



Springfield Infant School and Nursery

11 Wesley Way, Bramford Road, Ipswich, IP1 4PP
Telephone: (01473) 741305
www.springinf.omat.org.uk

E-mail: admin@springinf.omat.org.uk
Acting Headteacher: **Mrs Gail Phillips**

Job Description – Assistant Headteacher – SEND & Inclusion

Job Role: Assistant Headteacher – SEND and Inclusion
Location: Springfield Infant School & Nursery, 11 Wesley Way, Ipswich, IP1 4PP
Pay Grade: Leadership Scale 2 - 4

PURPOSE OF THE POST:

- To take the strategic lead for inclusion across the whole of the school and Nursery.
- To ensure that the school is meeting all its statutory requirements with regard to SEND.
- To apply for and ensure the school is receiving the correct funding with regard to vulnerable groups.
- To lead on the school's accessibility plan.
- To be the designated teacher for CIC, those who were previously looked after, young carers and service children.
- To be the first point of contact for external agencies in relation to health and specialist support agencies.
- To work as part of the Senior Leadership Team to promote the Trust's vision and values.

Teaching and learning of SEND and Other Vulnerable Pupils:

- Research, identify and adopt the most effective induction and teaching approaches for SEND and vulnerable pupils (including Children in Care and EAL pupils).
- Monitor the teaching and learning of SEND and vulnerable pupils to ensure their needs are being met.
- Liaise with other schools to ensure continuity of support and learning when transferring SEND/vulnerable pupils between schools.
- Promote inclusion best practice and contribute to the aims and ethos of the school as a member of the Senior Leadership Team.
- Ensure that catch-up programmes are in place for pupils with poor attendance and complex medical needs.
- Work closely with the attendance lead to ensure actions and interventions are in place to support pupils with poor attendance (i.e. below 95%).

Recording and Assessment:

- Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.
- Set up systems for identifying SEND pupils and assessing and reviewing their SEND provision. This includes creating and monitoring support plans, EHCP plans, provision maps with class teachers, inclusion team and teaching assistants.
- Update the Head Teacher and Local Governing Committee on the effectiveness of provision for SEND and other vulnerable children.
- Keep parents informed about their child's progress through individual meetings, excellent communication and at parents' meetings.

- As necessary, prepare applications for Educational Health Care Plans; co-ordinate and attend annual reviews.
- Maintain the SEND register and ensure that the school's Management Information System (Arbor) is kept up to date with which pupils are on the SEND register.
- Ensure there are up to date records for pupils who are Pupil Premium eligible, EAL, CIC and service children. This will include ensuring the school's Management Information System (Arbor) & CPOMs are kept up to date.
- Evaluate the effectiveness of provision for SEND pupils across the school.
- Evaluate the effectiveness for support/ additional provision in place for CIC and service Children.

Leadership of Inclusion:

- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils.
- Provide training opportunities for members of support staff and teachers to learn about inclusion, including whole school inset.
- Disseminate good practice in inclusion across the school.
- Work with the Senior Leadership Team and Governors on the strategic development of SEN & Inclusion, including reviewing and formulating appropriate policies.
- Attend leadership meetings to update the other members of the Senior Leadership Team on SEND pupils and staff deployment.
- Work closely with all school staff, parents, CISS, SES, SENDAT and relevant external agencies to develop, implement and monitor provision.
- Provide regular updates on pupil progress through regular discussion and written reports to the senior leadership team and governors.
- Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists.
- Make applications for High Needs Funding and monitor and evaluate provision for these pupils.
- Supervise and deploy support staff (teaching assistants, HLTAs, learning mentors) and carry out their performance management.
- Support pupil progress meetings, recording agreed provision within provision maps.
- Be involved in the appointment of Teaching Assistants.
- Work with the EYFS Phase Leader on developing the effectiveness of transition arrangements between the External Nurseries (and other pre-school settings) and Early Years.
- Liaise with the Educational Psychology service and other specialist and support agencies.
- Keep abreast of developments in SEN (e.g. research, changes to the law) and inform staff and Governors as necessary.
- Attend appropriate training, CPD and conferences and provide feedback to colleagues.
- Work with the Headteacher and Deputy Headteacher to plan the overall deployment of support staff throughout the school.
- Undertake SEN self-evaluation, contributing to the school SEF and school improvement plan and planning for continuous improvement in inclusion practice.
- Model good practice in teaching pupils with SEN including those with severe complex needs, work alongside staff to build staff skills.
- Develop links with governors, the LA, external agencies, the junior school and neighbouring schools.
- Run additional support groups where possible.

Professional Behaviour:

- Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
- Have a good knowledge and understanding of policies relating to safeguarding and child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- Contribute to the overall work, smooth running and ethos of the school, maintaining professional conduct inside and outside of school (including social media).

General Responsibilities:

- Attend and participate in meetings as required.
- Improve one's own practice through appraisal, training, observation, evaluation and discussion with colleagues.
- Recognise one's own strengths and areas of expertise and use these to advise and support others.
- Accompany teaching staff and pupils on visits, trips and out-of-school activities as required.
- To be part of the whole school rotas and associated professional duties.

This job description sets out the duties of the post at the time it was published.

The hours and the job description may be modified depending on the needs of the Academy Trust.

The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

The priorities for each year will be reviewed against this job description annually through performance management meetings.

Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the school.

Signed: _____

Assistant Headteacher – SEND &
Inclusion

Date: ____ / ____ / ____

Signed: _____

Headteacher

Date: ____ / ____ / ____

Person Specification - Assistant Headteacher – SEND & Inclusion

	Essential	Desirable	Evidence
Qualifications	- Degree or equivalent; - Qualified Teacher Status; - National Award for Special Educational Needs Co-ordinators OR a willingness to take the qualification within the next two years.	Relevant CPD in relation to SEN and inclusion. Coaching qualification. A willingness to undertake further training at MA level or beyond.	Application form
Professional knowledge, understanding and skills.	- Proven ability as an excellent classroom teacher; - Ability to work collaboratively and to lead a team; - A positive approach to promote excellent learning behaviour; - Evidence of continuing professional development. - Experience of leading a whole school initiative that demonstrates impact on teaching and learning and standards. - Experience of developing outstanding relationships with parents and working with parents to support children's progress.	Experience of the SENCO role; Experience in teaching across the primary age range including EYFS.	Application form Interview tasks
Specific knowledge, understanding and skills	- Skilled use of data to track progress and identify possible additional needs; - Excellent understanding of the principles of inclusive teaching and experience of teaching children with special educational needs; - Experience of working with other professionals and/ or agencies to meet the needs of children with additional needs; - Knowledge and understanding of the 2014 reforms to SEN; - Knowledge and understanding of statutory duties in relation to SEN and equality. - Knowledge and understanding of the principles of nurture and how this leads to inclusive practice. - Understanding and knowledge of strategies that support children with ASD, ADHD and attachment. - Knowledge of safeguarding requirements. - Alternative DSL.	Experience of a range of SEND assessment and intervention tools to set targets and track progress; Understanding of principles of cognitive development and cognitive overload and implications for this in the classroom.	Application form Interview tasks
Curriculum	- Excellent understanding of the National Curriculum and its implementation; - Understanding of strategies and pedagogy of meeting the needs of pupil with SEN within a mixed ability class.	Knowledge and understanding of English and Maths interventions to promote progress.	Application form Interview tasks

Professional Values	• Demonstrate high expectations and challenge for all pupils. • Have the strong belief that learning should be enjoyable and fun for everyone! • Be able to demonstrate that children are at the centre of all actions and provision put in place.		Application form Interview tasks References
Personal Qualities	• Passionate about teaching and learning and wanting the absolute best for all pupils; • Display warmth, kindness, patience and sensitivity when dealing with children; • Demonstrate kindness and excellent interpersonal skills when dealing with staff; • Show the ability to listen and empathise sincerely – parents/carers, children and staff; • Be able to work collaboratively to bring out the best in people; • Be organised and able to manage your time effectively; • Demonstrate initiative –bring ideas to the table about moving provision forward; • Enthusiastic about being part of the SLT; • Ability to prioritise and manage time effectively. • A sense of humour, flexibility and patience. • Demonstrate the ability to form excellent relationships with colleagues, children and staff across the Trust schools and other agencies.		Application form Interview tasks References

The National Award for SEN Co-ordination

This is a compulsory course for all new SENCOs appointed since September 2008 who must gain *The National Award for SEN Co-ordination* within three years of taking up their SENCO post. From September 2009, amended regulations came into forces that require the governing body to ensure the teacher designated as the SENCO, who is new to the role, undertakes nationally approved training. It is therefore essential that the appointed person either has *The National Award for SEN Co-ordination* OR is willing to achieve this with three years of appointment and undertake any nationally approved training.