

# Job Description

# Assistant Head Teacher of the Early Years with responsibility for Inclusion within the Early Years

Post: Assistant Head Teacher of the Early Years with responsibility for Inclusion within the Early Years

Grade: Leadership L8 – L12

Reporting to: Head teacher, Senior Leadership Team and Governors

This job description should be read in conjunction with the current School Teachers’ Pay and Conditions Document and the provisions of that document will apply to the post holder.

This job description may be amended at any time, following consultation, and will be reviewed annually. Priorities for the year will be negotiated and highlighted. (See improvement plan)

Sellincourt Primary School expects all teachers to:

* Contribute to a culture of teamwork, collaboration, collegiality and shared responsibility for excellent behaviour, high standards and performance
* Be committed to the school values and Sellincourt’s school behaviours for learning.
* Have a commitment to the development of themselves and others
* Develop a whole school approach to planning, delivery and monitoring of the curriculum
* Up hold the school’s ethos and values

**Main purpose:**

1. To assist the Headteacher in providing professional leadership for the school that secures its success and improvement, ensuring high quality and inclusive education for all its pupils, with particular responsibility for the Early Years
2. Determine the strategic development of special educational needs (SEND) policy and provision in the school in collaboration with the Deputy Head Teacher and Inclusion Team
3. Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability within the Early Years
4. Provide professional guidance to colleagues, working closely with staff, parents and other agencies
5. Work with early years’ providers, other schools, educational psychologists, health and social care professionals, and other external agencies
6. Be a key point of contact for external agencies, especially the local authority
7. Analyse assessment data for pupils with SEND or a disability
8. Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
9. To be Deputy Designated Safeguarding Leader with specific responsibility for the Early Years
10. To assist the Headteacher in carrying out the duties associated with performance management of members of staff
11. To work with the Headteacher to devise and implement strategies to identify and remove barriers to learning to enable all pupils to have full access to the Early Years curriculum
12. Be aware of the provision in the local offer
13. Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness
14. Maintain safeguarding records on the schools CPOMS record keeping system

The Assistant Head and inclusion lead will also be expected to fulfil the professional responsibilities of a senior leader, as set out in the School Teachers’ Pay and Conditions Document.

**Duties and responsibilities:**

1. Strategic development of SEND and inclusion policy and provision of the Early Years in collaboration with the Inclusion Team
2. Manage the day to day running of the Early Years department
3. Have a strategic overview of provision for pupils with SEND or a disability in the Early Years, monitoring and reviewing the quality of provision
4. Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability and the Early Years
5. Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
6. Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice
7. Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
8. Lead a subject area across the school
9. Work with the senior leadership team in developing and upholding the spiritual, moral, and well-being of pupils and staff
10. Ensure First aid and medical needs provision in the Early Years is in line with whole school policy and practice

**Operation of the SEND policy and co-ordination of provision:**

1. Maintain an accurate SEND register and provision map for the Early Years
2. Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support

**Support for pupils and families with SEND or a Disability in the Early Years:**

1. Identify a pupil’s SEND
2. Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
3. Secure relevant services for the pupil
4. Ensure records are maintained and kept up to date
5. Review the education, health and care plan with parents or carers and the pupil
6. Communicate regularly with parents or carers
7. Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
8. Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
9. Work with the designated teacher for looked-after children, where a looked-after pupil has SEND or a disability

**Teaching and Learning:**

1. To support teachers through coaching and modelling good practice
2. Support pupils through intervention programs
3. Monitor the effectiveness of intervention programs
4. Support the ECT program where necessary

**Leadership and Management of the Early Years:**

1. Work with the school leadership team to drive improvement across the school in all aspects
2. Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
3. Prepare and review information the governing board is required to publish
4. Contribute to the school improvement plan and whole-school policy
5. Contribute to the school SEF
6. Identify training needs for staff and how to meet these needs
7. Lead INSET for teachers and support staff
8. Share procedural information, such as the school’s SEND policy
9. Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for all pupils and those with SEND or a disability
10. Report impact of SEND provision to governors including value for money impact

The Inclusion lead will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant head will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.