Assistant Headteacher (Inclusion)
Role Description

Job Title:	Assistant Headteacher (Inclusion)
Salary:	L17 to L21

Overall Job Purpose:
To work closely with the Headteacher and Senior Leadership Team on the strategic direction and accountability of the school. To be a strategic and supportive member of the Senior Leadership Team and to embrace its role and potential as an inclusive, 11-19 maintained school. The postholder will play a key lead role in the development of inclusive practices and student progress as the school continues to become an innovative, high performing and emotionally intelligent organisation and effectively raise standards in all areas of school life. The Assistant Headteacher (Inclusion) will strategically lead the SEND provision, to include: mainstream SEND, the Integrated Studies curriculum, The ALPS and FERNS.

The Assistant Headteacher is expected to support the leadership of the school in realising the vision and values of the school through robust school self-evaluation, clear school improvement planning and strong professional practice by:
Establishing the policies through which they should be applied.
Managing staff and resources to that end.
Monitoring progress towards their achievement.
Implementing Child Protection policy and procedures and ensuring that all children are safeguarded.

The main areas of responsibility for the Assistant Headteacher (Inclusion) are:
Leading the inclusion team so as to secure high expectations, effective deployment of resources and improved learning outcomes for all students.
Designated Safeguarding Lead for mainstream SEND, Integrated Studies, The ALPS and FERNS.
Develop the curriculum pathway for the 11-19 experience, with the Senior Assistant Headteacher (Curriculum) and Subject Leaders.
Work with all stakeholders to develop bespoke packages, where necessary, to sustain education within the Bitterne Park School setting.
Monitor and track progress of students to ensure that the support packages are delivering strong outcomes.

Key Accountabilities: Strategic Development
As a member of the School Leadership Team, contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement, throughout the school.
To provide regular progress updates to the Headteacher in relation to Inclusion and SEND to ensure that they are fully aware of all associated successes, issues and concerns.
Liaise with the SEND Governor keeping them informed of Education Health Care Plans, Inclusion Action Plans and providing information to inform decision making and policy review.

To assist with the formulation, communication and monitoring of the School Raising Achievement Plan, particularly in relation to inclusion, ensuring concerns and ideas are considered and that all staff understand our school priorities and the part that they play in achieving these.
To regularly monitor and update the effectiveness of our SEND policy and contribute to the formation of other policies in relation to their impact on students with SEND.
To lead on aspects of the School Raising Achievement Plan.
To play a significant role in training and coaching colleagues.

Teaching & Learning
To develop, with colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching, through the analysis and assessment of student needs.
Team teach, as required, to support students' access to an appropriate curriculum.
Monitor student achievement and set targets for improvement so as to raise standards of students' learning and achievement. This will involve using SISRA, and include maintaining provision mapping for the school.
Promote enrichment activities and out of hours learning.
To maintain good partnerships between parents, carers and school and liaise effectively with external agencies, so as to promote and secure maximum support for student learning.

Leading & Managing
Lead and manage the inclusion team including SENDCo, specialist SEND teachers, SEND support staff and other professionals who work in our school.
Take part in the recruitment and selection of staff.
Undertake administrative duties and to become familiar with SIMS, ClassCharts and SISRA.
To attend Governing Body meetings when necessary.
To promote Health & Safety ensuring that policies and guidelines are followed.
To lead staff meetings, staff CPD and parent/carer meetings as required.
To take a leading role in the performance management process: monitor planning/work, target setting, assessment and classroom practice; to mentor staff and/or trainee teachers, teaching assistants, as required.
To offer advice and support to teaching colleagues regarding their training needs, in line with priorities set out in the School Raising Achievement Plan, including planning and leading training and development opportunities related to Inclusion.
To ensure that all newly appointed staff have adequate support as part of their initial, and ongoing, induction.
To work alongside other leaders and staff involved in supporting the development of inclusive practice across the school.
Have a highly visible presence in the school in order to support the maintenance of a positive school ethos.
Support the vision, ethos and policies of the school and promote high levels of achievement.

Behaviour Management
Along with all staff, make sure that support, provision and supervision is of a high standard throughout the day, including social times.
As a member of the Senior Leadership Team, ensure that all staff know, understand and implement policies relevant to their role, including inclusion, behaviour, anti-bullying and equalities and contributing to keeping these policies under review.

To keep school policies allocated to the role under review and make suggestions for change.

Parents, Carers & Community
To work in partnership with other leaders to ensure that the school develops and maintains strong relationships with parents and carers.
To encourage parents and carers to support their child's learning through attendance at school events.

Managing Own Performance & Development
Demonstrate resilience and resourcefulness.
Take responsibility for own professional development and attend and participate in relevant training, sharing the knowledge and ideas gained with colleagues.

Use of Resources
To identify appropriate resources to promote and support the achievement of all students and to ensure they are used efficiently, effectively and safely.
Oversee and monitor appropriate budget allocations in liaison with the Headteacher and School Business Manager.

General
Act as a 'critical friend' and provide effective professional challenge and support to the Headteacher and other Senior Leadership Team members.
Provide information and advice to the Headteacher and Governing Body and support proper accountability processes throughout the school.
To model the behaviours of a leading professional in challenging under performance in all its guises.

Additional Responsibilities & General Requirements
Undertake any professional duties commensurate with the grade of the post, reasonably delegated by the Headteacher, including deputising for other members of the School Leadership Team, in their absence.
Work in co-operation with colleagues and establish and maintain good relationships with staff and students.
Show commitment to Bitterne Park School, its inclusive ethos and equal opportunities for all in the school community, strongly opposing any form of discrimination.
To participate in the School's performance management and professional development process, ensuring that objectives are set and met within the agreed time-scale.