



JOB DESCRIPTION

NAME OF SCHOOL:	Ben Jonson Primary School
POST TITLE & GRADE:	Assistant Headteacher for Inclusion Leadership L6 – L14

Status of Post:

This is a senior post within the school's staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the headteacher and the Local Authority. As a member of the Senior Leadership team, the post holder will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, the post holder will be required to fulfill any reasonable expectations from the headteacher.

JOB PURPOSE

The post holder will:

- Support, hold accountable, develop and lead relevant teams in order to secure high quality teaching, the effective use of resources and improved high standards of learning and achievement for all children.
- Have the skills, preparation and authority to carry out the role effectively, including making rigorous and fair judgements on progress towards meeting the core standards.
- Contribute effectively to the school performance management system as an appraiser.
- Support the headteacher's overall leadership, development and management of the teaching and learning of all pupils including those pupils in the Ben Jonson SEMH Resource Provision (SRP); to have some class teacher responsibility and be able to teach in all key stages if required, to take a leading role in the monitoring and evaluation of standards across the whole school with focus on those pupils under the jurisdiction of the role (Inclusion, SEND and support staff) and to be a leading professional actively promoting effective teaching and learning practices across the school.
- Be responsible for the delivery and effectiveness of the Ben Jonson SRP as set out in the Service Level Agreement with the Local Authority, key performance indicators, the management of the budget and resources.
- Be required to work in partnership with the headteacher, governors and staff in Ben Jonson to ensure the continuous improvement of the school and the SEMH Provision. The post holder will be expected to attend meetings as directed by the Headteacher.

Reporting to:

The post holder is responsible and accountable to the headteacher in all matters. The post holder is also expected to interact with and lead colleagues on a professional level in order to promote a mutual understanding of the school's vision and values.

Health and Safety Statement:

So far as is reasonably practicable, the post holder will ensure (under the direction of the Headteacher) that safe working practices are adopted by employees and in all premises/work areas, to maintain a safe working environment for employees and service users. These are defined in the Corporate Health Safety and School policies.

Main Expectations of the Role

The Assistant Headteacher for Inclusion, under the direction of the headteacher, will take a major role in:

1. Shaping the Future

- Support the headteacher and governors in promoting and developing a vision for the future of the school; demonstrating inspirational leadership and creativity
- Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility
- Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day to day working knowledge of the school's policies and practices
- Exemplify the application of agreed policies, priorities and expectations, so as to set a good example to other colleagues
- Develop and enhance a culture of team work, in which views of members of the school community are valued and considered
- Contribute to the self-evaluation of the school

2. Teaching and Learning

The post holder seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching.

The post holder will:

- Monitor the implementation of Individual Education Plans.
- Oversee the work of the inclusion and SEMH resource provision teams and class teachers in identifying children with Special Educational Needs.
- Ensure the SEND register is kept up to date and ensure that there is a programme in place for supporting children who are on the SEND register.
- Ensure that staff are supported with strategies to support children on the code of practice.
- Ensure all SEND annual reviews take place and that class teachers receive support from a senior member of staff if necessary.
- Provide support for teaching staff through observation of children and recommended strategies. To model and monitor these strategies where relevant.
- Ensure there is a planned programme to introduce children and their families to the provision throughout the school.
- Ensure children with special educational needs have access to interventions across the school
- Monitor the teaching, planning, assessments of teachers and teaching assistants and model where appropriate

3. Leading and Managing Staff

The post holder supports staff involved in working with children with SEND or who are underachieving or at a disadvantage by ensuring that all those involved have the information necessary to secure improvements in teaching and learning and to sustain staff motivation.

The post holder will:

- Manage and work closely alongside the SENDCo
- Oversee the management of the SENDCo Assistant alongside the SENDCo
- Manage HLTAs for the school and the SEMH resource provision.
- Work closely with the learning mentor and teaching assistants who support EHCP children with special educational needs.
- Work closely with the curriculum teams in order to support and enable class teachers to differentiate the curriculum in specific subject areas.
- Provide on-going training for staff on evidence of progress and Individual Education Plan or the equivalent documentation to track progress, intervention and support.
- Support newly qualified teachers and provide them with appropriate training in all matters relating to special educational needs.
- Induct new staff in strategies to support children with additional needs.
- Support teachers and teaching assistants with appropriate strategies and planning in order to meet the needs of pupils with special educational needs, EAL, SEMH and EMA in the school.
- In conjunction with key post holders monitor teaching and learning activities to ensure they meet the needs of pupils with SEND and pupils for whom English is an additional language, pupils from minority ethnic background.
- Co-ordinate with the deployment of support staff throughout the school
- Lead on professional development for support staff throughout the school in conjunction with other post-holders
- Performance manage a number of support staff and when appropriate discharge this duty to senior support staff
- Observe and give feedback to support staff (to organise observations with HLTAs)
- Support HLTAs in developing their roles

4. Efficient and effective deployment of external staff and resources

The post holder identifies appropriate resources to support the teaching of pupils with SEND and monitors their use in terms of efficiency, effectiveness and safety.

The post holder will:

- Work closely with the Educational Psychologist, organise timetables and ensuring that all relevant paper work is in place.
- Work closely with the speech and language therapist, organise timetables and ensuring that all relevant paper work is in place.
- Liaise with the LA Special Needs Department completing all paper work relating to the SEND audit, and statutory assessment.

5. Parents and Carers

The post holder ensures parents and carers are provided with the relevant information required to support their children.

The post holder will:

- Build good relationships with parents as partners in the education process.
- Ensure that parents are well informed about all matters relating to the special educational needs of their children.
- Meet individual parents if necessary giving them support and advice.
- Hold meetings, if required to explain the school's SEND policy to parents.
- Liaise with paired placements where necessary
- Ensure a smooth transition for SEND pupils from nursery to Ben Jonson and Ben Jonson to Secondary School.
- Ensure a smooth transition for SEND SEMH pupils from previous setting to Ben Jonson and onto their new setting when they leave school
- Support parents in the request for statutory assessment.

6. Developing self and managing others

The post holder will:

- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount.
- Make a distinctive contribution to the wider school team and continued development of Ben Jonson.
- Contribute to the development of collaborative approaches to learning within the school and beyond.
- Set high expectations for own performance and that of others.
- Engage in relevant professional development activity as necessary.
- To manage and co-ordinate the work of the SENDCo and SENDCo assistant.

7. Securing Accountability

The post holder will:

- Work alongside the headteacher to secure improvement through Performance Management; take responsibility for the performance management of identified staff
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.

8. Strengthening Community

The post holder will:

- Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.
- Respond to an understanding of the diversity of the school community.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children.

9. Performance Measures

- Performance management assessment will be based on the responsibilities listed above and judgements
- will be made against these as part of the school's performance management cycle.
- The post holder will also be accountable to the headteacher the ISSP strategic group and the LA for the Key performance indicators as set out in the SLA for the SEMH resource provision.

10. Pupil Progress

Demonstrate that, as a result of the post holder's leadership and management the pupils under the jurisdiction of the postholder achieve well relative to their prior attainment, making progress as good or better than similar pupils nationally.

11. Professional Characteristics

Demonstrate that the post holder is 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,
- taking positive action to improve the quality of pupils' learning.

12. Safeguarding Children

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The post holder will require an enhanced CRB clearance.

13. Other duties and responsibilities

To undertake other reasonable duties commensurate with the grade of the post as directed by the Headteacher.

ORGANISATIONAL DETAILS

The post holder will be line managed and performance managed by: The headteacher.

The above job description was agreed on (Date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

_____ Signed by (Post holder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION – Assistant Headteacher for Inclusion		
Essential	Desirable	Evidence
Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status • Educated to degree level • NASENCO qualification achieved 	<ul style="list-style-type: none"> • Evidence of personal commitment to continuous professional development • Leadership course attendance within past two years • 	<ul style="list-style-type: none"> • Application form
Experience <ul style="list-style-type: none"> • Successful teaching experience for a minimum of five years. • Understanding of how children learn (especially children with SEND) in a high achieving and successful school • Building and sustaining effective working relationships with staff, governors and parents in the wider community • Experience of leading SEMH in a primary context+ • Experience of a responsibility for SEND children • Experience of leading teams to achieve a specific outcome for children • Successful teaching experience in more than one phase with an outstanding or good evaluation 	<ul style="list-style-type: none"> • Evidence of the development of policy • Experience carrying out performance reviews 	<ul style="list-style-type: none"> • Application form • Selection day • interview
Knowledge and Skills <ul style="list-style-type: none"> • Evidence of strong professional subject knowledge including the new Code of Practice • Understanding of the OFSTED framework Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues • Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural 	<ul style="list-style-type: none"> • An understanding of the skills and attributes involved in effective leadership • Evidenced experience of raising standards within key whole schools priorities • Evidence of understanding of strategic management in a large school • 	<ul style="list-style-type: none"> • Application form • Selection day • interview

<p>issues</p> <ul style="list-style-type: none"> • Ability to coach and mentor individuals to achieve specific outcomes • Ability to challenge and inspire colleagues • Clear understanding and commitment to safeguarding procedures • Knowledge and understanding of the effective inclusion of all children. • Evidence of a commitment to equal opportunities. • Understanding of use of SEND and other data to raise standards 		
<p>Personal Qualities</p> <ul style="list-style-type: none"> • To relish challenge and perform efficiently in this significant key role • Ability to take responsibility for others' performance • To be able to lead by example • Tenacity and commitment while working under pressure • Ability to think strategically • Ability to organise, prioritise and delegate • The ability to synthesise information quickly and effectively whilst maintaining an intensive workload • Ability to manage time effectively and work to deadlines • Good team player • Ability to enthuse and motivate others • Good communication skills both orally and in writing 	<ul style="list-style-type: none"> • A commitment to providing extra curricular activities and an understanding of its impact upon school ethos 	<ul style="list-style-type: none"> • Application form • Selection day • Interview
<p>Other</p> <ul style="list-style-type: none"> • Commitment to inclusive practice • Commitment to pupils • Good attendance and punctuality record 	<ul style="list-style-type: none"> • Governance experience/involvement with governors 	<ul style="list-style-type: none"> • Application form • Interview
<p>Evidence may be required to validate statements provided</p>		