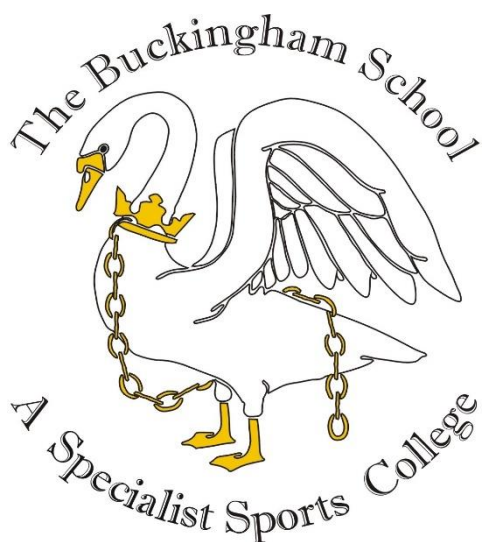


THE BUCKINGHAM SCHOOL

A SPECIALIST SPORTS COLLEGE



DIRECTOR OF SEND

As a member of the Extended/Senior Leadership Team, working to provide strategic direction and to implement policies and systems which secure whole school improvement. To accurately evaluate the experience of vulnerable learners in the school, and to plan and implement the necessary action to secure school routines and classroom pedagogy that meet the needs of all learners.

Responsible to: Deputy Headteacher

Line Management Responsibilities: SEND Manager
SEND Administrator

The Role:

The Director of SEND will support the Headteacher and Deputy Headteacher in:

- Communicating the School's Vision compellingly and supporting the Headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

The Director of SEND will also have a timetabled teaching commitment of 50% (adjusted, according to line management commitments), complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Headteacher.

Qualities

The Director of SEND will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Actively promote The Buckingham Way, modelling The Virtues

Duties and Responsibilities

Special Educational Needs and Disabilities (SEND)

Under the direction of the Headteacher or Deputy Headteacher, the Director of SEND will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Lead on the evaluation of SEND provision within the school, ensuring that other leaders are equipped to make accurate judgements about the experiences of SEND students
- Ensure that routines are in place across the school to support SEND students in successful learning
- Working with the Deputy Head (Teaching and Learning), ensure that teachers adapt their practice to meet the needs of all learners
- Ensure pupil voice surveys are conducted, to understand the students experiences in school, championing the importance of pupil voice to other members of the senior leadership team
- Provide staff with training and support so they can play a part in enhancing vulnerable learners' progress
- Working with the Assistant Headteacher (Behaviour and Attitudes) ensure that teaching staff are skilled enough to manage students with SEMH
- Analysing whole-school data on behaviour, rewards, and suspensions lead the development of future improvement strategies
- Monitor the attendance of SEND students and deliver strategies to improve it

Organisational Management and School Improvement

Under the direction of the Headteacher or Deputy Headteacher, the Director of SEND will:

- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Staff Management and Professional Development

Under the direction of the Headteacher or Deputy Headteacher, the Director of SEND will:

- Performance manage middle leaders, including carrying out appraisals and holding staff to account to their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

Governance, accountability and working in partnership

Under the direction of the Headteacher or Deputy Headteacher, the Director of SEND will:

- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Signed: _____ **Date:** _____
(Director of SEND)

Signed: _____ **Date:** _____
(Headteacher)

PERSON SPECIFICATION

TRAINING AND QUALIFICATIONS

	Essential	Desirable
Qualified Teacher Status (QTS)	√	
Experience of two schools		√
Degree	√	
Director of SEND qualification (or undertake to study for this upon appointment)	√	
Recent participation in a range of In-service		√

EXPERIENCE OF SUCCESSFUL TEACHING, LEADERSHIP AND MANAGEMENT

	Essential	Desirable
Success in significant leadership role		√
Experience in the leadership of whole school initiatives		√
Experience of curriculum quality assurance and/or supporting teachers in improving their practice	√	

PROFESSIONAL KNOWLEDGE, QUALITIES AND ABILITIES

Knowledge:

	Essential	Desirable
Strategic planning processes	√	
Leading change, creativity and innovation	√	
Strategies for raising achievement and achieving excellence		√
Models and principles of high quality teaching and learning	√	
Strategies for ensuring inclusion, diversity and access	√	
The relationship between managing performance, CPD and sustained school improvement		√
Principles and models of self-evaluation		√
Principles and strategies of school improvement		√
The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.		√
The work of other agencies and opportunities for collaboration		√

Personal Qualities and Abilities:

	Essential	Desirable
Collect and use a rich set of data to understand the strengths and weaknesses of the school	√	
Inspire, challenge, motivate and empower others to carry the vision forward	√	
Model the values and vision of the school	√	
Demonstrate personal enthusiasm for and commitment to the learning process	√	
Demonstrate the principles and practice of high quality teaching and learning	√	
Acknowledge excellence and challenge poor performance	√	
Foster an open, fair, equitable culture and manage conflict	√	
Develop, empower and sustain individuals and teams	√	
Challenge, influence and motivate others to attain high goals	√	
Accept support from others including colleagues, governors, and the LA	√	
Prioritise, plan and organise themselves and others	√	
Think creatively to anticipate and solve problems	√	

Strengthening the Community:

	Essential	Desirable
Collaborate and network with local and feeder schools	√	
Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils	√	

Other Requirements:

	Essential	Desirable
Application forms should be completed in full	√	
Curriculum Vitae should be attached and be clear and concise	√	
Address the criteria identified in the person specification in a separate letter of application underpinned by an overall philosophy for education	√	

Confidential Reference and Reports:

	Essential	Desirable
Written reference(s) only will be considered	√	
References will confirm professional and personal knowledge, skills and abilities as referred to above	√	
One of the references to include current Headteacher	√	
Positive recommendations, without reservation, from referees	√	
Good health and attendance record	√	