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| **JOB DESCRIPTION**  **H:\Amalgamation 2010\New School Logo and Stationery\JPGs Word and digital use\Thomas_Buxton_RGB_Standard.jpg** | |
| **NAME OF SCHOOL: Thomas Buxton Primary School** | |
| **POST TITLE:**  **Assistant Headteacher (Inclusion)** | **GRADE: Inner London Leadership Scale L8-L12** |
| **RESPONSIBLE TO: Headteacher**  **STAFF SUPERVISED: SENDCo andScale 5 Teaching Assistants, Senior MMS Leads**  **RESPONSIBLE FOR: The leadership and management of high quality inclusion provision across the school** | |
| **GENERAL PROFESSIONAL DUTIES** Main purpose The AHT Inclusion, under the direction of the Headteacher, will:   * Be the Named Designated Safeguarding Lead (DSL) for the school and coordinate all safeguarding processes and policies, this includes the role of designated teacher for LAC children. * Be the Mental Health and Wellbeing Lead for the school. * Formulate the strategic development of the school’s inclusion policy and provision across the school including behaviour, attendance and welfare, parental engagement and support, Early Help signposting and coordination of all external agencies regarding pastoral support for children and families. * Be responsible for the day-to-day operation of the inclusion policy and co-ordination of pastoral provision to support individual pupils * Provide professional guidance to colleagues, working closely with staff, parents and other agencies   The AHT Inclusion will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document (STPCD). Duties and responsibilities Ensure the strategic development of inclusion policy and provision   * Be the Named Designated Safeguarding Lead (DSL) * Be the Named Designated Teacher for Looked After Children (LAC)   **Behaviour**   * Ensure the behaviour policy is implemented across the school. * Work with parents and carers where there are significant behaviour concerns and ensure there is a consistent approach to supporting the child. * Access external support where required where there are additional pastoral/behavioural needs. * Ensure that play and lunchtime supervision is effective and that children enjoy a happy play/lunchtime.   **Pastoral**   * Identify pastoral needs across the school and ensure impactful intervention takes place. * Liaise with Pastoral Support Administrator to ensure safeguarding, welfare and medical systems are in place * Coordinate the work of the Pathways Team (Scale 5 Teaching Assistants) to ensure that pastoral provision is effective for children and families.   **Attendance**   * Monitor attendance of the whole school. * Ensure that persistent absence and lateness is swiftly identified and addressed. * Ensure that cases of significant concern are escalated through the AWA and legal pathways.   **Parental Engagement**   * Engage vulnerable and 'hard to reach' families * Offer a range of tailored parenting programmes * Coordinate curriculum workshops   **Extended Schools Offer and Partnerships Coordination**   * Line Manage Senior Teaching Assistants (Pathways Team) and SENDCO * Line Manage Senior MMS * Coordinate External Agencies (AWA/Therapists/Early Help SLA)   Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the AHT Inclusion will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the AHT Inclusion or Headteacher.  **Senior Leadership and Management Expectations**  **Strategic direction and development of the school**  Work with the Head Teacher, the Senior Leadership team and the Governing Board to develop a strategic view for the school, analyse and plan for its future needs and further development.  **Vision**  Work with the Head Teacher, the Senior Leadership team and the Governing Board to establish commitment to a shared vision for the school; lead by example to inspire and motivate staff, parents, governors and pupils.  **Ethos**  Work with the Head Teacher, the Senior Leadership team and the Governing Board to establish an ethos which promotes effective teaching and learning and which sustains improvement in the development of all pupils.  **Strategic plan**  Work with the Head Teacher, the Senior Leadership team and the Governing Board to develop and implement a strategic plan, underpinned by sound financial management and a range of data, which identifies priorities and targets for school improvement.  **Teaching and learning**  Work with the Head Teacher, the Senior Leadership team and the Governing Board and the governing body to create and sustain an environment and code of behaviour and discipline that secures and sustains effective teaching and learning.  **Professional Skills**  Provide a model of good or outstanding teaching and be able to share that expertise with colleagues  **Curriculum planning and design**  Extend personalised learning opportunities for all children through the development of the extended day  **Monitoring and evaluation**  Support the maintenance of effective teaching and learning by:   * Observing teaching and learning in order to support and develop colleagues to meet personal and professional targets * Monitoring planning and pupils work * Analysing pupil progress using tracking systems to set targets and inform school improvement.   **Leading and managing staff**   * Act as a positive role model to staff, maintaining high professional standards and high levels of care. * Establish and maintain effective communication systems with teaching and support staff. * Lead the professional development of staff by example, providing support and leading INSET as appropriate.   **PROFESSIONAL CHARACTERISTICS**  Demonstrate that you are an effective professional who challenges and supports all pupils to do their best  through:   * Inspiring trust and confidence; * Building team commitment; * Engaging and motivating pupils; * Analytical thinking; and * Taking positive action to improve the quality of pupils’ learning. * Provide a role model for teaching and learning (ref STRB)  Conditions of ServiceEqual Opportunity The post holder will be expected to undertake all duties in the context of and in compliance with the council’s/school’s equal opportunities policies. | |
| **Safeguarding Children**  We are fastidious in our recruitment of new colleagues. Potential applicants must share our vision and commitment to providing the very best education to our students that we possibly can and promote our ethos. Applicants must be team players who are able to see how their contribution fits into the bigger picture. They must be dedicated, skilled, highly professional individuals who are passionate about their work and enjoy working with others that share these values.   * In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice> * As an organisation which uses the Disclosure and Barring service, the Governing Bard of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed. * We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at the School is confirmed. This will include details of convictions cautions and reprimands, as well as ‘spent’ and ‘unspent’ convictions. A criminal record will not necessarily be a bar to obtaining a position. * We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending. * We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge. * Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process. * At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment. * We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment. * We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974. | |
| **ORGANISATIONAL DETAILS**  The post holder will be line managed and performance managed by: The Headteacher     * The above job description was agreed on 27.09.21 . This job description will be reviewed regularly and may be subject to change with appropriate consultation.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signed by (Post holder)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_H:\Admin and School Organisation\LF E Signature.jpg\_\_\_\_\_\_Signed by (Headteacher) | |