

Glossopdale School

JOB DESCRIPTION FOR THE POST OF ASSOCIATE ASSISTANT HEAD TEACHER FOR SEND AND INCLUSION

Full details of the posts are contained within

Key dates for applicants

Closing date for applications Tuesday 21st April

Interviews planned for Thursday 23rd April

INFORMATION FOR APPLICANTS DOCUMENT CAN
BE FOUND ON OUR WEBSITE



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Glossopdale School

Newshaw Lane • Hadfield, Glossop • SK13 2DA

<https://www.glossopdale.derbyshire.sch.uk/>



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Thank you for your interest in joining Glossopdale School. Our School is a warm and caring community for all of our 1,200 students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are seeking to appoint a leader who is committed to developing high quality provision for pupils with SEN in our vibrant and inclusive secondary school.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We have just started our journey to become a research based school with the aim to develop highly effective, evidence-based teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

Everyone also has the ability to get involved with school life beyond their core role – whether that's supporting one of the many extra-curricular activities and clubs, or becoming part of the student support structure we have in place for each year group. There's always some way you can push yourself towards your own goals while inspiring and supporting our students.

We have some of the best facilities in the area having fully re-built our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

Just like our students, we welcome people to join our school from a diverse range of backgrounds. We welcome interest from enthusiastic, dedicated and hardworking individuals who wish to share in our and, more importantly, our students' success.

I am extremely proud to be the Executive Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

If you are interested, please look at our school website **www.glossopdale.school** where you will find application forms and further information. Alternatively, you can contact Mrs A Beever at the school on 01457-862336, or email abeever@glossopdale.school for application packs.

Glossopdale School is committed to safeguarding and protecting the welfare of children. The successful candidate will be subject to an enhanced DBS Disclosure.

Debbie McGloin
Executive Headteacher



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JOB DESCRIPTION

POST: Associate Assistant Headteacher SEND /Inclusion

SCALE: L8-12

EFFECTIVE FROM: September 2020

RESPONSIBLE TO: Executive Headteacher

Job Purpose

To lead the school's Inclusion services including SEND provision, provision for behaviour support and arrangements to support looked after learners, young carers and other vulnerable groups.

Main areas of responsibility

- To develop and implement clear referral systems to ensure that support and intervention provided by the SEN and Inclusion teams is co-ordinated and that resources are effectively deployed.
- To be responsible for the strategic leadership and management of Alternative Provision including line management responsibilities, referral procedures, quality of provision and record keeping/reporting.
- To act as the champion for vulnerable groups including pupils with SEND, Looked After Learners, Children adopted from care and Young Carers.
- To ensure that school practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements.
- To work with the School Leadership Team ensuring an ethos of Inclusion within the school and a culture of high aspirations for students with SEND.
- To work with the School Leadership team ensuring the implementation of the School SEND Policy.
- To be responsible for maintaining the school's SEND Profile, ensuring that it is always up-to-date and is an accurate picture of student SEND need across the school.
- To be responsible for the accurate identification of SEND need across the school, ensuring a rigorous and thorough assessment process.
- To be responsible for the School SEND Offer, ensuring high quality targeted interventions enabling students with SEND to make better progress.
- In consultation with the School Leadership Team, to provide a programme of professional development with regard to SEND, that ensures all staff have the knowledge, skills and understanding to plan teaching and learning effectively and enable students with SEND to make expected progress.
- To be responsible for tracking the progress of students with SEND, using a wide range of school data relating to progress, attainment, referrals, exclusions, detentions and attendance to identify barriers to learning.
- To deploy staff and resources according to the needs of SEND students.
- To write a termly report to the Governing body on progress and developments.
- To work with Faculty Team Leaders to ensure that strategies on Student SEN Profiles are being used as part of the lesson planning process and are integral to teaching and learning across the school.



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- To work with Faculty Team Leaders to monitor, evaluate and review the quality of education across the school, with regard to SEND students.
- To work with Faculty Team Leaders to monitor the academic progress of students with SEND within the school, ensuring expected progress and the provision of targeted interventions as appropriate.
- To work with Faculty Team Leaders to ensure efficient and effective use of Teaching Assistant support.
- To ensure that the SEND Improvement Plan has clear aims and objectives, enabling progression within all areas of SEND Policy and provision.
- To be responsible for ensuring that the Assess, Plan, Do, Review Model is integral to monitoring evaluation and review of SEND provision.
- To be responsible for the development of effective provision mapping, tracking the impact of specific interventions to ensure that students with SEND make better progress.
- To be responsible for the day-to-day management, control and operation of SEND provision within the school, including effective deployment of staff and physical resources.
- To be responsible for the identification, assessment and completion of Access Arrangements for internal and external examinations. This includes organising training for readers and scribes, monitoring their practice.
- To liaise with the Exams Officer to support the administration of exams for students with SEND and those with access arrangements.
- To be responsible for ensuring that the Annual Review process for students with Statements/EHCPs is in place and that reports accurately reflect progress within the school.
- To be responsible for ensuring that LEA consultations for students with EHCPs are responded to in line with the SEND Code of Practice and within given time constraints.
- To implement school policies and procedures e.g. Equal Opportunities, Health and Safety etc.
- To support all staff to understand and fulfil their statutory responsibilities as specified in the school SEND Policy.
- To be responsible for ensuring that the outcomes from interventions are integrated into classroom teaching.
- To be responsible for ensuring that Teaching Assistants have a clear understanding of their roles and that they are providing effective interactions within the classroom, facilitating learning development and independence.
- To be responsible for ensuring that teaching staff have a clear understanding of how to manage, organise and work with TAs within the classroom.
- To work with Faculty Team Leaders to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of Teaching Assistants.

Appraisal & Continuous Professional Development:

- Ensuring adherence to the Teacher Standards.
- To undertake Appraisal Reviews and to act as reviewer for Teaching Assistants and other relevant staff.
- Keep up to date with recent education developments and to participate in INSET.
- Participate in the school system of coaching.
- Undertaking any reasonable direction from the Headteacher



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School Ethos:

For Glossopdale staff in general:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same.
- Actively supporting the school’s policies and expectations.
- Adhering to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors.
- Complying with the school’s Health and Safety Policy.
- Checking emails on a daily basis to keep up to date with issues communicated within the school.
- Take part in break duty rotas.
- Have regard for and promote the School’s Equality Policy.
- Attendance at parents’ evenings and other relevant meetings.

Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note that this document should be read in conjunction with the Conditions of Employment of School Teachers as outlined in the current DfE School Teacher’s Pay and Conditions Document.

I confirm that I have read this job description and person specifications.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Date of Issue: March 2020

Signed: Headteacher:

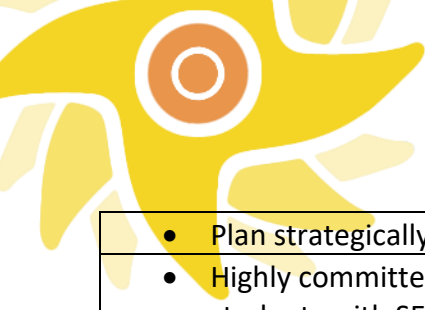
Signed: Post holder:



Person Specification

**Associate Assistant Headteacher
SEND/Inclusion**

Selection Criteria	Essential/ Desirable	Assessment
QUALIFICATIONS AND TRAINING		
<ul style="list-style-type: none"> Has Qualified Teacher Status 	E	AR
<ul style="list-style-type: none"> Has a good degree 	E	AR
<ul style="list-style-type: none"> Has demonstrated further professional development through qualifications or training 	E	A
<ul style="list-style-type: none"> SENCO Qualification or willingness to enrol on and undertake 	D	AI
EXPERIENCE		
<ul style="list-style-type: none"> Successful Middle Leadership 		
<ul style="list-style-type: none"> Successful experience of leading a team and line management experience. 	E	AI
<ul style="list-style-type: none"> Successful experience of teaching and supporting students with a wide range of special needs across the full ability and age range and at examination level (KS4) 	D	AIR
<ul style="list-style-type: none"> Experience of leading, coordinating and monitoring across a Special Needs Department or of a significant area within a SEN Department 	D	AI
<ul style="list-style-type: none"> Successful experience of leading and coordinating provision for students that exhibit challenging behaviour 	D	AI
<ul style="list-style-type: none"> Clear evidence of supporting and facilitating inclusive education within a comprehensive school 	E	AIR
Skills, Knowledge and Understanding		
<ul style="list-style-type: none"> Understanding of Special Educational Needs and Disability Code of Practice or desire to develop this understanding further 	E	AIR
<ul style="list-style-type: none"> Strategies for social inclusion, personalised learning and differentiated provision 	E	AI
<ul style="list-style-type: none"> The ability of build effective relationships with students, parents and colleagues 	E	AIR
<ul style="list-style-type: none"> A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning 	E	AIR
<ul style="list-style-type: none"> A sound understanding of the processes of school improvement and strategic planning 	E	I
<ul style="list-style-type: none"> Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records 	E	IR
<ul style="list-style-type: none"> Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focussed approach. 	E	AI
<ul style="list-style-type: none"> Lead and motivate teams, acting as a 'critical friend' 	E	AIR
<ul style="list-style-type: none"> Build positive working relationships with colleagues and provide support through coaching/line management 	E	AIR
<ul style="list-style-type: none"> Excellent organisational skills with the ability to meet deadlines. 	E	AIR
<ul style="list-style-type: none"> Ability to multi task and deal with numerous challenges simultaneously. 	E	AIR



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<ul style="list-style-type: none"> Plan strategically in order to raise achievement 	E	AIR
<ul style="list-style-type: none"> Highly committed to inclusion, raising aspirations and expectations of students with SEND 	E	AI
Personal Skills		
<ul style="list-style-type: none"> Ability to maintain professional integrity even when under pressure 	E	R
<ul style="list-style-type: none"> Excellent attendance and punctuality 	E	IR
<ul style="list-style-type: none"> Good interpersonal skills and an ability to communicate effectively with a range of audiences 	E	IR
<ul style="list-style-type: none"> Ability to work as an integral part of a team 	E	IR
<ul style="list-style-type: none"> Good listener and can draw on advice from colleagues to improve practice 	E	R
<ul style="list-style-type: none"> Resilience 	E	R
<ul style="list-style-type: none"> Ability and desire to work in a high challenge and low threat way 	E	R
<ul style="list-style-type: none"> Drive and enthusiasm 	E	IR
<ul style="list-style-type: none"> Makes a positive contribution to the wider life and ethos of the school 	D	I
<ul style="list-style-type: none"> Good role model to the students in all aspects of your professional role 	E	AIR
<ul style="list-style-type: none"> Reliable and trustworthy 	E	R
SPECIAL REQUIREMENTS		
<ul style="list-style-type: none"> A commitment to on -going personal development and willingness to undertake appropriate training 	E	AIR
<ul style="list-style-type: none"> Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people 	E	AIR
<ul style="list-style-type: none"> Satisfactory Enhanced Disclosures with the Disclosure and Barring Service 	E	AIR

SAFER RECRUITMENT STATEMENT

Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Key **A - Application**
 I - Interview
 R – Reference