#

**Post: Assistant Headteacher - Inclusion**

**Pay range:** Leadership scale L3 – L7

**JOB DESCRIPTION**

**Reporting to:** Headteacher

**Purpose of Role:**

### The current School Teachers’ Pay and Conditions document describes duties, which are required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively. This job description sets out the duties to be undertaken and performed to the satisfaction of the headteacher and governing body.

As Assistant Head Teacher for Inclusion your role would have 3 specific areas of responsibility alongside the general assistant headteacher role

a) SENDCo

b) Deputy Designated Safeguarding Lead

c) Designated Teacher and Leader for Pupil Premium and Looked After Children

**Duties and responsibilities**

Please note that this is illustrative of the general nature and level of responsibility of the role. It’s not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

**1. Assistant Headteacher**

**School culture and behaviour**

Under the direction of the headteacher, the assistant headteacher will:

- Create a culture where pupils experience a positive and enriching school life

- Uphold educational standards to prepare pupils from all backgrounds for their next phase of education and life

- Ensure a culture of staff professionalism

- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school

- Use consistent and fair approaches to managing behaviour, in line with the school’s behaviour policy

- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance

**Teaching, curriculum and assessment**

 Under the direction of the headteachers, the assistant headteacher will:

- Establish and sustain high-quality teaching across subjects and phases, based on evidence

- Ensure the teaching of a broad, structured and coherent curriculum

- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities

- Use valid, reliable and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum

- Cover lessons as required for unexpected absences

**Organisational management and school improvement**

Under the direction of the headteacher, the assistant headteacher will:

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently

- 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 school improvement strategies are effectively implemented

**Staff management and professional development**

Under the direction of the headteacher, the assistant headteacher will:

- Performance-manage other staff, including carrying out appraisals and holding staff to account for their performance

- Manage staff wellbeing, 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, the assistant headteacher will:

- Work with the governing board as appropriate

- Make sure 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

**Pastoral**

The assistant headteacher will:

- Work with other Assistant Headteachers and the Headteacher to establish and implement whole-school systems for pupil wellbeing

- Conduct pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior leadership team (SLT)

- Provide staff with training and support so they can play a part in enhancing pupils’ personal development

- Monitor pupil attendance with the attendance lead to ensure it is continuously improving

- Analyse whole-school data on attendance, behaviour, exclusions and wellbeing to inform future improvement strategies

**2. SENDCO**

The SEND Code of Practice, under the heading ‘The role of the SENDCO in schools’ (page 108), demonstrates how the role has sustained strategic and advisory elements. Below are the main elements regarding the role:

The SENDCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

**The key responsibilities of the SENDCO will include:**

- Overseeing the day-to-day operation of the school’s SEND policy

- Co-ordinating provision for children with SEND

- Advising on the graduated approach to providing SEND support

- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively

- Line manage the SEND support staff

- Liaising with parents of pupils with SEND

- Ensure all stakeholders are kept up to date with all matters relating to SEND

- Line manage the SEND admin support staff

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- Being a key point of contact with external agencies, especially the local authority and its support services

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options, and a smooth transition is planned

- Working with the headteachers and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements

- Ensuring that the school keeps the records of all pupils with SEN up to date

**3. Designated Teacher and Leader for Pupil Premium and Looked After Children**

**As Lead you will be responsible for:**

- Identifying the challenges faced by the school’s disadvantaged pupils to develop an understanding of any non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with education, for example: wellbeing, mental health and safeguarding concerns

- Using evidence to consider a range of external evidence, alongside your own knowledge of our pupils to better understand which specific activities have been found to be the most effective in addressing the types of challenge that our pupils face

- Developing an effective strategy including focusing on the challenges that are having the most significant impact, and are within your control, setting ambitious, but realistic, target outcomes and allocating funding to activities most likely to deliver those outcomes, based on evidence of what works

- Delivering and monitoring your strategy coherence with our curriculum: how to integrate any planned activity with the curriculum, and ensure that pupils receiving targeted support do not miss out on core curriculum content;

- Collective responsibility: ensure that all staff promote the principles and ethos of your strategy, and ensure that professional development requirements are taken into account; targeting and monitoring: which pupils will benefit from which activity, when and in what group size, any resourcing or timing requirements of external providers (if you are using them), and what data and resources will be required to monitor the impact of each activity

- Evaluating and sustaining your strategy evaluating the impact of your approaches, to measure success based on outcomes for disadvantaged pupils; implement a robust and transparent evaluation framework and report outcomes against this and ensuring that evaluation is an ongoing process

**4. Deputy Safeguarding Lead**

The Deputy Designated Safeguarding Lead (DDSL) will assist the Designated Safeguarding Lead (DSL) in all matters of safeguarding and child protection across the school. They may take part in strategy discussions and inter-agency meetings and contribute to the assessment of children. They will advise and support other members of staff on child welfare and child protection matters and may liaise with relevant agencies such as the local authority and police.

The Deputy DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. During term time, the Deputy DSL should be available during school hours for staff in the school to discuss any safeguarding concerns.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role

**5. Other**

Any other duties as directed by the Headteacher and commensurate with the level of role.

**Person Specification**

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|   | **Essential**  | **Desirable**  |
| **Knowledge and Skills**  |

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| - Knowledge and understanding of the expectations within national and local legislation impacting schools - Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care - Knowledge of the range and types of interventions available - Knowledge and understanding of the statutory requirements of legislation concerning equal opportunities, disability, health and safety and safeguarding - Robust understanding of child protection procedures and safeguarding children - Ability to plan and evaluate, including data analysis to inform provision planning - Effective communication and interpersonal skills - Understanding of high quality teaching and effective intervention strategies and the ability to model strategies for others and to support others to improve - Ability to communicate a vision and inspire  - Ability to lead and manage people to work effectively, both individually and in teams - Produce and update CAF forms, EHC plans and other statutory documents - Ability to seek advice and support when necessary - Ability to deal sensitively with people and resolve conflicts - Show excellent time and management skills and analyse, prioritise and meet deadlines - Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills - Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals - Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens - Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best |

 | * Ability to provide support and advice to the Governing Body, to enable it to meet its responsibilities.
* Understand school finances
* Ability to use comparative data to inform school improvement, provision mapping and planning
* Ability to use assessment data to report on the impact of pupil premium funding
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| **Qualifications and Training**  |

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| - Qualified teacher status. - National award for SEND Coordination - Degree - Professional development in preparation for a leadership role  |

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| **Experience**  |

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| - Leadership and management experience in a school (ideally of leading a successful SEND/Inclusion team) - Experience conducting training/leading CPD- Demonstrable experience of successful line management and staff development- Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community - Proven experience in effective liaison with a range of outside agencies - Evidence of sound knowledge of effective quality first teaching and intervention strategies  |

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| **Personal Qualities** | - Commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school - Commitment to equal opportunities and securing good outcomes for all pupils - Ability to work under pressure and prioritise effectively - Commitment to maintaining confidentiality at all times - Commitment to safeguarding and equality - Passion for the progress of students from all backgrounds - A dynamic and enthusiastic approach - Strong work ethic and resilience - A team player with drive and a sense of humour - A commitment to inclusive education and a willingness to respond to the needs of all learners - Ambition, energy, enthusiasm, determination and drive - Reliability, professionalism and integrity  |  |