



Job details

Salary: L4 – L9

Hours: Full time

Contract type: Fixed term until the end of the academic year

Location: Gedney Hill CofE Primary School and Shepeau Stow Primary School (split site)

Reporting to: Executive Headteacher

Head of School – SEND and Personal Development – Job Description

Job purpose

- Provide inspirational, child-centred leadership of SEND, inclusion and personal development across both schools in the federation.
- Share accountability with the Executive Headteacher for driving school improvement and raising standards across both schools.
- Make sure every child, whatever their needs or background, is known, included, well supported and given the opportunities to flourish.
- Work as part of the federation leadership team, responsible to the Executive Headteacher and in partnership with the Head of School for Culture and Ethos.

Leading across both schools

- Develop SEND, inclusion and personal development across **both** Gedney Hill CofE and Shepeau Stow, so that every child gets the same high-quality experience whichever school they attend.
- Work on both sites each week, giving children, families and staff a visible, approachable leader in each school.
- Lead change in a small-school setting: bring staff with you, make the most of small teams and mixed-age classes, and turn plans into practice quickly.
- Respect the distinct identity, community and character of each school while building shared systems, language and expectations across the federation.
- Keep children at the centre of every decision, asking "what difference will this make for our children?"

SEND and inclusion

- Lead the strategic development of SEND provision across both schools, so children with SEND are identified early, included fully and make strong progress.
- Lead SEND for the federation in line with the SEND Code of Practice. If you hold the NPQ for SENCOs (or the former National Award for SEN Coordination), you will act as SENCO for the federation. If not, you will work alongside the federation SENCO and will be expected to undertake the NPQ for SENCOs.
- Make sure the graduated approach (assess, plan, do, review) is used consistently, with high-quality, adaptive teaching as the first response to need.
- Oversee the SEND register, support plans, EHCP applications and annual reviews.
- Work with families so that children's and parents' views shape planning and support.
- Work with the Local Authority, health services and specialist agencies to secure the right support for children.
- Train, deploy and support teachers and teaching assistants so they meet children's needs well.
- Track the progress of children with SEND and check that interventions are making a difference.
- Keep the SEND information report and accessibility plan up to date, and report to the Executive Headteacher and governors.
- Support smooth transitions, including starting school and moving on to secondary school.
- Work with the Head of School for Culture and Ethos to make sure behaviour and attendance approaches meet the needs of children with SEND.

Personal development and wellbeing

- Lead the PSHE and RSHE curriculum across both schools, in line with statutory guidance and planned for mixed-age classes.
- Lead the federation's approach to children's wellbeing and mental health, acting as senior mental health lead.
- Promote children's spiritual, moral, social and cultural development, and fundamental British values.
- Build character, confidence, resilience and aspiration, so children leave us ready for their next steps.
- Lead a broad offer of enrichment, clubs, trips and experiences, making sure disadvantaged children and children with SEND can take part fully.
- Promote physical health and online safety.
- Create leadership and responsibility roles that help children contribute to school life.
- Use pupil voice and other evidence to check the impact of the personal development offer.

Working as one leadership team

- Be directly responsible to the Executive Headteacher, meeting regularly to agree priorities, report on progress and plan next steps.
- Be accountable, together with the Executive Headteacher, for driving school improvement across the federation and for the outcomes children achieve, including during inspection.
- Work in close partnership with the Head of School for Culture and Ethos, sharing information, planning together and making sure the two roles join up for children.
- Develop a good working understanding of the Culture and Ethos role, so that each Head of School can step in for the other and keep the federation's priorities moving forward during absence.
- Deputise for the Executive Headteacher when required, including leading either school on a day-to-day basis.
- Contribute to the federation improvement plan and self-evaluation, leading the sections that relate to your area.
- Attend meetings of the governing body and report clearly on the impact of your work.

Learning and teaching

- Have a proven track record of good or better teaching which reflects current thinking.
- Model high expectations and set challenging targets for children and staff.
- Monitor, evaluate and review classroom practice and support staff to improve.
- Challenge under-performance at all levels and make sure it is followed up.
- Keep up to date with research and national developments, and introduce what will benefit children across the federation.

Safeguarding

- Work with the Executive Headteacher to give the highest priority to safeguarding and promoting the welfare of children in both schools.
- Act as a Designated or Deputy Designated Safeguarding Lead, completing the required training.
- Make sure practice in your area follows Keeping Children Safe in Education and the federation's safeguarding policies.

Managing the schools

- Manage staff on a day-to-day basis as agreed with the Executive Headteacher, including performance management where delegated.
- With the Executive Headteacher and governors, recruit, retain and deploy staff in line with safer recruitment procedures.
- Manage your own workload and that of others to allow for an appropriate work/life balance.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Review your own practice regularly, set personal targets and take responsibility for your own professional development.
- Help make sure both school environments are safe, well organised and meet health and safety requirements.

Person specification

Area	Essential	Desirable
Qualifications	- Qualified Teacher Status. - NPQ for SENCOs (or the former National Award for SEN Coordination), or a commitment to undertake the NPQ for SENCOs.	- Evidence of recent, relevant professional development. - NPQ in Senior Leadership or Headship, or working towards one. - Senior mental health lead training.
Experience	- Successful primary teaching experience, with a track record of good or better outcomes for children. - Successful leadership experience, including leading change that improved outcomes for children. - Leading SEND or inclusion in a primary setting. - Working with families and outside agencies to support children with SEND.	- Leading PSHE/RSHE or wellbeing. - Experience of working in a small or rural school. - Experience of working across more than one school or site.
Knowledge	- The SEND Code of Practice and the graduated approach. - Adaptive teaching and effective use of teaching assistants. - Statutory RSHE guidance and what good personal development looks like.	- EHCP processes and Local Authority SEND services. - Ofsted's current inspection framework.
Skills and qualities	- A genuinely child-centred approach: children's wellbeing, safety and success come first. - Able to lead change in a small setting, bringing staff, families and governors with you. - Able to work effectively across two sites, managing time and priorities well. - A collaborative leader who works as one team with the Executive Headteacher and fellow Head of School. - Excellent communication and relationship-building with children, staff, parents and the wider community. - Uses data and evidence to evaluate impact and decide next steps. - Resilient, organised and calm under pressure.	Experience of delivering staff training.
Personal	- Commitment to safeguarding and promoting the welfare of children. - Warmth, integrity, honesty and loyalty. - Willingness to travel between both schools during the working day. - Supports the values and ethos of both schools.	

This job description is not exhaustive and may be amended by the Executive Headteacher, in consultation with the postholder, to reflect the changing needs of the federation.

The Gedney Hill CofE and Shepeau Stow Primary Schools Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to the candidate being suitable to work with children and satisfactory Enhanced Disclosure & Barring Service checks. The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.