- Update key safeguarding policies and ensure that safeguarding updates are regularly disseminated to staff.
- Ensure staff have statutory annual safeguarding training.
- Make referrals to external agencies, including MASH in order to support and safeguard children.
- Being responsible for, and working across, 2 sites as our Unit Provision has a satellite site 3 miles away. This will include some travel between sites.

School community

- Reinforce behaviour expectations and standards throughout the school.
- Promote the school's ethos and values.
- Work with parents and students to ensure that they understand the aims of the school, its policies and procedures and future direction.
- To be a positive role model of the values and behaviours that underpin the school vision.
- Contribute to the wider life of the school through your participation in meetings, extra-curricular events and information evenings.
- Carry out any other responsibilities, as directed by the Headteacher.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks will be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Person Specification

	ESSENTIAL	DESIRABLE
EXPERIENCE	<ul style="list-style-type: none"> • Experience of teaching across a range of key stages. • Evidencing how funding has been used and securing additional funding as required. • SENDCo qualification (or currently working towards this). 	<ul style="list-style-type: none"> • Middle or Senior Leadership Experience. • NPQSL/NPQH.
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • Knowledge of graduated approach. • Secure understanding of SEND Code of Practice. • Proven track record of delivering strong progress outcomes for students with SEND. • Experience of reflecting on and improving teaching practice to increase student achievement. • Knowledge and experience of a range of successful teaching and learning strategies and interventions to meet the needs of all students. • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management. • Familiar with current research and implementing evidence-based practice . 	<ul style="list-style-type: none"> • Specialist knowledge within a specific area of SEND, particularly SEMH and/or ASD.
SKILLS AND PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice. • Effective and systematic behaviour management, with clear boundaries, consequence, praise and rewards. • Thinks strategically about classroom practice and tailoring teaching to the needs of the children. • Understands and interprets pupil data to drive student attainment. • Good communication, planning and organisational skills. • Demonstrates resilience, motivation and commitment to driving standards of achievement. • Acts as a role model to staff and students. 	
EQUAL OPPORTUNITIES	<ul style="list-style-type: none"> • A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity 	
SAFEGUARDING	<ul style="list-style-type: none"> • A thorough understanding of up-to-date safeguarding requirements and best practice. • Ability to train staff and effectively communicate any safeguarding updates regularly to staff. 	<ul style="list-style-type: none"> • Experience as a DSL or DDSL. • Experience as a team leader.