



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Job Title: Deputy Headteacher (SEND and INCLUSION)

Pay Scale: L18 - 22

Location: THE BIRLEY ACADEMY

Line Manager: The Headteacher

A person appointed as a deputy Headteacher in a school, in addition to carrying out the professional duties of a teacher other than a Headteacher including those duties particularly assigned by the Headteacher, must play a major role under the overall direction of the Headteacher in:

- a) formulating the aims and objectives of the school
- b) establishing the policies through which they are to be achieved
- c) managing staff and resources to that end
- d) monitoring progress towards their achievement; and undertake any professional duties of the Headteacher reasonably delegated by the Headteacher.

If the Headteacher is absent from the school a deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.

Job Summary:

- To develop and provide high quality strategic vision, leadership and professional management of special educational needs and/or disabilities (SEND) and alternative provision (AP) across the academy.
- To work with academy staff and trust staff (including the trust lead for SEND), the local authority and other stakeholders in ensuring that the quality of SEND and AP provision in the academy is highly effective.
- Assist in the creation and implementation of a strategic plan which identifies priorities and targets that enables students attending AP and those students with SEND to achieve high standards and make progress, increasing teachers' effectiveness and securing academy improvement.
- Provide high quality support and challenge to academy leaders.
- Develop and implement all academy policies, procedures and documentation relating to alternative provision and SEND.
- To manage staff and resources to achieve the school's aims and objectives in relation to alternative provision and SEND and to provide the highest standard of AP and SEND education.
- Make decisions based upon analysis, interpretation and understanding of relevant data and information.
- To ensure that the academy provides a safe and happy environment that promotes the welfare of children attending AP and those children with SEND.
- Assist with the development and implementation of all academy policies and procedures relating to safeguarding.

- To ensure there is an ethos of safeguarding and that all safeguarding and child protection policies are adhered to by a staff team that is confident to keep students safe.
- Perform other duties determined in discussion with the Headteacher.

Duties and Responsibilities:

Strategic direction and development of the school

- Lead special educational needs provision across the main school and specialist resource provision as a qualified SENDCo.
- Lead and manage the SEND team which including the SENDCo, deputy SENDCo, specialist teachers and teaching assistants so that they can support students with SEND and those on alternative provision (AP) effectively, supporting and challenging them to achieve all targets.
- Ensure that the SEND aspect of the academy improvement plan is ambitious, sharp and focussed on key priorities.
- Prepare the academy in a highly effective way for their next Ofsted inspection, ensuring that self-evaluation is focussed and rigorous.
- Work with the senior leadership team to deliver and quality assure the targets laid down in the school development plan.
- Support the Headteacher to evaluate the impact, implementation, and impact of different initiatives within the school.
- Advise on the deployment of the schools delegated budget and other resources (including staffing and accommodation) to meet SEND and AP students' needs effectively.
- Provide regular reports and updates to the Headteacher and governing body as appropriate, providing the information they need to lead and govern effectively.
- To inspire all those involved in the academy to commit to its aims, stay motivated to achieve them and involved in meeting long, medium- and short-term objectives to secure the educational success of the academy.

Transition and outcomes for students with SEND

- Demand ambitious standards for all AP and SEND students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
- To oversee successful pupil transition between each key stage and pupil induction processes across the academy.
- Work with other senior leaders to ensure that the AP and SEND aspects of the school's data systems, organisation and processes are well considered, efficient and fit for purpose.
- Have oversight of setting arrangements and catch up/intervention programmes for pupils with SEND.
- Oversee attendance, suspension and exclusion data across all year groups.

Compliance and record keeping: SEND Students

- Ensure that the Academy is compliant with the 2010 Equality Act, the 2015 Special educational needs and disability code of practice: 0 to 25 years (the code) and any other relevant statutory guidance.
- Ensure that SEND documentation such as the special educational needs (SEND) register, EHCP's, SEND support plans, and provision maps are updated and shared with relevant stakeholders in a timely manner.
- Comply with statutory obligations regarding the review of Education, Health and Care Plans.

- Maintain awareness of the SEND code practice and review and update the SEND policy, SEND Information report, accessibility plan and any other key SEND documentation accordingly.
- Quality assure the maintenance and delivery of the SEND handbook, effective examination arrangements, including access arrangements.

Quality of curriculum intent and implementation for SEND Students

- Oversee the development of an appropriate curriculum for those students with special educational needs.
- Liaise with feeder primary schools to map out the Year 7 curriculum so it is challenging, robust and relevant, and is not a repeat of Year 6.
- Developing an integrated multidisciplinary offer that meets students' needs and aspirations.
- Ensure that there is access to mainstream classes for those students with SEND and where appropriate those students attending AP.
- Develop and implement strategies for enhancing learning and teaching to ensure that all lessons are at least 'good' if not 'outstanding'.
- Work with staff to develop effective ways of bridging barriers to learning and teaching.
- Reinforce and monitor the adherence of all staff towards school initiatives around learning and teaching and classroom management.
- Ensure that advice and support is available for teachers and teaching assistants in delivering high quality teaching and learning.
- Model effective teaching and learning techniques that support an inclusive approach.
- Lead the development and implementation of quality assurance systems and processes to enable effective planning, learning and teaching, assessment, monitoring and recording in all curriculum areas.
- Lead regular meetings as part of a wider academy learning and teaching strategy to develop and disseminate good practice across school.
- Ensure excellent teaching in the school, including through training and development of staff.

Pastoral for SEND Students

- Have oversight of strategies to enhance transition arrangements across all key stages for students, including those students admitted in-year.
- Develop and lead implementation of strategies to sustain the highest levels of attendance, punctuality and standards of behaviour, including an effective rewards and sanctions system.
- Have oversight of the extracurricular and enrichment programme and tracking arrangements for those students with SEND and those attending AP.
- Contribute to the student, staff and parent councils ensuring that there is strong representation from staff who work with students with SEND, students with SEND and parents of students with SEND.
- Lead the delivery of a vulnerability group matrix to enhance and sustain a bespoke programme of support for learners at-risk in relation to safeguarding, behaviour and attendance.
- Fulfil the role of lead person for SEND and develop strategies to ensure the effective safeguarding of children.

Professional Development: SEND

- Keep up to date with research and developments in alternative provision, SEND education and effective SEND practice. Have a comprehensive knowledge and understanding of SEND education systems locally and nationally.

- Seek training and continuing professional development to meet own needs and participate in management supervision.
- Lead the organisation and delivery of professional development sessions to enhance alternative provision and SEND provision, including matters relating to emotional resilience, behaviour, attendance and safeguarding.
- Provide strategic leadership and management of the professional development of staff regarding alternative provision and SEND provision.
- Identify particular development needs in individual staff and provide coaching to address these.
- Support the induction of new staff to ensure that there is consistency in SEND practices.
- Create an ethos within which all staff are motivated and supported to develop their knowledge and skills especially around SEND and inclusion.

Mentoring Programme and Emotional Intelligence: SEND Students

- To act as the mental health and wellbeing lead
- Develop and implement strategies to enhance the social, emotional, and pastoral development of learners.
- Develop and manage a programme of mentoring and counselling for vulnerable students.
- Increase staff and student understanding and awareness of common mental health issues.
- Provide support to staff working with young people with mental health issues.
- Provide support to students suffering from mental ill health, their peers and parents or carers.
- Draft individual care plans for students causing concern regarding the mental health.
- Ensure suitable teaching materials for teaching mental health as part of the PSHE curriculum.
- Develop and promote strategies for securing effective parenting; with particular reference to the safe use of ICT by SEND learners.

Careers and Information, Advice and Guidance: SEND Students

- Develop and lead the implementation of strategies to provide effective information, advice and guidance to all SEND students.
- Quality assure the support processes around options for SEND students at the end of KS3 and post-16 applications process during Year 11.

Relationships with Others

Undertake annual performance reviews for all middle leaders within the SEND team and any other members of the team as appropriate. Ensure that effective performance appraisal arrangements are in place for the members of the SEND team.

Participate in the induction of new staff into the school community.

Maintain good working relationships with colleagues, students, parents/carers, governors, the community and Local Authority and ensure all communication is consistent with the school's ethos.

SEND - Partnerships

- Build strong and effective partnerships with parents and the local community.
- Work effectively with Sheffield [or relevant authority] SEND team to deliver highly effective SEND provision.
- Liaise as needed with parents and arranged parent meetings and provide up-to-date progress information.
- Ensure effective and smooth transition for incoming students to the school and to develop strong links with our partner primary schools.

- Promote multi agency working and collaborate with outside agencies regarding students with SEND.
- Liaise with primary providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Provide support to the designated safeguarding lead to ensure that SEND students are fully safeguarded, this will include 'my concern' monitoring (as appropriate) and sharing of information between key agencies / teams

Accountability

- Rigorous focus on SEND and AP student progress to ensure that academy wide systems and strategies are making a measurable difference, maximising student attainment and progress at KS3 and 4.
- Monitor progress towards targets for students with SEND and those accessing alternative provision.
- Observations of teaching and learning to inform effective mentoring and coaching, leading on staff training where appropriate.
- Work within the school leadership team to strategically develop, monitor, observe and quality assure delivery of provision across the school.
- Hold staff to account for their professional conduct and practice.

Other Responsibilities

- Lead on the promotion, dissemination, implementation and monitoring of whole-school strategies within the Deputy Headteacher – SEND and Inclusion remit.
- Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.
- Support the work of colleagues within the Senior Leadership Team through the strategic leadership of key processes within school.
- Oversee the completion of relevant risk assessments and PEEPs in line with relevant up to date guidance.
- Fulfil line management duties for one or more faculties.
- Champion the Trust's principles of 'Lead', 'Empower', 'Achieve' and 'Drive'. Contribute to the wider life of the Trust and the L.E.A.D. community.
- Carry out any such duties as may be reasonably required by the Trust.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Deputy Headteacher Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D = Desirable criteria)

	Essential/ Desirable
QUALIFICATIONS	
Degree or equivalent	E
Qualified Teacher Status	E
Middle or senior management qualification or significant demonstrable experience	E
National award for special educational needs co-ordination	E
Additional qualifications in SEND	D
EXPERIENCE	
Experience of SEND school leadership within the primary or secondary phase	E
Evidence of continued, relevant professional development related to whole school leadership and special educational needs and/or disabilities	E
Experience of teaching children and young people across a broad spectrum of educational needs and ages	D
Experience of appropriate behaviour management techniques for children and young people across a broad spectrum of educational needs and ages	D
First-hand experience of working with relevant agencies to protect children	D
Evidence of substantial, recent and successful senior leadership experience	D
ABILITIES, KNOWLEDGE AND SKILLS	
Ability to teach to GCSE standard	E
Track record of delivering outstanding outcomes for students	E
In depth knowledge of statutory education frameworks	E
An existing interest in evidence informed practice shown by wider reading and professional development	D
An understanding of students' special educational needs linked to appropriate challenge, teaching strategies, adaptation, assessment, outcomes and ambition for all learners.	E
Thorough knowledge of SEND code of practice, the annual review process (statutory requirements and best practice)	E
Understanding of relevant curriculum and assessment frameworks at key stages 3 to 5, drawing on key stages 1 and 2 as appropriate	E
Evidence of the ability to hold staff to account in the pursuit of improving standards	E
Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives	E
An understanding of the significance of interpersonal relationships in managing the impact of change on individuals and of the importance of engaging staff in their own professional development	E

	Ability to coach and motivate professionals, individually and within groups to achieve individual and collective targets	E
	Evidence of relevant management skills, including interpersonal skills and leadership qualities	E
	Knowledge and understanding of data analysis and the ability to use data to set targets for improvement	E
	ICT skills to manage and report on performance data to a range of audiences (Ofsted, governors, parents and pupils).	E
	Ability to communicate verbally with, and write reports for, a range of stakeholders, including governors and external agencies	E
	Possess the knowledge, confidence and skills needed to effectively advise and support colleagues in order to move the school forward	E
	Experience in whole school self-evaluation	E
	Ability to work autonomously, prioritise conflicting demands and thrive under pressure	E
	Understanding of contemporary issues relating to safeguarding, pastoral matters and learning support	E
	PERSONAL ATTRIBUTES	
	Approachable, enthusiastic and creative	E
	Leads by example, demonstrating integrity, resilience and clarity	E
	Highly organised, literate and articulate	
	Passionate about education	E
	Ability to work under pressure, think creatively and to anticipate and solve problems	E
	Deal sensitively with people and resolve conflicts	E
	Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas	E
	ADDITIONAL REQUIREMENTS	
	This role is subject to an enhanced DBS	E
	May be required to travel to other Trust locations or third-party services as part of the role	E
	Hold a driving licence and have access to own vehicle.	D