

Salary Range:	L6 – L10
Accountable to:	Executive Headteacher
Place of Work:	Henbury View First School
Hours:	1.0

Role Remit:

At Hamwic Education Trust (HET), Deputy Head Teachers support the Executive Headteacher in leading the school with a strong focus on teaching and learning, staff development, safeguarding, and school improvement. They play a key role in operational leadership, modelling best practice, and ensuring the school's vision and values are embedded across all areas. As SENCO responsibilities also include:

- Determining the strategic development of special educational needs (SEND) policy and provision in the school(s).
- Responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability.
- Providing professional guidance to colleagues, working closely with staff, parents and carers, and other agencies
- Will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Deputy Head Teachers are expected to uphold the DfE Headteachers' Standards and contribute to the strategic direction of the school in collaboration with the Executive Headteacher and wider leadership team. The SENCO will also have responsibility for the oversight of provision for pupils with SEND or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

Main Responsibilities:

1. School Leadership and Improvement

- Support the Executive Headteacher in delivering strategic leadership and driving school improvement.
- Lead on specific areas of school development, including curriculum, assessment, and inclusion.
- Monitor teaching and learning, ensuring high standards and consistency across the school.
- Promote a culture of high expectations, inclusion, and continuous improvement.
- Champion pupil wellbeing, personal development, and safeguarding.
- Lead by example in teaching and learning, modeling outstanding practice.

2. Strategic Thinking

- Contribute to the development and implementation of the school's strategic plan.
- Use data to inform decision-making and support school improvement priorities.
- Lead initiatives aligned with HET's strategic aims and school development plans.

3. Staff Development and Coaching

- Support staff development through coaching, mentoring, and CPD.

- Lead professional development for designated staff.
- Promote staff wellbeing and a positive working culture.
- Identify and nurture leadership potential within the team.

4. Outward-Facing Leadership

- Represent the school in local networks and partnerships.
- Build strong relationships with parents, carers, and external agencies.
- Support collaboration across HET schools and contribute to system leadership.

5. Business and Financial Acumen

- Support the Head Teacher in managing resources effectively.
- Lead operational aspects such as timetabling, cover, and deployment of staff.
- Ensure compliance with policies and procedures.

6. SENCO

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision.
- Maintain an up-to-date working knowledge of pedagogical approach to high quality teaching and learning in line with HET guidance.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability.
- Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP).
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Ensure statutory processes and timelines are adhered to in line with the SEND Code of Practice 2014, Children's and Families Act and the Equality Act 2010.
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Ensure the schools Graduated response to SEND is understood and adhered to by staff.
- Provide guidance to colleagues on teaching pupils with SEND or a disability and advise on the graduated approach to SEND support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA).
- Analyse assessment data for pupils with SEND or a disability.
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness.

Support for pupils with SEND or a disability

- Identify a pupil's SEND, ensuring that identification and provision is co-produced with the pupil, parents or carers.
- Co-ordinate provision that meets the pupil's needs and monitors its effectiveness.
- Secure relevant services for the pupil.

- Ensure records are maintained and kept up to date.
- Review the education, health and care (EHC) plan with parents or carers and the pupil.
- Communicate regularly with parents/carers.
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEND or a disability.
- Ensure effective transition for pupils with regards to their next stage of education.

Leadership and management

- Work with the school leader, governors and HET Managed Service Team to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information that the Local Governance Committee is required to publish.
- Contribute to the SIP and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET, training and CPD for staff.
- Share procedural information, such as the school's SEND policy and HET guidance.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability.
- Champion equity, diversity, and inclusion across the school.
- Lead and manage teaching assistants (TAs) working with pupils with SEND or a disability.
- Conduct professional development and target setting meeting as appropriate.

7. Safeguarding

- Act as Deputy Designated Safeguarding Lead.
- Promote a culture of safeguarding and ensure staff are trained and compliant.
- Support the Head Teacher in maintaining a safe and inclusive environment.

The post is subject to an enhanced DBS check and satisfactory references. The post holder is expected to demonstrate a strong commitment to safeguarding and promoting the welfare of children and young people, and to follow HET and the schools' safeguarding and child protection policies. They must ensure a safe working environment for pupils and staff alike and comply with HET health and safety policies.

Hamwic Education Trust is committed to promoting equality, diversity and inclusion and welcomes applications from all sections of the community.

Other Duties:

At an appropriate level, according to the job role, grade and training received, all employees in HET are expected to:

- Support the vision, ethos and strategic aims of HET and participate to the one team approach, All About the Child and What About Sam?
- Attend and contribute to staff meetings and training days as required and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/academy and keep confidences appropriately.

- The post holder at all times, whether or not in the employ of our schools or HET and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or HET and its customers/stakeholders, products and product lists.
- Be aware of health and safety issues and act in accordance with the Health and Safety Policy.
- To liaise with other staff, contractors and outside agencies/organisations as appropriate.

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar, and they have appropriate qualifications or received appropriate training to carry out these duties.

Manager Signature:

Employee Signature:

Date:

Specification Area	Description	Essential (E) / Desirable (D)
Skills, Knowledge & Aptitude	Strong understanding of the SEND Code of Practice	D
	Ability to analyse data and use it to inform provision	E
	Understanding of current educational policy and Ofsted frameworks	E
	Strong communication and interpersonal skills	E
	Ability to lead and work collaboratively in a team	E
	Proficient in Microsoft Office	E
	Ability to manage competing priorities and meet deadlines	E
	Strategic thinking and problem-solving skills	E
Qualifications & Training	Evidence of ongoing professional development in leadership, curriculum, or inclusion (e.g. NPQEL, SENDCo qualification)	E
	GCSE's 9-4 / A*-C including maths and English	E
	Qualified Teacher Status	E
	Designated Safeguarding Training	D
	National Award for SEN Coordination (or willingness to complete)	E
	Evidence of CPD related to SEND	E
Experience	Senior leadership experience in a primary/secondary setting	D
	Leading curriculum or assessment initiatives	E
	Coaching and mentoring staff	D
	Managing change and staff workload	D
	Promoting pupil wellbeing and personal development	E
	Working in partnership with other schools/agencies	E
	Experience of contributing to strategic planning	D
Leadership Qualities & Behaviours: <i>Candidate is able to give significant examples of the ways in which they exhibit the following characteristics</i>	High levels of emotional intelligence and resilience	E
	Solution-focused and action-oriented	E
	Ability to inspire and motivate others	E
	Commitment to ethical leadership and integrity	E
	Strong understanding of effective teaching and learning	E

Teaching Learning Attributes	&	Experience in raising academic standards	E
		Inclusive teaching strategies for SEND and disadvantaged pupils	E
		Evidence of coaching/support for staff	E
Personal Attributes		Positive, optimistic, and professional	
		Calm and fair approach to decision-making	
		Sense of accountability and drive for improvement	
		Emotional resilience and the ability to remain calm and focused under pressure	
		A constant drive for improvement	
		Able to work in a professional manner as part of a team	