

Job Description: Assistant Headteacher – Inclusion

Job details

Salary: L12-L16

Contract type: Part-Time – 0.6

Reporting to: Headteacher/ Deputy Headteacher (Behaviour and Safeguarding)

Responsible for: Inclusion (KS3)

Job Overview

To support the Headteacher in delivering the very best all-round education for our young people, specifically those who need additional support to attend and thrive at our school. Ensuring all students have a suitable pathway for their educational experience and are supported appropriately, specifically at KS3 and in liaison with our Assistant Headteacher – Inclusion (KS4)

Main purpose

The Assistant Headteacher (Inclusion KS3) will support the Headteacher and Deputy Headteachers in:

- Communicating the school's vision compellingly and supporting the Headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

The Assistant Headteacher will also have a timetabled teaching commitment of 22/58 lessons, pro rata

They may also be required to undertake any of the duties delegated by the Headteacher.

Qualities

The Assistant Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's students
- Have high expectations and aspirations for our students at all times

Duties and responsibilities

School culture and behaviour

Under the direction of the Headteacher or Deputy Headteachers, the Assistant Headteacher will:

- Create a culture where students experience a positive and enriching school life
- Uphold educational standards to prepare students from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism

- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school
- Use consistent and fair approaches to leading behaviour, in line with the school's behaviour policy
- Encourage high levels of student attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance

Teaching, curriculum and assessment

Under the direction of the Headteacher or Deputy Headteachers, the Assistant Headteacher will:

- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum

Additional and special educational needs and disabilities (SEND)

Under the direction of the Headteacher or Deputy Headteachers, the Assistant Headteacher will:

- Promote a culture and practices that allow all students to access the curriculum
- Have ambitious expectations for all students with SEN and disabilities
- Make sure the school collaborates effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Organisational management and school improvement

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteacher will:

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the Headteacher or Deputy Headteachers, the Assistant Headteacher will:

- Performance-manage middle leaders and support staff, including carrying out appraisals and holding staff to account for their performance
- Manage staff well, with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

Governance, accountability and working in partnership

Under the direction of the Headteacher or Deputy Headteachers, the Assistant Headteacher will:

- Work with the governing board as appropriate
- Make sure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with the Lighthouse Schools Partnership, other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students

Other areas of responsibility

Assessment

The Assistant Headteacher (Inclusion, KS3) will:

- Have strategic oversight for our students with EBSA ensuring a relevant pathway of support is in place and attendance improves
- Rigorously track and analyse student performance data, paying particular attention to disadvantaged groups such as those eligible for pupil premium, those with SEN and disabilities, or who speak English as an additional language (EAL)
- Through our inclusion meetings, Support the SENDCo in ensuring relevant provision for all students at KS3
- Plan and implement intervention strategies working closely with Deputy Headteacher (Curriculum and standards), KS3 Assistant Headteacher, Heads of Faculty and Heads of House for those students who aren't progressing as expected
- Create an inclusive culture of aspiration and engagement

Pastoral

The Assistant Headteacher will:

- Establish and implement whole-school systems for student wellbeing
- Conduct student voice surveys to ensure they feel happy and safe in school, championing the importance of student voice to other members of the senior leadership team (SLT)
- Provide staff with training and support so they can play a part in enhancing students' personal development
- Promote and deliver the school's behaviour policy
- Lead the provision at KS3 for child looked after and previously looked after, ensuring that PEPs are robust and effectively supporting the child
- Have strategic oversight of any alternative provision used by the school including robust quality assurance processes
- To lead the provision at KS3 for Pupil Premium students, ensuring that the school meets the requirements of the Pupil Premium Strategic plan (available on website) – analyzing student outcomes effectively with the staff body to close the gap in attainment and to develop strong personal skills for our young people

Person specification

CRITERIA	QUALITIES	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Experience as an Assistant Headteacher or Middle Leader • Professional development in preparation for a leadership role 	<ul style="list-style-type: none"> • Holder of National Professional Qualification for middle/senior leaders (NPQML/NPQSL) • Higher Level Degree • SEND qualification or relevant training
Experience	<ul style="list-style-type: none"> • Evidence of effective and collaborative leadership and management experience in a school • Record of successful class teaching with substantial teaching experience • Involvement in school self-evaluation and development planning • Evidence of using data effectively and forensically to bring about positive changes in students' outcomes • Demonstrable experience of successful line management and staff development • Evidence of leading whole school/creative approaches to developing highly effective teaching and learning and curriculum development • Evidence of working effectively with Governors and other colleagues 	<ul style="list-style-type: none"> • Experience of leading the provision for children in care and previously looked after children as the designated teacher
Skills and knowledge	<ul style="list-style-type: none"> • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Clarity of understanding around the pupil premium strategy and funding • Experience of leading multi-agency meetings, for example PEPs • Effective communication with all stakeholders (including parents) and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Ability to act as role model to all staff and students • Ability to be a highly effective team player 	

Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all students and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • To be able to communicate positively and effectively with all stakeholders • Commitment to always maintaining confidentiality • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position 	
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Notes:

- This job description may be amended at any time in consultation with the postholder.
- The post holder will be subject to an enhanced DBS check to satisfy child protection requirements. The post is exempt from the provisions of the rehabilitation of offenders act and all convictions and cautions must be declared
- The post holder has a responsibility to promote and safeguard the safety and welfare of children in accordance with the school’s safeguarding policies

Last review date: January 2025

Next review date: January 2026

Line manager’s signature: _____

Date: _____

Postholder’s signature: _____

Date: _____