

**Edith Kerrison Nursery School and Children’s centre**

**Job Description: Deputy Head Teacher with SENDCo responsibility**

Payscale: L6-10

Accountable to: Edith Kerrison Governing Body and LB Newham

Accountable for: Carrying out professional duties in accordance with and subject to conditions of employment as set out in School Teachers’ Pay and Conditions Document.

The Deputy Head Teacher should carry out professional duties in accordance with and subject to conditions of employment as set out in School Teachers’ Pay and Conditions Document. It may be modified by the Head Teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and the job title. The Deputy Head Teacher is required to undertake the professional duties of the Head Teacher in the event of their absence. In addition, you will be required to undertake any professional duties reasonably delegated to you by the Head Teacher.

# Professional duties

1.1 A person appointed as a Deputy Head Teacher in a school in addition to carrying out the professional duties of a teacher, other than a Head Teacher, including those duties particularly assigned to him/her by the Head Teacher, shall:

1.2 Play a major role under the overall direction of the Head Teacher in:

1. formulating the aims and objectives of the school;
2. establishing the policies through which they shall be achieved;
3. managing staff and resources; and
4. monitoring progress towards their achievement;

1.3 Undertake any professional duties of the Head Teacher reasonably delegated to him/her by the Head Teacher;

1.4 If the Head Teacher is absent from the school a Deputy Head Teacher must undertake their professional duties to the extent required by the Head Teacher or the governing body.

# 2. Strategic direction and development of the school

* 1. Play an active role in leading the strategic development of the school including the implementation of an ambitious vision and ethos for the future of the school.
	2. Assist the Head Teacher in the day-to-day management and organisation of the school and take a leading role in daily policy and procedure development.
	3. Play a key role in the formation, implementation and evaluation of the School Development Plan and a program of School Self-Evaluation.
	4. Take a lead role in the monitoring, analysis and evaluation of information and data which supports the school’s improvement objectives and targets.
	5. To be responsible for the oversight and functioning of assessment procedures, give strategic direction to curriculum change and ensure smooth daily operation of the school through viable and efficient systems.
	6. Assist the Head Teacher in the management of school resources, including designated budgets, in accordance with the financial regulations of the school.
	7. To work with the Governing Body, where appropriate, in the development of the schools aims and objectives.

**3. Leading teaching and learning**

* 1. To assist the Head Teacher in creating a learning culture which enables pupils to become effective, enthusiastic, independent learners committed to life–long learning.
	2. Lead a continuous focus on pupils’ achievement using data and best practice research to monitor progress in every child’s learning.
	3. Provide consistently exemplary teaching and maintain an awareness of curriculum developments, current thinking and changes in government policy and how these affect education.
	4. Encourage a culture and ethos of challenge and support, which promotes high expectations for all members of the school community in a supportive environment.
	5. Be an outstanding role model, exemplifying a high standard of teaching which demonstrates a reflective approach inspires and motivates staff and children.
	6. To ensure, in collaboration with subject leaders, that the school provides appropriate provision and makes arrangements for continuity and progression in the school curriculum.
	7. With the Head Teacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality.
	8. Develop and review the school’s systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable against the EYFS.
	9. To support the school’s assessment system for tracking pupil progress and carry out analysis of assessment information and data; ensuring that systems are reviewed on a regular basis.
	10. To support the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils.
	11. To monitor and evaluate the effectiveness of the school’s policies.

**4. Developing self and working with others**

* 1. Through effective feedback and support, including building on a culture of collaboration, develop staff so that teaching and learning moves from ‘good’ to consistently ‘outstanding’
	2. Support the induction of staff new to the school and those being trained within the school.
	3. Work with the Head Teacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management.
	4. To assist colleagues in pupil target setting and assessment of pupil attainment and achievement.
	5. To facilitate the development of strategies which promote individual and team development, in line with school monitoring procedures, carry out direct observation of teaching, learning and professional practice.
	6. In partnership with the Head Teacher, lead by example to motivate staff when implementing and managing initiatives.
	7. Inspire and develop staff, identify emerging talents and aspiring leaders identifying appropriate opportunities for CPD,
	8. Assist the Head Teacher in the recruitment and performance management of members of staff.

**5. Managing the organization**

* 1. Ensure effective management, communication and organisation through the establishment of timetables and Rota’s.
	2. To ensure that high standards of behaviour are maintained through the establishment, of appropriate strategies and consistent adherence to the School’s Behaviour policy.
	3. Share accountability for the development and maintenance of safeguarding, health and safety policy and practice, and premises development, alongside other designated staff.
	4. Promote a positive learning ethos within the school and foster an environment that is based on respect and calm for all members of our community.
	5. Work with the Head Teacher to manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability.

**6. Securing accountability**

* 1. To assist the Head Teacher in developing and maintaining strategies which encourage parents and carers to support their children’s learning.
	2. To work with the Governing Body, where appropriate, in the development of the schools aims and objectives.
	3. Lead and support the staff and Governing Body in fulfilling their responsibilities with regard to the school’s performance and standards.
	4. Support the Head Teacher in reporting the school’s performance to Staff, governors, the school community and partners.

**7. Strengthening the community**

7.1 Work with the Head Teacher in ensuring that the school has effective and positive links with parents/carers and the local community.

* 1. Work with the Head Teacher in developing the policies and practice, which promote inclusion and equality
	2. Establish and maintain good working relationships with specialist support services to ensure the needs of all children are met effectively.

**8**. **Safeguarding and promoting the welfare of children**

* 1. Be totally committed to ensuring the safety and well-being of children.

8.2 Build a culture where children feel confident that their concerns will be listened to and acted upon

* 1. Be committed to ensuring children’s wellbeing being is at the centre of all key

decision-making.

**9. Coordinating SEND Inclusion**

9.1 Implement SEND Inclusion Policy in line with the SEND Code of Practice.

9.2 Maintain the SEND Register for the school to maximise the use of resource and assessment places in line with funding.

9.3 Identify and adopt the most effective teaching approaches and make effective use of school resources for pupils with SEND.

9.4 Liaise with other schools and EY settings to ensure continuity of support through transitions in /out

9.5 To set appropriate targets and maintain the SEND records for children on the SEND register, including Early Notifications to the LA, Early Years Support Plans (EYSP), Education and Health Care Plans (EHCP), and Annual Review.

9.6 Ensure the interventions meet the needs of pupils with SEND

9.7 Hold termly meetings with Parents and key workers to review EYSP/EHCP.

9.8 The National award for Special Educational Needs Co-ordination is a requirement for the post holder

9.9 Deliver and share training opportunities within the school and across partnerships.

9.10 Monitor the children with SEND to ensure they make at least ‘expected’ progress.

9.11 Monitor the allocation and receipt of SEND funding to ensure the school is in receipt of all expected payments including Resource Provision funding and top-up, Assessment Place Block funding, EHCP related funding, DAF.

9.12 Develop productive partnerships with outside agencies and identify needs across the school for commissioning support/ raising requests with the head teacher.

9.13 Provide a key reference point in providing information and support for families of children with SEND in the school.

This job description will be reviewed annually as part of the appraisal process. It may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations in relation to the post holder’s professional responsibilities and duties.

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