



St Andrew the Apostle

Greek Orthodox School

Job Profile & Person Specification

Assistant Headteacher - SENDCo

Accountabilities

Reports to: Headteacher

Direct reports: SEN Team, Heads of Department as appropriate (variable)

Core purpose

To support the Headteacher in providing professional and strategic leadership and management of the school that will establish a secure foundation from which to achieve high standards in all areas of the school's work.

To provide strategic leadership and oversight of provision for students with Special Educational Needs. To be responsible for day-to-day operation of SEND policy and coordination of specific provision to support individual pupils with SEND.

To fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

General leadership responsibilities

Members of the leadership team will have clearly defined responsibilities and the successful applicant will take responsibility for key strategic areas. These will change from time to time and develop as the school grows. This is in order to develop the skills and experience of the individual within the team and also to respond to school needs.

- To assist the Headteacher in whole school strategic planning with specific responsibilities for designated areas.
- To deputise for the Headteacher as required.
- To undertake the implementation of the School Development Plan as identified within the plan.
- To assist in the preparation of curriculum, capital and other bids and submissions to outside agencies.
- To line manage the SEN Team, designated Heads of Department, and other staff, in all aspects of their responsibilities for raising achievement in the school.
- To assist the Headteacher in the self-evaluation process of the school through relevant reviews of key aspects of provision and standards.
- To assist the Headteacher with interviewing and staffing.
- To share with other members of the Leadership Team the responsibility for the daily administration and good management of the school. This will include participation in the school duties rota.



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- To share responsibility with other members of the Leadership Team for the good order and conduct of pupils throughout the school.
- To lead on the performance management of designated staff.
- To attend Leadership Team meetings and other management meetings as required.
- To attend meetings of the Governing Body and its committees as required.

Specific responsibilities

Strategic development of SEND policy and provision

- To ensure that the school remains inclusive of all students with SEND and that the school's ethos and values drive all work within the SEND department.
- To have a strategic overview of provision for pupils with EHCPs, and on the SEND register, across the school, monitoring and reviewing the quality of provision and striving for continual improvement.
- To line manage the SEND department and ensure effective performance of staff for the benefit of students. To recruit additional staff as required and to work with the Assistant SENDCo to ensure a well-supported and motivated SEND department.
- To monitor the progress and outcomes for students on the SEND register and to adapt provision to their changing needs to ensure every student is able to fulfil their potential.
- To contribute to school self-evaluation, particularly with respect to provision for pupils with SEND.
- To ensure the SEND and inclusion policies are put into practice, and that the objectives of the policy are reflected in the School Development Plan.
- To maintain an up-to-date knowledge of national, Trust wide and local initiatives which may affect the school's policy and practice.
- To maintain and up-to-date knowledge of the local authority support offer for students with SEND.
- To draft the school's Annual SEND Information Report.
- To maintain records of SEND linking funding and to support with the reconciliation of SEND linked funding due. To evaluate whether funding is being used effectively, where necessary proposing changes to make use of funding more effective.

Operation of the SEND policy and co-ordination of provision

- To ensure the maintenance of an accurate SEND register and provision map.
- To provide guidance to colleagues on teaching pupils with SEND, leading INSET and other training sessions as required.
- To advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- To work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies to promote the inclusion and progress of students with SEND.
- To act as a key point of contact for external agencies for students with SEND, including the local authority.



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- To analyse assessment data for pupils with SEND, challenging under performance in departments and supporting teaching for successful outcomes for students with SEND.
- To oversee all aspects of day to day SEND provision, including implementing and lead intervention groups for pupils with SEN, and evaluating their effectiveness; performance management for members of the SEN team and any other operational matters arising.

Support for pupils with SEN or a disability

- To identify a pupil's needs, working with Educational Psychologists and other professionals as appropriate
- To co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- To secure relevant services for the pupil in line with their needs and EHCP as appropriate.
- To ensure records of provisions, resources, funding and any other matters are maintained and kept up to date.
- To review the Education, Health and Care Plan with parents or carers and the pupil and act as primary contact for EHCP consultations relating to existing students and potential admissions
- To communicate regularly with parents or carers relating to progress and support for students with SEND
- To ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- To promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- To assess, apply for and implement access arrangements for students with SEND.
- To work with the designated teacher(s) for looked-after children, pupil premium or any other groups, where a looked-after pupil has SEND.

General Responsibilities (all staff):

1. To assist in the delivery of the curriculum through the scheduled teaching programme and the provision of cover for absent teachers in emergencies.
2. To perform duties and attend meetings as reasonably required.
3. To assess and record pupils' achievements, to prepare reports and take part in parental consultations.
4. To participate in the School's performance management scheme.
5. To undergo in-service training where required to keep abreast of developments in school initiatives curriculum and subject areas.
6. To contribute to the school's pastoral system.
7. To observe and implement current school policies and good practice.
8. To carry out such particular duties as the Headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987.



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Person Specification

Experience and Leadership – The post holder will have demonstrable experience of:

- Development of good and outstanding teaching. (E)
- Leading the achievement of outstanding outcomes across the full range of student abilities. (E)
- Successfully leading a subject team. (D)
- Managing, motivating and developing staff. (E)
- Using data and benchmarks at student, subject and whole school level. (E)
- Successfully leading a whole school initiative or management area. (E)
- Management in a church school (of any Christian denomination) (D)

Professional knowledge – The post holder will know:

- Current, detailed knowledge of the SEND Code of Practice (E)
- How to effectively support students' academic progress across the ability range. (E)
- Current educational issues and developments including most recent curriculum and examination changes. (E)
- Details of the current Ofsted inspection framework. (E)

Skills – The post holder will be able to:

- An excellent classroom practitioner who leads by example – able to consistently deliver good and outstanding lessons. (E)
- Develop, articulate and maintain a clear vision and leads others to plan and deliver it. (E)
- Communicate in a way that inspires and motivates children and adults. (E)
- Improve and maintain levels of attainment and success. (E)
- Review, monitor and evaluate progress and results. (E)
- Lead, co-ordinate and delegate. (E)
- Think both strategically and operationally, according to the situation. (E)
- Analyse, evaluate and use data to support decision-making. (E)
- Confidently manage change and work well under pressure. (E)
- Manage the performance of others effectively. (E)

Attributes – The post holder will be:

- Emotionally intelligent, creating robust, trusting, honest, and supportive relationships. (E)
- Well organised, flexible and resourceful. (E)
- Able to display moral, intellectual and personal integrity and authority. (E)
- Able to show determination, optimism and resilience in the face of challenges and setbacks. (E)
- Committed to equality of opportunity, community cohesion and student social mobility. (E)
- Supportive of the Christian ethos of the school and willing to promote and uphold our ethos and values (E) or a practicing member of the Christian faith (D).



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Qualifications- The post holder will have:

- National Award for SEN Co-ordination (or willing to complete it within 3 years of appointment). (E)
- Qualified to degree level. (E)
- Qualified teacher status. (E)
- Recent, relevant professional development. (E)