**Primary school**

**Assistant Headteacher for Inclusion / Pastoral**

**Job Description**

**POST TITLE:** Assistant Headteacher for Inclusion

**RESPONSIBLE TO:** Headteacher or Deputy Headteacher

**Leadership Point Range**

**Staff supervised:** Year Team Leaders, Subject Leaders.

**Responsible for:** Leadership and Management of Inclusion

**Job Purpose and Accountability**

* Work with the headteacher to provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.
* Lead in promoting inclusive practices and ensuring the needs of children with special educational needs and disabilities (SEND) are met.
* Work with teachers and lead professionals locally to identify and support children with SEND in the school, arranging and overseeing provision in order to ensure their needs are met inside and outside the classroom.
* Work with all key stakeholders to lead and coordinate support for children with SEND.
* Train and support staff, teachers, year team leaders and subject leaders to ensure effective inclusion for children with SEND across the curriculum is embedded into everyday practices across the school.
* Working with external agencies to ensure the needs of children with SEND are met.
* Working with parents of children with SEND to ensure they are fully involved in their child’s educational experience and kept well informed.
* Lead the facilitation of an inclusive curriculum that meets the requirements of the National Curriculum and also meets the needs of the children.
* Fulfil the professional responsibilities of this role, as set in the School Teachers’ Pay and Conditions Document (STPCD).

**General duties and responsibilities**

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

* Support the headteacher / senior leadership team (SLT) in the day-to-day organisation of school systems.
* Ensure strategic direction and development of the school with relation to Inclusive practices, ensuring high quality provision and equity in accessibility for our children.
* Work with the Headteacher and SLT to develop a strategic view for the school, analyse and plan for its future needs and further development.
* Use consistent and fair approaches to managing behaviour, in line with the school’s behaviour policy.

**Teaching and Learning**

* Work with the headteacher and SLT to create and sustain an environment and code of behaviour and discipline that secures and sustains effective teaching and learning.
* Carry out the duties of a schoolteacher as set out in the current School Teachers’ Pay and Conditions document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.
* Demonstrate good inclusive practice with particular reference to children with special educational needs, more able children and children with English as an additional language.
* Be committed to and actively promote the school’s diversity, equalities and inclusivity policies and practice.
* Uphold the school’s principles and all policies which underpin good practice and the raising of standards.

**SEND Planning and Design**

* Work with leaders to ensure that all subjects are accessible, sequentially taught and underpinned by inclusive practices within a broad and balanced curriculum context.
* Extend personalised learning opportunities for all children through the development of new technologies, use of assistive technologies and supportive apparatus.
* Organise and disseminate training and information effectively across key stakeholders that ensures SEND provision is impactful and supportive of pupil progress.
* Maintain systems for tracking, monitoring, reporting and supporting pupils with SEND in line with the SEND, government legislation and in line with the DfE and Education Endowment Fund (EEF).
* Ensure inclusive practices are underpinned by strong research and pedagogical practices in line with the national curriculum (DfE).

**Professional Skills**

* Provide a model of consistent quality first teaching.
* Demonstrate strong knowledge of interventions.
* Liaise with external and internal professionals cohesively, ensuring a high quality of provision for all pupils.
* Have a good economy of language and articulation for curriculum intent, Implementation and Impact.
* Be able to share expertise in teaching and learning with colleagues/ leaders with relation to SEND and inclusive practices.
* Be resilient when receiving and delivering feedback.
* Demonstrate a growth mindset and be open to significant collaborative working.
* Model best practice for teachers as a part of the whole school CPD and alongside the newly developed curriculum.

**Leading and Managing Staff**

* Act as a positive role model to staff, maintaining high professional standards and high levels of care.
* Establish and maintain effective communication systems with teaching and support staff.
* Lead the professional development of staff by example, providing support and leading training / INSET as appropriate.
* Efficient and effective deployment of staff and resources.

**Vision and ethos**

* Work with the Headteacher and SLT to establish commitment to a shared vision for the school; lead by example to inspire and motivate staff, parents, governors and pupils.
* Work with the Headteacher and SLT to establish an ethos which promotes effective teaching and learning, and which sustains improvement in the development of all pupils.

**Strategic Planning**

* Work with the Headteacher and SLT to develop and implement a strategic plan, underpinned by sound financial management and a range of data, which identifies priorities and targets for school improvement.

**Monitoring and Evaluation**

Support the maintenance of effective teaching and learning by:

* + Observing teaching and learning in order to support and develop colleagues to meet personal and professional targets.
	+ Monitoring planning and pupils’ work.
	+ Analysing pupil progress using tracking systems to set targets and inform school improvement.
	+ Deploy specialist knowledge of SEND assessments and seek external professional support through referrals, signposting to the local offer.

**Accountability**

* Effective communication with all key stakeholders.
* Ensure that parents and pupils are well informed and ensure that channels of communication are used effectively within the school.
* Present a clear and accurate account of pupil performance in areas for which you are

responsible e.g., SEND progress, specific groups of children, for a range of audiences including the board, OFSTED and others.

* Undertake any professional duties of the Headteacher reasonably delegated to the post holder by the Headteacher.

**Safeguarding Children**

* The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
* Ensure staff and pupils’ safety/welfare through effective approaches to safeguarding; part of duty of care
* The successful candidate will require an enhanced DBS clearance.

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| *This post is subject to Enhanced Disclosure procedures.  As a member of the Senior Leadership Team this post is not subject to the directed time limitations attached to other teaching positions outlined in the School Teachers Pay and Conditions Document.* *This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may be subject to change. Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not be identified. Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. Nothing will be changed without consultation.* *The post holder will be expected to work in partnership with all school staff including the Senior Leadership team, parents/carers, internal and external visitors to provide an efficient and flexible delivery of a range of services. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate. It may be subject to modification at any time after consultation with the postholder.* |

Staff member’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Person specification**

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check. Candidates, please address all criteria marked \*\* in your application.

**Qualifications and training** – for this section, please make sure detailed on the application form.

1. Qualified teacher status
2. National Award for SEN Co-ordination, or a willingness to complete it within three years of appointment or have been a SENCo post holder prior to the 2014 legislation changes.
3. Evidence of further recent relevant study in preparation for a leadership role.

**Experience**

1. Current / recent experience as an excellent classroom practitioner in a primary school setting. \*\*
2. Experience of whole school responsibilities and implementing effective and successful practice. \*\*
3. Involvement in school self-evaluation and development planning. \*\*
4. Demonstrable experience of successful line management and staff development. \*\*
5. Experience of engaging and building appropriate relationships with children, parents and external partners. \*\*

**Skills and knowledge**

1. Sound knowledge of the SEND code of Practice and other statutory requirements relating the provision and support of pupils with SEND. \*\*.
2. A good understanding of, curriculum design, implementation, and a clear vision for improving SEND pupil outcomes. \*\*
3. Understanding of what makes ‘quality first’ teaching, effective intervention strategies and the ability to model these and support others to improve. \*\*
4. Ability to analyse statistical/data to evaluate performance, inform provision and produce reports. \*\*
5. Ability to effectively manage children’s behaviour positively and to promote good relationships. \*\*
6. Effective communication and interpersonal skills. \*\*
7. Ability to communicate a vision and inspire others. \*\*
8. Ability to build effective working relationships with all stakeholders. \*\*
9. Ability to work under pressure, prioritise effectively and deal successfully and appropriately with difficult situations. \*\*

**Personal qualities** – part of interview

1. Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
2. A commitment to obtaining the best outcomes for all pupils and promoting the ethos and values of the school.
3. Build positive and respectful relationships across the school community.
4. Commitment to safeguarding and equalities within a school setting.
5. Commitment to maintaining confidentiality as appropriate at all times.
6. Willingness to play a part in the wider life of the school e.g., school community events and school events.