



# Long Lawford Primary School

Love, Learn, Persevere and Succeed

## Assistant Head Teacher

**SEND, Inclusion and Belonging, Medical Needs Lead**

(L1 – L6)

### JOB DESCRIPTION

**This job description is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in school. The post holder is required to undertake the professional duties and responsibilities of an Assistant Headteacher, as set out in the current School Teachers' Pay and Conditions document.**

**The post holder is expected to uphold the professional code of the General Teaching Council for England, as well as the school's behaviour code of conduct for staff.**

### JOB PURPOSE

- To promote the vision, mission, values and core purpose of the school, in line with agreed school policies.
- To support the Headteacher and Deputy Headteacher(s) in the management of all aspects of the life and work of the school.
- To lead on SEND across the school, including:
  - To lead the SEND provision across the school.
  - To have or to be working towards the NASEN award.
  - Ensure that students with SEND and additional needs are identified in a timely manner.
  - Be accountable for the overall progress and development of students of SEND.
  - Implement strategies for the efficient day to day operation of the school within the policies of the school.
  - Implementing and monitoring effective SEND systems and procedures, ensuring they are consistently implemented across the school.
  - To co-ordinate and liaise with outside agencies as needed to effectively support all pupils.
  - To be a teacher and champion of inclusive practice.
  - To measure the impact of SEND interventions and support across the school.
  - Ensure teaching and learning are good/outstanding, for SEND students with quality assurance systems to monitor and CPD to support improvement.
  - Provide the headteacher, Senior Leadership Team and Governing Body with information related to the area of responsibility.
  - To maintain a teaching timetable as directed by the Headteacher, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment.
  - To be part of the Designated Safeguarding Team within the school.
- To contribute to the strategic leadership of the school, developing, implementing and evaluating systems, policies and procedures (including the school's Safeguarding and Child Protection Policy).
- To contribute to discussions and decisions at Senior Leadership Team meetings.

- To co-ordinate and lead meetings e.g., staff CPD meetings, Annual Reviews etc.
- To communicate and liaise with staff, students, parents, governors and members of the local community as appropriate.
- To be active in issues of staff, student and family welfare and support.
- To actively promote the school and liaise with outside agencies as necessary, representing the school as appropriate.
- To demonstrate a commitment to Equality of Opportunity for all members of the school's community.
- To provide professional leadership which secures, in consultation with the Governing Body, the success and improvement of the school.
- Ensure, in liaison with the headteacher, the highest quality possible education and care for the pupils so that they are safe and happy at school, enabled to be successful learners and thus achieving high standards and supporting pupils to make a positive contribution to society.

## **JOB SPECIFICATION**

### **Supporting Strategic Direction and Development of the school**

1. To promote a positive, solution focused, approach to problem solving and team work promoting positive, respectful, professional relationships appropriately balancing support and accountability.
2. To attend appropriate meetings of, and work with, the Governing Body to provide vision, purpose and leadership of the school, and secure effective teaching and successful learning and achievement by pupils.
3. To contribute to the Learning Improvement Plan (LIP) and the school self-evaluation (SSE) which, through appropriate consultation, identify appropriate priorities and targets for ensuring that pupils achieve high standards, make progress, are safe and enjoy their learning and work.
4. To ensure school improvement, the achievement of objectives and the inclusive success of the school.
5. To ensure that the management, finance and administration of the school supports its vision and aims.
6. To monitor evaluate and review the effectiveness of the school's policies and priorities.
7. To lead key areas of school self-evaluation and monitoring (linked to SEND, Inclusion and Belonging and Medical Needs), as directed by the Headteacher.
8. To develop Long Lawford Primary School so that all the pupils enjoy the most inclusive education possible on the basis of current social and educational conditions, where inclusive means maximising the progress and attainment of the whole child (including personal and social development).
9. Act as SENDCo, Inclusion and Belonging and Medical Needs Lead for the school, implementing, supporting, reviewing and evaluating the effectiveness of whole-school initiatives.

### **Supporting Learning and Teaching**

1. To have a small teaching commitment as directed by the headteacher.
2. To undertake additional cover as needed to cover emergency sickness absence as directed by the headteacher.

3. To team teach, model and plan jointly with all staff to ensure Quality Wave 1 teaching at Long Lawford is of the highest standard.
4. To have a sound knowledge of local, national and international research and initiatives that support excellent classroom practice.

#### **Support Role**

1. To create and maintain an environment which promotes and secures effective learning through inclusive practice. Including through demonstration and modelling to colleagues the characteristics of good and outstanding inclusive practice and learning and teaching.
2. To support systems within the school that promote and develop a culture of high aspiration supported by high quality provision to meet individual needs. Promote early identification of need and appropriate intervention.
3. Undertake duties to support the management and organisation of the school (e.g. gate duties, lunch duties etc.).

#### **Supervisory Role**

1. To exercise supervisory leadership and monitoring, including appropriate support and challenge to the staff directly responsible, to develop an effective pupil voice and links with the community and parents to extend the curriculum and improve pupils' achievements and personal development
2. To exercise supervisory leadership and monitoring, including appropriate support and challenge to the Teaching team and Teaching Assistant team.
3. To exercise supervisory leadership and monitoring, including appropriate support and challenge to the teachers directly responsible, over specified areas of the curriculum - and general Management and Organisation of the school as needed.

#### **Direct Leadership**

1. To implement, monitor, evaluate and review the overall SEND, Inclusion and Belonging and Medical Needs provision in order to identify areas for improvement and set targets for the school, cohorts of pupils and individual pupils.
2. Co-lead and support the school's Learning Mentor team.
3. To lead and co-ordinate the school procedures for the Assessment and Moderation of Pupil Progress and Achievement (particularly towards SEND targets) and the use of such information to drive school improvement.
4. To co-lead the school's promotion of community cohesion, respect and understanding of different abilities/disability, diverse cultures, languages and ethnic groups, including faith groups.
5. To co-lead continuing improvement of the school's promotion of pupils' Spiritual, Moral, Social and Cultural development.
6. To contribute to the transition process for pupils to move from primary school to secondary school, as well as transition from year group to year group and for pupils joining LLPS from other school settings.

7. To track pupil progress and achievement, implementing strategies as appropriate to support increased SEND progress.
8. Act as Phase Leader, supporting staff within the Phase to meet set targets, complete monitoring activities and address any concerns within the Phase.

#### **Supporting, Leading and Managing staff**

1. To lead, motivate, support, challenge and develop staff to secure improvement, including demonstrating a commitment to their own professional development.
2. To ensure that effective working relationships are formed between staff, and between staff and pupils.
3. To implement and sustain effective systems for the review and performance management of staff - initially with specific responsibility for identified members of the staff team.
4. Carry out reflective supervision of identified members of staff to support their welfare, professional development and accountability.
5. Supporting and taking a key role in Human Resource Management, including appraisal, recruitment, retention, disciplinary, grievance, and capability (as directed and/or supported by the Headteacher).
6. To motivate and enable teachers and support staff to develop expertise in their respective roles through personal coaching and supporting high quality continuing professional development.
7. To ensure that the professional duties of staff are fulfilled, as specified in the Terms and Conditions of Service of Teachers and support staff job descriptions and conditions of service.
8. To prevent and address racism and promote racial harmony.

**Commented [CS1]:** Should mentors be in with behaviour?

**Commented [CSL2R1]:** Co-lead?

#### **Supporting Efficient and Effective Deployment of Staff and Resources**

1. To exercise supervisory leadership and monitoring, including appropriate support and challenge to the teachers directly responsible, for the management and organisation to effectively meet the SEND, Inclusion and Belonging, and medical needs of the school and in accordance with health and safety regulations.
2. To support co-ordination of the organisation and management of the school timetable in liaison with Senior Leadership (SLT) and Leadership and Management Team (LMT) colleagues.
3. To exercise supervisory leadership and monitoring, including appropriate support and challenge to the teachers directly responsible, over the management, monitoring and review of the use of available SEND and Inclusion resources to improve the quality of SEND, Inclusion and Wellbeing and Medical Needs support across the school, securing value for money.

#### **Accountability**

1. To provide information, advice and support to the Governing Body to enable it to meet its responsibility for securing effective SEND, Inclusion and Belonging, and Medical

Needs support across the school, and improved standards of achievement and value for money.

2. To present an account of the school's performance in a form appropriate to a range of audiences – Governors, parents, local community, OFSTED, Education Services.
3. To support the policy, process and procedures for SEND, Inclusion and Wellbeing, and Medical Needs support, progress assessment and accountability.
4. To ensure that parents and pupils are well informed about SEND and Inclusion initiatives that their child is involved in and work collaboratively with the school on targets for improvement.

**Supporting Collaboration with the community**

1. To work in partnership with other agencies to secure the implementation of the Children's Act 2004.
2. To create and maintain an effective partnership with parents to support and improve pupils' personal development and achievement.