

JOB DESCRIPTION & PERSON SPECIFICATION

ASSISTANT HEADTEACHER FOR INCLUSION AND WELFARE

September 2025

JOB DESCRIPTION

PURPOSE OF POST

To be a member of the Senior Leadership Team (SLT) with specific responsibility for the overall leadership and management of student inclusion and Welfare.

LINE MANAGER

The postholder will be responsible to the Headteacher.

CORE RESPONSIBILITIES AND DUTIES

- Strategic leadership of all aspects of inclusion, including Pupil Premium students, SEND and EAL pupils.
- Leadership of all aspects of student attendance issues;
- Leadership of student welfare issues, including the responsibilities of being deputy DSL and the named person for LAC.
- Joint leadership of CPD for all staff including governors, (inclusion and welfare)
- Responsibility for record keeping and paperwork related to inclusion and welfare including the managing of CPOMS.
- Joint responsibility, with the assistant head for Curriculum and assessment for timetabling and cover
- 0.5 teaching responsibilities

LINE MANAGEMENT OF:

- Staff involved in the delivery of provision for particular groups of pupils, including the SEND, EAL and pupil premium.
- TAs with responsibility for the inclusion of vulnerable pupils and welfare
- SENDCo

KEY PURPOSE OF THE ROLE

- Share responsibility for school policies, decision-making and strategic planning;
- Develop an ethos of high expectations for students and staff;
- Ensure the highest possible services for all pupils particularly those who are part of a vulnerable group.
- Take on full accountability for key areas of the school's work, including outcomes for pupil who face challenges and barriers to learning and school life.



ASSOCIATED RESPONSIBILITIES AND ACTIVITIES

1. Strategic leadership of all aspects of inclusion, including Pupil Premium students

- 1.1 In partnership with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), ensure the School's strategy for Inclusion is proving effective in maximising the progress of vulnerable students (SEND, EAL, LAC, PP, etc.). This will include monitoring and evaluating the impact of teaching and learning inclusion activities and contributing to School self-evaluation, the School Improvement Plan, reports to stakeholders, returns to the Department for Education (DfE) and outside agencies, as required.
- 1.2 Have oversight of the identification and monitoring of Pupil Premium and other vulnerable students, to include evaluating whether the appropriate support mechanisms are in place to maximise their progress and thus 'close the gap' with non-Pupil Premium students.
- 1.3 Have oversight of the effective provision of Curriculum Enrichment opportunities. This will include monitoring the extent to which all students are provided with such activities.
- 1.4 Lead in the effective use of relevant data to monitor these areas of the School's work with a view of ensuring the Senior Leadership Team and Governors have an appropriate strategic overview of student progress and support provision.
- 1.5 Encourage an ethos for Inclusion of innovation, excellence, reflection and aspiration for students.
- 1.6 Ensure, through training (INSET), wide reading and discussion with relevant colleagues an up-to-date knowledge of Inclusion, Welfare and Enrichment issues. This will include an understanding of the latest developments with the OFSTED Framework.
- 1.7 Act as a rôle model in own teaching practices, concerning strategies and classroom management issues with regard to Inclusion.
- 1.8 In liaison with others, including SLT, Subject Leaders, observe and give feedback on lessons, as required, with a particular focus on Inclusion matters.
- 1.9 Report, as appropriate, to the Governing Body and SLT on Inclusion and Welfare related issues.

2. Leadership of all aspects of student attendance issues

- 2.1 Be responsible for the production and evaluation of attendance and punctuality data to identify groups of students with attendance concerns.
- 2.2 Lead in the development of consistent systems for monitoring student attendance, recognising good attendance and identifying individual students with attendance concerns, including persistent absence.
- 2.3 Lead relevant colleagues, in addition to the School's Attendance Officers, to ensure that appropriate responses are being taken for individual students with attendance concerns.
- 2.4 Ensure that appropriate strategic overviews of attendance matters are provided on a timely basis for SLT and Governors. Liaise, in this regard, with the Link Governor for Attendance.
- 2.5 Ensure that appropriate information concerning student attendance is available for all stakeholders, including students, parents, subject teachers.



3. Leadership of student welfare issues, including responsibilities, as the School's deputy DSL, implementing and promoting the safeguarding and child protection policies and procedures within the School

- 3.1 Be the joint deputy School's Child Protection Officer with oversight of all safeguarding issues at the School.
- 3.2 Ensure an up-to-date awareness and knowledge, as a result of appropriate INSET, of current Child Protection issues.
- 3.3 Be responsible for the provision of appropriate safeguarding training for all staff new to BPA and updated training for existing staff, both teaching and non-teaching.
- 3.4 Lead in all aspects of student welfare issues, collaborating with other colleagues, as appropriate.
- 3.5 Line-manage and liaise with the Student Play therapist regarding students of concern. Ensure that a strategic overview of these students is available for SLT and Governors, as appropriate.

4. All members of the Senior Leadership Team

- 4.1 Act as a role model in the dissemination and practice of school policy, in keeping with the ethos of the School.
- 4.2 Play a major role, under the overall direction of the Headteacher, in:
 - Formulating the aims and objectives of the School, in the context of the governors' strategic framework;
 - Participating in School monitoring and self-evaluation procedures;
 - Planning, organising, developing, monitoring, evaluating and reviewing the School Improvement Plan;
 - Line-managing designated responsibility postholders;
 - Developing school systems, as designated;
 - Establishing, implementing and reviewing school policies, as appropriate;
 - Being responsible for the budget relating to designated areas of leadership and/or management;
 - Being a team leader in the performance management programme.
- 4.3 Participate in a range of day-to-day, whole-school leadership and management responsibilities e.g. Assemblies, cover, student behaviour.
- 4.4 Deputise for senior colleagues, as required, and undertaken any urgent task that may arise, to ensure the effective management of the School.

5. Uphold and, where relevant, Promote the Ethos of the school

Brentside Primary Academy will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively to it, both now and in the future.

Our whole school curriculum is underpinned by these 6 principles:

Kindness

Learning

Respect

Resilience

Responsibility

Creativity



6. Other

- 6.1 The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risk to the safety or welfare of children in the School, s/he must report any concerns to the School's Child Protection Officer.
- 6.2 The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- 6.3 Assume other duties which may be reasonably required or delegated by the Headteacher, from time to time.

The job description will be reviewed regularly and may be subject to modification or amendment at any time, after consultation with the postholder.



PERSON SPECIFICATION

- A qualified teacher with experience in SEND and Inclusion leadership

Experience – show evidence of

- Recent experience of working successfully as a senior or middle leader in a school.
- Experience in SEND and Inclusion leadership
- Evidence of a whole school responsibility and experience of turning policy into effective and successful practice.
- Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school.

Professional Knowledge

- A clear understanding of the essential qualities necessary for effective teaching and learning.
- A thorough understanding of SEND legislation and best practices
- Up to date knowledge of statutory regulations and guidance relating to the post.

Professional skills

Can demonstrate the ability to:

- Analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement.
- Review whole school systems to ensure the robust evaluation of school performance and actions to secure improvements.
- Lead and manage a school team/s to successfully achieve agreed goals.
- Be an effective team player that works collaboratively and effectively with others.
- Develop and deliver effective and inspirational professional development for staff (including mentoring and coaching as appropriate).
- Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate).
- Demonstrate high quality teaching strategies.
- Support, motivate and inspire both colleagues and pupils by leading through example.
- Contribute effectively to the work of the headteacher and senior leadership team.
- Deal successfully with situations that may include tackling difficult issues and conflict resolution.
- Work successfully with a range of external agencies.

Commitment

Demonstrate a commitment to:

- Improving outcomes for students with diverse needs
- Safeguarding and child protection.
- Equalities.
- Promoting the school's vision and ethos.
- High quality, stimulating learning environment.
- Relating positively to and showing respect for all members of the school and wider community.
- Ongoing relevant professional self-development.