

Assistant Headteacher

Job Title	Assistant Headteacher -Inclusion & Phase Lead	Job Reference	FWWAHT0425
Location	Floreat Wandsworth	Travel required	
Cluster	4		
Core purpose			
<ul style="list-style-type: none"> • The Assistant Headteacher will work in partnership with the Headteacher and Deputy Head to provide professional leadership and management to the school. • To be responsible for the strategic direction of Inclusion including the provision for pupils on the following registers: <ul style="list-style-type: none"> ○ SEND ○ Pupil Premium ○ EAL • To be responsible for the strategic direction of our educational offer for the pupils listed above. • To be responsible for the outcomes of the pupils listed above. • To be responsible for the leadership of a phase (either EYFS, KS1 or KS2 or a combination of two phases as discussed during the interview process). • To be a key part of the Safeguarding Team by becoming a DDSL (training provided) • 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 the School's aims and to support and develop its distinctive ethos. 			
Key Accountabilities			
Strategic leadership			
<ul style="list-style-type: none"> • Collaboratively working with the 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 Headteacher, Deputy 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 Headteacher and the Deputy 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.