



Assistant Headteacher SENDCO Job Description.

The Assistant Headteacher SENDCO will provide leadership and oversight of SEND and autism/SEMH provision and strategy within the school (4 -16) and will be responsible for monitoring and evaluating its overall effectiveness.

Core Purpose:

As Assistant Headteacher SENDCO, the post holder will be a member of the Senior Leadership team and share responsibility in the overall management and leadership of the school including:

- Managing staff and resources
- Monitoring progress towards the achievement of the aims / objectives of the school.
- Taking responsibility for the **overall effectiveness** against key objectives of any specified phase and /or aspect of our provision.
- To work in close co-operation with other leaders to establish and further the development of the school.
 - To assist in the day-to-day running of the school.
 - To work collaboratively with all other members of the leadership team, on curriculum design, pedagogy etc. that contributes to the improvement of our quality of education.
- Monitor the quality and effectiveness of SEND and autism/SEMH friendly provision for pupils throughout the school in relation to their needs and their expected progress.
- Work collaboratively on curriculum design, pedagogy development to further build our provision and the school's reputation.
- To Lead the Specific Needs team(s) and monitor the quality and effectiveness of individualised provision across the school.
- To act as the school's designated teacher for Looked After Children (LAC), ensuring that the provision for LAC pupils meets specific needs, liaising with outside agencies and quality assuring the Academy's statutory requirements in relation to LAC pupils.

Strategic Leadership

- To lead, in collaboration with the Leadership Team, on the school's SEND and autism/SEMH strategy.
- To oversee, in collaboration with the leadership team the school's accreditation and strategy for development in Autism and SEMH.
- To ensure the school's statutory SEND requirements are fulfilled in line with the SEND Code of Practice (2014), including but not exclusively the SEND register, monitoring the statutory requirements regards EHCPs and Annual Reviews, the SEND and autism policies and information reports.
- To collaborate with the school's leadership team and extended leaders regards the development of its provision, intervention and maintaining the school provision map.
- To work with SLT on flexible provision models to meet changing pupil needs.

- To contribute to the provision of reports for the Governing Body as statutorily required
- To support the school ethos, playing a full part in the life of the Academy, and to be a positive role model at all time

- To research and respond to SEND/autism/SEMH initiatives at national, regional and local levels, identifying opportunities to expand the school's provision.
- To liaise with other academies and schools in Devon and Reach South as appropriate.
- To collaborate with the Headteacher regards the strategy and operations for admissions to the academy.
- To lead on the autism/SEMH support staff deployment model including the quality assurance and development of good autism and SEMH practice within the model.

Requirements & Responsibilities:

- To set a high standard professionally and personally.
- To support the implementation of all school policy.
- To be responsible alongside other staff posts of responsibility for maintaining good order throughout the school.
- To follow the principles of the Thomas Hall Way.
- To ensure the school polices are implemented and that high standard of provision is consistently maintained.
- To support and encourage career and personal development of all teaching staff.
- To carry out extra-curricular duties that are reasonable and practicable.

Leadership Responsibilities:

- Work effectively to share and communicate the SEND and Social Communication Needs of pupils linked to autism and SEMH.
- To ensure positive pupil engagement and make recommendations of how to develop or improve this.
- To support and monitor curriculum development, ensuring autism and SEMH friendly strategies are at the forefront of classroom practice.
- Support delivery of and identify SEND/autism and SEMH specific staff training.
- To advise on development of best autism and SEMH practice and provision across the academy.
- To monitor and evaluate the outcomes of specialist interventions across the academy and monitor effectiveness using the academy provision mapping tools.
- To liaise effectively with relevant staff, external agencies and parents.
- To contribute to the school's Safeguarding team, attending additional multi-agency meetings as required
- Lead on cases related to issues that have triggered suspensions, change of provision, or change of placement for pupils in the phase.
- To support and promote good SEND and autism/SEMH practice and effective utilisation of all staff and facilities.
- To recognise the financial implications of the whole School Improvement Plan for SEND and autism/SEMH initiatives.
- To lead on the school's Pupil Progress and Assessment Cycle advising and supporting staff to implement best SEND/autism/SEMH practice.
- To be a pro-active member of the School Leadership Team to both direct and guide professional dialogue and discussion.
- To be alert to potential for improvement and innovation within the School and take the initiative in its implementation.

Other:

- To support a positive climate where collaborative leadership is encouraged.
- To help to guide, support and motivate colleagues.
- To be an excellent SEND/autism/SEMH classroom practitioner.

Assistant Headteacher SENCO –Person Specification		
	Essential	Desirable
Qualifications		
Qualified Teacher status	x	
National Award for SENCO/willingness to start the qualification within 12 months of being in post	x	
Specialist qualifications related to SEND or autism/SEMH		x
Postgraduate Leadership qualifications		x
Knowledge and Experience		
Track record of successful practice as a SENCO in a specialist, primary or secondary setting.	x	
Track record of successful Leadership role(s) within a specialist, primary or secondary setting.	x	
Experience of success in ensuring pupil engagement and progress	x	
Experience of multi-agency working/lead professional	x	
Experience of being the Designated Teacher for Looked After Children		x
Has good knowledge of the SEND Code of Practice (2015) and is able to implement and monitor the Academy's Statutory responsibilities	x	
Recent experience of teaching pupils with SEND/autism/SEMH	x	
Track record of implementing and monitoring intervention models that have had a positive impact on pupil progress.	x	
Knowledge of how to assess pupil need against the four areas of the code of practice.	x	
Ability to assess pupils for access arrangements		x
Excellent classroom practitioner	x	
Familiarity with using data to track/assess pupil progress	x	
Safeguarding		
Full understanding of the safeguarding requirements and how teachers promote the welfare of children	x	
Eligibility to work in the UK	x	
Recent Level 3 safeguarding		x
Personal Qualities		
A self - motivated and resilient practitioner	x	
Ability to engage with, motivate and adapt for students who find learning a challenge	x	
Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, education staff, therapists, inspection teams, Local authority officers, health professionals.	x	
A flexible, innovative and consistently positive attitude	x	
Excellent communicator, both orally and written	x	
An ability to retain a sense of perspective and humor to motivate all pupils and colleagues.	x	