



Job title:	Assistant Head Teacher with responsibility for Inclusion	
Reports to:	Head of School, Executive Head Teacher and CEO	
Scale/FTE:	Leadership Scale Point 4 - 8	Hours: Full time, permanent

Key Purpose: To lead a team responsible for all aspects of inclusion to ensure that all groups of children can effectively access teaching and learning and make good or better progress.

Responsible to: Executive Head Teacher, Head of School CEO and the Board of Trustees (including the Local Governing Body)

Main Responsibilities and Duties

- To be responsible for the education and pastoral needs of pupils in accordance with the contractual obligations of the current 'School Teachers' Pay and Conditions Document' (see class teacher job description);
- To ensure that the role of the SENCo is carried out effectively in accordance with statutory guidance and best practice;
- To be the Pupil Premium Champion;
- To be one of the designated safeguarding leads;
- Assume an active role on the SLT;
- Lead, develop and manage inclusive practice throughout the school;
- To work collaboratively across the Compass Academy Trust as a whole.

General Duties

- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers and SENCo;
- To have due regard and understanding of the requirements of the SEND Code of Practice;
- To manage and evaluate the outcomes of provision mapping, intervention programmes and support for children with Special Educational Needs and those in receipt of Pupil Premium;
- To liaise and work with external agencies to secure high quality outcomes for children;
- To take responsibility for leadership of Inclusion: SEN, EAL, Pupil Premium, Social and Emotional Aspects of Learning;
- To lead and line-manage the Inclusion Team;
- To support the work of the Executive Head Teacher and the Head of School in their absence.

Strategic Development

To contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices.

- Plan and assess pupils' learning using knowledge of school and Trust policies, schemes of work and the National Curriculum and broader curriculum requirements.
- To play an active role in ensuring that school policies and practices are adhered to throughout all Key Stages.
- In partnership with the leadership team, monitor and evaluate the quality of teaching and learning throughout the school especially in relation to inclusion.
- Help others to evaluate the impact of their teaching on pupil progress and support / advise practitioners on inclusive, impactful strategies.
- Ensure continuity and progression through the analysis of pupil performance data, the assessment of progress and support for teachers with target setting and appropriate provision.
- Work with other teaching and learning leaders in school to ensure coherence and consistency in curriculum progression.
- Ensure that the Executive Head Teacher, Head of School, senior leadership team and Governors are informed about policies, plans, priorities and targets for inclusion and that these are included in the school development plan.
- With the senior leadership team, monitor and evaluate the progress made, with priorities and supporting action plans, in the school development plan.

Teaching and Learning

To monitor and support the achievement of children

- To monitor data for groups of children to ensure that no groups are underperforming;
- To support teachers with the personalised teaching and learning provision to meet the needs of individual children or groups.

To secure and sustain effective teaching for individuals, groups and classes.

- To be an outstanding inclusion practitioner who knows and understands how pupils learn.
- To be an exemplar of high quality teaching and learning and use this to support and challenge others.
- To offer support and guidance to assist collaborative planning linked with a programme of monitoring and evaluation.

Special Educational Needs and Disabilities

- To ensure that agreed record keeping is established and maintained;
- To ensure policies and procedures in relation to SEND are up to date;
- To ensure that review meetings are planned and carried out as necessary (e.g. One Plan/EHCP);
- To be available to support parents as required;
- To liaise with outside agencies as required;

- Keep up to date with relevant developments in the area of SEND to ensure these are reflected in the school policies and procedures.

Leading and Managing Staff

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

- To line-manage the inclusion team, carrying out day-to-day performance management and ensuring that CPD needs are addressed.
- Carry out performance appraisal in line with agreed policy and procedure.
- Provide high quality professional development to staff, as required.

Deployment of Staff and Resources

To develop, monitor and control resources within the teaching area.

- Establish resource needs for the school and advise the Head of School and senior leadership team of priorities for expenditure and allocate resources effectively – in terms of Inclusion.
- Deploy support staff effectively and take a line-management role with key members of the Inclusion team