

Assistant Headteacher- Diversity and Inclusion Lead and SENDCo

Job Description and Person Specification



Post: Assistant Headteacher- Diversity and Inclusion Leader and
SENDCo

Pay Scale: Leadership L2-6

Responsible to: Headteacher.

Job purpose:

To assist and work closely with the Head Teacher in the school to ensure that the strategic aims and objectives are effectively implemented.

To take a strategic lead in developing, implementing and evaluating inclusive practice within the school and to oversee the day-to-day operation of the school's Diversity and Inclusion policy.

To deputise in the event of short term absence of the Headteacher.

To be the Deputy Designated Safeguarding Lead for the school.

To have the responsibility for the Garden Room provision (2 year olds), ensuring quality practice, mentoring the team, record keeping and assessment.

- To assist in the promotion, direction and monitoring of high standards of teaching and learning.
- To maximise children's involvement and well-being, and to support children's independent, active learning.
- To ensure pupil achievement, and progression through effective inclusion for all of our pupils.
- To be the designated person responsible for the co-ordination of SEND as per 2024 regulations.

Responsible for:

Supporting the whole school staff, class-teams and families in promoting diversity and inclusion across the school through a dynamic, play based Early Years curriculum, personalised to meet individual needs and interests.

Including the deployment of staff and resources to support individual and groups of children with identified needs.

Note:

In the context of this Job Description, the role includes:

- Children on the school's Special Educational Needs and Disabilities profile;
- Children with identified specific learning difficulties;
- Children with identified behavioural difficulties;
- Children whose first language is other than English;
- Children eligible for free school meals;
- Children belonging to ethnic minorities;
- Children of Gipsy Roma or Traveller families;
- Children who have particular learning styles eg. schematic learners
- Children who experience barriers to their learning eg. those experiencing challenging family circumstances, or who have low self esteem, which may impact on their learning, involvement and well-being.

Duties:

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Strategic direction and development:

1. Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
2. To take a lead role alongside the Headteacher with the creation and implementation of the school strategic plan which identifies priorities for ensuring children achieve and make progress, increasing teaching team's effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
3. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils
4. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of school improvement and curriculum development.
5. Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
6. To champion the links between home and school, to ensure that families are informed and involved in their child's next steps for learning, and the school's play based curriculum.
7. Develop and maintain good relationships with parents and the local community to promote community cohesion.

8. To promote effective relationships with outside agencies to ensure the needs of groups and individuals are met using specific expertise.
9. To ensure the school reflects the diversity of the school community and promotes inclusion through the curriculum.

SENDCo:

1. To ensure all practitioners in our setting understand their responsibilities to children with SEND and Chelwood's approach to identifying and meeting SEND.
2. To advise and support colleagues to ensure best practice for children with diagnosed and emerging SEND
3. To ensure that parents are closely involved throughout and that their insights inform action taken by our setting.
4. To liaise and work with professionals or agencies beyond Chelwood.

Teaching and learning:

1. Identify and promote the most effective teaching approaches for individual and groups of children
2. Monitor teaching and learning experiences to ensure that individual needs are being met most effectively.
3. To have high aspirations for all children and to promote independence and autonomy across the school and at home
4. To support children and families in making effective transitions, including transition to primary school with effective communication of key information.
5. To be a role model for ensuring the school reflects the diversity of the school community and promotes inclusion through the curriculum, by modelling best practice

Recording and assessment:

1. Monitoring and supporting the planning and assessment for children with identified needs
2. Supporting teaching teams in identifying children's needs and in solution focussed problem-solving, to meet children's needs
3. Update school leaders and the governing body on the effectiveness of provision for specific groups of children
4. Develop understanding of learning needs and learning styles and the importance of raising achievement of all children among staff;
5. Attend progress reviews and keep parents informed about their child's progress and the interventions implemented to support their learning.

Leadership:

1. Encourage all members of staff to recognise and fulfil their statutory responsibilities for inclusive practice,
2. Provide training opportunities for teaching teams to learn about best practice to support inclusion and diversity and to encourage reflective practice.
3. Disseminate and model best practice.
4. To input into the school development plan to ensure Diversity and Inclusion is resourced effectively, including managing delegated budgets.

Standards and quality assurance:

1. Support the aims and ethos of the School;
2. Set a good example in terms of professional conduct including dress, punctuality and attendance;
3. Uphold and develop the school's behaviour policy;
4. Participate and lead staff training;
5. Attend team and staff meetings;
6. Develop links with outside agencies, the local schools' collaborative, governors, Local Authorities and neighbouring schools.

Maintenance of Professional Standards:

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School and the Team for which you are responsible;
2. Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
3. Ensure the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles;

Other Duties and Responsibilities:

Undertake any other reasonable professional task as directed by the Headteacher.

Name:

Signed:

Date:

Signed:
(Headteacher)

Date:

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Person Specification

Qualifications		Essential	Desirable
	Formal Teaching Qualification recognised by the DfES or other appropriate qualification.	✓	
	Evidence of relevant ongoing professional development; attendance on courses, INSET, action research, personal study etc.	✓	
	Commitment to continuing professional development, working towards standards and role expectations described in the Teacher Standards Framework for SENDCo	✓	
Knowledge/ Skills /Experience			
EYFS	Excellent knowledge and experience of the Early Years Foundation stage.	✓	
	An understanding of child development, how children learn through play and of the key elements of an effective Early Years curriculum.	✓	
	A commitment and understanding of a personalised curriculum, tailored to the needs of young children.	✓	
Leadership	Experience of successful leadership and management within an Early Years context.		✓
	Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.	✓	
	Ability to use data to plan strategically and monitor progress.		✓
Inclusion	Knowledge of current educational issues and their relationship to the inclusion, behaviour support and children's wellbeing.	✓	
	Knowledge of potential barriers to learning for young children	✓	
SEN	Knowledge of relevant legislation - in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without.	✓	

	Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.	✓	
	Experience of inter-agency work to provide services and support for children and families. Experience of inter-agency work.	✓	
	Hold a current SENDCo qualification or willing to do the training.	✓	
Diversity	To demonstrate an understanding of cultural and social diversity and its impact on teaching and learning	✓	
Personal Qualities			
	Ability to work effectively in a team	✓	
	Excellent presentation and inter-personal skills	✓	
	Be supportive and approachable to children and parents and staff	✓	
Communication skills	Excellent written and oral communication skills.	✓	
Organisation	Excellent time and task management skills.	✓	
	Ability to work under pressure and to deadlines.	✓	