

**Post:** Assistant Principal – PFA lead Aston House and Vine House Campuses  
UB8 3HD – Vine House Campus UB8 1SZ – Aston House.  
**Reports to:** Principal  
**Hours per Week:** 37.5 (Monday to Friday, 8.30 – 16.30, term time only)

Aston and Vine House Campuses are both located in the Uxbridge area about 2 miles apart. Each site is for between 10 and 15 students depending on cohort and as such are small and bespoke and offer an individualized curriculum that meets the needs of the Preparation for Adulthood Framework. As with any leadership post there will be times travel to Isleworth main campus will be required.

#### The Deputy Principal will be

- A fully qualified and experienced teacher.
- Experienced Leader within a provision that caters for learners with ASC and/or SLD.
- Be a member of the senior leadership team.
- Support and direct the Principal in leading and managing the College at both Vine & Aston House Campuses
- Work in partnership with the SL, SM and Clinical Teams to meet all aspects of the role
- Work across all campuses of the college
- To be a fantastic role model for students.
- Undertake such duties as are reasonably delegated by the Principal.
- Play a major role, under the overall direction of the Principal, in growing the College to its full capacity as well as supporting the formulation and reviewing of the College Improvement Plan and the aims and objectives of the College by:
  - Taking lead responsibility at Aston and Vine House Campuses of the College
  - Ensuring policies align with our ethos and legal requirements.
  - Leading and managing staff and resources to ensure sustainability.
  - Monitoring progress alongside relevant leaders to ensure success.
  - Playing a key role in the College self-review process.

#### Main Tasks

The specific nature and balance of these responsibilities will vary according to the needs of the College going forward and will be shared within the collaborative structures of the college.

#### Deputy SENCo at Vine & Aston House Campuses

- Assess and support the transition of new students
- Collate documents of new students and create Provision Passports for each student with the Clinical Lead
- Attend MDT meetings, discussing referrals and actioning outcomes from these meetings
- Liaise with internal professionals and external agencies in order to provide therapeutic assessments, support and interventions e.g. S&LT, OT etc.
- Have overview of the therapeutic and wellbeing input as provided by the clinical team.
- Work with the clinical team to have the space appropriate for all interventions
- Plan, manage the data collection regarding SEN, therapy and wellbeing with the clinical lead
- To ensure each pupil's EHCP paperwork, Annual Review, reports and actions are undertaken within statutory timescales, working with the SENCo and clinical team.
- With the SENCo ensure College policies and procedures are in line with the latest government SEN policies and regulations as they pertain to learners with SLD and ASC
- Support with the Preparation and when identified lead and have oversight of education & SEN training for all staff
- Communicate with parents/carers, College employees, other agencies, and local authorities on the progress of pupils and the effectiveness of intervention and support strategies

- To work with the Behaviour & Safeguarding leads to ensure all meetings with external agencies e.g. CIN are attended by college staff and minutes are shared as appropriate
- To keep abreast of developments in SEN (e.g., research, changes to the law) and disseminate that within SLT and the whole staff Team
- To lead on the Transition of leavers and maintain contact with them and their families and maintaining records of leavers ongoing status e.g. employment, Education and Independence (supported, independent or care living) arrangements.

### **Assistant Principal at Vine & Aston House Campuses**

- Provide visible, proactive leadership of inclusion practices, modelling high expectations and ensuring staff understand their role in delivering high-quality provision for all learners.
- Develop and maintain a positive culture in which staff feel confident and equipped to meet diverse needs, celebrating success and addressing underperformance where necessary.
- Contribute to whole-College strategy, policy development and College improvement planning, ensuring inclusion is central to all decisions.
- Lead strategic work to improve attendance, engagement and sense of belonging for students especially when new needs are identified or for existing issues such as EBSA
- Work with Curriculum lead to ensure curriculum design, assessment and pedagogy are accessible and ambitious for students
- Ensure accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Ensure that all members of staff recognise and fulfil their statutory responsibilities to students
- To have a strategic overview of the colleges policies and oversee their day-to-day implementation.
- Provide training opportunities for staff in order to aid the learning of all students and support the College's commitment to Quality First Teaching.
- Lead the staff in developing accessible learning experiences for students
- Contribute to the appointment and induction of new staff in the Pastoral support team.
- Undertake performance reviews for assigned staff.
- Monitor and evaluate the performance and effectiveness of all staff in the Pastoral support team.
- Provide opportunities for the development of staff skills and knowledge in the Pastoral support team.

### **The internal organisation, management and control of the College:**

Work as part of the College Leadership Team to:

- Maintain and develop the ethos, values and overall purposes of the College.
- Promote the aims and objectives of the College and policies for their implementation.
- Contribute to planning which will promote the College aims and policies into actions.
- Implement OFG'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.
- Ensure a full and appropriate training calendar with the Head of Curriculum.

### **The management of staff**

- To be responsible for the line management and performance management of teaching staff and support staff as delegated by the principal.
- To support in the recruitment and development of teaching and non-teaching staff of the College.
- 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 College campuses.
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making 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 support the ongoing development of positive links and relationships with the community, local organisations and employers with the Employment lead.

### Managing own Performance and Development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in college development.
- Achieve challenging professional goals.
- Take responsibility for your own professional development.

### Other Duties and Responsibilities

**A JOB DESCRIPTION CAN NEVER BE FULLY DESCRIPTIVE AND EXHAUSTIVE AND THEREFORE STAFF ARE EXPECTED TO CARRY OUT ANY REASONABLE TASKS REQUESTED BY THE PRINCIPAL. IT IS ALSO EXPECTED THAT STAFF WILL, WITHIN REASON, RESPOND TO UNFORESEEN CIRCUMSTANCES AND EMERGENCIES AS THEY ARISE, COMMENSURATE WITH THEIR QUALIFICATIONS, EXPERIENCE AND THE SITUATION.**

Syon Manor College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

In accordance with our statutory obligations under Keeping Children Safe in Education Syon Manor College is required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which Syon Manor College might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires us to ensure candidates for our roles have the necessary standard of spoken English

## Assistant Principal PfA and Deputy SENCo

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Qualified Teacher Status	<b>X</b>	
Already holding or be willing to work towards the SENDCO qualification (NPQSENCo)	<b>X</b>	
Honours degree to include study of specialist subject	<b>X</b>	
Evidence of recent relevant CPD	<b>X</b>	
Experience as a middle leader	<b>X</b>	
<b>Experience / Knowledge</b>	<b>Essential</b>	<b>Desirable</b>
Recent teaching experience in a post 16 environment	<b>X</b>	
Experience of planning and delivering bespoke curriculums	<b>X</b>	
A knowledge and understanding of ASDAN requirements	<b>X</b>	
Be able to develop positive collaborative relationships with parents, carers and external agencies	<b>X</b>	
Experience of working with and supporting students with Autism and other additional needs	<b>X</b>	
Knowledge of statutory expectations and frameworks relating to those with SEND	<b>X</b>	
Knowledge of various SEND conditions and co-morbidities	<b>X</b>	
Experience of working effectively with learners with more severe learning needs (To be explored at Interview)	<b>X</b>	
Experience of working across multi campus provisions		<b>X</b>
Experience of performance management and supporting the CPD of colleagues	<b>X</b>	
Experience of leading School/College initiatives and staff teams	<b>X</b>	
Experience of leading and co-ordinating professional development opportunities	<b>X</b>	
Experience of offering challenge and support to improve performance	<b>X</b>	
Experience of effective monitoring and evaluation of teaching and learning including use of our EFL platform		<b>X</b>
Experience in creating an effective learning environment and in development and	<b>X</b>	

implementing policy and practice relating to positive behaviour management		
A track record of raising achievement in a specific area	<b>X</b>	
Experience of leading meetings with parents, carers and external agencies		<b>X</b>
Relevant experience in more than one school/College		<b>X</b>
Previous experience of working and bringing about positive change in a school/College		<b>X</b>
Successful involvement in staff recruitment, appointment and induction		<b>X</b>
Experience of effective monitoring and evaluation of teaching and learning		<b>X</b>
Knowledge of statutory expectations and frameworks relating to vulnerable groups of students.		<b>X</b>
<b>Skills</b>	<b>Essential</b>	<b>Desirable</b>
Transferable ICT skills	<b>X</b>	
Excellent time management	<b>X</b>	
Efficient record keeping	<b>X</b>	
High expectations when managing, developing, inspiring, challenging and motivating staff	<b>X</b>	
Ability to delegate work and support colleagues in undertaking responsibilities	<b>X</b>	
Lead by example, demonstrating a solution-based approach	<b>X</b>	
Demonstrate an understanding, awareness and empathy for the needs of the pupils and how these could be met	<b>X</b>	
Excellent interpersonal and communication skills to engage audiences including staff, students, parents, governors, local authority and external agencies	<b>X</b>	
Ability to organise work priorities tasks, make decisions and manage time effectively	<b>X</b>	
Manage and resolve conflict	<b>X</b>	
Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour	<b>X</b>	
Ability to remain calm, positive and enthusiastic when working under pressure	<b>X</b>	
Ability to articulate and share the colleges vision, aims and values	<b>X</b>	
Understanding of assessment strategies and the use of assessment to inform the next stages of learning	<b>X</b>	

Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	X	
Ability to identify own learning needs and to support others in identifying their needs		X
A commitment to continuous college improvement	X	
Perseverance and resilience in the face of challenge and still smile	X	
Ability to work under pressure	X	
<b>Attitude and Values / Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
Ability to relate to and build relationships with students, parents, and other members of the college community	X	
Enthusiasm and commitment to the aims and objectives of the school	X	
Good communication skills	X	
A strong team player	X	
Willingness to participate fully in college activities	X	
<b>Other Requirements</b>	<b>Essential</b>	<b>Desirable</b>
Enhanced DBS clearance	X	
Ability to work successfully in a team	X	
Able to exercise discretion and judgement	X	
Confidentiality	X	
Flexibility	X	