

# ***ST JOSEPH'S SPECIALIST TRUST***

## **Job Profile**

### **Assistant Headteacher and SENCO**

**Name:**

**Date:**

**Job Context:** St. Joseph's Specialist Trust is a specialist school and college, registered children's home and adult supported living function (together "St Joseph's"/ the "Trust") with approximately seventy students and tenants. It has a staff of around 250.

This job profile recognises the requirements of the Trust's current Pay Policy and reflects the vision, aims and policies established by the Trustees.

**Job Purpose:** To provide professional leadership in the school and ensure high quality support to the education department for all its students to improve standards of teaching, learning and achievement. To support the Executive Principal, Head Teacher and Deputy Head in the smooth and successful running of the education department through strategic and operational management of that department.

**Accountable to:** Executive Principal, Head Teacher, Director of Therapies and Deputy Head Teacher

**Accountable for:** All education personnel and students both within the Pathway and across Education.

## **Key tasks and responsibilities**

Due to the nature of our environment and the challenges posed by our students, physical and mental resilience is required. This includes the physical agility to move across our large 23 acre site and support children in social, leisure and educational activities offsite.

### **Core functions**

#### **1. Strategic leadership and Management**

Working with the Executive Principal, Head Teacher and Deputy Head Teacher to create and deliver a shared, corporate, strategic vision, which motivates and inspires students, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, spiritual and moral purpose and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all students.

### **Resources**

- Ensure the school makes the best possible use of resources through effective planning, considering all financial and other resource implications.
- Ensure an effective link between the School financial plan and the School improvement plan.
- Understand the implications of government policies and educational trends and developments particularly with regard to SEN.
- To complete the SENCO qualification within the statutory three years of appointment.
- Plan for, and implement, new initiatives.

### **Management**

- As a member of the Education and Therapies team to provide strategic support to Executive Principal, Head Teacher and Deputy Head Teacher and Governing Body on all aspects of School management.
- Undertake Leadership of a Pathway.
- Take a leading role with Executive Principal, Head Teacher and Deputy Head in the self evaluation of the School.
- To take a role in the creation and development of School Improvement Planning
- Fulfil the aims and targets of the sections of Improvement Plans for which responsibility is held by Assistant Headteachers. Prepare action plans and monitor progress. Report regularly to the Governors on progress.

- Report to the Governing Body Curriculum Committee termly on the Pathway performance under the direction of the Headteacher.
- Develop and update all policies relevant to the core functions of the Assistant Headteachers and SENCO.
- Participate, and where required lead, in the training and development of the increasing number and diversity of the School's staff.
- Support and improve teaching and learning throughout the education department and ensure teaching staff work effectively with other departments within the School such as Care, Support Services and Therapy.
- Take an active role in co-ordinating and managing the relationship of the interested parties and agencies involved in delivering extended school and outreach services.
- Develop supportive relationships with students, staff, governors, families and other stakeholders to secure support for the School and its aims.
- Provide a link to families and support them with their concerns, keeping the Education leadership fully informed and directing to other leaders as needed e.g. Head of Safeguarding or Deputy Head of Inclusion for Transport matters.

## **2. Leading Teaching and Learning**

With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. The assistant headteacher has a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes by tracking learner progress socially and academically, qualitatively and quantitatively. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a culture which enables students to become effective, enthusiastic and as independent as possible for the rest of their lives.

This role will lead curriculum change and development broadly around a global theme or enterprise theme that stresses the complexity, richness and beauty of our world and our interdependence on others. This role will encompass the changing nature of our students and their more complex needs and provide a vision of how we can meet these challenges in creative and exciting ways and ensure students make, and we track, outstanding progress. This role will require a strong lead on behaviour for learning that also recognises the complexities and communications that underpin challenging behaviours. The role has clear whole-school aspects and accountabilities.

- T & L observations analysis & feedback.
- Leadership and management of professional development activities entailing research, study protocol or similar.
- With Executive Principal, Head Teacher and Deputy Head Teacher attend and contribute to students scheduled meetings.
- To nurture and maintain the Catholicity of St Joseph's.
- To undertake a substantial teaching commitment.

- To have a full understanding of the BlueSky and website and to understand how to contribute towards the understanding and development of these.
- To oversee that the curriculum is run according to agreed schedules/timetables.
- To develop curriculum and consult teachers and other relevant staff at least annually.
- To aim to ensure that over 90% of pathway students make good or outstanding progress in Core Subjects.
- Establishment and maintenance of a whole School initiative.
- Undertake leadership of learning outside the classroom and non-classroom related quality marks.
- Where required undertake responsibility for specialist rooms and the resource room.

### **3. Leading the organisation**

Assistant Heads should ensure that the school, with the people and resources in it, are organised and managed to provide an efficient, effective and safe learning environment. Using self-evaluation and problem-solving approaches, Assistant Heads should also seek to improve organisational structures and functions so the school remains fit for purpose and able to change to meet future needs. Assistant Heads should build successful organisations by working collaboratively with others, building capacity across the whole workforce and ensuring resources are effectively and efficiently deployed. St. Joseph's Assistant Head's also recognise that all colleagues need to be sensitive to, and plan for, changes in the referrals the school receives and is likely to receive in the future.

- Manage a collaborative culture across education.
- To actively promote a collaborative culture with the therapy and care team across education and lead by example.
- To actively promote and put the embedded therapy model into practise.
- Where required take responsibility for key sections of the OFSTED SES.
- Be responsible for developing evaluation processes and collecting data to update SES termly as directed by the Executive Principal, Head Teacher and Deputy-Head Teacher.
- Contribute and collaborate on completion of Diocesan Section 48 Inspection SEF
- As SENCO's to oversee maintaining and training required of staff to uphold NAS accreditation standards and be prepared for both intermediate and accreditation inspections.
- Contribute to and compile relevant sections of termly statutory Head Teacher's Report to Governors as required.

- With the Executive Principal & Strategic School Leadership Team review school literature & update as necessary.
- To monitor and evaluate resources including Human Resources in order to ensure that support for students learning is maximised.

#### **4. Leading people**

As Assistant Headteachers, work with and through others, building and sustaining effective relationships and communication strategies are important. Assistant Headteachers seek to improve their own performance through professional development and by enabling others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, Assistant Headteachers support all staff to achieve high standards. Assistant Headteachers take account of issues surrounding work-life balance and recognise and value all staff and the wide variety teams in the school.

- Oversee tasks involved in leading a subject including budgeting, subject leadership, reports to Governing Body etc.
- Team Leader performance management review (usually 6 team members) & budget setting.
- Facilitate coaching culture across school with particular focus on Autism Standards, Research and agreed approaches taken by St. Joseph's and agreed with the Headteacher and Director of Therapies.
- To develop, with the Executive Principal, Head Teacher and Deputy Head Teacher, Director of Therapies, and Director of Residential Care, School Induction for all education staff including updating school handbook.
- Monitoring, training, mentoring, coaching and assessing NQT and/or NVQ as necessary.

#### **5. Leading in the Community**

With schools at the centre of their communities, leadership has a crucial role to play in working with the community and other services to improve outcomes for, and the well-being of, all students. Placing families at the centre of services, schools and leaders should work with others to tackle all the barriers to learning, health and happiness of every child.

Assistant Headteachers share responsibility for the leadership of the wider educational system and should be aware that school improvement, community development and community cohesion are interdependent. St. Joseph's recognises that its 'community' may differ somewhat from a maintained community school.

- Ensure students, families & all other stakeholder views are sought & acted upon as necessary in liaison with the Executive Principal, Head Teacher and Deputy Head Teacher, Class teachers, Director of Therapies, and the Director of Residential Care.

*NB: This list is not exhaustive and includes any other tasks to fulfil the post*

*“St Joseph’s Specialist Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment”.*

**Signature:** .....  
**Assistant Headteacher** **Executive Principal**

**Date:** .....  
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