



Twyford Church Of England Academies Trust

“I have come that you might have life
and have it to the full” John 10 v10

Job Description

Job Title:	Assistant Head Teacher for SEN and Disadvantage for William Perkin High CofE School
Grade:	L10 – L14
Line Manager:	Deputy Headteacher
Supervisory Responsibility:	HOY 7, ARC Manger, HLTAs, TAs, SEN teaching lead

Important External Functional Relationships:

LA SEN Officers, Educational Psychologist, SALT, OT, parents, other relevant external agencies (e.g. CAMHS) & Ofsted

As SENCO for William Perkin High School

To deliver outstanding academic and pastoral provision for all WP students who have EHC plans, require SEN support or who are on roll at the ARC

1. Undertake rigorous monitoring of provision and internal/external outcomes for EHC plan and ARC students from Years 7-13 and identify/address areas for improvement
2. Ensure the curriculum meets the needs of all learners and provides excellent transition – KS2-4 and beyond to post-16 transition
3. Achieve exemplary learning behaviour throughout the ARC and the 90% of EHCP students remain at pastoral stages 0 & 1; support students not reaching behaviour expectations
4. Ensure the support of staff through efficient systems and exemplary staff training and development
5. Manage the SEN/ARC admissions process for entry into William Perkin High School
6. Establish and maintain positive working relationships with parents of pupils SEND
7. Undertake responsibilities in line with being named teacher for CLA
8. In conjunction with the Head of Inclusion, EBSA caseload is managed effectively

As SLT lead for Disadvantage

To ensure disadvantaged (Pupil Premium/Equality & Diversity cohort at KS3-4/Disadvantaged cohort at KS5) students achieve attainment and conduct indicators in line with their non-disadvantaged peers

1. Academic support and intervention programmes are effective in ensuring Pupil Premium and Disadvantaged students achieve indicators for progress, conduct and participation in school life in line with their peers
2. Employability skills and readiness for next steps are formally developed and monitored as part of whole school personal development programmes (PSHE, CIAG)

Outcomes

- Results for SEN pupils and Disadvantaged pupils to be in line with school performance, with high levels of progress and progression
 - 75%+ on track at each quarter.

- 90%+ remain at pastoral stages 0-1
 - Attendance >96%; punctuality >98%;
 - Suspensions, exclusions, racist/bullying incidents and WL participation in line with other pupil groups
 - In school variation < 10% for key cohorts
 - 0 NEETs
 - Effective monitoring and evaluation, quality assurance and performance management systems maintained
 - Outstanding range of provision and personalised pathways established for students with an EHC plan
 - Outstanding range of provision for disadvantaged students
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Specific responsibilities and tasks

SENCO

Undertake rigorous monitoring of provision and internal/external outcomes for EHC plan and ARC students from Years 7-13 and identify/address areas for improvement

- Take responsibility for the system of IEPs and Annual Reviews, ensuring provision for each SEN EHCP student is fully costed, meets their needs, is regularly reviewed and adapted accordingly
- Oversee the system of staff raising SEND concerns; compile and submit ERSAs where appropriate
- Effectively deploy Educational Psychologist to ensure we use allocated time most appropriately
- Ensure all SEN student cohorts, including K-code cohort and SEN monitoring cohort, are accurate, up-to-date and recorded on SIMs, in liaison with Inclusion, Pastoral and Data teams
- Ensure up-to-date student profiles are accessible to all staff via SIMs
- Undertake detailed quarterly analysis of internal and public exams
- Support team members to undertake their own self-evaluation and monitor data of the students for whom they are the lead professional
- Ensure full quarterly reports are produced
- Review and identify areas of risk in relation to meeting SEN & ARC targets

Ensure the curriculum meets the needs of all learners and provides excellent transition – KS2-4 and beyond to post-16 transition

- Ensure students are placed in appropriate groups according to aptitude, attainment and wider SEN need
- Ensure additional interventions are agreed in conjunction with HOY, HODs and specialist TAs
- Establish strategies to ensure there is no in-school variation across subjects in conjunction with specialist SEN teachers, external agencies and Head of Inclusion
- Oversee the production of personalised timetables, including student interventions and 1:1s, for all EHCP and ARC students
- Oversee the production of TA timetables to ensure all students are supported as per the terms of their IEP
- Ensure appropriate inclusion of ARC and SEN EHCP students within the mainstream at William Perkin
- Oversee the formulation and updating of Individual Education Plans for all SEN EHCP and ARC students
- Work closely with external agencies e.g. Educational Psychologist, Speech and Language Therapist, to ensure students' needs are fully met
- Draw up Individual Health Care Plans, in conjunction with welfare officer, for any SEN EHCP or ARC students that have additional medical needs

- Oversee the production of student profiles for all SEN cohorts (EHCP, K and monitoring), kept on SIMs in linked documents, to inform staff
- Hold / Oversee (as appropriate) Person Centred Annual Reviews to ensure EHC plan objectives are being fully met
- Oversee the development and refinement of specific taught courses appropriate for the range of SEN requirements, including social communication and social skills, as well as life skills
- Ensure appropriate resources are available for all courses in Y7-11, in conjunction with HODs and DHT
- Ensure appropriate examination access arrangements are in place for each student with accurate assessment evidence and form 8s
- Manage the transition programme for new students including visits to their current school and a transition day at the ARC/school
- Ensure effective CIAG monitoring and assessment systems are in place and understood by all stakeholders
- Prepare students for post-16 pathway transition, including visits to appropriate educational providers
- Ensure all SEN EHCP and ARC students, and their parents, have been offered advice and guidance regarding post-16 pathways and support to apply for relevant courses; ensure the Year 11 EHC plan is clear and shared with all relevant parties
- Liaise with key post holders to ensure that the needs of all vulnerable students are met; particularly those with SEN in the mainstream who could benefit from inclusion time in the ARC
- Accurately calculate invigilation requirements relating to access arrangements well in advance, submitting these to the exams officer; arrange additional agency staff for any invigilation relating to access arrangements which cannot be covered by TAs/exams invigilation team
- Oversee SEN teaching lead to deliver effective training for all staff, including TAs, in meeting the needs of pupils with SEND as part of Friday afternoon training programme

Achieve exemplary learning behaviour throughout the ARC and the 90% of EHCP students remain at pastoral stages 0 & 1

- Ensure whole school routines are understood and uniformly used by SEN EHCP and ARC students
- Ensure all students are fully organised and prepared to learn in their lessons, and are supported with equipment and planners
- Ensure all SEN EHC and ARC, SEN K and SEN monitoring students are clear in their understanding of the school conduct systems and expectations in terms of conduct, so integration & inclusion opportunities are successful
- Ensure timely and appropriate contact with parents over conduct issues
- Liaise with key pastoral staff over persistent and/or serious misconduct
- Make judicious use of time-out and a calm space in the ARC
- Undertake routine monitoring of SEN students in class to ensure conduct expectations are adhered to
- Support staff to scaffold lunch time and after school clubs and activities to provide a safe space for SEN students
- Oversee/arrange staffing for SEN study club daily
- Ensure safeguarding and child protection policies are scrupulously adhered to

Ensure the support of staff through efficient systems and exemplary staff training and development.

- Ensure the SEN department is fully staffed (recruitment of TAs/agency staff)
- Ensure the SEN department is effectively trained, including in exam invigilation conduct for students with access arrangements
- Ensure TA hours and additional duties submitted to HR
- Ensure staff performance management targets are appropriately set and monitored

- Undertake performance management processes including target-setting and half yearly review meetings
- Ensure all statutory paperwork is completed accurately and on time
- Undertake full financial analysis and staffing update annually in conjunction with Head Teacher and Finance Director
- Provide additional support for staff who are at risk of underperformance
- Provide or facilitate in-school mentoring for any staff member undertaking the NASENCO qualification
- Contribute to school CPD programme as required to ensure all staff are confident in their teaching of SEN students
- Draw up the SEN & ARC Development Plan as per the annual cycle of school development planning
- Ensure training opportunities are in place to provide appropriate professional development for all members of the SEN team (internal and external training)

(In conjunction with ARC Manager) Manage the SEN/ARC admissions process for entry into William Perkin High School

- Attend High School Transfer meetings
- Complete High School Transfer paperwork and responses
- Finalise placements with LA as part of High School Transfer process
- Process any late applications through High School Transfer
- Submit evidence of funding to finance director/accounts once placements are confirmed
- Complete annual budget/staffing plan in accordance with confirmed admissions
- Complete E and K code checks for Census
- Update curriculum/open evening booklets/policies

Establish and maintain positive working relationships with parents of pupils SEND

- Establish positive relationships at transition points i.e. Y6-7 or Y11-12
- Put in place regular (minimum termly) opportunities for parents of pupils with SEND to meet with SENCo at school in social situations
- Maintain regular contact via email and phone with parents of SEND pupils
- Manage, and where possible resolve, parent complaints positively

Undertake responsibilities in line with being named teacher for CLA

- Ensure all CLA students are effectively supported through the chord team
- Attend all PEP meetings
- Monitor outcomes of CLA students

In conjunction with the Head of Inclusion, EBSA caseload is managed effectively

- Lead professional meetings with pupils who are EBSA
- Create bespoke timetables and provision for EBSA pupils
- Report on EBSA to LA, including uploading bespoke timetables
- Work effectively with parents of EBSA pupils to bring about change to attendance patterns
- Refer EBSA cases to EP/SENDAS/appropriate LA body to consider whether an EBSA should be submitted

Lead for Disadvantage

Academic support and intervention programmes are effective in ensuring Pupil Premium and Disadvantaged students achieve indicators for progress, conduct and participation in school life in line with their peers

- Conduct evaluation of most recent quarterly data (progress and progression) in order to agree PP intervention cohorts (prioritising students from the E&D cohort) in Y7-11 for the start of the academic year and review quarterly thereafter
- Lead RAC programme across Y7-11 for PP intervention cohorts
- Liaise with Director of 6th Form to ensure programmes are in place to support disadvantaged
- Ensure staff are made aware of current PP intervention cohorts & intervention programmes
- Make and maintain contact with parents to ensure close working relationship between home and school
- Provide training for staff in appropriate strategies to support progress and progression of PP students
- Liaise with DHT to ensure setting arrangements ensure optimal targeting and support of students within at-risk groups
- Monitor and report on progress and progression of PP intervention cohort students in regular (fortnightly) vulnerable group meetings with AHTs/HOYs, with changes to provision made as appropriate
- Liaise with HODs English, Maths and Science regarding additional intervention sessions as necessary
- Analyse progress of PP students in conjunction with HOYs/AHTs and undertake quarterly results and analysis and review of all indicators – academic and pastoral - focussing on PP students
- Oversee the set-up and running of whole school daily study club, ensuring PP students are prioritised for access
- Liaise with Head of Inclusion and DHT pastoral to ensure attendance for PP students is closely monitored; ensure systems to intervene with students at-risk of or already displaying persistent absence are followed in a timely and effective manner
- Produce quarterly report on the progress and progression of at-risk groups as part of HT's report to Governors

Employability skills and readiness for next steps are formally developed and monitored as part of whole school personal development programmes (PSHE, CIAG)

- Provide training in conjunction with DHT/AHT to ensure all staff fully understand progression pathways within the Trust & at external post-16 centres, including entry requirements at key transition points
- In conjunction with CIAG coordinator, DHT Pastoral and AHT KS4, provide a programme of additional CIAG sessions for KS4 PP students, particularly students on non-A-level progression pathways (as identified through data tracking and targets, Y9/10 CIAG meetings and Plan ABC planning)
- Ensure all PP students in Y10/11 have made applications to appropriate post-16 provision, with a particular focus on students not progressing onto a Trust provision

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • Qualified Teacher Status • University Graduate with a good degree in subject • SENCO qualification or in 2nd year of NPQSEN • At Least 3 years teaching or SEN experience within a high achieving secondary school • A proven record of success in raising standards, with a particular focus on raising standards for disadvantaged students • Ability to teach a range of subjects at KS3 including literacy or numeracy or social communication skills and one subject at KS4 	<ul style="list-style-type: none"> • Evidence of further professional development

Personal Qualities	<ul style="list-style-type: none"> • Desire to play a key role in the shaping of a Trust’s vision • An ability to work within, lead and motivate a team • An ability to remain positive in times of difficulty • Calm, patient, creative, energetic & enthusiastic • To be committed to the highest standards in all areas of school life (behaviour, academic, enrichment). • Have a strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Outstanding communication and inter-personal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/able to multi task • Highly organised • Able to work under pressure • Willing to contribute to the rich life of the Trust • Clarity of vision/strategic thinker/reflective & driven towards self-improvement 	<ul style="list-style-type: none"> • A practising Christian or to be in sympathy with the Christian ethos of the Twyford Trust
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The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be required to apply for an enhanced disclosure from the DBS (Disclosure and Barring Service), previously the CRB.

For more information visit <https://www.gov.uk/crb-criminal-records-bureau-check>

You will also be expected to sign and adhere to the school’s SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.