

Post Title:	Assistant Headteacher with responsibility for Inclusion
Responsible to:	The Headteacher
Pay Spine Terms and Conditions	Leadership Pay Spine: L1-5 Part-Time (Three Days- the days can be negotiable) Teacher's Pay and Conditions
Status of Post	This is a senior post within the school's staffing structure, which carries with it membership of the Senior Leadership Team. This post holder is accountable to the Headteacher. As Assistant Headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.
Job Purpose	<ul style="list-style-type: none"> • To provide leadership and management of inclusive practice, ensuring all pupils, particularly those with SEND and additional needs, can access, participate in and thrive across the curriculum and wider school life. • To take a lead role in monitoring and evaluating inclusive provision acting as a lead professional in promoting high quality inclusive practice and removing barriers to learning for all pupils. • To ensure provision for all groups of pupils is effective and relevant to allow pupils to make rapid progress. • To lead, manage and evaluate high quality SEND provision to secure quality first teaching and excellent learning outcomes success for all pupils. • To be the Deputy Designated Safeguarding Lead, supporting the DSL to provide the very best provision for vulnerable pupils • To champion an inclusive culture across the school, promote high expectations and positive outcomes for all learners, and contribute to whole-school leadership responsibilities as part of the Senior Leadership Team.
	Key Areas of Responsibility
Shaping the Future	<ul style="list-style-type: none"> • Collaborate with the Headteacher and Governors to contribute to a clear, inclusive vision where all pupils, particularly those with SEND, are able to thrive. • Play an active role in the School Improvement Planning process, ensuring SEND and inclusion are central to whole-school priorities.

	<ul style="list-style-type: none"> • Contribute to the identification of strengths and areas for development in SEND provision through reflective practice and knowledge of day-to-day school systems. • Model and promote inclusive values, ensuring equity, access and participation underpin all aspects of school life • Support the development of a collaborative culture where all staff feel confident in meeting the needs of pupils with SEND
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Strategic direction and development of SEND provision.	<ul style="list-style-type: none"> • Work in partnership with the Headteacher and SLT to ensure SEND provision is effectively staffed, including the strategic deployment and management of LSA timetables. • Support the planning, purchasing and coordination of SEND resources to ensure provision is both effective and efficient.
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	<ul style="list-style-type: none"> • Lead and oversee the Special Resource Provision (SRP), ensuring high-quality, inclusive practice that meets the diverse needs of pupils with SEND, supports their progress and wellbeing, and aligns with whole-school priorities and LA statutory requirements. • Oversee the process of identifying pupils who may have a Special Educational Needs and Disabilities, working closely with parents to secure relevant support and access to services. • Ensure robust early identification systems are in place and consistently followed, including coordinating assessments such as Dyslexia screening, Speech and Language, and Sensory Profiling. • Identify pupils who may require an EHCP and work closely with the LA and other professionals to secure funding for those who may need it. • Contribute to the organisation and delivery of statutory processes, including Annual Reviews, ensuring reports are collated and paperwork completed to a high standard. • Ensure that provision detailed within EHCPs (particularly Section F) is implemented effectively and that impact is monitored and evidenced. • Support teachers in delivering adaptive teaching and reasonable adjustments, ensuring the curriculum is accessible to all learners. • Promote inclusive practice to ensure pupils with SEND access the curriculum, make progress from their starting points and are fully included in wider school life. • Support inclusive approaches to enrichment, including adapting school trips and educational visits. • Work with the EYFS team to ensure effective transition, early identification and strong pre-school links. • Support assessment for learning approaches for pupils with SEND. • Contribute to provision for pupils at risk of EBSA (Emotionally Based School Avoidance).
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	<ul style="list-style-type: none"> • Develop, implement and review behaviour support plans and inclusive behaviour strategies.
Developing self and managing others	<ul style="list-style-type: none"> • Support and contribute to the delivery and coordination of high quality SEND training for all staff, including ECTs and new staff. • Provide guidance and support to colleagues regarding pupils with SEND, including discussing and advising on complex cases. • Support the deployment, development and review of LSAs, including contributing to training and professional development. • Assist staff in managing emotional and behavioural needs safely and effectively, including providing in-the-moment support for dysregulated pupils. • Demonstrate a commitment to ongoing professional development in inclusive practice and SEND.
Managing the Organisation	<ul style="list-style-type: none"> • Support the effective organisation and day-to-day running of SEND provision, ensuring systems are efficient and responsive to pupil need. • Contribute to the allocation and evaluation of resources to ensure value for money and positive pupil outcomes. • Assist in maintaining clear systems for monitoring provision, interventions and impact through provision mapping. • Ensure inclusive practice is embedded within all areas of school organisation and planning.
Securing Accountability	<ul style="list-style-type: none"> • Support the SENDCo and SLT in monitoring and evaluating the quality and impact of SEND provision across the school. • Contribute to evidence-based evaluation of pupil progress, provision impact and outcomes for pupils with SEND. • Support staff in understanding their responsibilities in relation to SEND and inclusive practice. • Assist in reporting to senior leaders, governors, parents and external agencies where appropriate.
Strengthening Community	<ul style="list-style-type: none"> • Organise parent workshops and strengthen parental engagement in SEND provision. • Build positive relationships with families, ensuring clear communication around pupil needs, progress and provision. • Attend cluster meetings and liaise with external professionals and agencies to support pupils effectively. • Promote inclusive opportunities that enable all pupils to engage with the wider school and local community.
Professional Development	<ul style="list-style-type: none"> • Work with the Headteacher to establish a personal professional development programme to develop personal excellence in leadership and in teaching
Line Management	Support Staff
Equal Opportunities	Understand the Academy Trust's Equal Opportunities Policy with regards to pupils, staff, parents, governors and visitors.

Safeguarding statement	<p>We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to:</p> <p>Providing a safe environment for children and young people to learn in</p> <p>Identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.</p>
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 <p>FRAYS ACADEMY TRUST</p>	<p>St Martin's Primary School Person Specification ASSISTANT HEADTEACHER</p>
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	Selection Criteria: Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Evidence of continuing professional development 	<ul style="list-style-type: none"> • Any other qualifications relevant to a leadership role • NASENCO

<p>Knowledge and experience</p>	<ul style="list-style-type: none"> • Experience on a School Leadership Team • The candidate should have had at least 5 years' experience of teaching at Primary School level as a qualified teacher <p>The candidate should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Special Educational Needs and Disability • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Monitoring, assessment, recording and reporting of children's progress • The positive links necessary within school and with all its stakeholders • Ability to consistently deepens pupils' knowledge and understanding 	<ul style="list-style-type: none"> • Experience of being a school SENDCo in the Primary Phase • Success in teaching across the whole primary range <p>In addition, the Candidate might have experience of:</p> <ul style="list-style-type: none"> • Teaching across the whole Primary age range • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of leading an SRP or similar alternative provision within the primary setting • Understanding of characteristics of Specific Learning Difficulties • Specialist teaching and learning strategies • Using specific software for assessing and monitoring pupils with additional needs, such as Edukey Provision Mapper • Inspiring pupils to achieve highly challenging targets
<p>School ethos</p>	<ul style="list-style-type: none"> • A belief in pupil-centered active learning with an ability to engage, challenge and have high expectations of children • Ability to provide a caring, cooperative atmosphere for children and to create a challenging and effective learning environment 	<ul style="list-style-type: none"> • Ability to make decisions based on the wider needs of the school • Ability to know when and when not to offer support or challenge and when to ask for support for yourself • Have a track record of liaising with external professionals in order to secure and support EHCPs
<p>Relationships</p>	<ul style="list-style-type: none"> • Enthusiastic, dedicated, sympathetic and approachable with a sense of humour • Ability to inspire confidence, respect and openness 	
<p>Attitude and temperament</p>	<ul style="list-style-type: none"> • Proactive in areas of responsibility and has an awareness of whole school issues • A commitment to school improvement and to developing own professional skills 	
	<ul style="list-style-type: none"> • A willingness to take on appropriate delegated tasks relevant to the post 	

	<ul style="list-style-type: none"> • Ability to show a committed, professional and loyal attitude to the school, openly modelling its aims and values at all times • An ability to use and understand discretion, confidentiality and professionalism as a leader and role model • An ability to learn from mistakes and take advice 	
Skills	<ul style="list-style-type: none"> • Ability to prioritise and work 'smartly' and be well organised • Communicate high expectations through challenging targets • Promote the school's aims positively, and use effective strategies to monitor motivation and morale; Establish and develop close • relationships with parents, governors and the community • Develop teaching and support staff to enable strong SEND provision 	<ul style="list-style-type: none"> • Proven success in motivating a team
Personal Characteristics	<ul style="list-style-type: none"> • Excellent judgement and creative problem solving skills, including negotiation and conflict resolution skills • Strong mentoring and coaching experience to a team • Entrepreneurial team player who can multitask • Energetic, flexible, collaborative and proactive; a team player who can positively and productively impact both strategic and tactical initiative 	

St Martin's are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All employees of St. Martin's C.E Primary School are expected to actively support the Christian ethos of the school as a Church of England School. Employees are required to attend collective worship and uphold and promote the Christian values of the school.