## Key Responsibilities

**1. Behaviour Management:**

Lead and implement effective behaviour management policies and strategies to ensure a positive learning environment across the school clearly communicating expectations to pupils, staff and parents.

Monitor and track student behaviour patterns, providing support and interventions as required.

Lead behaviour intervention strategies and work with staff to support pupils with challenging behaviour.

Liaise with parents and external agencies regarding pupils’ behavioural needs and progress.

**2. SENCo**

Work alongside the school’s lead SENCo.

Oversee the implementation of individual education plans (IEPs) and personalised learning strategies for pupils with special educational needs.

Ensure that all pupils with SEN receive appropriate support and resources to access the curriculum.

Work with staff to provide training on supporting pupils with SEN and differentiated teaching methods.

Liaise with external agencies, such as Educational Psychologists, Speech and Language Therapists, and other professionals, to ensure the best outcomes for pupils with SEN.

Monitor progress of pupils with SEN and report on their development and achievements.

Ensure compliance with the SEN Code of Practice.

**3. Designated Safeguarding Lead (DSL):**

Lead as the designated teacher for looked after children (DT – LAC).

Oversee a safeguarding team of five staff and delegate duties as necessary.

Lead the safeguarding strategy for the school, ensuring that all safeguarding concerns are dealt with promptly and effectively.

Ensure that all staff are trained in safeguarding procedures and aware of their responsibilities in relation to child protection.

Act as a main point of contact for safeguarding concerns.

Liaise with external agencies.

Maintain accurate and confidential safeguarding records, reporting concerns to the Headteacher and governing body as required.

Ensure that safeguarding is embedded in all areas of school life and that pupils are aware of safeguarding practices.

**4. Leadership & Management:**

Undertake any professional duties reasonably delegated by the Headteacher.

Assist the Headteacher in the strategic planning and delivery of the school’s vision, values, and objectives.

Deputise for the Headteacher in their absence, ensuring the smooth operation of the school.

Work with other senior leaders to develop and implement school policies and improvement plans.

Provide leadership and guidance to staff, offering professional development opportunities.

Foster a collaborative approach to leadership and ensure that all staff feel supported and valued.

Ensure teaching is high quality and inclusive.

**5. Communication and Collaboration:**

Build strong relationships with pupils, staff, parents, and external agencies.

Communicate effectively with parents and carers, ensuring that they are kept informed about their child’s progress and any concerns related to behaviour, SEN, or safeguarding.

Represent the school at meetings with external agencies, including local authorities and health professionals.

## Person Specification

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Essential**  | **Desirable**  |
| **Qualifications and Professional Development**  |  |  |
| Qualified Teacher Status (QTS)  | x |  |
| Post-graduate qualification in SEN/Special Education (e.g. SENCO NPQ ) or willingness to complete  | x |  |
| Post-graduate qualification e.g. NPQ course |  | x |
| Designated Safeguarding Lead (DSL) Training Level 3 or willingness to complete | x |  |
| **Experience** |  |  |
| Effective leadership in a school in a similar community or facing similar challenges  |  | x |
| Teaching experience in at least two of the three key phases  |  | x |
| Managing behaviour and implementing behaviour intervention strategies | x |  |
| Leading SEN provision and managing SEN teams  |  | x |
| Managing safeguarding procedures and working with outside agencies |  | x |
| Liaising with parents regarding SEN, safeguarding & behaviour  |  | x |
| Leading a team, Key stage or curriculum area and managing a budget in relation to this  | x |  |
| Identifying areas of development which feed into the school self- evaluation and action plan |  | x |
| Implementing or developing a whole school initiative  | x |  |
| Effective monitoring and evaluation of teaching and learning  |  | x |
| Developing and implementing policies  |  | x |
| Contributing to staff development across the school (e.g. coaching, mentoring, INSET for staff)  | x |  |
| Working positively with parents and carers  | x |  |
| **Skills and Abilities**  |  |  |
| Lead learning across the school by demonstrating, promoting and encouraging outstanding classroom practice meeting the needs of all learners  | x |  |
| High expectations of pupils’ learning and attainment  | x |  |
| Strong commitment to school improvement and raising achievement for all  | x |  |
| A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning  | x |  |
| Strong commitment to the mission statement and school values  | x |  |
| Strong leadership and interpersonal skills, with the ability to motivate and lead teams | x |  |
| Excellent communication skills (written and verbal)  | x |  |
| Strong organisational and time-management skills | x |  |
| Ability to remain positive and enthusiastic when working under pressure  | x |  |
| Ability to develop and implement whole-school behaviour strategies  | x |  |
| Ability to oversee SEN provision and the implementation of individual education plans (IEPs)  | x |  |
| Ability to work effectively with external agencies (e.g. social services, health professionals)  | x |  |
| Knowledge of current educational issues (e.g. safeguarding law)  | x |  |
| Effective ICT skills  | x |  |
| **Specialist Knowledge and Expertise**  |  |  |
| In-depth knowledge of the SEN Code of Practice and relevant statutory frameworks  |  | x |
| Knowledge of restorative practices or other behaviour management approaches | x |  |
| Knowledge of best practices for child safeguarding and child protection policies  | x |  |
| **Personal Attributes**  |  |  |
| Promote the school’s educational philosophy and values through integrity and by being a positive role model  | x |  |
| Manage and resolve conflict  | x |  |
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals | x |  |
| Be aware of own strengths and areas for development and listen to and reflect constructively and act upon as appropriate feedback from other  | x |  |
| Demonstrate personal enthusiasm and commitment to leaderships aimed at making a positive difference to children  | x |  |
| Think analytically and creatively and demonstrate initiative in solving problems  | x |  |
| Empathy and understanding towards vulnerable pupils  | x |  |
| Ability to foster positive relationships with pupils, parents and staff | x |  |
| A commitment to inclusivity and promoting diversity  | x |  |
| A commitment to sustained attendance at work  | x |  |
| A capacity for sustained hard work with energy and vigour | x |  |