**ASSISTANT HEADTEACHER (IN CHARGE OF LANGUAGE UNIT)**

**JOB DESCRIPTION**

This is a senior post within the school’s structure which carries with it membership of the Senior Leadership Team. This post will primarily focus on leadership and management of the Language Unit resource base. The post holder may be required to work outside normal school hours on occasion with due notice (e.g. to attend Governors’ meetings or PTA events).

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| **Relationships/Line Management** |
| Responsible to:   * Head Teacher * Governors   Important internal relationships:   * Pupils and parents * All members of staff * The Governing Body * Speech and Language Therapists * The Parent, Family and Teacher Association * Trainee teachers and volunteers   Important external relationships:   * Local Authority staff * Link Inspector * Teachers and leaders in other schools * Visiting professionals * Extended Schools’ links |

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| **Main Purpose of the Post** |
| * To work with the Headteacher and Governing Body in providing strategic leadership and vision which promotes the achievement and well-being of the children in the Language Unit and the continuing professional development of staff; * To provide strategic leadership for the staff team in ensuring quality and consistency of teaching, learning across the Language Unit; * To work with the Headteacher and all other Leaders in ensuring the smooth running of the school and managing events, changes to plans, incidents etc; * To work effectively with the Headteacher, Governing Body and staff in evaluating practice, developing a positive school ethos, providing a stimulating curriculum and producing clear policies and procedures; * To be accountable for standards of pupil achievement in the Language Unit, their rate of progress and for key objectives within the School Improvement Plan; * To be the first point of contact for team members carrying out associated duties that are reasonably assigned by the Headteacher; * To represent relevant teams within the Senior Leadership team and work effectively with all leaders in providing children in the Language Unit with a broad and stimulating learning experience as they progress through the school; * To undertake the professional duties of an Assistant Headteacher as set out in the School Teachers’ Pay and Conditions document. |

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| **Inclusion** |
| * To contribute to the development of a positive inclusive ethos across the school * To support staff in understanding the needs of a diversity of pupils * To liaise with and coordinate the contribution of external agencies * To implement effective systems for monitoring and improving attendance, punctuality and behavior within the Language Unit & Mainstream * To attend meetings with outside agencies to support the needs of pupils * To maintain up to date registers and attainment data for all pupils in the Language Unit. * To liaise with other professionals to ensure that appropriate provision is made for all children across all areas of the curriculum * To participate actively in the analysis of relevant data, research and inspection evidence so as to inform inclusion policy, practice and provision within the school. * To assist in the monitoring and evaluation of the effectiveness of teaching and learning for all groups within the Language Unit & Mainstream * To line manage teaching and support staff ensuring an appropriate programme of professional development, in line with the school improvement plan and performance management outcomes |
| Special Educational Needs and Disability |
| * Provide strategic direction in regard to SEND provision within the Language Unit & Mainstream * Ensure that the SEND policy and practice is being effectively administered * Follow the Plan – Do – Review cycle to identifying, supporting and evaluating provision for all children in the Language Unit * Support the identification of, and disseminate the most effective teaching approaches for all pupils in the Language Unit * Compile and evaluate our Language Unit’s provision map * Regularly monitor progress against targets for all pupils in the Language Unit * Monitor the quality of SEND support delivered both by Learning Support Assistants and by classroom teachers through work / planning analysis and interventional analysis; use these analyses to guide future improvements * Support Class Teachers in setting individual targets which are both challenging, and aspirational. * Lead on Annual Reviews for children with Education and Health Care Plans * Lead on applications for Education and Health Care Plans * Liaise with outside professionals, including Educational Psychologists, Speech and Language Therapists, Case Workers, CAMHS professionals * Work in close partnership with families, including liaising with parents and careers concerning: pupil progress and concerns; updates to EHCPs and individual targets; the use of external agencies for identifying SEN; and to be proactive in communication about these issues * Work in partnership with professionals to write and implement Health Care Plans |
| Teaching and Learning |
| * Exemplify and share best practice across the Language Unit * To model and team-teach alongside colleagues to develop highly effective practice, such as effective interactive teaching, modelling new concepts, classroom management, discipline. * To teach up to 50% of the week, including interventions, team teaching, cover teaching and class teaching. * Model positive behavior management and Restorative Approaches to managing conflict |

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| Staff Management and Development |
| * To line manage designated teaching support staff on a day-to-day basis * Where appropriate to lead INSET on SEND issues for teachers and support staff * To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal * To assist in the recruitment, selection, induction and development of Language Unit staff * To demonstrate a commitment to his/her own continuing professional development and that of all staff * To be involved in assessing the professional development needs of staff * To be involved, with the SLT, in planning, implementing and evaluating a broad and balanced curriculum * As a member of the staff team, share whole school responsibility for the pastoral care of pupils and staff * Ensure staff are well informed of all aspects of the Language Unit & Mainstream in order to promote good communication and high morale * Encourage the practice of working as a team. |
| Leadership Responsibilities |
| * To be actively involved in the ongoing School Improvement Plan and arrangements for its evaluation in terms of its effect on school improvement and raising standards * To support the Headteacher and Deputy in appraisal of staff * To play a full part in developing further and enhancing relationships between the school, parents, external agencies and the local community |
| Administrative Responsibilities |
| * Be aware of and respond appropriately to any health and safety, Child Protection and Safeguarding issues raised by staff, children or families * Ensure that you remain up to date on developments and issues with regard to the management and curriculum of the primary school. * Take on any additional responsibilities that might from time to time be determined by the Headteacher, as consistent and reasonable to your job duties |
| Safeguarding |
| * Demonstrate commitment to safeguarding and promote the welfare of all pupils. * Develop, contribute and maintain good behavior and discipline that contributes to the safety of pupils and secures good teaching, effective learning and high standards of achievement. * Work with the Safeguarding Team, to ensure that consistent and effective policies and procedures are effectively implemented and monitored in order to safeguard protect and safeguard pupils. * Co-operate and work with relevant agencies to implement the national area safeguarding procedures. * Work with the Safeguarding Team, to ensure that while some matters are sensitive and require confidentiality, there is clear communication with key adults who may be working with individual pupils. * Work with the Safeguarding Team, to ensure protocols and polices adhere to the statutory guidelines, are fully implemented and followed by all staff and are regularly reviewed and updated as appropriate. * Work with the Safeguarding Team, to ensure sufficient resources and time are allocated to enable the safeguarding of pupils. * Work with the Safeguarding Team, to ensure that all staff and volunteers are able to raise concerns about poor or unsafe practice in regard to pupils, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Wandsworth LA whistle blowing policy and procedures. |
| Other |
| * To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality * Participate in the smooth running of the school by;   + - Being punctual     - Minimising personal absence     - Ensuring safe maintenance of communal areas     - Completing paperwork as necessary     - Reading all school policies annually |

**PERSON SPECIFICATION**

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|  | **Criteria** | **Essential/ Desirable** |
| **Qualifications** | * Qualified Teacher Status * Degree * Recent participation in a range of relevant CPD * Additional recognised qualifications relating to Speech and Language * Additional SENCo qualification | E  E  E  D  D |
| **Experience** | * Evidence of the effective use of assessment and analysis in raising standards * Working with parents/community * Evidence of promoting pupils’ spiritual, moral, social and cultural development * Understanding of monitoring, evaluation and assessment * Evidence of taking a lead role in working with children SEN * Supporting and managing children with challenging behaviour * Evidence of leading a small team * Working with other professionals such as specialist teachers and Educational Psychologists * Leading professional development for teaching and support staff | E  E  E  E  E  E  E  D |
| **Professional**  **Knowledge** | * High standards in everything, including acting as a role model to staff and students * Demonstrates a good understanding of the national curriculum * Demonstrate good knowledge and understanding of the principles of effective personalised learning, teaching and assessment * Understand the process of planning and preparation of children’s learning * Knowledge of current developments in primary education, national policies, priorities and legislation | E  E  E  E |
| **Professional Skills and Attributes** | * Sustained excellent classroom practitioner * Set high expectations and standards and provide a role model for pupils and staff * Demonstrate outstanding classroom organisation and behaviour management * Ability to build and maintain effective relationships, including parents * Communicate effectively orally and in writing, including ICT * Listen to and reflect on feedback * Show evidence of development of a team approach to education * Set and achieve smart, challenging and realistic goals * Priorities, plan, organise and manage time effectively themselves and of others * Manage conflict sensitively and appropriately * Think creatively to anticipate and solve problems * Seek advice and support when necessary * Have a sound knowledge of processes for ensuring pupils’ safety, welfare and well-being * Develop a growth mind-set attitude to learning new skills and improving one’s practice | E  E  E  E  E  E  E  E  E  E  E  E  E |
| **Philosophy and Attitude** | * Have a clear educational philosophy * Demonstrate personal enthusiasm and commitment to outstanding teaching * Committed to raising standards and raising the achievement of pupils and colleagues * Know and practice a commitment to equality, diversity and inclusion * Have a clear understanding of the pastoral needs of pupils from a variety of social and cultural backgrounds * Take responsibility for one’s own professional development * Foster an open, honest, fair and equitable culture * Be forward thinking and creative * Commitment to and understanding of issues related to safeguarding | E  E  E  E  E  E  E  E  E |
| **Confidential References and Reports** | * Professional references should provide a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above * Positive recommendation from current employer * Good punctuality record | E  E  E |