

JOB DESCRIPTION

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| JOB TITLE: | Deputy Headteacher and SENCO |
| FIELD OF PRACTICE: | Practical Skills, Therapeutic Education and Transformative Leadership and Management |
| POST REFERENCE NO: | SUN10002 |
| RESPONSIBLE TO: | Headteacher and Director of Schools |
| ACCOUNTABLE TO: | Trustees of Sunfield Children’s Home Ltd |
| GRADE /SALARY: | 15 / £49,331- £52,938 |
| LOCATION: | Sunfield School and Children’s Home |

VISION

The post holder will be expected to support, embrace, articulate and work with Sunfield’s and Ruskin Mill Trust’s objectives, vision, values, purpose and methodology which are drawn from a long history of appreciation and integration of Rudolf Steiner’s insights into human development. This is then braided with a practical, purposeful and therapeutic education and a homely and nurturing living environment that supports the physical, emotional and spiritual development of each child and young person who attends Sunfield. In addition, Sunfield supports families and carers, and looks to advance the public understanding through education and research.

The post holder is expected to treat each person, student and staff, with dignity and respect, ensuring high aspirations are met, and contribute to shaping the learning community of the School and home as part of Ruskin Mill Trust, always remembering that our core purpose is to improve the education and lives of our students and adults.

LIAISON

To liaise with the Headteacher and Director of schools, and with all staff employed within the School, the children’s homes (where appropriate), Ruskin Mill Trust and Trustees, parents, students, professional bodies, external consultants, and any outside bodies as and when required.

JOB PURPOSE

To support the Head Teacher in providing leadership for the school and in securing its success and continuous improvement, ensuring high quality education for all its students and the highest standards of learning and achievement in accordance with statutory and Ofsted requirements and the vision, and method of Ruskin Mill Trust.

This includes working closely with the senior leadership in the development of the school curriculum, braiding the land, seasons, the national curriculum, PSTE (Practical Skills Therapeutic Education) with the insights of Rudolf Steiner, for children and young people with complex learning needs.

To work closely with the senior leadership team (SLT) to support with the quality assurance processes within the school.

The post holder is to contribute to the whole life of the School, always remembering that our core purpose is to improve the education and lives of the students at the School.

The post holder will be expected to embrace, articulate and work with the School's and Ruskin Mill Trust's objectives, vision, values, purpose and method.

SENCO

Strategic development of SEN policy and provision

- Have a strategic overview of provision for students across the school, monitoring and assisting the senior leadership team to assess the quality of provision
- Contribute to School improvement, self-evaluation and quality assurance processes
- Ensure the SEN policy is put into practice and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether provision is being effectively deployed to meet the needs of our students and propose changes to make effective use of resources
- Co-ordinate with families, school staff and the SLT to support effective communication and dialogue between school and home
- In liaison with the SLT, support teachers with the details of provision in the EHCP, or seek advice from professionals who may be able to advise on needs / assessments, etc.

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate, central SEND register and provision map, with administrative support
- Provide guidance to colleagues on teaching students with particular presentations of need, ensuring the use of PSTE is integrated in meeting those needs
- Advise on the use of the school's resources to meet students' needs effectively, including advising the SLT on effective staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, post-16 providers, other schools, educational psychologists, therapists, consultants, health and social care professionals, and other external agencies
- Be a point of contact for external agencies, especially the local authorities, ensuring that communications are shared with the relevant members of SLT
- Contribute to the progress review process for all students, ensuring that individual learning plans are in line with ECHPs outcomes and academic assessments
- With SLT support, co-ordinate intervention groups for students and evaluate effectiveness

Support for students

With support from both SLT and administrative staff:

- Review a student's needs, with support and information from relevant agencies and professionals
- Support SLT and class teachers to secure relevant services for the student
- Ensure records are maintained and kept up to date
- Support the review of the education, health and care plan with parents or carers and the student, where needed
- Communicate regularly with parents or carers, where needed
- With the administrative support team and SLT, if the student transfers to another school, ensure that all relevant information is conveyed to it and a smooth transition for the student is in place
- Promote the students' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities, particularly for those with complex needs

Main Duties

Shaping the Future

- The post holder will support the Head Teacher to manage the educational provision of Sunfield School, with regards to teaching and learning, assessment behaviour management, health and safety as well as liaising with parents and outside agencies.
- Contribute to the creation and communication of a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the school and its community and in its wider context.
- Translate the vision into clear objectives that promote and sustain school improvement in collaboration with the Head Teacher and the SLT.
- Ensure that the school moves forward for the benefit of its students and their community.
- Motivate and inspire stakeholders to create a strong, shared culture of learning within an inclusive environment.
- To work closely with the SLT in the development of Teaching and Learning through the line-management of identified staff, the development of the curriculum and appropriate qualification pathways and quality improvement.
- To work in collaboration with the Head Teacher to drive school improvement and share responsibility for the school self-assessment and improvement plan in the context of the Ofsted inspection framework and the Trust method, including PSTE.
- To support the Head Teacher to work towards an "outstanding" provision in Ofsted terms.

The SENCO, under the direction of the head teacher and the senior leadership team, will:

- Have oversight for the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual students
- Provide professional advice and guidance to colleagues, working closely with staff, parents and other agencies
- Lead and coordinate the school's response to tribunals, representing the school and children's home

- Lead and coordinate assessment visits, supporting all stakeholders
- Lead and coordinate annual reviews and the quality assurance of EHCPs within the school
- Be responsible for the transitions both in and out of Sunfield, developing and maintaining positive relationships with LAs and stakeholders and ensuring the best possible transition for the student
- Working closely with the Registered Managers, Home Manager, teachers and senior leaders in securing the best possible outcome for the student
- Lead the strategic development of special educational needs (SEN) policy and annual report in the school
- Lead on other reviews formats as needed, including Continuing Health Care reviews, Child in Need reviews, and Looked after Child reviews
- Support the education, care, and therapy staff in the preparation of reports for reviews and other external evidencing as required
- Provide impartial advice to parents, families, and young people about their rights in relation to education and care statutory frameworks
- Work closely with the admissions team to ensure that placement offers align with EHCPs and assessments of provision need

Leadership and management

- Work with the head teacher and trustees to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the trustees require for publication
- Identify training needs for staff and how to meet these needs, being mindful of the RMT method
- Lead training sessions for staff within the areas above
- Share procedural information, such as the school's SEN policy
- Promote a culture that supports the school's SEN policy and promotes good, ambitious outcomes for all students

The postholder may be required to do other duties appropriate to the level of the role, as directed by the head teacher.

Developing Self and Others

- To work with the Head Teacher to build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities and partnerships.
- Ensure effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities.
- Develop and maintain effective strategies and procedures for the induction, professional development and performance review of all staff.
- Set high expectations for all and address underperformance.
- To act as a role model for the highest professional standards.

- Regularly self-evaluate, set personal targets and take responsibility for own personal professional development.
- Ensure both self and others achieve an appropriate work/life balance.

Managing the School

In collaboration with the Head Teacher and the wider SLT:

- Create and maintain an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- To act as a line manager for designated staff, including carrying out teaching observations, probationary reviews, performance development reviews and performance and absence management.
- Ensure that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- To support the Head Teacher to manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities, ensuring advice and guidance is sought as required.
- Recruit, retain and deploy staff appropriately using guidance from the Department of Human Resources.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.

Securing Accountability

- To be accountable to the Head Teacher of the school in order to meet the school's responsibilities.
- To support the Head Teacher to develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To take an active role in the annual review process involving all stakeholders.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management in collaboration with the Head Teacher and the SLT.
- Develop and present an accurate account of the school's performance to a range of audiences including Directors, parents and carers, funding and registration bodies and Ofsted in collaboration with the Head Teacher and the SLT.
- Supporting the Head Teacher and the SLT in their accountability and responsibility for all registration and inspection processes.

Strengthening Community

In collaboration with the Head Teacher and the Senior Leadership Team

- Ensure learning experiences for students are linked and integrated with the wider community, local, national and global.
- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.
- Manage effective relationships with all stakeholders and partners.

Other

- To deputise for the Head Teacher with regards to the Educational provision of Sunfield Specialist School in their absence.
- To work with the Head of Care and provide leadership for the residential team in the absence of the Head of Care and the Head Teacher.
- To work with the pupils as and when required which may include a teaching commitment.

General

- To share the Trust's commitment for promoting and safeguarding the welfare of students.
- To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
- To carry out the above duties in accordance with the Trust's Health and Safety Policy.
- To actively support and promote equality and diversity throughout the Trust.
- To work co-operatively with other staff within the Trust.
- To work with students as and when required.
- To comply with all the policies and procedures of the School as contained in the booklet entitled "Sunfield Specialist School Statement and Purpose"
- To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
- To be responsible for the care and development for your working area.
- To deliver training or development opportunities as required.
- To maintain a 'duty of candour' and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.
- To attend and, we meetings and supervision as required.
- To undertake training and development as required by the School, the Trust and the Hiram Education and Research Team. To be committed to professional self-development, through participation in-service training as necessary for the successful carrying out the role.

- To undertake work related continued professional development (CPD) as required by the post.
- May, from time to time be required to work additional hours as shall be reasonably necessary to discharge properly your duties and responsibilities outlined in this job description.
- To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.
- As the school is part of the collaborative provision of Ruskin Mill Trust, which consists of colleges, schools, children's homes and residential provision, the post holder will contribute to the whole life of the School, and residential provision. Always remembering that our core purpose is to improve the education and care of the children and young people at each provision and s/he will be required to work collaboratively with the leaders of each provision.
- The post holder will lead the school team and will work with Ruskin Mill Trust to inaugurate new trainings drawn from the Ruskin Mill Trust's Seven Fields of Practice and implement the learning, and will be required to fulfil duties commensurate with this position.
- The post holder will be expected to lead a strong intention of working with the outdoor curriculum and link it in to the pre-precursors of learning.
- Some evening and weekend working will be required.
- The post holder will be on the on-call system.

CORPORATE CONTRIBUTION

- The post holder will be expected to contribute to the Trust as a whole and uphold the underpinning values and philosophy of Ruskin Mill Trust at all times.
- To articulate and manifest the vision and method of the Trust and Practical Skills Therapeutic Education in order to support the re-imagination of the child's potential, shape their own future with regard to the operation and development of the Provision.

SAFEGUARDING

- To fulfil the role of Deputy Designated Safeguarding Lead/Safeguarding Officer, to promote and embedded best safeguarding practice. Work closely with the Designated Safeguarding Lead and Trust Head of Safeguarding, ensure that the safeguarding of children and young people at Sunfield is a priority and rigorously embedded.
- Ensure there are effective child welfare and child protection processes in place and these are followed in accordance with the Sunfield safeguarding policy and procedures
- Ensure that all school staff receive relevant safeguarding induction, CPD and annual refreshers commensurate with their roles and responsibility.
- Ensure all school staff are issued with latest version of Keeping Children Safe in Education and 'What to do if you are worried a child is being abused- advice for practitioners' on appointment and annually.
- Read, understand and adhere to the Sunfield safeguarding policy and procedures.
- Staff to be made aware of what action to take if they have a concern about the conduct of a colleague, the home manager or any member of staff employed at Sunfield and how to report these in accordance with the Sunfield policy and procedures.
- Operate safer recruitment principles, by being actively involved in the recruitment process, including ongoing vigilance.
- Ensure all school staff are aware of the Whistleblowing Policy.

THE SELF-IMPROVING SCHOOL/ CHILDREN'S HOME

- To collaborate closely with external agencies and professionals to deliver the best possible outcome for each child, ensuring effective, professional communication and working relationships at all times and acting upon recommendations from external inspections.
- To work closely with the Ruskin Mill Trust Team to ensure that the school excels as a Ruskin Mill Trust School.
- To play a key role in strengthening the cross-trust cooperation in developing a contemporary curriculum inspired by the insights of Rudolf Steiner; working collaboratively with the heads of schools.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- To ensure that every member of staff and visitor fully understands and embraces the Trust's policies and processes in relation to safeguarding, and collaborates closely with the designated safeguarding lead to ensure compliance.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
- Work with the training manager to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

STAFF MANAGEMENT AND SUPERVISION

- There will be some line management responsibility for this role.

OTHER PROFESSIONAL REQUIREMENTS

- To reflect the visions values purpose and method of the Trust, in their everyday practice.
- To lead, attend and participate in staff in-service training days.
- To engage with and complete Ruskin Mill Trust Training Programmes as required.
- To participate in work related continued professional development (CPD) and supervision programmes and develop professional and personal skills to achieve agreed targets.
- To deliver training or development opportunities as required.
- To work co-operatively with other staff within the Sunfield and Ruskin Mill Trust.
- To undertake training and development as required by the School, the Trust and the Hiram Education and Research Team. To be committed to professional self-development, through participation in-service training as necessary for the successful carrying out the role.
- To work with children and young people within Sunfield as and when required.
- To maintain a 'duty of candour' and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.
- To be responsible for the care and development for your working area.
- May, from time to time be required to work additional hours as shall be necessary to discharge properly your duties and responsibilities outlined in this job description.
- To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.

- **Safe Working Practices for Adults working with Children** - It is the responsibility of each employee to carry out their duties in line with Sunfield Childrens Home ethos and culture of safe working practices for Adults working with children and young people and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for. To comply with all the policies and procedures of the School including the Sunfield Safeguarding (Child Protection) Policy and Procedure.
- **Freedom of Information Act and Data Protection Act** - The post holder is required to comply with the above legislation and maintain awareness of the school's policies and procedures relating to the Freedom of Information and Data Protection Acts. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.
- **Equality and Diversity** - The post holder will be required to comply with and maintain awareness of Sunfield Children's Home policies relating to Equality and Diversity.
- **Health and Safety** - The post holder must at all times carry out his/ her responsibilities with due regard to Sunfield Children's Home policy, organisation and arrangements for Health and Safety at Work.
- **Flexibility** - All staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities of Education and Children's Services. Any changes arising will take account of salary and status. They will also be subject to discussion with individuals or sections affected and with appropriate Trades Unions.

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Sunfield is continually striving to improve their provision, therefore duties may vary with time, but will always be of a level commensurate with salary.

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

PERSON SPECIFICATION

Person Specification / Training and Development Requirements

Position: Deputy Headteacher and SENCO

| ESSENTIAL | DESIRABLE |
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| Qualifications | |
| <ul style="list-style-type: none"> • SEND qualifications • Willingness to work towards a qualification in Steiner Pedagogy (Ruskin Mill Teacher Development Programme). • Degree from a recognised university and relevant teaching experience. • Full, clean driving licence. • Evidence of commitment to own continuous professional development. | <ul style="list-style-type: none"> • QTS |
| Experience/ Knowledge | |
| <ul style="list-style-type: none"> • Experience in special needs Essential • • Up to date knowledge of SEND code of practice Essential • The characteristics of effective teaching and learning styles in order to support pupils with SEND • How the SEND code of practice and equal opportunities legislation operates and how these apply to pupils with EHCPs as well as those without • Experience of effectively working with a variety of stakeholders • Experience of supporting a school/provision through a successful Ofsted inspection in a senior leadership role • Experience of working in a residential setting. • Experience of having led, or significantly contributed to the success of a department or small organisation through its leadership, ethos, teaching and results. • Able to evidence experience of successful implementation of quality assurance processes to address concerns or identified areas of improvement. | <ul style="list-style-type: none"> • Experience of working within a complex organisation. • Up to date knowledge about current legislative frameworks which will impact on this waking curriculum provision • Knowledge of Rudolf Steiner Holistic Education with particular reference to the works and insights of John Ruskin and William Morris. • Experience of leading and managing educational/curriculum change to deliver improved performance. • Evidence of innovative and successful management performance, ideally in staff development. |



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| Skills and Abilities | |
| <ul style="list-style-type: none">• Adaptable and shows initiative.• High level of personal resilience.• High level of emotional and social intelligence. | |
| Other | |
| Demonstrate a commitment to: <ul style="list-style-type: none">• Equality of opportunity• Promoting Ruskin Mill Trust's vision, values, purpose and method• High quality, stimulating learning environment• Relating positively to and showing respect for all members Sunfield and its wider community• Ongoing relevant professional self-development• Safeguarding and child protection | |