



## DEPUTY HEADTEACHER FOR INCLUSION

### JOB DESCRIPTION

This is a Senior post within the school's structure which carries with it membership of the Senior Leadership Team. 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)

#### Relationships/Line Management

Responsible to:

- Head Teacher
- SEND Governor

Important internal relationships:

- Pupils and parents
- Other members of staff
- The Governing Body
- 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 eg, Educational Psychologist, Health Care Professionals, SALT
- Extended Schools' links

#### 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 and the continuing professional development of staff;
- To provide strategic leadership for the staff team in ensuring quality and consistency of teaching, learning and assessment across classes;
- To work with the Headteacher and phase 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, 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 Key Stage team(s) within the Senior Leadership team and work effectively with all leaders in providing our children with a broad and

stimulating learning experience as they progress through the school;

- To undertake the professional duties of a Deputy Headteacher as set out in the School Teachers' Pay and Conditions document.

## **Inclusion**

- To have a thorough knowledge and understanding of the National Curriculum and SEND Code of Practice;
- To undertake responsibility for co-ordinating and monitoring all aspects of Inclusion (EAL, SEND, EMA, G&T, DDA, Extended Schools);
- To oversee the budget for Inclusion;
- To plan, monitor and evaluate a range of intervention strategies designed to raise achievement;
- To monitor the setting of targets and EHCPs alongside appropriate staff, for pupils identified on the SEND register, thereby implementing the most effective strategies for pupils with SEND, enabling them to achieve and develop their self-esteem;
- To monitor progress towards the achievement of pupil targets and regularly analyse pupil attainment data, to ensure effective inclusive practice;
- To work with groups of pupils, offering additional support for SEND, EMA, EAL and Gifted and Talented pupils;
- Monitor the reporting to parents on the progress of pupils;
- To lead on Special Needs, Child Protection, Ethnic Minority Achievement, EAL and Gifted and Talented, ensuring that pupils' needs are met;
- To provide support and training for colleagues, including organising and quality assuring the implementation and delivery of any intervention programmes;
- To keep apprised of local and national developments relating to Inclusion and be able to disseminate information as appropriate;
- To keep accurate records in accordance with the school policies.

## **Teaching and Learning**

- To carry out all the duties of a teacher as set out in the School Teachers' Pay and Conditions document and be a role model for outstanding teaching and learning;
- To lead planning meetings, ensuring plans are appropriate to the needs and abilities of the pupils in each class or set, including those with additional needs (e.g. pupils with special educational needs, EAL and those on the Gifted and Talented register);
- To ensure that formative and summative assessments of pupils' progress and performance take place in accordance with school policy and that outcomes are used to inform planning and/or target setting;
- To ensure that target setting, the analysis of targets and their review is carried out in year group teams;
- To ensure that support staff are deployed effectively across the school, building upon their strengths and providing support and training where required
- To work with phase leaders in ensuring that any staff covering classes are

provided with sufficient support to enable lessons to be taught to the highest possible standard in the absence of the regular teacher;

- To promote excellence and innovation in teaching and learning, including curriculum development;
- To keep abreast of any new developments in the teaching and assessment of children and disseminate information and initiatives to staff

### **Communication**

- To build constructive relationships with parents/carers and other members of the community, to support the local reputation of the school;
- To develop strong, positive relationships with school colleagues and contribute to collaborative working across the school and sharing of best practice;
- To liaise with other schools and external agencies to ensure transfer of Essential information and to access appropriate and timely support/intervention;
- To provide information for parents/carers and Governors so that they have knowledge and understanding of matters relating to Inclusion, school activities, policies and procedures;
- To contribute fully and effectively to Governing Body and Senior Leadership Team meetings;
- To ensure all staff are kept informed of important issues relating to the smooth running of the school;
- To respect the confidentiality and Sensitive nature of all information.

### **School Improvement and Leadership**

- To be responsible for undertaking monitoring activities at regular intervals (e.g. talking to pupils, undertaking work scrutiny, lesson observations and moderation) and feeding back to staff and/or the leadership team with written reviews/evaluations when required;
- To develop, alongside other members of the SLT, areas of the School Improvement Plan
- To analyse performance and progress data and produce reports to share with the Senior Leadership team and/or Governing Body;
- Keep School Improvement Plan objectives and actions under review and report to the Senior Leadership Team and Governing Body on the evaluation and impact of the plan;
- To work with the Headteacher and other school leaders to ensure that staff are deployed effectively across the school in order to raise standards, particularly in relation to Inclusion;
- To oversee the implementation of any formal assessment processes (SATs, NFER tests etc.), including any organisational matters relating to the testing procedure;
- To participate fully in the school's self evaluation process and production of relevant documentation;
- To carry out such duties as required to ensure the effective operation of the school, including timetabling, cover and PPA arrangements, producing class lists, induction of new pupils and promoting school achievements (website, newsletter etc.).

### **Continuing Professional Development**

- As a lead professional, to regularly review own practice, set personal targets and take responsibility for own continuous professional development;
- To establish links with leaders in other schools to support own CPD, share good practice and inform school policies and procedures;
- To engage actively and constructively in the appraisal process both as a reviewer and reviewee;
- To work with individual staff in identifying targets for improving performance and developing a plan to address them;
- To coordinate CPD for staff to support the achievement of targets for development and promote the need for all staff to be active in their own continuous professional development;
- To identify staff within the team and in school networks who can model outstanding teaching and learning and coach/mentor colleagues;
- To work with mentors in ensuring that support is in place for Newly Qualified Teachers, trainee teachers etc. providing coaching, mentoring and modelling as required;

- To take an active role in the induction of new staff.

### **Pastoral Support**

- To be a Designated member of Staff for Child Protection;
- To liaise with a wide range of external agencies in promoting child and family wellbeing;
- To provide advice and support to parents and promote a close partnership between home and school;
- To ensure effective systems are in place and implemented to support the physical, personal, social and emotional needs of our children;
- To lead by example in implementing the school's behaviour policy and support the interventions in place for key children (e.g. social interaction groups, lunchtime support groups etc.);
- To address any concerns with Sensitivity and diplomacy, keeping Headteacher, Assistant Heads, phase leaders and other staff informed as appropriate

### **Management of Resources**

- To identify future resourcing needs and aspirations for consideration in the budget planning process;
- To order and allocate resources, ensuring the need for achieving value for money and managing budgets and resources effectively

### **Additional Responsibilities**

- To play a full part in the life of the school community, to support its vision, aims and ethos and to encourage other staff and pupils to follow this example;
- To lead in developing community links, including active support of the PFTA;
- To contribute to and support the school's programme of extra curricular activities;
- To work within the school's health and safety policy to ensure a safe working environment for staff, children and visitors, completing risk assessments where necessary;
- To work within the school's Equality Policy to promote equality of opportunity for all children and staff;
- To lead in setting a high professional standard of attendance, punctuality, appearance, conduct and positive relations with pupils, parents and colleagues;
- To undertake other reasonable duties related to the post.

### **Safeguarding**

- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to this role within the organisation.
- To be fully aware of the principles of safeguarding as they apply to vulnerable

adults in relation to this role;

- To ensure that the SLT and Inclusion Team are made aware and kept fully informed of concerns which you may have in relation to safeguarding and/or child protection
- To ensure effective systems are in place and implemented to support the safety and welfare of all pupils;
- To lead by example in implementing the school's safeguarding policy and support the interventions in place for key children as required;
- To ensure all staff are kept abreast of all requirements with regards to safeguarding through effective and regular training and dissemination of relevant information;

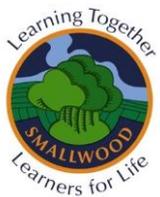
Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level not specified in this job description.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed

This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## DEPUTY HEADTEACHER INCLUSION PERSON SPECIFICATION

### Experience

Qualified Teacher status and SEND qualification or a willingness to complete it	Essential
Proven experience of outstanding classroom practice and of leading a major area of curriculum/SEND interventions	Essential
Proven experience of success in the role of a SENDCo including meeting all statutory requirements	Essential
Experience of significant leadership role (e.g.: Assistant Headship/SLT/Deputy Headship) and having successfully led projects to inspire children and colleagues and/or led initiatives to raise standards	Essential
Experience of monitoring standards of teaching and learning, setting objectives/targets for improvement and evaluating impact of provision for Inclusion	Essential
Experience of having mentored NQTs, trainee teachers, volunteers, those on work experience or those on support programmes, having high expectations of them	Desirable
Experience of developing effective links with parents, the local community, school governors and external agencies	Essential
Experience of managing a budget and resources	Desirable
Experience of deploying staff to support pupils as appropriate	Essential

### Skills

An outstanding teacher who inspires children to learn and can share skills with colleagues to ensure high standards of teaching and learning	Essential
Evidence of use of assessment strategies, including Assessment for Learning, tracking of attainment and analysis of data.	Essential
A creative thinker who can demonstrate that they are able to evaluate and revise planning to ensure they provide high levels of motivation and challenge for all pupils.	Essential
Excellent communication skills (both verbal and written) with the ability to form and maintain excellent relationships with children, colleagues, parents/carers, Governors and other professionals	Essential
Ability to lead a team in order to ensure that all targets in planning, assessment and monitoring are met	Essential
Ability to prioritise own work, manage a varied workload and delegate appropriately	Essential
Ability to use technology effectively to support the role	Essential
Ability to demonstrate adaptability and flexibility and to manage the implementation of change sensitively	Essential
Ability to remain calm and positive when working under pressure	Essential

### Knowledge

Knowledge of what constitutes good and outstanding teaching and learning and how to support colleagues in developing their own skills	Essential
Ability to make secure judgements about the quality of teaching and learning, to support colleagues in developing their practice and to challenge underperformance where appropriate	Essential
Understanding of the professional standards for teachers and how	Essential

these should be used in appraisal.	
Knowledge and understanding of the expectations of the Ofsted and SEND Framework regarding effective leadership and management particularly in relation to Inclusion	Essential
Knowledge and understanding of the National Curriculum, Early Years Foundation Stage Curriculum, new government initiatives, National and LA Tests, assessment and monitoring procedures.	Essential
Knowledge and understanding of SEND, Child Protection and safeguarding procedures;	Essential
Understanding of and commitment to all aspects of equality.	Essential

### **Personal Qualities**

To enjoy challenge and perform efficiently in a core management role	Essential
A leader with a flexible approach who participates effectively as part of a team	Essential
Must be able to effect whole school change through effective leadership and management	Essential
Must be able to manage own work load effectively and respond swiftly to tight dead lines	Essential
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	Essential
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	Essential
Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions	Essential
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post, including being reflective on their own practice and the practice of others	Essential