



Woodfield School

Assistant Head Teacher Inclusion, SEND and Safeguarding Job Description

Scale: L8 - 12
Responsible to: Head Teacher

Job purpose:

To take the lead on the implementation of the SEND Code Of Practice in order to support the learning of students on the Special Needs register

To take the lead on ensuring that all legal protocols are followed in order to safeguard all the students and to support the education of those who are in the care of the Local Authority.

Main Responsibilities:

Inclusion:

- Overview of **Pupil Premium** numbers and trends, ensuring funding opportunities for the school are not missed
- Liaison with **staff, parents, external agencies** and other schools/settings to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils
- Liaise with **professions** in regard to offering early help and providing additional support for child who are subject to **child protection plan**
- Overview and management of all **external therapists** and **pupil-facing intervention staff**, ensuring efficiency and strong outcomes for pupils
- Liaison with **Virtual Schools, Local Authority, CAMHS, SALT** and other similar organisations around pupil caseloads and interventions offered
- Lead and coordinate all the provision for **LAC** students including writing their Personal Education Plans (PEPs), applying for additional funding, meetings with social care, tracking their progress and putting interventions in place when necessary
- Overview and management of all **internal intervention staff**, such as Learning Mentors, ASD Lead, Counsellor and Child Protection keyworkers
- Coordinating the use of **Provision Map**, ensuring it is being used effectively to develop individual learning plans and record, track and monitor the effectiveness of interventions

- Liaise closely with the AHT Curriculum, Data and Standards to ensure **all groups** of students are **making progress** and where there are concerns i.e. academically or pastorally support is put in place
- To liaise with other professionals to ensure that the School contributes to inter-agency working which includes providing a co-ordinated offer of **early help** and contributing to inter-agency plans to provide additional support to children who are subject to **child protection plans, children in need or looked after**

SEND:

- Strategic overview and management of **all statutory SEND Processes** (i.e. Annual Reviews) in line with the SEND Code of Practice 2015
- Lead **new student inductions**, in conjunction with relevant phase SENCO and teaching staff
- Management of the **statutory EHCP** consultation processes
- Management/Evaluation of **High-Needs Top Up** funding and the creation of **business cases** for **Virtual Schools/Local Authority** where appropriate
- Strategic overview of **Local-Authority SEND Services** (I.e. Educational Psychology Service) including buy-ins and quality-control of work commissioned
- Work closely with AHT Curriculum, Data and Assessment to staff in **reviewing the needs, progress and targets of pupils with SEND**
- Work closely with AHT Teaching and Learning to:
 - advise and contribute to all aspects of effective **SEND CPD** for staff
 - **monitor and evaluate** classroom practice
 - leading training, coaching and support for staff where necessary particular in relation to **quality first teaching** for SEND
- Line Management of both Primary and Secondary **SENCO staff**, supporting with daily caseloads where needed when complex/additional support is required
- Line management of the **LSA Team** ensuring purposeful CPD and improvement of LSA processes across all sites
- Provide regular information to **Senior Leadership Team and governors** on the effectiveness of SEND provision and outcomes

Safeguarding:

- To lead all the **Child Protection** and **Safeguarding** procedures in the School and be the names DSL on the senior team
- To act as a source of **support, advice and expertise** to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- To monitor the keeping, confidentiality and **storage of records** in relation to child protection which are kept separate from pupil records

- To be the **main point** of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection, supported by a team of safeguarding leads in each phase
- To refer all cases of suspected abuse to **the local authority children's social care**
- To maintain an **ongoing training** programme for all School employees, Governors, volunteers and other individuals working at the school, including induction training for all such individuals, and provide annual updates
- To liaise with the **Local Authority Designated Officer (LADO)** where appropriate
- To keep **parents** informed of action to be taken under these procedures in relation to their child in accordance with the safeguarding (child protection) policy
- To monitor records of pupils in the school who are subject to a **child protection plan** to ensure that this is maintained and updated as notification is received
- To advise and **act on all suspicions, concerns and/or evidence** of the need for children to receive additional support, or of children who have suffered or are likely to suffer abuse and/or neglect, which is reported to the Designated Person
- Where appropriate, to take part in **child protection conferences or reviews**
- To inform **social services** in writing when a child who is subject to a child protection plan **moves to another school** and to ensure the secure transfer of the child protection file to the pupil's new school (and that it is sent separately from the main pupil file)
- To liaise with the local **Channel Panel** if a child is deemed to be at risk of **radicalisation**
- Ensure all our **e-safety** practice are robust including providing online safeguarding advice, support and training for all stakeholders
- Keep and **maintain records** of **staff training** on child protection and safer recruitment procedures
- With support from the Headteacher, notify the **Disclosure and Barring Service** if the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children

Leadership and Management:

- Make **significant contributions to meetings** of the Senior Leadership Team and Extended Leadership team
- **Contribute to the day to day organisation of one of the sites at the school** and ensure it functions efficiently and effectively
- Be a **highly visible presence around the site & whole school and model expectations** of staff and students
- **Leadership of the school's Inclusion, SEND and Safeguarding policies:** its monitoring, review and evaluation
- Support the middle leaders and senior leaders to ensure **all students make good or better than expected progress** based on their starting points
- Make a **significant contribution to the Governors' Monitoring Group** meetings, including appropriate documentation
- Make a significant contribution to the school's **self-evaluation process**, including the **SIDP and SEF**
- **Lead and line manage** designated curriculum area and staff

- Ensure the **website** is up to date with all information and policies that are relevant to this role
- **With the Headteacher**, ensure the effective implementation of the **School's Performance Management Policy**
- Participating in external networks such as **Inclusion, SEND, Safeguarding** to share and strengthen practices
- Remain **positive at all times** and **lead staff by example**
- Keep **up to date** with all local and national **guidance** in relation to this role
- Attend all the **Police Panel** meetings and be the main point of contact, with the Headteacher, for the Police
- Assume any **other responsibilities** as may reasonably be required by the **Headteacher**

By leading, developing and enhancing the teaching practice of others the post holder will:

- Maintain **personal expertise** and share this with other teachers and support staff
- Act as a role model of **good classroom practice** for other staff, modelling effective strategies with them
- **Monitor and evaluate standards** of teaching, identifying areas of improvement
- **Plan and implement strategies to improve teaching** where needs are identified

Other Duties:

- To **undertake** such other **duties**, training and/or hours of work as may well be reasonably required and which are consistent with the role
- To **participate** in **performance management** arrangements
- To **adhere** to published **school policies** and **procedures**
- To **attend** regular meetings with **line manager**
- In all aspect of the role **support the pastoral** and **academic** progress of students
- Teach a **60%** timetable (teaching 12 lessons)

Person Specification		
	Essential	Evidence
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Satisfactory enhanced CRB • Valid work visa • Evidence of commitment to further professional development • Leadership qualifications or training (desirable) 	Application Form, certificates and Police checks
Experience	<ul style="list-style-type: none"> • Consistently good/outstanding teaching and learning observations and work scrutiny feedback • Proven track record of improving outcomes for students • Teaching and improving outcomes for students with SEND • Involvement in work related to raising levels of achievement • Leading the development of a curriculum area or school initiatives • Experience of managing/leading colleagues • Experience of working in more than one key stage ideally primary and secondary (desirable) 	Application Form, Task, References and Interview
Knowledge and Understanding	<p>1. Assessment</p> <ul style="list-style-type: none"> • Assessment for Learning • Formative and Summative assessments • National attainment expectations at the end of each key stage • Progress measures • Using assessment information to raise standards <p>2. Teaching and Learning</p> <ul style="list-style-type: none"> • High expectations of all learners • Establishing positive, supportive relationships with children • A wide range of teaching & learning strategies and methods • A clear understanding of what good and outstanding teaching and learning looks like • A stimulating and purposeful learning environment appropriate for the needs of the child • Evidence of good pupil achievement and well-being • Outstanding planning, marking and feedback <p>3. Curriculum</p> <ul style="list-style-type: none"> • A sound grasp of the national curriculum • Excellent subject knowledge within the maths curriculum • The importance of a broad and balanced curriculum • Awareness of effective sequencing and progression of knowledge and skills 	Application Form, Interview, lesson Observation and references

	<ul style="list-style-type: none"> • Child initiated and independent learning • The importance of developing learning and life skills 4. Safeguarding & SEND <ul style="list-style-type: none"> • Full understanding of statutory safeguarding practice in schools • Full understanding of the SEND Code of Practice 	
Skills and Abilities	<ul style="list-style-type: none"> • Highest level of professional conduct • Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services • Effective communication skills (both orally and in writing) • Maintain good personal relationships within a team • Engage and communicate with a variety of stakeholders: parents, professionals, team members, children • Proven ability to prioritise and organise • Ability to demonstrate impact within their current role • Desire to lead others and share good practice • Skills to lead on an area of the curriculum • Proven ability to appreciate new technology and understand its usefulness within an educational environment • Understand and adhere to school policy • Plan effective learning opportunities that are grounded in sound assessment • Track pupils' achievement and ensure that children make progress within every lesson 	Application form, interview, task and references
Personal Characteristics	<ul style="list-style-type: none"> • Honesty and integrity • Determined and resilient • Positive and enthusiastic • Organised • Resourceful 	Interview & lesson Observation, task and references
Commitment to and awareness of Equal opportunities issues	<ul style="list-style-type: none"> • Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for children, to overcoming obstacles/barriers to this and to review practices which are counter to it 	Application Form, interview, lesson observation and references
Commitment to and the promotion of Health & Safety at work	<ul style="list-style-type: none"> • Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils • Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action 	Application Form, interview, lesson observation and references

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours