

Introduction

As a school leader, a teacher must be able to demonstrate the following:

- Impact within their own class
- Impact beyond their own class
- Positive influence on the teaching practice of others
- Accountability for agreed areas of leadership and development

The post holder will be expected to work across the school to deliver key aspects of the additional areas. They would lead and develop their particular area of responsibility, including curriculum areas.

They will have line management responsibility for a specified group of staff.

They will have a 0.6 class teaching responsibility, consistently demonstrating good to outstanding practice as a role model to their team.

This is a full time post.

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| Post | Assistant Head – Sensory Learning |
| Team | Sensory Pathway, Leadership and Management Team, Safeguarding |
| Reports | Head teacher / Deputy Head |

Main purpose and scope of post

The post holder is required to carry out the duties of this post and undertake the professional duties and responsibilities commensurate with those set out in the School Teachers' Pay and Conditions Document (including conditions for employing assistant head teachers), the Teacher Standards and as instructed by the Head Teacher.

Under the direction of the Head Teacher play to a major role:

- In formulating the aims and objectives of the school and establishing the policies through which they may be achieved
- Be responsible for the standards and curriculum of pupils including the monitoring of progress
- Proactively manage staff and resources
- Taking on the responsibilities of the Head Teacher as agreed and appropriate in the absence of the Head Teacher and Deputy Head Teacher
- Carrying out the professional duties of a teacher as required
- Taking responsibility for child protection issues as appropriate
- Taking responsibility for promoting and safeguarding the welfare of children and young people within the school

And:

To be responsible for providing professional leadership in developing Teaching, Learning and Assessment and Pupil Outcomes within the Sensory Pathway

To support Safeguarding of pupils in Sensory Pathway and across school as required and to be a proactive member of the school Safeguarding Team.

To develop, embed and monitor an effective and accessible curriculum in line with the needs of pupils in the Sensory Pathway.

To ensure that the Sensory pathway has a rigorous evidence base of pupil progress and robust assessment practices.

To work as an effective member of a multidisciplinary team, to contribute to effective systems and processes and to promote a positive working environment.

To produce reports, as required, for Governors and Senior Leadership Team.

To lead, support and monitor the Sensory staff team to ensure they are effective in their roles and mentor appraises effectively.

To lead, support and mentor Teacher with TLR role for Teaching, Learning and Assessment and Pupil Outcomes within the Sensory Pathway and supporting the Assistant Head Sensory, with particular reference to sensory development.

Aspects of this role

To be a qualified DSL for the pathway.

To develop an action plan and monitoring protocol for the Sensory Pathway to support the School Development Plan.

To develop, embed and monitor good practice in the Sensory Pathway and across school as required.

To ensure the quality of the learning environment reflects the needs and abilities of the Sensory pupils.

To participate in teaching to raise standards of Teaching, Learning and Assessment across school.

To support the school in raising and monitoring standards of Teaching, Learning and Assessment, Pupil Outcomes and Personal Wellbeing, Behaviour and Development. For example: through positive participation in Performance Management processes, participation in moderation processes.

To support the Sensory team in delivering effective support for families; both on a day to day basis and through high quality, meaningful reports and meetings.

To participate in whole school Leadership by contributing to:

Safeguarding, including review of CPOMS for Pathway daily
Health and Safety
Supporting performance management
Staffing duties, including organising daily staffing needs for whole school as required
School Events
Monitoring of age appropriate activities across the school
Overseeing recording and reporting of progress in engagement
Participating in Annual Reviews
Overseeing and supporting sensory interventions
Coordinating and monitoring the impact of Sensory support across the school
Governing Board meetings

To lead on whole school Sensory Learning through:

Policy and protocols
QA Monitoring Sensory strategies and interventions around school
Staff meetings and training
Analysis of data – termly report to LMT
Offer Inclass support
Family learning sessions
Starter programme session for families
Sensory Learning info Booklet for families
Contributions to School Development Plan
Devise Sensory Learning action plan and manage budget

To lead on whole school development of pupils working below RG4 (Early Development):

Polices
Resource and plan sensory strategies and interventions
Development of ED curriculum across school
Monitoring and analysis of impact of sensory strategies and interventions curriculum
Monitor and address training needs of staff and families
Work with other AHTs to lead on ED
Lead sensory link TA on sensory groups

To support the School's Outreach Programme by:

Visiting potential new Sensory Pathway children
Offering Workshops for Croydon schools for Learning through Play
Visiting Croydon schools to support SEN
Supporting mainstream SEN staff meetings

To support the school's work with the community, such as Family Workshops, Outreach Programme.



Job Description – Assistant Head Sensory

To carry out additional duties in line with purpose of role, as requested by the Head Teacher or Deputy.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

After review:

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| Signature | Date |
| Head teacher's signature | Date |