

JOB DESCRIPTION

Job Title : Assistant Headteacher (Inclusion)

Location : Cross Gates Primary School

Pay Range : L1-L5

1. Purpose of the Job

To assist the Headteacher with the management and organisation of the school in seeking to achieve the highest standards of pupil achievement and school efficiency.

The SENCO, under the direction of the Headteacher, will:

- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils.
- Be responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- Provide professional guidance to colleagues, working closely with staff, parents and other stakeholders and agencies.
- To be named as one of the Designated Safeguarding Officers responsible for Child Protection and Safeguarding within school.

2. Duties and Responsibilities

Strategic development of SEND policy and provision:

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND.
- Ensure the SEND policy is implemented and objectives are reflected in the school development plan.
- Be aware of the provision in the local offer and maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Be a good role model to all teaching staff within the school and reflect a high level of professional teaching standards.
- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEN.

Shaping the future:

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Motivate and work with others to create a shared culture and positive climate
- Work with individual staff and teams to translate the school vision into agreed objectives and operational plans which will promote and sustain school improvement

Leadership and Management:

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Report to Governors.
- Identify training needs for staff and how to meet these needs.
- Lead CPD for staff (teachers and support staff).
- Share procedural information, such as the school's SEND policy.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Work with other schools, educational psychologists, health and social care professionals and other external agencies.
- Manage positive working relationships with all staff.
- Motivate and challenge all staff to maintain high expectations of behaviour.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Teach a class when required.

Operation of the SEND Policy and Co-ordination of Provision:

- Maintain an accurate SEND register and provision maps.
- Support the strategic development of the curriculum and contribute to the effective day-to-day leadership and operation of the school's internal provision, 'The Hub,' and external provision, 'The Nest.'
- Analyse and interpret school data to inform classroom practice across the school.
- Implement and lead intervention groups for pupils with SEND and evaluate their impact.
- Identify a pupil's SEND and implement the graduated approach.
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- Lead all aspects of the Education, Health and Care Plan (EHCP) process, including coordinating and conducting reviews with parents/carers and pupils, completing statutory assessments and high-quality written plans, submitting and monitoring applications and annual reviews, and proactively liaising with external agencies and the local authority to ensure timely completion and effective provision.

- Secure, coordinate and monitor appropriate provision and services for pupils with SEND, including developing and maintaining detailed, costed provision maps, identifying and securing appropriate funding streams (including top-up and high-needs funding), and ensuring effective, transparent use of resources to maximise pupil outcomes.
- Ensure records are maintained and kept up to date.
- Communicate regularly with parents/carers.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.

Managing the Organisation:

- Recruit, retain and deploy staff appropriately.
- Implement evidence-based school development plans and policies for the organisation and its facilities.
- Ensure that policies and practices take account of national and local policies and initiatives.
- Work with other agencies to ensure learning experiences and opportunities for pupils are integrated into the wider community.
- Build the reputation of the school with the outside community.
- Create and maintain partnerships with parents and carers to support and improve pupils' achievement and personal development.

Securing Accountability:

- Support the headteacher to lead and manage support staff and ensure that responsibilities are clearly defined, understood and agreed.
- Carry out support staff appraisals.
- Work with Governors to enable them to meet their statutory responsibilities.
- Present the school's performance and other school initiatives to a range of audiences; parents, Governors, School Improvement Officers and other external agencies.

Other areas of responsibility:

- Risk management: Write, review, and maintain comprehensive Individual Pupil Risk Assessments (IPRAs) and Behaviour Individual Pupil Risk Assessments (BIPRAs) across the school for pupils, ensuring a safe and supportive learning environment.
- Health care planning: Create, review and maintain individual healthcare plans, ensuring that pupils' medical needs are safely and effectively met, in line with statutory guidance and best practice.

Safeguarding and Child Protection:

- Be named as one of the Designated Safeguarding Officers responsible for Child Protection and Safeguarding within school.
- Promote safeguarding and welfare of children and young people and follow school policies and the staff code of conduct.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care and as the DSL to fulfil the statutory duties as defined in KCSiE 2021.
- Ensure that the child protection policies and procedures adopted by the

governing body are fully implemented and followed by all staff.

- Liaise and collaborate with the Designated Safeguarding Lead (DSL) on matters of safeguarding and welfare for pupils.
- To safeguard and protect all pupils, following school policies and reporting any concerns promptly and appropriately.
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges.

Additional responsibilities and general requirements:

- Undertake any professional duties commensurate with the grade of the post, reasonable delegated to him/her by the Headteacher.
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.

3. Statutory Requirements

The appointment is subject to the current conditions of employment for Assistant Headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

Assistant Headteacher
PERSON SPECIFICATION

- Key:**
App – Application Form
Ref – Reference
SP – Selection process. This could include a range of exercises, including an interview.

| Knowledge, Experience and Skills | | |
|--|-----------------------|----------------|
| | Essential / Desirable | How identified |
| Leadership and management | | |
| Ability to build effective relationships with staff, parents, governors and other agencies | E | App/SP |
| Ability to line manage staff | E | |
| Ability to use HR policies and procedures | E | |
| Ability to make and implement difficult decisions | E | App/SP |
| Shaping the future | | |
| Implements an improvement plan across school, identifying the priorities and evaluating the impact | E | App/SP |
| Works with and motivates teams and individuals to implement changes across the school | E | App/SP |
| Leading Teaching and learning | | |
| Being an Excellent teacher – by national standards | E | App/SP |
| Knowledge of how to use data to monitor pupil progress | E | App/SP |
| Knowledge of assessment tools to monitor teaching and learning | E | App/SP |
| Ability to identify effective interventions to ensure pupils maintain good progress | E | App/SP |
| Experience of working across all key stages (Early Years to KS2) | D | App/SP |
| Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback | E | App/SP |
| Developing self and working with others | | |
| Regularly reviews own practice and continually participates in quality CPD | E | App/SP |
| Uses CPD to motivate, enthuse and develop staff | E | App/SP |
| Ability to plan and allocate work effectively | E | App/SP |
| Ability to coach and mentor staff | E | App/SP |
| Managing the organisation | | |
| Implements changes to staffing structures | D | App/SP |
| Recruits, retains and manages a range of school staff | E | App/SP |
| Manages the school's environment in line with health and safety regulations | D | App/SP |
| Securing accountability | | |
| Holds people to account for what they have agreed to deliver | E | App/SP |
| Works effectively with the governing body to fulfil statutory duties | D | App/SP |
| Provides performance data to parents, governors and school improvement officers | D | App/SP |

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|--|---|--------|
| Strengthening the community | | |
| Builds relationships with community groups, outside agencies and other schools which create innovative learning experiences for pupils | E | App/SP |
| Promotes the school | D | App/SP |
| Works with parents and carers to improve pupil achievement | E | App/SP |
| Child protection | | |
| Is aware and able to manage effective CP policies and procedures | E | App/SP |
| Ability to deal with sensitive issues in a supportive and effective manner | E | App/SP |
| Qualifications and training | | |
| Qualified Teacher Status or other educational qualification | E | App/SP |
| A degree or management qualification | E | App/SP |
| NPQSL or equivalent | D | App/SP |
| Designated Safeguarding Lead training (3 day) | D | App/SP |
| SENCO National Professional Qualification (NPQ) (or willingness to undertake) | D | App/SP |
| Personal qualities and attributes | | |
| Moral purpose (Equality, children and adults treated with respect) | | SP |
| Excellent communicator (Listening, putting a message across) | | SP |
| Child centred | | SP |
| Resilient | | SP |
| Integrity | | SP |
| Self motivated and able to motivate others | | SP |
| Enjoys challenge | | SP |
| Works to deadlines | | SP |
| Enthusiastic and optimistic | | SP |
| Excellent problem solving/analytical skills | | SP |
| Self awareness, knowledge of strengths and limitations | | SP |