

The appointment of
Assistant Principal
(Additional Educational Needs)

Required for September 2021 or January 2022



Principal: Mr S Barlow



A key leadership opportunity to work in a friendly academy with an experienced and dedicated team of professionals.

We are seeking to appoint a committed and articulate Assistant Principal for Additional Educational Needs, who has a confident understanding of the broader curriculum and who is committed to collaborating with other department teams to support interventions.

At South Axholme Academy we are looking for:

- ✓ A candidate who understands the central importance of the partnership between academy and families in ensuring that our students succeed.
- ✓ A highly effective, confident and articulate team player.
- ✓ A candidate who understands the importance of leadership management in ensuring high standards of quality first teaching across the academy.
- ✓ A candidate who will act as Designated Safeguarding Lead (DSL) for the academy, take responsibility for child protection as well as being SENDCo.
- ✓ A candidate that currently holds, or be prepared to study for in the first year, the necessary qualifications demands by a SENDCo.

In return we are able to offer:

- ✓ A bespoke CPD package to ensure you are fully qualified for the demands of a SENDCo.
- ✓ The support of a highly collaborative senior leadership team who are deeply committed to raising standards.
- ✓ Students who genuinely want to learn.
- ✓ The opportunity to teach across all key stages.
- ✓ The opportunity to be part of Isle Education Trust, a small expanding multi academy trust.
- ✓ Opportunities to work with other academies.

**Early applications and requests to visit are very much welcome.
The post is for a September 21 start or Jan 22 start**

Academy Overview



We are currently graded as good by Ofsted and are fully committed to reaching outstanding status.

Epworth is an easy commute for those based in Doncaster, Rotherham, Sheffield, Hull and Leeds. Epworth is situated in the small rural 'town' of Epworth on the A161 Goole to Gainsborough road, three miles from the M180. Doncaster and Scunthorpe are both approximately twelve miles

away. Hull, Leeds, Sheffield, York, Lincoln and Nottingham are all one hour, or less, drive away. The catchment area includes primary academies in seven district villages, but we often 'draw' from as many as twenty three different primary academies.

South Axholme Academy is part of Isle Education Trust (IET) which is a multi-academy trust and at present includes Epworth Primary Academy, South Axholme Academy and Coritani Academy in Scunthorpe. South Axholme Academy is the 11-18 part of the trust and is a mixed Academy. It has a discrete catchment area so that only a very few children are 'lost' to private or voluntary aided Academies. The student intake is normally in line with national ability. Public examination results are well above national average figures.



Isle Education Trust is committed to safeguarding and promoting the welfare of children and young people and we expect staff and volunteers to share in the commitment.

Job Description

Job Title	Assistant Principal for Additional Educational Needs	Post Number	
Department	Senior Leadership	Closing Date	10 AM Monday 21 June
Salary	Leadership spine (L10-14*)	Interview Date	TBC
Type of contract	Permanent	Weekly hours	
Location	South Axholme Academy, Epworth <input checked="" type="checkbox"/> Epworth Primary Academy, Epworth <input type="checkbox"/> Coritani Academy, Scunthorpe <input type="checkbox"/>		

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Principal with the teachers' agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. It is expected that all classroom teachers will support the ethos and values of the academy, as reflected in policies developed by the Governing Body of the academy, and the Directors of the Isle Education Trust.

**negotiable and dependent upon experience*

Principal Accountabilities

Additional expectations beyond those of classroom teaching –

- To have overall responsibility for the learning and progress of every child with Additional Educational Needs (AEN) in KS3, 4 and 5 and with all ability profiles.
- To maintain and publish an up to date register of students with EHC plans and those with AEN not requiring an EHC plan, including those in the 6th form.
- To publish support plans for all students with AEN to support teachers in differentiating learning for these students, including those in the 6th form.
- To use prior attainment and predictive data to set ambitious targets for the progress and outcome of students with AEN in KS3, 4 & 5.
- To use assessment to monitor progress and review interventions throughout KS3, 4 & 5, reporting to SLT and Governors as required.
- To identify individuals and groups who are making insufficient progress, to challenge this robustly and to lead the interventions which will help put their learning back on track.
- To take overall responsibility for public examination entry and preparation, in particular the requirements of students requiring special access arrangements.
- To use data and information from Primary colleagues to prepare for the smooth transition of students from KS2 to 3, and for transition between stages within the main school.
- To be responsible for fostering an ethos of aspiration, challenge and inclusion across the school for students with AEN.
- To take a lead role in Quality Assurance within the Faculty, including lesson observation, work scrutiny and analysis of progress data.
- To write an analysis of the performance of students with AEN in public examinations at KS4 & 5 and in student progress at KS3.
- To be responsible for reporting annually to Governors about the work of the AEN Faculty in driving school improvement, and for updating information (such as the 'local offer') on the school's website.
- To act as Designated Safeguarding Lead for the academy, taking responsibility for child protection

Leadership and Management –

- To lead AEN and to have overall responsibility for the day to day performance management of all colleagues in the department within school.
 - Responsibility for the curriculum and intervention programmes for AEN students; including SEN, Core Support, Emotional Health and Well Being Programmes
 - Oversight of Alternative Provision students
 - Line management of Emotional Health and Well Being staff
 - Initial Assessment and Testing of students for AEN
 - Teach individual and groups of students with AEN
- To lead and facilitate the work of the AEN team from out of school including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, CAMHS and any other agency working with our students.
- To lead the development of expertise in teaching, learning and assessment for students with AEN across the school.
- To line manage the team of Assistant Teachers, some in conjunction with appropriate Subject Leaders.
- To take a leading role, with the academy finance team, in securing appropriate funding for all students with SEN, and in accessing additional funds where appropriate.
- To oversee and quality assure the AEN curriculum offer, including all KS4 Curriculum Support groups, and, where appropriate, alternative provision.
- To attend all meetings as required for students with AEN.
- To write a Department Improvement Plan and to review progress towards its targets and outcomes, amending the plan accordingly.
- To complete department self-evaluation and to integrate self-evaluation, performance management, improvement and development planning and monitoring, evaluation and review into one seamless process.
- To be responsible for colleagues' performance management and CPD needs in accordance with academy policy.
- To provide a coaching role for subject teachers to develop their expertise in teaching, learning and assessment practice for students with AEN.
- To deploy all colleagues working in the department strategically.
- To take overall responsibility for the department budget and to invest in and grow the resources of the department year on year using financial best practice.
- To promote strong working relationships between all colleagues, and to facilitate positive relationships between students and staff in the department.
- To manage referrals as appropriate to the LA, Social Services, Channel programme, Disclosure and Barring Service and Police.
- To liaise with staff and relevant agencies on matters of safeguarding when deciding whether to make a referral.
- Act as a source of support, advice and expertise for staff.
- To develop the role to incorporate other academies in the trust as appropriate.

Whole School Improvement, the 2014 SEN Code of Practice and DSL –

- To follow the 2014 SEN Framework and Code of Practice to secure the best possible provision for students with SEN.
- Children with EHC plans:
 - To liaise with LAs and families to review and agree EHC plans
 - To develop and implement plans and review progress of students, holding individual subject teachers to account for student progress.
 - To consult with parents (and students above age of 16) on spending of personal budgets for students with EHC plans
- Children without EHC plans still requiring additional specialist support:
 - Develop 'graduated approach' to assessing SEN and providing suitable support, in accordance with 2014 SEN Framework and SEN Code of Practice
 - To assess student needs in collaboration with class teachers, school staff and parents before identifying children in need of AEN support
 - To plan suitable support, and set out expected outcomes for students with AEN, notifying parents accordingly
 - Implement the support, ensuring the class teacher maintains overall responsibility for the progress of the student
 - Review student progress within agreed timeframe
- To undertake training annual for DSL along with any other relevant training to ensure you are up to date with developments.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part time staff.
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Board regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.

Expectations of all academy staff:

- Work with all students ensuring equality of opportunity for all.
- Take responsibility for Safety and Welfare of all students, raising any concerns following the Academy protocols and procedures.
- Work proactively and effectively in partnership with all stakeholders.
- Comply with Health and Safety and all legal requirements.
- Carry out a share of statutory supervisory duties.
- Treat students with dignity and build relationships rooted in mutual respect and at all times observing proper boundaries appropriate to the professional position.
- Participate in CPD relevant to the role.
- Accompany teaching staff and students on visits, trips and out of school activities as required.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English and numeracy.
- Participate in arrangements for examinations and assessments.
- Take an active role in promoting good behaviour in and around the Academy.
- Ensure that students adhere to the uniform code and apply sanctions when this code is breached.
- Develop an academy learner mind-set – the attitudes, skills and learning habits needed to become an inspired, confident and independent learner.
- Be a positive role model and demonstrate consistently and effectively the positive attitudes, values and behaviour which are expected of students.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Make a positive contribution to the wider life and ethos of the Academy.
- Regularly review the impact of their work and its impact on students' progress, attainment and well-being, refining approaches where necessary and responding to advice and feedback from colleagues
- Proactively participate with arrangements made in accordance with the Appraisal Policy
- Have professional regard for the practice, ethos and policies of the Academy and maintain high standards in your own attendance and punctuality.
- Carry out all relevant tasks required by the Principal or line manager.
- Support and uphold the academy's policies on behaviour, discipline and bullying.
- Operate at all times within the stated policies and practices of the Academy;
- Contribute positively and effectively to the whole Academy ethos;

- Cooperate with other staff members to ensure a sharing and effective use of resources to the benefit of the Academy, individual departments and students;
- Attend and participate in appropriate calendared meetings;
- Take responsibility for own professional development and duties in relation to Academy policies and practices;
- Liaise effectively with staff, students, parents and governors;
- Ensure compliance with Health and Safety at Work Act 1974 and all other policies related to health and safety, and to ensure compliance with the Data Protection Act 1988.
- Ensure compliance with data protection laws and safeguarding procedures.
- Carry out any other duties as directed by the Principal as may from time to time be agreed in accordance with the nature of the job described above;
- Participate in appraisals ensuring that performance standards and targets set and met within the agreed timescale.

Please note that South Axholme Academy is committed to the safeguarding and welfare of their students. The successful candidate must be able to satisfy an enhanced DBS check prior to employment within the Academy together with receipt, by the Academy, of two satisfactory references plus medical clearance.

Review of this Job Description –

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post. In addition, it may be amended at any time after consultation with you.

Education, Qualifications & Experience	Essential	Desirable
Qualified Teacher Status	A	
Record of excellent classroom practice	AIRO	
Evidence of continuing programme of appropriate professional development SENCO qualification, or willingness to undertake such qualification and achieve qualification within 12 months	AIRO	
Knowledge, Skills & Understanding	Essential	Desirable
Ability to plan for and achieve rapid improvement	AIR	
Ability to plan for medium and long term sustainability	AIR	
Ability to adapt priorities to whole school improvement agenda	AIR	
High level communication, organisation and record keeping skills, including ability to use data to track students' progress	AIRO	
Ability to lead and manage a team of colleagues, including other middle leaders	AIRO	
Excellent inter-personal skills	IRO	
Monitoring, evaluation and review	IR	
Ability to contribute effectively to the Achievement and Standards team	IRO	
Understanding of 2014 SEN Framework and Code of Practice	AIRO	
Knowledge and understanding of a broad range of additional educational needs	AIRO	
Critical understanding of the most effective teaching, learning and behaviour management strategies	AIRO	
Confident understanding of the role of assessment in securing student progress	AIRO	
Student progress data and how to use it to secure school improvement	AIRO	
Understanding of sound financial planning and best value practice	AIRO	
Up to date knowledge of current educational policy and frameworks	AIR	

Extensive knowledge on matters concerning equality, inclusion and diversity in teaching	A I R O	
Professional Expertise	Essential	Desirable
Commitment to helping every child achieve his or her very best	A I R O	
Commitment to inclusive approach to children with AEN, and to ensuring that all children have the chance to receive the best possible education.	A I R O	
A 'can do' approach to work in school	A I R O	
Commitment to the protection and safeguarding of children and young people	A I R O	
Other Professional Requirements	Essential	Desirable
A willingness to initiate and participate in both cross curricular and extra-curricular activities.	A I R O	
The ability to work with parents, external agencies and the wider community.	A I R O	
Determination to promote a culture that celebrates success	A I R O	
Leads by example, setting high standards of punctuality, dress and conduct	A I R O	
Clarity of thought and vision with proven ability to finish a task.	A I R O	
Desire and aptitude to develop professionally	A I R O	
Equality of Opportunity	Essential	Desirable
<i>The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to</i>	A I R O	

A – Assessed through the application process

I – Assessed through the interview process

R – Assessed through the receipt of satisfactory references

O – Assessed through observation

T – Assessed through the completion of a task

The Application Process (to be advised)

The deadline for applications is 10 am on 21 June 2021.

If you would like further information about this vacancy or wish to have an informal discussion with a member of our leadership team, please contact ietrecruitment@isleeducationtrust-iet.co.uk or telephone the academy on 01427 872121

South Axholme Academy promotes equality of opportunity and welcomes applications from all sectors of society.