

Earlsfield Primary School

Job Description

Assistant Headteacher (Inclusion)

L3 to L7 (Inc. Inner London Allowance)



The appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document and the required standards for Qualified Teacher Status and other current legislation. This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

This job description sets out the duties to be undertaken and performed by the post holder in the role of Assistant Headteacher. The duties set out below are in addition to any class teaching requirement. The current School Teachers' Pay and Conditions document describes the duties, which are required to be undertaken by teachers in the course of their employment. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.

This role is currently non-class based but carries group/intervention teaching responsibilities.

The Assistant Headteacher for Inclusion is expected to support the leadership of the school in:

- Realising the vision, values and aims of the school through robust school self-evaluation, clear school improvement planning and strong professional practice;
- Establishing the policies through which they should be applied;
- Managing staff and resources to that end;
- Monitoring progress towards their achievement;
- Implementing child protection policy and procedures and ensuring all children are safeguarded.

Areas of Responsibility and Key Tasks of the Assistant Head for Inclusion at Earlsfield

Whilst this will be a non-class based post (budget permitting) it will carry some teaching responsibilities that will be reviewed termly based on the needs of the children and the financial context of the school.

- **Leading the inclusion team** so as to secure high expectations, effective deployment of resources and improved learning outcomes for all pupils
- As a **safeguarding** lead (with the support of the Headteacher);
 1. Ensure safeguarding practice, policies, procedures, systems and training are robust, up-to-date and implemented by all staff
 2. Attend a range of child protection/safeguarding meetings as required
 3. Ensure that record keeping is up to date
 4. Organise training and log accordingly
 5. Produce termly reports
- To take responsibility for the **implementation of the Behaviour Policy** and its application;
- To champion **Pupil Premium Children** and ensure a wide range of opportunities are provided; To lead on **Equality** and associated policies;
- To lead on **Educational Health Care Plans for children** with medical needs and ensure that all plans are regularly updated and that the school fulfils its statutory duties;
- To manage the **emotional well-being and welfare** of the pupils and the staff and services that are associated with this aspect of the school's work;

- To **manage the leader responsible for EAL**;
- To **interpret relevant data** and report to stakeholders;
- To **monitor, manage and take responsibility for identified areas of the School Development Plan**;
- To be **proactive in evaluating school effectiveness** in partnership with the Head and Deputy;
- To **performance manage** identified staff related to their leadership area;
- To **report to the Governing Board as required**.

a) Strategic Direction and Development of the School (in co-operation with, and under the direction of, the Headteacher)

- As Inclusion leader and a member of the School Leadership Team to contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement throughout the school. This includes taking a clear strategic lead on ensuring the Pupil Premium raises standards in the school and narrows the gap for those vulnerable groups;
- To provide regular progress updates to SLT in relation to Inclusion, SEN and pastoral care to ensure they are fully aware of all associated successes, issues and concerns;
- Liaise with the SEN governor keeping them informed of Education Health Care Plans, Inclusion Action Plans and EAL Action Plans providing information to inform decision-making and policy review;
- To assist with the formulation, communication and monitoring of the School Development Plan, particularly in relation to inclusion, ensuring concerns and ideas are considered, and that all staff understand the priorities and the part they play in achieving these;
- To regularly update and monitor the effectiveness of our Inclusion and safeguarding policies including SEN, Behaviour, Safeguarding and Equality Plan;
- To play a significant role in training and coaching colleagues.

b) Teaching and Learning

- To develop, with colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupil needs;
- Team-teach as required to support children's access to an appropriate curriculum. To deliver small group tuition for pupils identified as requiring extra provision;
- Monitor pupil achievement and set targets for improvement so as to raise standards of pupils' learning and achievement. This will involve using Target Tracker database tracking systems, including maintaining provision mapping for the school;
- To maintain good partnerships between parents and school and liaise effectively with external agencies so as to promote and secure maximum support for pupil learning.

c) Leading and Managing Staff

Lead and manage the inclusion team including SEN support staff and other professionals who work in the school.

- To take part in the recruitment and selection of staff;
- Be available to attend governing body meetings when necessary;
- To lead staff meetings, staff INSET and parents' meetings as appropriate;
- To take a leading role in appraisal; to monitor planning/work, target setting, assessment and classroom practice; to mentor staff and/or trainee teachers or teaching assistants;
- To offer advice and support to teaching colleagues regarding their training needs, in line with priorities set out in the School Improvement Plan, including planning and leading training and development opportunities related to the inclusion;
- To ensure that all newly appointed SEN staff have adequate support as part of their initial and on going Induction;

- To work alongside other leaders and advisory staff involved in supporting the development of inclusive practice across the school;
- To meet, monitor and support staff who it is felt require a coaching and support plan, or the support of the school's capability process.

d) Effective Deployment of Staff and Resources

- Support the Headteacher in the appointment, deployment and development of staff within an identified area of the school and to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;
- Manage the school effectively in the absence of the Headteacher and Deputy;
- Advise the Headteacher, SLT and governing body of priorities for expenditure and deployment of staff, and utilise allocated resources with maximum efficiency;
- Maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of school;
- Ensure that needs are met through high quality training and mentoring;
- Take on any additional responsibilities which might from time to time be determined.

f) Safeguarding

- To be aware of and comply with policies and procedures relating to Safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To ensure child protection procedures and processes are followed within own area of the school.

g) General To:

- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination;
- Act as 'critical friend' and provide effective professional challenge and support to the Headteacher and Deputy;
- Have a working knowledge of teachers' professional standards, duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take responsibility for their own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors;
- Take on any additional responsibilities which might from time to time be determined;
- Show a commitment towards school policies in Equal Opportunities and Child Protection, have a full understanding of these policies and embrace all aspects of school policy in relation to these areas;
- Deal with issues in a professional and confidential manner;
- Attend meetings during evening hours or during school holidays as required.

f) Specific Responsibilities To:

- On occasion take on specific tasks related to the day to day administration and organisation of the school.

Appraisal

An annual performance review is based on this overall job description and with particular emphasis on individual annual targets.

Earlsfield Primary School

Person Specification

Assistant Headteacher (Inclusion)



	Essential	Desirable
Qualifications		
Educated to degree level	✓	
Qualified teacher status.	✓	
*To hold the NA-SENCO Award (or be willing to undertake if appointed)		✓
To have evidence of continuing professional development that is relevant to the post	✓	
Experience		
Minimum of 5 years teaching experience	✓	
Be able to demonstrate experience of effecting significant and sustained change in teaching, learning and curriculum either at class, phase or whole school level that has led to an improvement in pupil performance.	✓	
Experience of improving the quality of teaching and learning, through processes of monitoring and support	✓	
Experience of managing and using pupil attainment and tracking databases	✓	
Experience of supporting staff development programmes for teachers and other staff	✓	
Experience of supporting strategies to improve parental involvement in their children's learning.	✓	
Professional Knowledge and Understanding		
Have a sound understanding of the skills and attributes involved in effective leadership	✓	
Understand the current theory and best practice in teaching and learning, particularly relating to achieving high rates of progress of children of primary age.	✓	
Be committed to the pursuit of excellence through reflective practice and continued professional development.	✓	
Understand the expectations in the Ofsted Framework regarding effective leadership and management.	✓	
Have a good working knowledge and understanding of schools statutory responsibilities regarding the needs and care of pupils with SEN to include pupils on school action, school action plus and pupils with statements of special educational need	✓	
Have an excellent knowledge of effective strategies to include, and meet the needs of, all pupils within in particular those SEN, EAL or Pupil Premium Children at risk of underachieving.	✓	
Have an excellent understanding of positive effective strategies for whole school behaviour management.	✓	
Understand the principle of Racial Equality and Equality of Opportunity and how these may inform whole school policy	✓	
Understand what is involved in the role of Safeguarding including having a good understanding of up to date policy and practice	✓	
Professional Skills and Abilities		
Be an excellent teacher	✓	
Relish challenge and perform efficiently in significant and key leadership role that effects whole school change (and hold colleagues to account)	✓	
Have excellent interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	

Have a willingness to share expertise, skills and knowledge and ability to encourage others to follow suit.	✓	
Model and disseminate excellent practice through coaching and working alongside colleagues.	✓	
Lead whole school INSET	✓	
Be able to work with a range of stakeholders including governors and parents and be accountable for performance and budget expenditure.	✓	
Be able to analyse data relevant to the role.	✓	
Have the ability to manage and report the impact of the relevant budget allocation.	✓	
Have excellent ICT knowledge and be able to demonstrate the effective use of ICT to enhance admin and teaching and learning.	✓	
Be able to work with a range of stakeholders including governors and parents.	✓	
To relish challenge and perform efficiently in a significant and key leadership role (and hold colleagues to account)	✓	
Be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children	✓	
Have a flexible approach to work who enjoys being a good team member	✓	
Be able to effect whole school change through effective leadership and management	✓	
Have good communication skills both orally and in writing and be able to manage own work load effectively and respond swiftly to tight dead lines	✓	
Have excellent interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	
Have a willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	
Demonstrate resilience, perseverance and the ability to cope with the pressures of a demanding management position.	✓	
Demonstrate openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions	✓	
To practice equal opportunities in all aspects of the role and around the work place in line with policy	✓	
Demonstrate the drive to develop the school vision and maintain Earlsfield's status as an outstanding school.	✓	
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	
Managing the Organisation/Securing Accountability		
Use a range of tools and evidence, including self-evaluation, performance data, to support, monitor, evaluate and improve aspects of the school, including challenging underperformance.	✓	
Demonstrate the importance of distribution and delegation of leadership responsibilities.	✓	
Safeguarding		
Have up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	✓	
Display commitment to the protection and safeguarding of children and young people and the ability to follow agreed procedures.	✓	