**Assistant Headteacher & Inclusion Leader**

|  |  |  |  |
| --- | --- | --- | --- |
| Job Title | Assistant Headteacher &Inclusion Leader | Job Reference |  |
| Location |  | Travel required |  |
| CLuster  |  |  |  |
| Core purpose |
| * The Assistant Headteacher will work in partnership with the Head of School and Executive Headteacher to provide professional leadership and management to the school.
* To be responsible for the strategic direction of Inclusion, including special educational needs across the whole school, together with the ability to teach children with special educational needs.
* To be responsible for ensuring and supporting the educational success of the school within the overall framework of the Multi Academy Trust as well as the individual school strategic plan.
* To achieve success for all members of the school community within a culture of continuous innovation and rigorous review, the Assistant Headteacher will shape the school’s future by vision, leadership and direction and promote excellence, equality and high expectations of all children in both academic and extra-curricular achievements.
* Continuously explore modern technologies and education initiatives to create a safe and productive learning environment that is engaging and fulﬁlling for all children and staﬀ.
* It is the duty of the Assistant Headteacher to deploy resources eﬀectively to assist in achieving Chestnut Park Primary School’s aims and to support and develop its distinctive ethos.
 |
| *Key Accountabilities* |
| Strategic leadership |
| * Collaboratively working with the Head of School and the Executive Headteacher to develop the shared vision and strategic plan for the school which inspires and motivates children, staﬀ and all other members of the school community
* Developing a nurturing environment where every child is supported and challenged to meet their full potential.
* Promoting the school’s vision and values within all aspects of the school
* Leading and developing colleagues’ performance to maximise the progress of all children.
* Creating, maintaining, and enhancing eﬀective working relationships amongst all members of the school community
* Setting targets, monitoring performance, and reviewing the progress of staﬀ according to the appraisal/performance management cycle of the school
 |

|  |
| --- |
| Leading curriculum initiatives that support the development of enriched and innovative experiences* Taking responsibility for the development, implementation and evaluation of SEND policies and practices.
* Providing CPD through modelling best practice, coaching and INSET
 |
| Leadership and management of Inclusion (SEND, Pupil Premium and EAL) |
| * To oversee the day-to-day operation of the school’s SEND & Inclusion policy
* To coordinate provision for children with SEND, Pupil Premium and EAL
* To help in the identiﬁcation of children with special educational needs
* To teach and support intervention programmes so that identiﬁed pupils are able to make rapid progress in line with the school’s high educational expectations
* To liaise with and advise fellow teachers in setting targets for children
* To manage a team of SEND 1:1 teaching assistants, a Pastoral Care Leader and an Inclusion Assistant
* To manage resources for SEND and make eﬀective use of the budget for SEND
* To manage the Pupil Premium budget ensuring eﬀective spending and provision for this group of learners
* To oversee the records of all children with special educational needs
* To liaise with parents of children with SEND, Pupil Premium and EAL
* To liaise with external agencies including the LA’s support and educational psychology services, health and social services and voluntary bodies
* To keep abreast of current thinking in Inclusion matters and attend and deliver the relevant training
 |
| Learning and teaching |
| * To work alongside the Deputy Headteacher and Headteacher as well as the SSB to secure and sustain eﬀective teaching and learning throughout the school, monitoring, and evaluating the quality of provision and using available data to set priorities for improvement.
* Ensure that learning and teaching is at the centre of the school’s decision making.
* Teaching within the framework of present and future policies, paying particular attention to the policies for equality, safeguarding of children special educational needs and behaviour for learning
* Determine, organise and implement a diverse ﬂexible curriculum and eﬀective assessment framework.
* Ensure a consistent and continuous focus on children’s achievement through monitoring and using data eﬀectively for measuring children’s progress, with a focus on ensuring that accelerated progress for low achievers and underperformers is developed and embedded
 |

|  |
| --- |
| * Promote a culture of challenge and support for all children to enable them to achieve success and become engaged in their own learning
* Implement and support strategies that secure high levels of behaviour and attendance
* Provide staﬀ and any other external individuals with guidance and support for learning and teaching strategies, with a focus on eﬀective diﬀerentiation to meet the needs of all children
 |
| Securing accountability |
| * Build and develop a school ethos which enables everyone to work collaboratively, share knowledge and understand, celebrate success and accept responsibility for outcomes
* Provide support to the Head of School, Executive Headteacher, teaching and support staﬀ, with speciﬁc responsibility for inclusion and members of the team as directed by the Headteacher
* Implement and monitor positive behaviour management strategies to support all children’s social and emotional aspects of learning
* Lead on speciﬁc areas of the school development plan as agreed with the Head of School
* Contribute to the self-evaluation of the school
* Ensure a consistent approach with regard to SEND across the school
* Lead by example and demonstrate an enthusiastic approach to the development of a personalised and innovative whole school curriculum
 |
| Strengthening community |
| * Work eﬀectively with other educational institutions locally and further aﬁeld building eﬀective partnerships.
* Drive a focus on developing the provision of out of hours learning and extended learning opportunities
* Build and maintain eﬀective relationships with parents, carers, partners, and the community that enhance the education of the students and the wider community
 |
| Operational responsibilities |
| * Provide support to the Deputy and Headteacher on eﬀective organisation and management of the school and identify ways of improving organisational structures and functions based on self-evaluation.
* Ensure compliance with education statute and employment legislation
* Ensure safeguarding of students and health and safety of all children and staﬀ
* Assist with the implementation of a student support (pastoral care) system that focuses on each learner and supports school improvement.
 |

|  |
| --- |
|  |
| Accountability |
| * A member of the School Leadership Team
* The Assistant Headteacher will report to the Head of School, and the Executive Headteacher

GLF Schools expects its employees to work ﬂexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not speciﬁed in the job proﬁle, but which is within the remit of the duties and responsibilities |
| **Collaborative Working** |
| GLF Schools promotes a cross-cluster collaborative approach, allowing colleagues to share expertise and experience, ensuring all children in our schools receive an excellent education and reach their potential. Through this cluster model, GLF Schools is committed to providing opportunities for professional development and career progression. |
| **Safeguarding** |
| GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staﬀ and volunteers to share this commitment. The successful candidate will have to meet the person speciﬁcation and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion. |