



JOB DESCRIPTION

Job Title:	Director of SEND & Inclusion
Department:	Senior Middle Leadership Team
Responsible to:	Member of SLT as identified by Headteacher
Grade:	TLR1A
Location:	Tendring Technology College

Safeguarding

Our academies are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Job Purpose

To provide professional vision and leadership for the academy which secures its success and improvement, ensuring high quality education for all students and improved standards in learning and achievement.

To be accountable for the culture, achievement and standards with regard to SEND & Inclusion.

Duties

General SLT Responsibilities

1. To provide vision and leadership for the academy (specifically SEND & Inclusion)
2. To undertake strategic planning which will aid the production of the Academy Improvement Plan
3. To undertake monitoring and evaluation functions, with a focus on the SEND & Inclusion, which will:
 - highlight teachers' professional strengths;
 - identify success;
 - contribute towards improvements in academy structures, systems and policies;
 - identify areas where further development is needed;
 - enhance the quality of students' learning and welfare
 - lead to continuous improvement and the raising of standards (specifically with regard to the Science core subjects).
4. To respond to unplanned situations which arise in the daily running of the academy
5. To promote good student discipline and to support staff, especially in dealing with sudden crises and emergencies.
6. To foster and support extra-curricular activities in the interest of the academy community e.g. assemblies, parent consultation meetings, academy productions, concerts, sports activities etc...
7. To plan, lead and contribute to academy activities including assemblies; break and lunch lunchtime supervision.

8. To line-manage the SEND & Inclusion leaders and teacher (to be agreed annually with the Headteacher and/or direct line manager)
9. To meet the professional duties of all teachers (School Teachers' Pay and Conditions Document)
10. To undertake effective line management including recruitment; induction; training and development; link meetings, performance appraisals; absence management; capability and disciplinaries, following policies and procedures and seeking HR advice as necessary
11. To ensure a safe and healthy environment is maintained within the academy, referring any areas of concern to the Head of Academy and Facilities Team where required. To complete risk assessments and any other necessary health and safety documentation and ensure necessary information is communicated effectively within the team.
12. To attend Senior Leadership Team meetings and other academy management meetings including Governor meetings as required.

Standards & Outcomes (previously Curriculum & Assessment)

1. To lead on:
 - data and assessment (specifically focusing on SEND & Inclusion)
 - Curriculum development, organisation and implementation specifically focusing on the core subjects)
2. To implement systems and structures for the effective use of data within the academy linked to the progress and outcomes within SEND & Inclusion.
3. Use targets effectively to in raising achievements and improved outcomes of all groups of students within the SEND & Inclusion Science core subjects
4. To monitor the quality of the curriculum for SEND & Inclusion students
5. To implement and sustain effective monitoring and observation systems within SEND & Inclusion
6. To lead, manage, support, challenge and develop staff to secure continued curriculum improvement
7. To manage, monitor and review the range, quality, quantity and use of curriculum resources in order to improve the quality of education within SEND & Inclusion
8. To provide information, objective advice and support to governors to enable them to meet their responsibilities
9. To present a coherent and accurate account of the academy's performance of the Science core subjects in forms appropriate to range of audiences including SLT, governors, the LA, AET core team, partner academies, parents/carers and Ofsted
10. To create an ethos, curriculum and educational direction which secures sustained improvement in students' spiritual, moral, social and cultural development so as to prepare them for the opportunities, responsibilities and experiences in adult life.
11. To develop effective strategies for transition from KS3 to KS4 and KS4 to KS5 within the core subjects
12. To lead on tracking of student data and intervention approaches to maximise progress and outcomes within the Science core subjects

SLT Framework

The following four areas are taken from the DfE National standards of excellence for headteachers: Departmental advice for headteachers, governing boards and aspiring headteachers. They will form the basis of your professional development.

Qualities & Knowledge

- I. To hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- II. To demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- III. To lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- IV. To sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- V. To work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- VI. To communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Students & Staff

- I. To demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- II. To secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- III. To establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- IV. To create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- V. To identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- VI. To hold all staff to account for their professional conduct and practice.

Systems and Process

- I. To ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- II. To provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- III. To establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- IV. To welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- V. To exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- VI. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

- I. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- II. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- III. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self- improving schools.
- IV. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- V. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- VI. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Notes

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out
3. The job description is not a comprehensive definition of the post. It should be reviewed annually by the Line Manager and post holder as part of the appraisal process. It may be subject to amendment to meet the changing demands of the academy at the reasonable discretion of the Headteacher
4. This job description does not form part of the contract of employment

June 2021

Please sign and return one copy to Human Resources and keep one copy for your records.

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