



St Katharine's C.E (V.A.) Primary School

Job description: Assistant Head – Inclusion Lead and SENCO

Grade: L3-7

Our Vision:

We want everyone who is part of St Katharine's to know that they are unique and that they can flourish and make a difference in God's world, through living out the values of Grace, Integrity and Aspiration, now and in the future.

The Assistant Head will:

- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document* and the required standards for Qualified Teacher Status and other current legislation.
- Under the overall direction of the headteacher, play a major strategic role in:
 - Realising the vision, values and aims of the school through robust school self-evaluation, clear school improvement planning and strong professional practice
 - establishing policies for achieving these strategic plans
 - managing staff and resources
 - monitoring progress towards the achievement of the school's strategic plans
- Take responsibility for safeguarding and child protection in the role of one of our Designated Safeguarding Leads
- Promote the Christian character of the school

Main purpose:

The Assistant Head (Inclusion Lead and SENCO) will lead on Inclusion at St Katharine's, providing strategic direction for Inclusion, SEND and Safeguarding. This will primarily include:

- Ensuring our vision and ethos for inclusion across the school is lived out, setting and upholding ambitious expectations for all pupils with special educational needs and disability (SEND) and ensuring that pupils with SEND are included in all aspects of school life.
- Determining the strategic development of our SEND policy and provision in order to raise the achievement of our children with SEND, working alongside staff responsible for those eligible for Pupil Premium and those identified as vulnerable.
- Ensuring an excellent quality of education is provided to all of our pupils, including the most disadvantaged and pupils with SEND (working closely with other members of the leadership team).

- Carrying out the role of SENCO for the school, overseeing, co-ordinating, advising, liaising and managing day-to-day provision, procedures and processes related to SEND and Inclusion.
- Being one of our Designated Safeguarding Leads (DSL).
- The role may include timetabled teaching commitments, occasional cover or teaching small groups.

Key Responsibilities

Leadership

In partnership with the headteacher:

- Support the Headteacher and Leadership team in the day-to-day running of the school.
- Communicate and enlist others in the school's vision and Christian ethos.
- Lead by example, building positive relationships with all members of the school community.
- Contribute to self-evaluation and school development planning.
- Lead on additional whole school priorities.
- Seek ways to change, grow and improve.
- Foster collaboration, encourage contributions and help ensure high performing teams across the school to have maximum impact on our provision for the children.

Inclusion and SEND

- Ensure an exceptional quality of education is provided to all our pupils, including the most disadvantaged and pupils with SEND, ensuring our school vision is at the heart of everything we do.
- Ensure our curriculum is adapted so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.
- Overseeing the day-to-day operation of the school's SEND policy as SENCO.
- Co-ordinating provision for children with SEND and Looked After Children.
- Advising on and managing the graduated approach to providing SEND support.
- Manage the processes of Educational Health Care Plans, Learning Plans and any other associated plans, assessments and referrals.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Provide regular reports to governors and ensure school website Inclusion and SEND information is up to date.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date and secure.

- Enable early identification of needs, through classroom support and monitoring, and provide early intervention through liaison with relevant staff and external agencies.
- Ensure interventions meet the needs of all pupils with SEND and co-ordinate provision for children with SEND.
- To support class teachers to assess and identify the needs of any pupils with barriers to learning, who are at risk of underachieving, for example, those with SEN, disabilities or EAL.
- Ensuring arrangements are in place to support children with medical conditions and be responsible for individual healthcare plans.

Leading teaching and learning

- Be a role model for high quality and exemplary teaching and learning, ensuring high expectations are made explicit.
- Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against Teacher Standards and performance appraisal objectives resulting in a tangible impact on pupils' learning.
- Develop staff by undertaking coaching and mentoring and organising/leading INSET to improve practice, where required.
- Ensure that class teachers understand their statutory responsibilities; changes to the national Codes of Practice and guidance and realise their responsibility towards individuals in the relevant groups - and are equipped and confident to meet their differing needs.
- Keep abreast of the latest developments in inclusion and primary education.
- Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND.
- Evaluate assessment data, in conjunction with teachers and other school leaders.

Leading and managing staff

- Line managing the Inclusion and Pastoral Team, any additional supporting staff and/or staff working 1:1 with children.
- Be a team leader for appraisal.
- Lead, with other members of the leadership team, the work of support staff including recruitment, induction, performance management and training.
- Take a lead role, with other members of the leadership team, in our SAPP team (Safeguarding, Attendance, Pupils and Parents).
- One of the school's Designated Safeguarding Leads (DSL).
- Provide professional advice and support to colleagues.
- Lead for Adoption Friendly School and Designated Teacher for Looked After Children.
- Lead for EAL.
- Be responsible for the Equality Plan.

General

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated by the Headteacher, including deputising for other members of the leadership team in their absence.

- Promote strong relationships beyond the school, working in partnership with parents, carers, the church and the local community
- Commit our school to working successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with external professionals and colleagues across other public services
- Attend FSK meetings and support activities
- Planning, leading and contributing to events, workshops and other communication
- Representing the school at school events
- On occasion, and only when necessary, attend meetings or events outside of the school week or school term.

St Katharine's C.E. Primary School is dedicated to safeguarding the welfare of our children and this post will be subject to a DBS check.