

Job description

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| JOB TITLE: | Deputy Headteacher for SEND & Inclusion Grasmere |
| GRADE: | L9-12 – Inner London Leadership scale- Full Time Post |
| RESPONSIBLE TO: | Executive Headteacher and Headteacher |
| RESPONSIBLE FOR: | Deputising for the Headteacher |

JOB PURPOSE

To carry out the duties of a Deputy Headteacher, as set out in the School Teachers Pay & Conditions Document and undertake any other reasonable duties that the Headteachers may request commensurate with the post.

MAIN DUTIES / RESPONSIBILITIES

TEACHING RESPONSIBILITY

To provide strategic leadership and development of the following aspects of the school:

- Support the Headteachers in developing and maintaining high morale and confidence amongst all staff and to set an example of high professional standards and leadership
- Strategic leadership of the curriculum and evaluation of its impact.
- Support the Headteachers in the evaluation and monitoring of teaching and learning across all key stages
- Direct, support and monitor the work of all staff to ensure high standards of teaching and learning across the school and to hold them accountable for their work.
- To assist in the making of a various action plans and School Development Priorities, which incorporate the aims and vision of school.
- To assist in coaching and mentoring middle leaders to write challenging and supportive action plans for the school.
- Be a role model for good practice in teaching and learning.
- To create and maintain an environment of high standards of behaviour and discipline.
- Support the Headteachers in fostering good relations with parents and the community, ensuring, as far as possible, the involvement of all in the life and ethos of the school.
- Be a performance management team leader.
- To provide cover for absence/PPA as required by the Headteachers
- To teach focus groups of children to raise attainment/accelerate progress

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Source and provide staff training around SEN
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer and ensure the offer is shared on the schools website
- Be a key point of contact for external agencies, including SALT, EP, specialist teachers etc
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Identify training needs for staff and how to meet these needs
- Share procedural information, such as the school's SEN policy
- Lead and manage teaching assistants LSAs working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Deputise for the headteacher in their absence

Safeguarding

Be a fully trained designated safeguarding lead (DSL)

- Liaise and collaborate with other designated safeguarding leads (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
- Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

The SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

RESOURCE MANAGEMENT

- Work with the Headteachers to plan and organise Continuing Professional Development for all staff and particularly in relation to inclusion.
- To play a central role in maintaining good channels of communication between the school and outside agencies

Grasmere Community School is committed to safeguarding and promoting the welfare of the children and young people and expects all in the school community to share this commitment.

Further details of general duties, responsibilities and procedures can be obtained from the Staff Handbook.

OTHER GENERAL REQUIREMENTS

- Take part in the school's performance management system.
- Enhanced DBS Check.
- Strong commitment to furthering equalities in both service delivery and employment practice.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

Additional duties and tasks will be negotiated and agreed at the time of appointment and annual review (following the first annual cycle) at the direction of the school Head teacher.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

The post holder will be expected to carry out all duties in the context of and in compliance with all the school's policies and procedures and in compliance with Grasmere School Equal Opportunities Policies and Code of Conduct. All the above duties are to be carried out in line with current Health and Safety legislation.

ACCEPTANCE OF THE JOB DESCRIPTION BY POST HOLDER

I can confirm my acceptance of the Job Description as outlined above

NAME:

SIGNED:

DATE:

Person specification- Deputy Headteacher

QUALIFICATIONS

| | ESSENTIAL | DESIRABLE |
|--------------------------|-----------|-----------|
| Educated to degree level | ✓ | |
| Qualified teacher status | ✓ | |
| Fully qualified SENDco | ✓ | |

EXPERIENCE

| | ESSENTIAL | DESIRABLE |
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| Experience of teaching and leading in both KS1 and KS2. | ✓ | |
| Must be able to demonstrate experience of effecting change in teaching, learning or curriculum either at phase, whole school or federation level | ✓ | |
| Responsibility in developing initiatives at whole school level and leading and championing the children and families of the most vulnerable children in our school | ✓ | |
| Experience of line management and accountability of staff in different schools. | ✓ | |
| Senior Leadership experience of the demands of OFSTED and successful track record in managing the demands of outside accountability | | |

PROFESSIONAL KNOWLEDGE and UNDERSTANDING

| | ESSENTIAL | DESIRABLE |
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| Must have a good understanding of the skills and attributes involved in effective strategic leadership. | ✓ | |
| Must understand the expectations in the Ofsted Framework regarding effective leadership and management particularly of subject leadership. | ✓ | |
| A good knowledge of the National Curriculum for both Key Stages. | ✓ | |
| A good knowledge and understanding of the Foundation Stage Curriculum. | ✓ | |
| Good knowledge of Statutory Testing requirements and experience in administering them. | ✓ | |
| Good knowledge of Baseline assessment in early Years | ✓ | |
| Good understanding of what constitutes effective assessment for learning across subjects and phases. | ✓ | |
| Have a deep understanding of the LEAP curriculum (or similar) and the aims and objectives | ✓ | |
| Have knowledge and experience of policy writing | ✓ | |



I LIKE CLEAN AIR



Executive Headteacher: Louise Nichols Headteacher: Karen Pedro

Gayhurst, Kingsmead, Grasmere and Mandeville Primary Schools working in partnership

PROFESSIONAL SKILLS and ABILITIES

ESSENTIAL DESIRABLE

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| An excellent classroom practitioner willing and able to teach a class in either key stage as deemed necessary for cover and Leadership and Management time purposes. | ✓ | |
| Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks. | ✓ | |
| Must understand assessment, recording and reporting requirements and the administrative requirements for the end of Key Stage SATs. | ✓ | |
| Must be able to analyse data effectively to assess whole school performance and progress. | ✓ | |
| Must be able to present data in such a way as to support the effective tracking of individual pupil progress. | ✓ | |
| Ability to support and develop teachers by giving practical feedback following monitoring, observation or other both verbally and in writing | | |

PERSONAL QUALITIES

ESSENTIAL DESIRABLE

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| To relish challenges and perform effectively in significant and key leadership roles. | ✓ | |
| Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children. | ✓ | |
| A leader with a flexible approach to work who enjoys being a good team member. | ✓ | |
| Must be able to effect whole school change through effective leadership and management. | ✓ | |
| Must have good communication skills both orally and in writing. | ✓ | |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnership. | ✓ | |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit. | ✓ | |
| Willingness to and ability to run federation-wide INSET | ✓ | |
| Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions. | ✓ | |
| To practice equal opportunities in all aspects of the role and around the work place in line with policy. | ✓ | |
| To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post. | ✓ | |

