



GREENWOOD ACADEMIES TRUST

JOB DESCRIPTION

Post Title:	Assistant Principal SENDCO (Inclusion Lead)
Purpose:	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils within the relevant age group and to support a designated curriculum area as appropriate.</p> <p>To monitor and support the overall progress and development of pupils as a teacher/form tutor.</p> <p>To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve the highest of standards.</p> <p>To share and support the Academy's responsibility to provide and monitor opportunities for pupils' personal and academic growth.</p>
Reporting to:	Principal/Head of School.
Responsible for:	The provision of a full learning experience and support for pupils in accordance with the professional duties of a teacher.
Liaising with:	<p>The Head of School/Deputy Principal, teaching/support staff, external agencies and parents.</p> <p>The following information is furnished to assist staff joining the Trust to understand and appreciate the work content of their post and the role they play in the establishment.</p>
MAIN (CORE) DUTIES:	To carry out the professional duties of a school teacher as provided for under the relevant sections of the School Teachers' Pay and Conditions Document.
Leadership:	<ul style="list-style-type: none">• To play a key leadership role and to make a major contribution to the development of the academy.• To be accountable for the quality of the SEND, inclusion and mental health support• To lead quality assurance in the faculty and contribute to whole school evaluation• To share accountability for achieving the highest standards of student attainment and achievement of identified students• To ensure teaching is consistently good• To performance manage all staff within the faculty, including support staff• Ensure all staff in the faculty are fully compliant with Academy policies.• To submit reports and collate data to enable the Trust to monitor achievement outcomes

- To contribute to professional learning of colleagues with regard to meeting the needs of students
- To work with the Senior leaders to monitor and track progress of pupils, quality of teaching and learning, attendance and behaviour within faculty
- To ensure behaviour is consistently good across the faculty
- To broker support for learners with barriers to learning
- To ensure key groups including PP, SEN, disadvantaged and More Able make good progress
- produce an annual faculty improvement plan and a self-evaluation as part of overall school evaluation processes.
- to be a duty leader managing the site at agreed times

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in your area.
- To contribute to the area's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole Academy's planning activities.

Curriculum provision:

To assist the Principal/Assistant Principal to ensure that the curriculum area/year team provides a range of teaching that complements the Trust's strategic objectives.

Curriculum development:

To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the Academy's mission and strategic objectives.

Staff development:

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.

Recruitment/deployment of staff:

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

Quality Assurance:

- To help implement Academy quality procedures and adhere to them.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed Academy procedures, including

evaluation against quality standards and performance criteria.

- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Management information:

- To maintain appropriate records and to provide relevant, accurate and up-to-date information for CMIS etc.
- To complete the relevant documentation to assist in the tracking of pupils.
- To track pupil progress and use information to inform teaching and learning.

Communications:

- To communicate effectively with the parents of pupils as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To follow agreed policies for communications in the Academy.
- An ability to converse at ease with all customers and provide accurate advice in order to fulfil all spoken aspects of the role through the medium of spoken English.

Marketing and liaison:

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review Days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies, primary schools and other secondary schools.

Management of resources:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Principal identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, department and the pupils.

Pastoral system:

- To be a class teacher to an assigned group of pupils.
- To promote the general progress and well-being of individual pupils and of the group as a whole.
- To liaise with the SENCO/Principal to ensure the implementation of the Academy's support systems.
- To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of pupils and with persons or bodies outside the Academy concerned with the welfare of individual pupils, after consultation with the appropriate senior staff.
- To contribute to PSHE, citizenship and enterprise education, according to Academy policies.
- To support the Academy's behaviour management protocols so that effective learning can take place.

Teaching:

- To teach pupils according to their educational needs including the setting and marking of work to be carried out by the pupil in the Academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of pupils.
- To ensure that ICT, literacy, numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of pupils.
- To undertake a designated programme of teaching to fully prepare pupils for all examinations and tests.
- To ensure a high quality learning experience for pupils that meets internal and external quality standards.
- To prepare and update teaching materials.
- To use a variety of delivery methods that will stimulate learning appropriate to pupil needs and the demands of the syllabus and/or scheme of work.
- To maintain discipline in accordance with the Trust's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of pupils as requested by external examination bodies, departmental, year and Trust procedures.

- To mark, grade and give written/verbal and diagnostic feedback as required.
- To jointly plan with any Learning Assistants or Learning Mentors allocated to pupils in your class

Other specific duties:

- To play a full part in the life of the Academy to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- To carry out pre-school break, lunchtime and after school duties as assigned to you.
- To actively promote the Academy's corporate policies.
- To continue personal development as agreed.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by the STPCD not mentioned in the above.
- To promote and safeguard the welfare of pupils for whom you are responsible or come into contact with.

Additional Specific Responsibilities

As Inclusion Lead SENDCO you will ensure access to the curriculum for all pupils. You will be responsible for the effective co-ordination and identification of need, appropriate intervention and mentoring. You will also monitor and evaluate the impact of the interventions for all pupils requiring additional support. You will lead an Inclusion Team and be responsible for the budget, QA and PDR of your team.

To assist in the promotion, strategic direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for all pupils including those with Special Educational Needs and Disabilities (SEND), as described below, and those for whom English is a second or additional language (EAL):

- Pupils on the School's Special Educational Needs Register
- Pupils identified as being Gifted or Talented
- Pupils with identified specific learning difficulties
- Pupils with identified behavioural problems
- 'Looked After' pupils and those subject to Child Protection procedures
- Pupils eligible for free school meals or on the Ever 6 register
- Pupils who are from service families
- Pupils who are adopted
- Pupils belonging to ethnic minorities
- Pupils of Romany, Gipsy or Traveller families
- Pupils who the Principal considers have previously received, for any reason, an inadequate or compromised education

To also assume an active role on the SLT.

Key Accountabilities:

Teaching and Learning:

To secure and sustain effective teaching for individuals, groups and classes.

- Identify and adopt the most effective teaching approaches for effective inclusion.
- Monitor teaching and learning activities to meet the needs of pupils.
- Identify and teach study skills that will develop pupils' ability to work independently.

- Liaise with other schools/academies to ensure continuity of support and learning when transferring pupils.
- Work with other teaching and learning leaders in school to ensure coherence and consistency in curriculum progression.

Recording and assessment:

To contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices

- Set aspirational targets for raising achievement among SEND and other groups or children as appropriate.
- Collect and interpret assessment data and share with other staff as appropriate.
- Ensure the effective use of pupil data for the use of target setting.
- Set up systems for identifying, assessing and reviewing inclusion.
- Update the Principal on the effectiveness of provision for inclusion.
- Develop understanding of learning needs and the importance of raising achievement amongst pupils.
- Attend consultation evenings and keep parents/careers informed about their child's progress.

Leadership:

To lead manage and work collaboratively

- Work with the Principal to lead and manage the creation and implementation of the Academy Development Plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities for inclusion.
- Provide training opportunities for teachers, learning assistants and other support staff to learn about inclusion.
- Disseminate good practice for inclusion across the Academy.
- Identify resources needed to meet the needs of inclusion and advise the Principal of priorities needed for expenditure.
- Ensure every effort is made to develop and maintain good relationships and communications with parents/carers and outside agencies.

Standards and quality assurance:

- Support the aims and ethos of the Academy.
- Evaluate the outcomes of intervention programmes.
- Help others to evaluate the impact of their teaching on pupil progress.
- Attend and participate in open evenings and student performances.
- Lead by example.

All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with.

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.

All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with.

All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.

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PERSON SPECIFICATION

SENDCO

	Essential	Desirable	How Assessed
Qualifications:			
Degree	✓		Application form
Qualified teacher status	✓		Application form
Hold the NASENCO award or be willing to work towards it	✓		Application form
Teaching Experience:			
Successful teaching experience	✓		Application form; at interview and reference
Knowledge of the SEND code of practice	✓		
Experience of working with pupils with SEND and EAL	✓		Application form; at interview and reference
Experience of managing effective inclusion		✓	Application form; at interview and reference

Personal and Professional Skills and Attributes:			
Evidence of development of skills, knowledge and capabilities relating to the teaching of SEND and EAL students	✓		Application form and at interview
Able to work within the extended leadership team and take the leading role within the SEN department	✓		Application form and at interview
Highly motivated and enthusiastic	✓		Application form and at interview
High professional standards	✓		Application form and at interview
High expectations of students in terms of behaviour and achievement	✓		Application form and at interview
High quality organisational skills	✓		Application form and at interview
Ability to motivate students	✓		Application form and at interview
Ability to self review effectively and set appropriate targets	✓		Application form and at interview
Willingness to engage in development activities	✓		Application form and at interview
Willingness to play a part in the wider life of the Academy		✓	Application form and at interview

Requirements from confidential references:

	Essential
Written reference(s) only	✓
Confirmation of professional and personal knowledge, skills and abilities	✓
Positive recommendation from current employer	✓