Assistant Head Teacher (SENCO)
Job Description

Job Title: Assistant Head Teacher (SENCO)

Accountable to: Executive Head Teacher, Head of School and Deputy Head

The Assistant Head Teacher will:

- Be a member of the Senior Leadership Team
- Assist the Executive Head Teacher and Head of School in leading and managing the school
- Undertake such duties as are delegated by the Executive Head Teacher or Head of School
- Play a major role under the overall direction of the Executive Head Teacher in formulating and reviewing the School Improvement Plan and the aims and objectives of the school by:
- Establishing the policies through which they shall be achieved
- Leading and managing staff and resources to that end
- Monitoring progress towards their achievement
- Playing a key role in the school self-review process

Main Tasks:
The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

The Assistant Head for SENCO will have overall responsibility for the strategic development of the school's Special Educational Needs (SEN) policy, including oversight of the day-to-day operation of that policy with the aim of raising all students' attainment and achievement.

Observation, Recording, Assessment and Planning:

- Take the lead in assessments of children with SEN including their strengths and weaknesses, baseline assessments and bi-annual re-testing
- Keep appropriate records which are regularly reviewed and monitored
- Ensure appropriate Individual Education Programmes (IEPs), My Sensory World and or Communication Plan documents are in place and regularly monitored and reviewed;
- Maintain and regularly review the Audit of Needs
- Lead and manage the Literacy and Numeracy Intervention across the school, and Therapist Teams, including facilitating regular Team meetings;
- Provide a written report for Annual Education Reviews, (EHCPs) and termly Pupil Education Plan meetings
- Work with the SALT, providing assessment and therapy for pupils who need speech and language information
- Read information provided on new pupils and summarise the information for the rest of the staff; track any missing information/reports
- Responsible for planning and delivering whole staff training
- Take the lead on training and encouraging differentiation within the school.
- To produce half termly progress tracking tables, identifying any areas of concern with the relevant teachers

- To play a key role in the whole school Quality Assurance cycle
- Supporting staff in setting and achieving challenging targets for all pupils
- Monitoring and reviewing progression across the school
- Ensuring that information on pupil progress is used to support the curriculum, to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and to aid Governors in their management of the school
- To ensure that trends and performance of different pupil groups are effectively identified and monitored
- Rigorous analysis of interventions for impact in liaison with the interventions teacher or equivalent
- Raising standards of achievement and attainment across the school through ensuring that all students make good or better progress across the curriculum (in liaison with Head of School and Deputy Head)
- To lead and manage strategic aspects of Achievement, Progress and Standards as an active, well-motivated team member

The Internal Organisation, Management and Control of the School:
To contribute to:
- Maintaining and developing the ethos, values and overall purposes of the school
- Formulating the aims and objectives of the school and policies for their implementation
- Contribute to planning improvement which will translate school aims and policies into actions
- Promotion and implementation of OfG's Trauma-Informed Practice and Ask, Accept, Develop strategies
- Implementing Outcomes First's and Governing Body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
- Efficient organisation, management and supervision of school routines

The Management of Staff:
- To be responsible for the line management of the Interventions teacher or equivalent
- To support in the recruitment and development of teaching and non-teaching staff of the school when required
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- The provision of professional advice and support and the identification of training needs.

Relationships:
- To be responsible for fostering positive relationships across the school community.
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and producing reports.
- To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's educations and wellbeing.
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression and curriculum developments.

- To develop and maintain positive links and relationships with the community, local organisations and employers

Professional Development:

- Identify support and professional development required during supervision and PMSR
- Attend SEN Training courses and disseminate back to colleagues
- Attend new SEN initiatives as they become available
- Advise and support colleagues

Essential:

- Qualified teacher with QTS/QTLS
- National Award for Special Educational Needs Co-ordinators or a willingness to work towards
- Evidence of continuing and recent further professional development and qualifications relevant to the post
- Being able to demonstrate good classroom and behaviour management.
- To show evidence of being an experienced and effective class teacher through excellent teaching practice
- To be able to demonstrate ability to lead workshops, staff meetings and INSET
- Ability to work with parents/carers to ensure the best possible outcomes for children
- Monitor teaching and learning activities to meet the needs of pupils
- A deeply held conviction that every child can achieve and reach their potential
- The belief that all children deserve a life of choice and opportunity
- Ability to be adaptable in a fast-paced environment
- Commitment to the safeguarding and welfare of all children
- Evidence of ability to plan strategically
- Excellent classroom practitioner
- Excellent team player
- Ability to work successfully with pupils with ASD
- High expectations of others
- Resilience
- Ability to work on own initiative
- Willing to undertake training

Desirable:

- Experience of being a SENCo in an ASD school
- Experience of working with young people from challenging backgrounds.
- The courage and conviction to make a difference
- The ability to listen and communicate effectively
- Sustain energy, optimism and motivation in the face of pressure and setbacks
- Stay calm in difficult situations and maintain clarity of vision
- Support the team and be aware of others' levels of resilience in different situation
- Driving Licence