

## Job Description

### Teachers and Support Staff

<b>Role:</b>	<b>Assistant Headteacher: Inclusion</b>
<b>School:</b>	Beckfoot Oakbank
<b>Salary/Grade:</b>	L13 - 17
<b>Reporting to:</b>	Headteacher

### Core Purpose of the Post:

Our aim is to establish a family of Trust schools that create 'remarkable learning environments' where no child is left behind.

The priorities for this job are to support and assist the Headteacher:

- By providing dynamic and professional leadership and management to reflect 'policy in practice'
- By sharing and modelling the school's vision and values in everyday work and practice;
- Developing and motivating staff
- Setting high expectations
- Embedding learning and teaching strategies and raising achievement
- Contributing to our rigorous and on-going self-evaluation
- Taking responsibility for leading specific areas/initiatives to secure further school wide Improvements.
- Fulfil the core purpose of the Beckfoot Trust and maximise the value of being a part of a school led improvement system.
- To lead by example and be a genuine team player

This role involves engaging with students/pupils in regulated activity relevant to children.

### Main Duties and responsibilities:

All students are safe. Different needs are met and students make at least good progress.

As the strategic lead for Inclusion and SEND you will:

- Work with the DHTs to develop our wave 4/5 provision and complementary curriculum to avoid external alternative provision.
- Work closely with the DHT for Climate, the DSL and LAC co-ordinator on PEPS and provision for the most vulnerable.
- Work closely with the DHT for Quality of Education and the lead for literacy on intervention programs and the promotion of a culture of reading.
- Work with senior leaders to develop teacher's pedagogy using research-informed methods.
- Use and analyse data and information to evaluate impact and inform planning.
- Work with the SENDCo to ensure the effective implementation of exams access arrangements and the identification of pupils who may need such adjustments.
- Ensure positive transition for SEND and vulnerable pupils from stage to stage, ensuring the continuity of learning and support.
- Line manage the SENDCo.
- Oversee the strategic planning of the Inclusion department and programmes of interventions to raise attainment and secure good progress.
- Lead the Pupil Premium Strategy .
- Develop and maintain effective and constructive collaborative networks with external professionals.
- The Assistant Headteacher for Inclusion is accountable for the Inclusion Team, leading SENCO and SEMH compliance.
- Develop and maintain a culture of high expectations, especially of SEND and disadvantaged learners, challenging any misconceptions about what they are capable of achieving.

- Work with senior and middle leaders to ensure that SEND learners are in classrooms with their peers wherever possible, regardless of additional need.

#### **Outcome Measures**

- Students with SEN (school support) achieve a P8 of 0.
- The attendance of students with SEN (school support) is in line with national figures.

#### **Leadership of SEN**

- Expertly lead the SEN provisions to create a great provision.
- Draft and implement the Inclusion Team's development strategy for improving the quality of the provision and progress made of SEN and SEMH students and KPIs achieved.
- Be responsible for the strategic direction of the SEN and SEMH provisions.
- Have strategic responsibility for SEN funding; ensuring this is sufficiently and timely applied to students' needs and expenditure is in accordance with funding requirements.
- Ensure partnership working between the Support and Challenge Teams and Inclusion Teams to sufficiently support students in the respective year groups.
- Support and track the progress of key identified groups, in particular CLA's and SEN (S, P, A) to ensure they are making at least good progress.
- Work in conjunction with the SLT lead for Quality of Education to develop and adapt the curriculum to meet students' needs.
- Ensure that each student's learning, developmental and physical needs are met to create a safe and nurturing learning environment within which each student can thrive.
- Develop and maintain relationships with relevant stakeholders to share and develop best practice to improve the quality of the provision and students learning.

### **Supervision and range of decision making:**

To effectively line manage leaders and teams as identified by the Headteacher, embed ambition, drive improvement, quality assure their work and share accountability for their effectiveness.

### **Communications and working with others:**

To communicate effectively with all stakeholders within the school and to work closely alongside the Headteacher, other senior leaders and Trust colleagues.

The Assistant Headteacher will always:

- Put 'Students First' in everything they do.
- Be flexible in order to meet the constantly changing demands of the role.
- Be positive at all times, be honest and know the staff.
- Model what they expect to see from others.
- Contribute actively to the strategic development of the School and Trust.
- Be a genuine team player.
- Be a learner: Listen to others and keep up to date with educational development, strategy and thinking.
- To show commitment to the rigorous continuous improvement of schools beyond their own school.

### **Resources:**

- To oversee and lead on whole school strategy and application of Inclusion tracking and reporting.
- Prepare reports for senior leadership and Trust audiences.

### **Professional development:**

An opportunity to complete NPQs and other relevant qualifications and CPD and to work closely with the other senior leaders in the Trust.

### Other Considerations:

- Ensure confidentiality of the school's activities is maintained in order to protect the integrity of the school and its people.
- Always adhere to the school's Equality and Diversity, safeguarding and Health and Safety Policies.
- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.
- This job profile is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake other reasonable duties commensurate with the purpose and salary levels of the post.

**Safeguarding:** No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Advanced Threshold Fluency Duty Required:** In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

**Notes:** This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.  
Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.  
The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

**Date:** January 2022

## Person Specification

### Teachers and Support Staff

<b>Role:</b>	<b>Assistant Headteacher</b>	
	<b>Essential Requirements</b>	<b>How Identified</b>
<b>Qualifications</b>	A good honours degree or equivalent in relevant subject. NPQSL or a desire to work towards the qualification. SENDCO Qualification Qualified Teacher Status. GCSE English & Maths	Application
<b>Experience</b>	Clear evidence of outstanding teaching over time. Successful senior leadership as an Assistant Head Teacher or Faculty Leadership or equivalent. Experience of leading whole school improvement initiatives across the school. Working within a Trust setting and School Improvement at scale. Collaborative Practice.	Application References Interview
<b>Training</b>	Appropriate recent leadership training. Commitment to significant Professional Development. Awareness of Multi-Academy Trusts and Teaching Schools. Coaching and mentoring.	Application Interview
<b>Knowledge, Skills and Ability</b>	A clear vision for school improvement. An understanding of the Ofsted framework Awareness of statutory obligations regarding attendance and behavior Knowledge of Safeguarding Aspects of the curriculum linked to PSHCE and statutory needs.	Application Interview
<b>Personal Circumstances</b>	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996). Must have the ability to be flexible and work to the requirements of a busy school. Interest in the school's wider role in the community.	Application Interview
<b>Disposition and Attitude</b>	A passion for education and a deep-felt desire to make a difference for young people. To like young people and be liked by them. To possess educational vision underpinned by values. To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership. Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'. Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example. Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself. Understand the importance of work/ life balance. Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. Desire for significant professional development preparing ultimately for Headship. Critical thinker, Open minded. Evaluative. Imaginative. Visionary. Risk taker; Good oral and written communicator. Look smart and professional	Application Interview References

<b>Physical</b>	Resilient. Excellent attendance and punctuality.	References Interview
<b>Equality</b>	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview