

Altmore & Lathom Schools Federation

Headteacher: Sarah Rowlands

Head of School (Altmore): Carolyn Marles
Head of School (Lathom): Martin Stanley

Job Description: Assistant Head Teacher & SENCO

EQUALITY AND DIVERSITY
We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote equality and diversity in the course of their work.

To share in the corporate responsibility of the well-being and discipline of all pupils.

Through the promotion of teamwork, collaboration and co-operation, be a 'key' member of staff in supporting and enabling colleagues to work in this way.

ASSISTANT HEAD & SENCO
The Assistant Head Teacher and SENCO, in collaboration with other colleagues in the Leadership Team, plays a key role in the strategic development of the SEND policy and provision in the school, and the raising of attainment and achievement of all children. The SENCO takes day-to-day responsibility for the operation of the SEND policy and practice, and leads the provision made for individual children - working closely with staff, parents and carers and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children within identified groups.

ASSISTANT HEAD TEACHER is committed to:

- Assisting colleagues within the Leadership Team in all matters relating to the management of the schools.
- Ensuring that all Safeguarding systems are implemented
- Having a clear overview of the EYFS/KS1 & KS2 Primary Curriculums
- Providing an exemplary model for good classroom practice.
- Liaising between Leadership Team colleagues and staff on professional/personal matters.
- Contributing to internal communication, e.g. staff meetings, etc.
- Playing a significant role in the monitoring of teaching and learning undertaken by all staff, i.e. teaching and support staff.
- Being jointly responsible for general organisation, e.g. timetables, rotas, cover arrangements, etc. and ensure they are adhered to.
- Assist in the development of teaching and management skills at all levels.
- Working with colleagues on matters of financial management; preparation and monitoring of budget.
- Participating with the leadership process of school development planning.
- Leading specific initiatives.
- Developing self-review/self-evaluation processes.
- Deputising for the Deputy in their absence.
- Being available to advise/guide staff on all professional matters.
- Keeping abreast of all new developments relating to curriculum/school management.
- Contributing to staff development and the school CPD programme.
- Supporting other school leaders in the monitoring of children's attendance.



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CURRICULUM SPECIFIC RESPONSIBILITIES

- Monitoring classroom environments and planning.
- Monitoring provision for identified groups of children.
- Undertaking with staff a curriculum review and see if changes are needed to improve systems.
- Conducting detailed analysis of Data identifying specific areas for development.

SENCO REPOSIBILITIES

- Monitoring the quality of teaching and standards of pupils' attainment and progress, and setting targets for improvement.
- Monitoring progress of objectives and targets for pupils with SEND from teachers' plans, evaluating the effectiveness of teaching and learning by work analysis and using these analyses to guide future improvements.
- Collaborating with the wider Leadership Team so that the learning for all children is given equal priority, and available resources are used to maximum effect.
- Being pro-active to ensure accelerated learning occurs for identified pupils.
- Overseeing the day-to-day provision of the school's SEND policy.
- Leading and co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of all SEND pupils.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

EQUAL OPPORTUNITIES

- Ensure that the *Every Child Matters* agenda is met.
- Promoting through curriculum management and organisation of the school, access and achievement for all pupils.

THE COMMUNITY

- Supporting in the responsibility for Health and Safety issues throughout the school.
- Promoting ways to increase parent's knowledge of the curriculum, school organisation and management, with a view to enabling them to support and encourage their children's learning.
- Liaising with parents and the wider community to ensure that we work together in supporting children's learning and well-being.
- Assisting and promoting strategies to enable the smooth transition of all children between classes and Key Stages.

PROFESSIONAL DEVELOPMENT

- To be aware of current developments in education, e.g. attend relevant courses and meetings and generally inform staff on a regular basis.
- To take a leading role in the Appraisal cycle.
- To support all colleagues in their professional development, encouraging appropriate courses and delivering school based training.
- To provide particular support for the induction of new members of staff.



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The above are intended to be a guide to the range and level of work expected of the teacher. It is not an exhaustive list of all the tasks that may be asked of an employee. S/he will be expected to carry out such other reasonable duties, which may be required from time to time.

Person Specification

	Essential
Expertise **Qualifications** **Skills**	• Qualified teacher status • Evidence of being a successful and effective classroom practitioner. • Evidence of high level teaching skills and the ability to share and lead by example. • The ability to use a variety of strategies to ensure good communication and understanding. • To be a successful and collaborative member of a team. • The ability to lead roles in the development of teaching and learning. • The ability to identify strengths and areas of development within a school setting.
Knowledge & Understanding	• An up to date understanding of National policy, curriculum developments, legislation and initiatives. • Be able to demonstrate knowledge and understanding of Assessment for Learning in raising standards. • Evidence of developing and maintaining progression throughout the whole school in an area of learning or in a particular curriculum subject.
Experience	• Experience of organising/leading an area of the curriculum. • Commitment to the raising of standards, confident use of assessment and the analysis of data in setting targets, tracking and monitoring the performance of teaching and learning. • Demonstrate leadership of successful inclusive practices. • Manage own professional development.

CRITERIA	**METHOD OF ASSESSMENT**
• **KNOWLEDGE:**	Application form/Interview
• **QUALIFICATIONS:**	Application form/Certificates
• **PERSONAL STYLE:**	Application form/Interview
• **OTHER SPECIAL REQUIREMENTS:**	Application form/Interview