

Job Description:
Assistant Principal, SENCO and Inclusion Lead

Location: White City, London.

Closing Date: 9:00am on Monday 20th May 2024 *(Please note that interviews will be held on a rolling basis, and we reserve the right to close the application process early. Early application is advised)*

Interview Dates: Tuesday 21st & Wednesday 22nd May 2024

Salary: Leadership 3 £59,362 to Leadership 7 £64,686

Report to: Principal

Start date: September 2024

Contract: Permanent

The Role - Key Responsibilities

As SENCO and Inclusion lead, you'll be an experienced teacher with a passion for supporting pupils with special educational needs. Working closely with the Principal and other senior colleagues, you'll use your leadership skills to manage provision at Ark White City Primary Academy.

The SENCO/Inclusion Lead should be prepared to lead on such areas as:

- Maintain the positive culture around inclusion and meeting the needs of all pupils
- Manage key transition points within and beyond the academy to ensure students are setup for success in upcoming stages of education
- Lead our working relationships with all external providers including PPlace2be, West London Zone, Local Authority and Ark services
- Lead in the identification of common SEND within the four areas of need using appropriate assessment tools
- Implementing the requirements of individual EHCPs
- Completing applications for new/renewal of EHCPs
- Referrals for all pupils who need a paediatric referral, EP assessment, SAL assessment, CAMHS, school nurse, or medical team support.
- Line manage, train and support adults working as 1:1s with SEN pupils
- Providing support to teachers in meeting the needs of all pupils in line with the Graduated Response approach at a wave 1-3 level
- Joining pupil progress meetings for all year groups ensuring appropriate provision is in place and ensuring a half termly GRC meet Assess-Plan-Do-Review meet takes place.
- Communicating directly with all relevant individuals within the MAT, the local authority and other service providers, and sharing information with class teams about specific pupil needs
- To ensure all necessary statutory and non-statutory administrative work is completed at the required time
- Advise on the use of the school's SEND budget and other resources to meet pupils' needs effectively, including staff deployment
- To lead, develop and support outstanding teaching and learning practice whereby all pupils, including those with particular learning needs, make the required progress and maximise their potential in line with the academy's expectations
- To support colleagues, including all other members of the leadership team, in their work for the development and improvement of the academy
- To act as Mental Health Lead, supporting this at a wave 1-3 level across the school, and organizing mental health specialists support with pupils and class teams
- Ensure that all pupil transitions are supported effectively, and all relevant information is conveyed.
- Promote pupils' inclusion in the school community and access to the curriculum, facilities and extracurricular activities.

- To support and contribute to the process of writing, implementing, evaluating and reviewing the annual Academy Development Plan, with understanding of its position and relevance in the cycle of school resourcing, improvement and long-term planning.
- To update and annotate the School Inclusion plan throughout each academic year, the SEN audit report, the Inclusion Governors report and track SEN assessment of pupils working off year group assessments.
- Take full responsibility for the school in the absence of the Principal in conjunction with other members of the school leadership team

As a member of the senior leadership team, the SENCO will also be centrally involved in the overall leadership and management of the academy and will help to establish a school culture that is both nurturing and rigorous.

Outcomes and activities

Leadership and Management

- To share responsibility for the management of the Primary Academy and to contribute to the consultative and decision-making processes
- To fully support whole school policy decisions, contribute to their initiation and sustain their implementation and review
- Undertake line management of identified teaching assistants and co-teachers, using the Ark performance management cycle
- To actively promote the academy and liaise with outside agencies as necessary, representing the Principal, the academy or Ark as appropriate
- To contribute to discussions and decisions at leadership team meetings
- To offer information, advice and perspective to the governing body and to any legitimate external enquiry/evaluation
- To communicate and consult with staff, students, parents and members of the local community as necessary.
- To support the Principal in managing the review cycle of school policies and act as a role model in the implementation of these policies.
- To support the Principal in the responsibility for the implementation of performance appraisal for staff.

School Ethos and Culture

- Maintain a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
- To maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld
- To be active in issues of staff and student welfare and support
- To demonstrate a commitment to equality of opportunity for all members of the academy's community
- Maintain the school culture and ethos that is utterly committed to achievement
- Develop and maintain strong partnerships and ensure regular and productive communication with parents.

Teaching and Learning

- To identify strategies for raising the attainment of students and to work towards these identified and agreed goals
- Support the training and development of teaching staff so as to improve the quality of teaching and raise the level of challenge in lessons
- Use regular assessments to monitor progress and set targets, and respond accordingly to the results of such monitoring
- To support the Principal in leading whole school planning and assessment through accurate record keeping and sophisticated data analysis
- Implement and lead intervention groups as required and evaluate their effectiveness

Other

- Undertake any other professional duties as set down in the Ark schools pay and conditions of service document, and as directed by the Principal.

Person Specification: SENCO/Inclusion Lead

Qualification criteria

- Qualified to degree level and above
- Qualified to teach and work in the UK
- Hold or willing to train for the national SENCO qualification

Experience & Knowledge

- Experience of prior successful leadership at a middle or senior level
- Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching students from backgrounds of socio-economic disadvantage
- Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos, teaching and learning and results
- Experience of having improved and sustained an effective behaviour management policy
- Knowledge of the SEN and Disability Code of Practice
- An understanding of the Annual Review and statutory assessment processes.
- A good knowledge of how to set meaningful end of Key Stage SEN outcomes and plan effective provision to enable all students with SEN to make good progress.
- A knowledge of a range of specialist SEN interventions and strategies that can be used to support students with SEN.

Behaviours

Leadership

- Effective management style that encourages participation, innovation and confidence
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Ability to develop the leadership skills of others
- Strong interpersonal, written and oral communication skills
- Takes personal responsibility for their own actions
- Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction
- Genuine passion and a belief in the potential of every student
- Commitment to the safeguarding and welfare of all pupils.

Vision and strategy

- Vision aligned with Ark's high aspirations and high expectations of self and others
- Understands how to set high aspirations and effective strategies for the school. Including; delivery and prioritisation of school leadership management that faces all aspects of curriculum, learning, administration, finance and communication
- Clear understanding of the strategies to establish consistently high standards of behaviour in an inner-city school and commitment to relentlessly instilling these strategies
- Strong organisational skills and ability to delegate
- Use of data to inform and diagnose weaknesses that need addressing.

Leading the Learning

- Understands what outstanding teaching practice looks like, how to diagnose and implement effective strategies to raise learning standards
- Be able to offer teaching to demonstration level and through this and other coaching opportunities be able to improve the teaching of others
- Have experience of leading and evaluating INSET which impacts on standards.

Leading External Relationships

- Can skillfully manage and maintain effective working relationships with parents and other stakeholders.

Other

- Commitment to equality of opportunity and the safeguarding and welfare of all pupils
- This post is subject to an enhanced Disclosure and Barring Service check.