

**Job Description:**

**Assistant Head Teacher/SENCo, with responsibility for Inclusion**

**Responsible to Head Teacher**

**General Duties and Purpose:**

As a member of the teaching staff at Cavendish Primary School you will be part of a successful team that has shared aims and a common philosophy. You will be joining a school that has a commitment to inclusion and the individual child. At Cavendish, we have a commitment to providing an exemplary education for all pupils, raising standards in all areas of school life, while improving life chances and raising aspiration for all.

Exceed Academies Trust has a strong commitment to achieving equality of opportunities in services to the community and the employment of people. The expected duties set out below are in addition to the duties of all teachers which are described in the School Teachers’ Pay and Conditions Document.

**SENCo Strategic Direction**

The SENCO, in collaboration with other colleagues in the Leadership Team, plays a key role in the strategic development of the Inclusion and SEND policy and provision in the school, intervention and the raising of attainment and achievement of all children. The SENCO takes day-to-day responsibility for the operation of the Inclusion and SEND policy and practice, and leads the provision made for individual children (SEN and EAL) - working closely with staff, parents and carers and other agencies. The SENCO will provide related professional guidance to colleagues with the aim of securing high quality teaching for children within identified groups.

**Responsibilities:**

* To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school.
* Lead Safeguarding as part of a team
* To ensure high standards and excellent outcomes for all pupils
* To take a lead role in school self-evaluation and planning for improvement.
* Assisting colleagues within the Leadership Team in all matters relating to the management of the schools.
* To have responsibility - under the direction of the Head Teacher - for the strategic leadership and management of the school.
* Ensuring that all Safeguarding systems are implemented and followed
* Having a clear overview of the EYFS/KS1 & KS2 Primary Curriculums
* Providing an exemplary model for good classroom practice and pedagogy.
* Liaising between Leadership Team colleagues and staff on professional/personal matters.
* Playing a significant role in the research of effective practice, modelling and monitoring of teaching and learning undertaken by all staff, i.e. teaching and support staff.
* Being jointly responsible for general organisation, e.g. timetables, rotas, cover arrangements, etc. and ensure they are adhered to.
* Assist in the development of teaching and management skills at all levels.
* Working with colleagues on matters of financial management; preparation and monitoring of budget.
* To support staff to develop and provide intervention and enrichment opportunities throughout the curriculum.
* Developing self-review/self-evaluation processes.
* Deputising for the Deputy in their absence.
* Being available to advise/guide staff on all professional matters related to T&L effective interventions.
* Keeping abreast of all new developments relating to curriculum/school improvement/ school management.
* To take responsibility for your own professional development and keep up to date with recent developments in education
* To lead CPD meetings, research opportunities and INSETs through the provision of high quality professional development, such as coaching, or drawing on other sources of expertise.
* To appraise members of staff as per the performance management policy.
* To undertake any other particular teaching duty reasonably assigned by the Head Teacher.
* Supporting other school leaders in the monitoring of children’s attendance.
* To be the lead teacher for the Phase group accountable to the leadership team for improving standards and maintaining the professional and positive ethos of the school.
* To analyse performance data relevant to the phase and lead in the setting, implementation and monitoring of targets in order to raise standards in learning and teaching across the curriculum.
* To assume responsibility for effective communication with parents.
* To have excellent teaching, leadership and management abilities, setting high expectations - leading by example in all areas of professional skills as set out in the Teachers’ Standards.
* To work in partnership with other Assistant Head Teachers to: raise achievement across the curriculum; raise standards of attainment; ensure that teaching and learning across the school is at least good in all aspects and to ensure excellent standards in pupil behaviour and conduct.
* To manage the learning environments to ensure that they support learning; to ensure that a high level of quality work and display is used throughout that environment and to ensure that standards are consistent across the phase.
* Any other duties that the Headteacher may request in order to support the smooth running of school.

**Specific Duties of the Post Relating to Leading on Standards**

* To work closely with the DHT on the identification and support for SEND and EAL pupils
* To model high expectations and ensure learning is pitched accurately to support and challenge pupils effectively
* Work closely with the DHT to identify pupils making slow progress and identify appropriate interventions
* To be the lead teacher for identified teachers accountable to the leadership team for improving standards and maintaining the professional and positive ethos of the school.
* Monitoring classroom environments and planning.
* Monitoring provision for identified groups of children.
* Undertaking with staff a curriculum review and see if changes are needed to improve systems.
* Conducting detailed analysis of Data identifying specific areas for development.
* Support planning within phase
* Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom.
* To support lunchtime behaviour and carry out at least 1 lunchtime duty per week

**SENCO RESPONSIBILITIES**

* Monitoring the quality of teaching and standards of pupils’ attainment and progress, and setting targets for improvement.
* Monitoring progress of objectives and targets for pupils with SEND from teachers’ plans, evaluating the effectiveness of teaching and learning by work analysis and using these analyses to guide future improvements.
* Collaborating with outside agencies, this could include psychologists, health and social and social care providers, speech and language therapists, occupational therapists, voluntary bodies and the wider Leadership Team so that the learning for all children is given equal priority, and available resources are used to maximum effect.
* Oversea, monitor and analyse all interventions
* Being proactive to ensure accelerated learning occurs for identified pupils.
* Apply for funding, where possible, from the borough SEND panels. Manage and advise on the school budget and resources for SEND provision.
* Overseeing the day-to-day provision of the school’s SEND policy.
* Leading and coordinating provision for children with SEND.
* Liaising, advising colleagues. offering guidance and training (staff meetings and INSETs) to staff on supporting pupils with SEND.
* Overseeing the records of all SEND pupils.

**EQUAL OPPORTUNITIES**

* Ensure that Every *Child Matters* agenda is met.
* Promoting through curriculum management and organisation of the school, access and achievement for all pupils.

**THE COMMUNITY**

* Supporting the responsibility for Health and Safety issues throughout the school.
* Promoting ways to increase parent’s knowledge of the curriculum, school organisation and management, with a view to enabling them to support and encourage their children’s learning.
* Liaising with parents and the wider community to ensure that we work together in supporting children’s learning and well-being.
* Assisting and promoting strategies to enable the smooth transition of all children between classes and Key Stages.

**PROFESSIONAL DEVELOPMENT**

* To be aware of current developments in education, e.g. attend relevant courses and meetings and generally inform staff on a regular basis.
* To take a leading role in the Appraisal cycle.
* To support all colleagues in their professional development, encouraging appropriate courses and delivering school-based training.
* To provide particular support for the induction of new members of staff.