**JOB DESCRIPTION**

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| Job Title: | Assistant Headteacher Inclusion | Grade | Leadership L10 – L15 |
| Reports to | Headteacher | Hours | Full time |

**MAIN PURPOSE OF THE JOB**

* Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document
* Meet the expectations set out in the Teachers’ Standards

**DUTIES AND RESPONSIBILITIES**

* Lead the inclusion team to secure high expectations, effective deployment of resources and improved learning outcomes for all pupils
* Senior Designated person for Safeguarding including child protection
* Statutory Responsibilities of SENCo and DSL working in conjunction with relevant colleagues to fulfil this role.
* Manage the work of relevant staff working through service level agreements (eg Speech and Language Therapist, specialist teachers, Educational Psychologist)
* Liaise with and provide all paperwork required by the SEND department for statutory assessment purposes and for all other matters relating to SEND
* Liaise with and provide all paperwork required by Children’s Social Care for assessment and other matters relating to child protection and welfare
* Liaise with outside agencies such as outreach services and Children’s Social Care, in all matters relating to SEND, safeguarding and welfare of children and families
* Lead on transition between schools for disadvantaged children, Pupil Premium, children with SEND or where there are safeguarding concerns
* Lead (internally) and attend (externally) meetings relating to child protection, Pupil Premium and SEND
* Manage relevant budgets and organise the relevant resources
* Review, evaluate and monitor the SEND and Pupil premium policy as necessary and ensure its implementation across the school
* Monitor teaching and learning and provide feedback, advice and training for teaching and support staff as appropriate
* Review and modify the school’s approach to interventions and other forms of provision regularly
* Work with the inclusion team to promote parent engagement and involve parents in their children’s learning
* Work with parents and carers in the area of child protection, safeguarding and welfare
* Promote and model positive relationships with parents and other members of the community, supporting teaching and other staff in this area as appropriate
* Write an Inclusion Action Plan as part of the School Improvement Planning process and evaluate this termly
* Liaise with the Head of School concerning future INSET needs and any funding needs
* Liaise with the governors and report to them on a termly basis

**SUPPORT FOR THE SCHOOL**

* Have proper and professional regard for the policies and procedures relating to child protection, health, safety, security and data protection, reporting all concerns to an appropriate teacher
* Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate and in line with Data Protection Legislation
* Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop as set out in the school’s Equal Opportunities framework
* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision
* Provide cover, in the unforeseen circumstance that another teacher is unable to teach
* Recognize own strengths and areas of expertise and use these to advise and support others
* Attend and participate in relevant meetings as required
* Participate in training, other learning activities, and performance development as required
* Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
* Contribute to the recruitment and professional development of other teachers and support staff

**SUPPORT FOR PUPILS**

* Monitor the progress of SEND children and those eligible for pupil premium through the collection of data, rigorous analysis and the writing of robust reports, informal discussions with colleagues and pupil voice surveys
* Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learning
* Set high expectations which inspire, motivate and challenge pupils
* Develop and implement provision maps
* Promote the inclusion and acceptance of all pupils within the classroom
* Support students consistently whilst recognising and responding to their individual needs
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
* Promote independence, good progress and outcomes by pupils
* Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
* Participate in arrangements for preparing pupils for external tests

**CONDITIONS OF SERVICE**

**EQUALITIES**

Ensure implementation and promotion in employment and service delivery of the Council’s equal opportunities policies and statutory responsibilities

**SPECIAL CONDITIONS OF SERVICE**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and as appropriate the nature of the convictions.



**PERSON SPECIFICATION**

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| Job Title: | Assistant Headteacher (Inclusion Lead) | Grade | Leadership L10 – L15 |
| Reports to | Headteacher | Hours | Full Time |

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for this post.

If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please address this in your application form. If you meet all the other criteria you will be short listed and will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

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| **Attributes** | **Essential** | **Desirable** |
| **Qualifications** | * Qualified Teacher status; * NASENCO qualification (or equivalent) achieved; * Evidence of continuous professional learning; * Commitment to further professional development; * A willingness to participate in leadership programmes if not already undertaken. | * Designated Safeguarding Lead (DSL) training * Successful academic history * Further leadership training (e.g. NPQSL) * Safer recruitment training. |
| **Experience** | * Successful teaching in an inclusive inner-city primary school; * Successful inclusion of children with SEND within a mainstream school setting; * Developing and sustaining successful relationships with children, staff and parents and carers; * The responsibility of SENCO; * Leadership at a middle leader level. | * Membership of a school senior leadership team; * Experience as a DSL/DDSL; * The delivery of staff training; * Successful management, including management of staff, teams, projects and resources; * Mentoring/coaching other staff to improve performance and/or carrying out performance management; * Tracking pupil progress and analysing pupil level data; * Teaching across the whole Primary age range (nursery to Year 6); * Analysing school level data; * Presenting for a variety of audiences, for example the Governing Body, parents and carers, inspection teams; |
| **Skills and Abilities** | * The ability to inspire and motivate staff and pupils in line with the school’s aims and vision; * Excellent interpersonal, organisational and management skills; * The ability to develop and maintain positive relationships with all members of a diverse community and to motivate all to achieve high standards; * The ability to promote the well-being and positive behaviour of all (pupils, staff, parents and visitors) in the school; * Excellent oral and written communication skills; * The ability to use IT effectively to support efficiency in undertaking the role; * The ability to present information and ideas clearly verbally and in writing; * Working with families around welfare and safeguarding matters, for example leading *Team Around the Child* meetings, attending and providing reports for Child Protection conferences. * The skills to create a happy, nurturing, challenging and effective learning environment for all; * The ability to work in partnership with others e.g. the headteacher, the senior leadership team, families and other members of the school community. | * Writing reports for various audiences, for example the Governing Body, parents, the local authority; * Team leadership; * Synthesis and analysis, particularly with regard to the strategic analysis of assessment data; * Ways in which to develop and improve learning and teaching across the school through coaching, advising and supporting others; * Effectively planning and delivering staff training; |
| **Knowledge & Understanding** | * How children learn (especially children with SEND); * The EYFS, KS1 and KS2 curriculum; * Effective formative and summative assessment in the EYFS and primary phases * effective ways to ensure inclusion and progress of all children; * Strategies for developing speaking and listening skills, including for pupils with English as an additional language; * Positive and effective behaviour management; * Recent developments in education policy and legislation, particularly relating to SEND/safeguarding; * The current Ofsted framework; * The statutory requirements relating to child protection and safeguarding; * The statutory requirements of legislation concerning equalities, health & safety and SEND. | * The effective characteristics and attributes involved in effective leadership; * The effectiveness of coaching and mentoring; * Child development and attachment theory including the impact these have on success at school. |
| **Personal Qualities** | * High levels of commitment to the school; * High expectation, aspiration and ambition for our children and for the school community; * Absolute commitment to safeguarding and to promoting the welfare of children; * Unconditionally positive regard for all children; * Strong commitment to high standards of achievement for all; * Strong commitment to inclusion and to equality of opportunity; * Commitment to team and partnership work; * Commitment to life-long learning for pupils, staff and self; * Commitment to working with families and the wider community; * Flexibility, optimism, resilience, confidence and self-awareness; * Empathy, open mindedness and generosity; * Vision and the ability to influence others and win their support and commitment; * Sound organisation and prioritisation skills; * Determined, reliable and positive attitude to work; * Positive approach to challenge and the desire to contribute to on-going improvement; * The ability to cope with the demands of a challenging senior position. | * Ambition and a desire to learn in preparation for more senior leadership position in the future. |

This post is exempt from the Rehabilitation of Offenders Act 1974. The successful applicant will be subject to an enhanced Disclosure Barring Service check.