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**John Perry Primary School**

**Job Title:** Assistant Head Teacher for Inclusion

**Salary:** Leadership Scale L6 – L10 (2.5 non-classroom based)

**Contract type:** Permanent

**Accountable to:** The Head Teacher, Deputy Head Teacher, Governors

**Key Professional Duties:**

The AHT, under the direction of the HT and DHT, will:

* Be a member of the Strategic Leadership Team (SLT) and make significant contribution to the strategic development and direction of the school, considering diversity, values and the wider local and national agendas
* Establish a clear vision and high expectations within the team
* Provide strategic leadership for the Inclusion Team (AHT for Inclusion, SENDCo and Thrive practitioners)
* Have responsibility for the school’s SEND and Inclusion Policy, its development and evaluation
* Ensure the policy for SEND and Inclusion is consistently applied throughout school
* Oversee the school’s SEND Register and pupil records
* Oversee the assessment process which may result in a EHCP being drawn and manage termly reviews
* Liaise with support services and monitor and assist with the referral of children to external professionals
* Support and develop key practice to adapt the curriculum to meet the needs of all pupils
* Lead target setting and ensure that the targets reflect the aspirations of the school and contribute effectively to the whole school targets
* Have a responsibility for safeguarding
* Have responsibility, with SLT, for pupil wellbeing and high standards of behaviour and attendance

**Teaching and Learning:**

* Be a model of excellent practice and provide effective learning and teaching to enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning
* Support teachers and support staff to ensure an effective learning journey for all pupils with SEND
* Coach/mentor other members of staff
* Support and challenge key practitioners to develop pedagogy and ensure the highest standards of teaching and learning practice throughout the school
* Ensure a consistent and relentless focus on raising pupils’ achievement and progress
* Contribute to culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
* Use data and benchmarks to monitor progress of children with SEND across the school
* Monitor and evaluate the quality of teaching, standards of learning and achievement of pupils with SEND across the school with the Leadership Team
* Promote the principles of inclusion and the SEND Code of Practice and identify, assess and support pupils with SEND in line with the role of a class teacher

**Develop Self and Working with Others:**

* Work with SLT and Governors to build a professional learning community which enable others to achieve
* Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture
* Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
* Work with the SENDCo and class teachers, setting appropriate targets for children within inclusion
* Assist teachers in the identification of children within inclusion, advising them on appropriate strategies
* Assist in the development and maintenance of effective strategies and procedures for staff induction, professional development, and appraisals
* Lead CPD meetings and INSET through the provision of high-quality professional development
* Ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
* Acknowledge and celebrate the responsibilities and achievements of individuals and teams.
* Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
* Regularly review own practice, set personal targets, and take responsibility for personal development
* Safeguard self and staff from the destructive dangers of over-work and to encourage colleagues to retain a healthy balance in their professional and personal lives
* Take responsibility for your own professional development and keep up-to-date with recent developments in education

**Managing the Organisation:**

To work with SLT in providing effective organisation and management for our school and to lead and seek ways of improving organisational structures and functions. To ensure that staff and resources are well organised and managed, to provide an efficient and effective safe learning environment.

You will:

* Be a member of and support other members of SLT
* Assist SLT in the development of the school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
* Work with the Head teacher to provide information, objective advice, and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and standards
* Implement successful performance management procedures with staff though the Teacher Appraisal process
* Contribute to the development, implementation, and evaluation of school policies
* Organise induction for pupils with inclusion new to the school and transition between other schools/Academies
* Support in the recruitment and deployment of staff to maximise their impact on progress
* Assist in the management and organisation of the school environment to ensure that it meets the needs of the curriculum and health and safety regulations
* Secure improvements in the quality of teaching by playing a lead role in the management of CPD for all staff by providing appropriate professional development opportunities
* Coach and mentor individual staff
* Monitor the quality of provision and pupils’ progress by undertaking regular analysis of pupil progress information, scrutiny of pupils’ work, review of teachers’ planning and observation of the quality of teaching
* Contribute to the monitoring cycle processes by providing regular reports on pupils’ progress towards their targets, the quality of SEND provision across the school, progress against action plans and the impact of actions taken because of previous monitoring
* Implement and review a system of recording the progress of vulnerable pupils and those with SEND
* Contribute to the SEF
* Lead on key areas identified in the School Improvement Plan
* Ensure that the learning environment reflects the school’s ethos of high expectations, and the physical environment supports children’s learning, including the deployment and use of resources,
* Establish high expectations for pupils’ behaviour and provide excellent pastoral support, by implementing the school’s behaviour management systems consistently and monitoring behaviour
* Undertake responsibility for safeguarding and promoting the welfare of pupils

**Securing Accountability:**

The Assistant Head Teacher for Inclusion will support the Head Teacher’s professional responsibilities by:

* Taking an active role in school self-evaluation
* Playing the role of a Performance Management Team Leader
* Assisting SLT in building a culture and curriculum that takes account of the richness and diversity of the school community, creating and promoting positive strategies for developing good relationships and respect within the wider community
* Creating and maintaining an effective partnership with parents to support and improve pupils achievement and personal, social, and emotional development
* Arranging and overseeing meetings with all parents of children identified as having SEND or being vulnerable
* Identifying pupils from the inclusion group who are at risk of underachieving and devising strategies to raise their achievement and ensure they make accelerated progress
* Ensuring individual staff accountabilities are clearly defined, understood, and agreed and are subject to review and evaluations through the implementation of a robust appraisal process providing suitable levels of challenge and support
* Playing a lead role in the implementation, monitoring and review of key strategies to raise standards
* Implementing appropriate strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils through data analysis
* Monitoring classroom practice throughout the school and reporting to SLT
* Playing a role in ensuring the school complies with all relevant legislation, including data protection, health and safety, equal opportunities, safeguarding and the SEND Code of Practice

**Strengthening Community Involvement**

* Create a climate which expects all staff to develop and maintain positive partnerships with parents and the wider community
* Create and promote positive strategies for challenging prejudices against protected characteristics and dealing with all instances of harassment
* Build a safe and secure school culture and curriculum which takes account of the richness and diversity of the school community
* With support from other agencies, provide for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
* Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development especially for those pupils who have additional needs
* Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
* Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives with other local schools
* Co-operate and work with relevant agencies to protect children

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post. The conditions of employment of teachers in the School Teachers’ Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Head Teacher.

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**John Perry Primary School**

Assistant Head Teacher for Inclusion

Person Specification

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| Attributes | **Essential** | **Desirable** | **How identified** |
| **QUALIFICATIONS** | Recognised DfE teaching qualifications e.g. BEd, PGCE.  Qualified Teacher Status.  Completed SENDCO Accreditation.  Evidence of CPD relating to school leadership and management, and curriculum/teaching and learning. | Designated Safeguarding Lead (or has received relevant training DSL training).  Specialist qualifications relevant to the advertised job.  Safer Recruitment trained.  Evidence of further study. | Application form  Personal statement  Certificates  References  Interview |
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| **EXPERIENCE** | At least 5 years teaching experience as a qualified teacher in the primary phase.  Experience of leading on issues relating to SEND and Inclusion at a whole school level.  Evidence of a whole school responsibility and experience of turning policy into effective and successful practice.  Experience of leading school improvement strategies.  Experience of managing a team.  Proven track record of excellent teaching across the curriculum.  Experience of dealing with safeguarding issues and successful use of measures that promote effective safeguarding. | Experience of teaching children from a range of backgrounds and ages.  Experience of leading and delivery whole school INSET sessions.  Successful experience of leading key areas of school improvement, preferably SEND or Inclusion.  Experience of acting as a Performance Management Reviewer. | Application form  Personal statement  Certificates  References  Interview |
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| **SPECIAL KNOWLEDGE** | Knowledge and understanding of principles underpinning inclusion and equality of opportunity.  Knowledge of, and ability, to teach across the primary age range.  Knowledge of teaching methods to engage and inspire primary age pupils (particularly those with SEND).  A thorough understanding of the National Curriculum.  Acute awareness of needs of children with SEND and how they learn.  Comprehensive knowledge of assessment techniques and strategies to track the progress of children with SEND. | Comprehensive understanding of relevant guidance for safeguarding: Keeping Children Safe in education (KCSIE) and Working Together to Safeguard Children. | Application form  Personal statement  Certificates  References Interview |
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| **PERSONAL QUALITIES** | Commitment to excellence in achievement and standards across the whole school and promoting the ethos and values of the school.  Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.  Commitment to maintaining confidentiality at all times.  Commitment to safeguarding and equality of all children.  Ability to work calmly under pressure and prioritise effectively.  Be willing to face new challenges with confidence, determination and enthusiasm.  Demonstrate a high level of commitment and professionalism.  Be committed to the successful growth and development of the school.  Empathise with pupils across the age range and to be firm, fair and consistent.  Be able to plan, organise, prioritise and delegate workload of self and others effectively and meet deadlines.  Maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post.  Be willing to contribute to wider school activities.  Demonstrate enthusiasm, flexibility and adaptability, resilience and a sense of humour. |  | Application form  Personal statement  Certificates  References  Interview |
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John Perry is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**Notes:**

This job description may be amended at any time in consultation with the postholder.

Head Teacher: Mr W Pedro Date: 10/03/2023