**Assistant Head teacher**

 **Inclusion**

**Job Description**

**INTRODUCTION**

This job description reflects the roles and responsibilities for the assistant head teacher at Bramley Grange Primary School and is in addition to the requirements of a class teacher. It recognises the role of the assistant head teacher as a member of the senior leadership team in school

The governing body acknowledge the importance of the role of the assistant head teacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

**The governing body are committed to safeguarding and promoting the welfare of children and young persons and the deputy head teacher should support the Headteacher in ensuring that the highest priority is given to following the guidance and regulations to safeguard children and young people. The post is subject to an enhanced check by the Disclosure and Barring Service.**

**Key Duties and responsibilities**

* To assist the Headteacher and deputy head teacher with the management and organisation of the school in seeking to achieve the highest standards of learning, teaching, pupil achievement and school efficiency.
* To support the school in securing effective education for all pupils and the continuous improvement of the school
* To lead by example as a teacher and a manager
* To carry out the professional duties of a teacher
* To act up in the absence of the deputy head teacher

**Specific tasks:**

The assistant head teacher will:

1. Support the head teacher and deputy head teacher to communicate a compelling school vision and a culture of high staff morale, valuing everyone’s contribution to the school and empowering pupils and staff to excel
2. Hold all staff to account for their professional conduct and practice
3. Lead by example, fostering an open, transparent and equitable culture
4. Evidence impact of their work reporting to governors and the head teacher
5. In partnership with the headteacher, deputy headteacher and governors provide the leadership and management which enables the school to give every pupil high quality education and which promotes the highest possible standards of achievement and wellbeing.
6. Have a ‘core’ role in shaping and monitoring inclusion across the whole school including the development of an inclusion team
7. Secure excellent teaching and support for SEND learners across the school in order to secure high standards of learning and attainment in all phases
8. Ensure statutory requirements are met in relation to SEND learners including access to inclusion support services
9. In consultation with the head teacher and deputy head teacher manage resources for SEND/vulnerable learners including deployment of staff to ensure individual needs are met
10. Take a lead in behaviour, mental health, staff well- being and pastoral care
11. Take a lead in developing school council/pupil voice
12. Take a lead in attendance, understanding and implementing attendance polices and locally agreed procedures
13. Take a lead on PSHE across the whole school
14. Take a lead on developing parental engagement across the whole school
15. Be deputy safeguarding lead, liaising with the safeguarding lead and undertaking early help assessments

**Key Accountabilities**

**Strategic Developmen**t

1. 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.
2. To provide regular progress updates to the head teacher and deputy head teacher in relation to Inclusion, SEN and pastoral care to ensure they are fully aware of all associated successes, issues and concerns.
3. Liaise with the SEN governor keeping him/her informed of Education Health Care Plans, Inclusion Action Plans providing information to inform decision-making and policy review.
4. To assist with the formulation, communication and monitoring of the School Improvement Plan, particularly in relation to inclusion, ensuring concerns and ideas are considered, and that all staff understand our priorities and the part they play in achieving these.
5. To lead on relevant aspects of the school improvement plan
6. To regularly update and monitor the effectiveness of Inclusion policies
7. To play a significant role in supporting, training and coaching colleagues in relation to inclusive practices, parental engagement, PSHE, mental health, well -being and pastoral care
8. Assess admission requests for SEND pupils
9. Liaise with the HI team to ensure effective provision for those attending the resource base
10. Ensure relevant policies and reports are provided to governors linked to attendance, well being, PSHE, SEND, mental health and are published on the school website

**Teaching and Learning**

1. Be an excellent role model exemplifying a high standard of teaching
2. To develop and coach colleagues with regard to effective ways of overcoming barriers to learning and sustaining effective teaching and support through the analysis and assessment of pupil needs.
3. Develop and monitor intervention programmes for individuals and small groups of children linked to SEND needs, mental health needs, pastoral needs
4. Monitor and track the achievements of SEND pupils and set targets so as to raise standards of pupils’ learning and achievement
5. Monitor and track SEND provision, including maintaining provision mapping for the school.
6. 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.
7. Monitor attendance of pupils and together with external agencies devise strategies to improve attendance

**Leading and Managing Staff**

1. Lead and manage the inclusion team including mental health champion, inclusion teaching assistant and other professionals who work in school. You will also line manage teaching assistants
2. Be available to attend governing body meetings when necessary.
3. To lead staff meetings, staff INSET and parents’ meetings as appropriate.
4. 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.
5. 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.
6. To ensure that all newly appointed staff have adequate support as part of their initial and on going induction.
7. To work alongside other leaders and advisory staff involved in supporting the development of inclusive practice across the school.
8. In liaison with the head teacher and deputy head teacher arrange support staff timetables to meet the needs of SEND learners

**Behaviour management**

1. To make sure that support, provision and supervision is of a high standard throughout the day including lunchtimes and playtimes.
2. Ensure that all staff know, understand and implement policies relevant to the role, including inclusion, behaviour, attendance and anti-bullying and to keep these policies under review.
3. To keep the school’s behaviour policy under review and make suggestions for change
4. Monitor and track behaviour across the whole school

**Parents and the community**

1. To work in partnership with other leaders to ensure the school develops and maintains strong relationships with parents and carers.
2. To encourage parents to support their child’s learning through attendance at school events and organising/leading relevant workshop/drop-in sessions.
3. Chair SEND meetings including annual reviews and ensure parents of SEND children are well supported and informed to make positive choices for their children

**Managing own performance and development**

1. Demonstrate resilience, positivity and resourcefulness.
2. Take responsibility for own professional development and attend and participate in relevant training including the statutory SEND qualification, sharing the knowledge and ideas gained with colleagues and putting expert knowledge into practise

**Use of Resources**

1. To identify appropriate resources to promote and support the achievements of all children and ensure they are used efficiently, effectively and safely.
2. Oversee and monitor appropriate budget allocations in liaison with the Headteacher and School Business director.

**Additional responsibilities and general requirements**

1. Undertake any professional duties commensurate with the grade of the post, reasonably delegated by the Headteacher, including deputising for other members of the school leadership team in their absence
2. Work in co-operation with colleagues and establish and maintain good relationships with staff and children
3. Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
4. Participate in the school’s appraisal and professional development process, ensuring that objectives are set and met within the agreed time-scale.