

### Full time ASSISTANT HEADTEACHER for Inclusion and Community – Job description

Pay scale	<ul style="list-style-type: none"> <li>L4 - 9</li> </ul>
Reports to;	<ul style="list-style-type: none"> <li>Deputy Head teacher &amp; Head teacher</li> </ul>
Responsibility for;	<ul style="list-style-type: none"> <li>Whole school subject/area, Key stage leadership under the direction of the Headteacher and Deputy Headteacher</li> </ul>
Liaison with;	<ul style="list-style-type: none"> <li>Teaching staff, support staff, Headteacher, Deputy Head, IPSL, Flo Team, Assistant Heads, Year leaders, pupils, parents, governors, SEND team</li> </ul>

#### 1. Core purpose of the job

To work under the direction of the Headteacher and Deputy Headteacher in any directed tasks that involve;

- To lead on and be responsible for Inclusion and Community under direction of the SLT, including supporting all staff through modelling, training, coaching and mentoring, to ensure all pupils have access to the curriculum and all needs are met
- Working with the SLT to lead and manage the school on a day to day basis
- To play a major role in the school improvement and school self-evaluation planning process, through agreed priorities, and lead with initiative
- As part of the ELT, lead proactively as key leaders alongside the SLT, collaborating effectively with the other AHTs
- Leading rigorously with impact on whole school subject/area
- Working with the SLT to determine strategic priorities and leading on implementation
- Driving for ambitious continuous school improvement through proactive monitoring and follow up
- To support the SLT in establishing an ambitious vision and ethos
- To teach a percentage of the week to cover management time/PPA/boosters
- To work with the Deputy Head/Head Teacher on assessment/outcome/progress of groups
- Line management of staff as directed by the Deputy Head/Head Teacher
- Deputising for the SLT in the event of their absence
- Support a range of other leaders in the school to support school improvement/priorities/staff CPD

#### 2. Key areas of responsibility

All teachers work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. This job description should be read in conjunction with this. The areas set out below are in addition, although may not be exhaustive. All duties are to be undertaken under the direction of the Deputy Head and Head teacher;

##### a) Direction and development of the school

- To lead and monitor the development and impact of school policies, targets, priorities and identify developments needed – working with the Deputy Head teacher/Head teacher to achieve them
- To work with the Deputy Head teacher/Head teacher to ensure the smooth running of the school on a day to day basis

##### b) Leadership and Management

- To challenge and support all other leaders in developing professionally
- To undertake the performance appraisal of staff
- To ensure own continuing professional development
- To deal promptly with poor performance of staff and teams
- To undertake, in the absence of the SLT, the professional duties of an SLT member
- To work with the Headteacher and Deputy Headteacher on the smooth running of the school and management of resources

- To be a visible role model, lead and motivate staff within the school and undertake any duties directed by the Headteacher and Deputy Headteacher
- To lead on taking responsibility for absences and ensure all staff positions are covered
- In partnership with the SLT, to lead by example when implementing and managing change initiatives

c) Pastoral Care

- To lead on and promote high standards of behaviour and positive attitudes and to implement policies and procedures to support staff
- Lead on developing and maintaining the ethos and values of the school through behaviour, attitudes and relationships
- Ensure effective transition and progress from each year group to the next
- To work alongside the Pastoral Team

d) Communication and Community Links

- To fully support the life and work of the school
- To develop and maintain positive and effective relationships with parents, local community, Governors, LA and support services
- To ensure parents and pupils are well informed about the year groups/area/subject that is led

e) Inclusion

- Be aware of and support difference and ensure that the school's equalities and diversity policies are followed
- To oversee, monitor and drive SEN/EAL/PP/Gender equality alongside other staff;
  - including supporting all staff through modelling, training, coaching and mentoring, to ensure all pupils have access to the curriculum and all needs are met
  - the implementation of the school's policy ensuring it meets local and national arrangements.
  - the arrangements across the school for a consistent high-quality whole school approach
  - regards the progress of pupils and take appropriate action, overseeing the tracking of pupils with additional needs.
  - to regularly update the headteacher and the governing body on data and other relevant issues
  - to ensure the relevant policies and reports are published on the school website
  - to work with external agencies to devise appropriate policies and strategies

f) Strengthening Community

- Be a key positive link between school and home – being one of the first points of contact after the class teacher and Year leader to offer support and reassurance to both parties
- Work with the IPSL and SLT in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life and build a safe space for parental involvement
- Lead on parental communication including reports to parents
- Strengthen partnerships and community working
- Lead and participate in staff meetings, parental events, pupil events and Governing Body meetings as required
- Promote positive relationships and work with colleagues in other schools and external agencies
- Being part of the complaints procedure, organising and conducting meetings where appropriate with parents and carers, to ensure positive outcomes for all parties.

g) Health and Safety

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection. Reporting all concerns to the appropriate person

h) Disclosure and Barring Service

- This post is classed as having a high degree of contact with children. An enhanced DBS disclosure will be sought through the Criminal Records Bureau

**3. Accountability**

The Assistant Head is directly responsible and accountable to the Deputy Head teacher, Head teacher and Governing Body.

**4. Job entitlements**

- Access to training and staff development according to personal and school needs
- High quality INSET and staff meetings
- Annual performance appraisal and review
- Well-being perks

**5. Job context**

- The Assistant Head will be part of the ELT - Extended Leadership Team.

**6. Review of Duties**

- The specific duties attached to any member of staff are subject to annual review and may, after discussion, be changed. The post holder is expected to perform reasonable duties requested by the Head teacher from time to time, commensurate with experience, role and salary.

**Person Specification**

<b>Qualifications and training</b>	<b>Essential</b>	<b>Desirable</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree or equivalent</li> <li>• Commitment to continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Further educational qualifications such as SLE, NPQML, NPQSL, Masters</li> </ul>
	<ul style="list-style-type: none"> <li>• Proven track record of excellence as a classroom practitioner with at least three years' classroom experience</li> <li>• Experience of leadership within a large primary school</li> <li>• Experience and impact of teaching and leading a team of at least 4 teachers</li> <li>• Experience of working in a school with a high % EAL, SEN, PP</li> <li>• Experience of joint working in the area of behaviour and inclusion</li> <li>• Experience of leading other aspects of school improvement with clear impact</li> <li>• Experience of effective involvement with parents</li> <li>• Experience as a team leader in the performance management of staff</li> <li>• Experience of monitoring and evaluation to drive school improvement in relation to behaviour and attitudes</li> <li>• Experience of a rigorous and relentless assessment process that is used effectively to support inclusion for school improvement</li> <li>• Involvement in the implementation of whole school initiatives with impact</li> </ul>	<ul style="list-style-type: none"> <li>• Leading on Inclusion and community work</li> <li>• Experience of working as part of a leadership team in a large school</li> <li>• Experience of teaching in different Key Stages</li> <li>• Experience of school to school support</li> <li>• Experience of effective involvement with Governors</li> <li>• Experience of analysing data for impact</li> <li>• Experience of working in a school that has driven for rapid improvement</li> </ul>

<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Clear understanding of the National Curriculum</li> <li>• Knowledge of behaviour guidance from the DfE</li> <li>• Knowledge of the Ofsted Inspection handbook regarding Personal Development and Behaviour</li> <li>• Experience and understanding of monitoring and evaluating all areas of the curriculum</li> <li>• Good understanding of the Inspection Framework</li> <li>• Knowledge, understanding and experience of leading on behaviour and community links</li> <li>• Ability to grasp and understand data and to share this effectively with staff for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Health and Safety requirements in schools</li> <li>• Knowledge of EYFS curriculum</li> <li>• Knowledge of Statutory assessments</li> </ul>
<b>Skills and attributes:</b>	<ul style="list-style-type: none"> <li>• Demonstrate outstanding classroom practice and an ability to share this with others</li> <li>• Understanding of pupils' barriers to learning, how this presents in the classroom and how to influence/improve these</li> <li>• Good communication</li> <li>• Ability to work well in a team and to build a sense of community</li> <li>• Good organisational and time management skills</li> <li>• Demonstrate a positive and professional attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of mentoring/leading UQT/ECT/OTT</li> <li>• Proven successful experience of leadership within a large primary school</li> <li>• Ability to lead on change management</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Personal integrity, warmth and sensitivity to empathise with pupils and families</li> <li>• Personal confidence when delivering difficult messages</li> <li>• Ability to relate well to others and to build positive relationships within the community</li> <li>• Flexibility and open mindedness</li> </ul>	<ul style="list-style-type: none"> <li>• Enthusiasm</li> <li>• Sense of humour</li> <li>• Resilience</li> </ul>