

## **Assistant headteacher (Inclusion Manager)**

### **Job description/Person specification**

All assistant headteachers play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates students and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

Assistant headteachers must demonstrate sustained high quality of performance in respect of school leadership and management and student progress and will be subject to a review of performance against the following before any performance points will be awarded.

1. Their planning and review statement.
2. National standards for school leadership.
3. Where appropriate, the learning outcomes for the National Award for Special Educational Needs Coordination.

Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point, but the Trust Board will consider movement by two points in the following exceptional circumstances:

- Additional experience or training undertaken which would enhance performance.
- Sustained and continued measured improvement related to the educational performance of the students at the school.
- Clear and documented demonstration of exceptional performance with respect to all aspects of the management and leadership of the school.

**Line managed by:** deputy headteacher

#### **Specific responsibilities**

<b>Areas to line manage</b>	<ul style="list-style-type: none"><li>▪ Communication Centre</li></ul>
<b>Other roles</b>	<ul style="list-style-type: none"><li>▪ SENCO</li><li>▪ Most able (high attaining) students</li><li>▪ Deputy designated safeguarding lead (see appendix)</li><li>▪ Use and impact of the pupil premium</li></ul>
<b>Practical tasks</b>	
<b>Evenings to co-ordinate</b>	
<b>Meetings to organise</b>	

The key purpose of the assistant headteacher/inclusion manager role is:

- To provide professional leadership and management for all aspects of inclusion.
- To lead and manage the school's provision for students with Special Educational Needs and/or disabilities (SEND).
- To develop innovative processes and practices to ensure the highest possible standards for students with Special Educational Needs and/or disabilities (SEND).
- To raise levels of achievement among students with Special Educational Needs and/or disabilities (SEND).
- To ensure that the school upholds its duties according to the Code of Practice.
- To liaise with SENCOs in the feeder primary schools and visit as part of the transition

programme.

- To manage the exam access arrangements.

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time and Guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers. The responsibilities outlined in this job description are in addition to those covered in the 'Teacher' job description.

## **Specific Responsibilities**

### **A. Strategic direction and development of SEND provision**

1. To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
2. To support all staff in understanding the needs of SEND students and ensure the objectives to develop SEND are reflected in the whole school short term action plan (STAP).
3. To display a developing and professional knowledge base together with the ability to identify the key implications for the school and exercise a key role in assisting the SLT line manager and governors with the strategic development of SEND policy and provision
4. To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of students.
5. To establish clear targets for achievement in the SEND area and evaluate progress.
6. To establish and implement a variety of systems and processes which provide good information gathering about the quality of teaching and learning for SEND students and their prior learning, progress and achievements.
7. To monitor, analyse and interpret relevant school, local and national data and advise the SLT line manager on the level of resources required to maximise the achievement of SEND students.
8. To liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision for SEND students.
9. To ensure parents/carers are closely involved and that their insights inform actions taken by the school.
10. To involve all departmental colleagues in the creation and execution of the termly departmental action plan (DAP). This will identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the whole school short term action plan (STAP).
11. To regularly review and evaluate the progress towards the targets set in the DAP and provide regular progress updates to the SLT line manager to ensure that they are fully aware of all successes, issues and concerns.
12. To ensure, where appropriate, representation of the department at head of departments meetings. If not attending the head of departments meetings, to keep abreast of debate and contribute through a representative colleague.
13. To hold regular departmental meetings; keeping subject staff up-to-date with decisions and proposals made by different groups to seek departmental views of these.
14. To assess and co-ordinate the identification, assessment and provision of SEND students.
15. To ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **B. Teaching and learning**

1. To lead the staff in the implementation of SEND specific teaching and learning requirements.
2. To ensure all staff understand their responsibilities to SEND students and the schools' approach to identifying and meeting the needs of the SEND students.

3. To work with the SLT line manager and staff to develop effective ways of bridging barriers to learning through: assessment of needs; monitoring of teaching quality and student achievement; target setting, and developing a recording system for progress.
4. To ensure that all staff follow the agreed support strategies for SEND students.
5. To ensure that suitable methods of assessment are devised and applied at appropriate times to assess and meet the requirements of SEND students. To provide advice, support and guidance on course entry and requirements for SEND students.
6. To initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities for SEND students.
7. To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff, and take appropriate action to improve further the quality of teaching and learning for SEND students.
8. To provide quality assurance monitoring and intervention with all staff.
9. To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside school staff, analysing work and outcomes.
10. To provide regular feedback to the SLT line manager to help the school evaluate its practice.
11. To assist the SLT line manager in the regular review of the standards of leadership and teaching and learning for SEND students.
12. To undertake day-to-day co-ordination of SEND students' provisions through close liaison with staff, parents/carers and external agencies.
13. To work with all staff to ensure all students learning is of equal importance and that there are realistic expectations of students.
14. To consider the range of teaching strategies and equipment that could be utilised for all SEND students.

### **C. Leading and managing staff**

1. To provide professional advice and guidance to all staff to secure good teaching for SEND students, through both written guidance and meetings.
2. To provide regular feedback and, where appropriate, INSET to all staff on teaching and learning for SEND students.
3. To help in the selection of staff for the department.
4. To be responsible for inducting new staff in the department.
5. To ensure that all relevant staff understand, and are actively implementing, the key aspects of the school's SEND policies.
6. To assist members of the department in discipline matters.
7. To secure, maintain and integrate the collaborative effort of the staff in the department so that involvement, commitment and team spirit are promoted.
8. To ensure that staff in the department are familiar with and follow all school and departmental policies e.g. reports, disciplinary procedures, setting and marking of work.
9. To assist the associate headteacher in drafting reports and references on present and past members of the department.
10. To manage the support staff in the department.
11. To alert the SLT line manager of any complaints regarding staff in the department and discuss strategies for the support of teachers as required.
12. To implement and promote the use of performance management to develop the personal and professional effectiveness of staff in the department.
13. To act as a performance management team leader for identified staff
14. To ensure the performance management arrangements are effectively discharged by the other team leaders in the department.
15. To ensure that all staff in the department have high quality professional development opportunities.

16. To monitor and evaluate the contribution and impact of other staff to school improvement.
17. Take initial responsibility for the pastoral care and welfare of all staff in the department.
18. To chair all annual reviews.
19. To attend relevant annual reviews at the primary schools to help facilitate continuity and progression through the development of a transition programme. To liaise with students, parents/carers and teachers requiring advice about provision.
20. To oversee the programme of transition for SEND students, in liaison with primary schools and other agencies.

#### **D. Resource Management**

1. To ensure the efficient and effective management of the SEND provision.
2. To maintain efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject.
3. To administer efficiently and effectively the resources and capitation of the department.
4. To ensure that the teaching area allocated to the department is kept in good order.
5. To ensure colleagues create a stimulating learning environment for the teaching and learning of the subject.
6. To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.
7. To discuss departmental timetable schedules with all members of the department and to ensure a fair and realistic distribution of support and intervention in accordance with information issued by SLT.
8. To plan the deployment of staff expertise to achieve the targets in the STAP.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the associate headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

### **Assistant headteacher-Person Specification**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
<b>Education and qualifications</b>	<ul style="list-style-type: none"> <li>▪ A good honours degree</li> <li>▪ DfE recognised qualified teacher status</li> <li>▪ Achieved or working towards the National Award for Special Educational Needs Coordination or willingness to obtain the qualification within 3 years of starting employment. Please note that the school will fund participation on the course.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevant specialist qualifications and experience in at least one area of SEND</li> <li>▪ Diploma in SpLD or similar or willingness to gain such a certification</li> <li>▪ Further relevant leadership and management qualifications-eg NPQH, NPQSL etc</li> </ul>	Application form and certificates
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience of teaching in a secondary school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of implementing and</li> </ul>	Application form, references and interview

	<ul style="list-style-type: none"> <li>▪ Understanding and experience of supporting the learning of students with the full range of abilities and needs.</li> <li>▪ A clear understanding of the SEND Code of Practice and the changes that have been made</li> <li>▪ Outstanding classroom practitioner with the knowledge, understanding and practical application of effective teaching and learning strategies in order to raise standards</li> <li>▪ Proven track record as a teacher whose students reach high standards of learning and achievement</li> <li>▪ A track record demonstrating a commitment to high standards, continuous improvement and quality assurance</li> <li>▪ Have high expectations for pupils' learning and set aspirational targets for SEND achievement</li> <li>▪ Successful leadership, management and development of a significant, recent initiative with measurable positive impact</li> <li>▪ Successful experience of strategic leadership and management</li> <li>▪ A track record of effectively leading, managing and motivating students and staff and developing team approaches</li> <li>▪ Clear vision for and</li> </ul>	<p>managing Education Health Care (EHC) plans and Statements</p> <ul style="list-style-type: none"> <li>▪ Experience of managing the school's provision for Special Educational Needs and Disabilities and provision mapping.</li> </ul>	
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	proven track record of raising attainment and achievement at Key Stages 3, 4 and 5 and dealing with underachievement		
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Evidence of continual professional development</li> <li>▪ Evidence of keeping up to date with educational thinking and knowledge</li> <li>▪ A strong commitment to quality professional development of staff</li> <li>▪ The drive to develop the capabilities of others and help them realize their full potential</li> </ul>		Application form, references and interview
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>▪ Suitability to work with young children</li> <li>▪ Able to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>▪ Positive attitude to the use of authority and maintaining discipline</li> <li>▪ Knowledge of the various leadership styles and practices and their effects in different contexts within schools</li> <li>▪ Knowledge and understanding of the implications of recent legislation, development and initiatives in secondary education</li> <li>▪ Knowledge of the curriculum at Key Stages 3, 4 and 5</li> <li>▪ Knowledge of OFSTED requirements and self-evaluation</li> <li>▪ Ability to interpret and analyse school performance data</li> <li>▪ Knowledge and</li> </ul>		<p>Application form, interview and references. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the</p> <p>welfare of children including:</p> <ul style="list-style-type: none"> <li>▪ motivation to work with children and young people</li> <li>▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>▪ emotional resilience in working with challenging behaviours; and</li> <li>▪ attitudes to the use of authority and maintaining discipline</li> </ul>

	understanding of the use and potential of ICT to develop learning and raise standards		
	<ul style="list-style-type: none"> <li>▪ Expertise in making reliable and valid judgements with regard to the quality of teaching and learning</li> <li>▪ Ability to lead and manage people within and beyond the school community to work towards common goals</li> <li>▪ Ability to prioritise and manage own time effectively and work under pressure and to deadlines</li> <li>▪ Ability to maintain strictest confidentiality and integrity at all times</li> <li>▪ Ability to establish a positive ethos with an accent on high achievement for all</li> <li>▪ Ability to empathize with the needs of students and to be firm but fair and consistent</li> <li>▪ An effective communicator and motivator of students and staff</li> <li>▪ Ability to enable and empower others</li> <li>▪ A team player with the ability to establish good working relationships with staff, students and parents/carers</li> <li>▪ The ability to communicate clearly and concisely both verbally and in writing at all levels</li> <li>▪ The ability to set clear and high expectations and parameters and to hold others to account for their performance</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ The ability to challenge underperformance</li> <li>▪ Ability to deal with problems in a positive and systematic manner</li> </ul>		
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## Appendix

### Role of the deputy designated safeguarding lead

The deputy designated safeguarding leads will be trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the designated safeguarding lead, this lead responsibility should not be delegated.

#### Manage referrals

In the absence of the designated safeguarding lead, the deputy designated safeguarding leads are expected to:

- ensure all concerns, discussions and decisions made, and the reasons for those decisions, are recorded in CPOMs as incidents and subsequent actions.
- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

#### Work with others

The deputy designated safeguarding leads should liaise with the designated safeguarding lead when they have a concern about a student. In the absence of the designated safeguarding lead, the deputy designated safeguarding lead is expected to:

- liaise with the associate headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four of 'Keeping Children Safe in Education') and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurse, IT Technicians and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

#### Training

The deputy designated safeguarding leads should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. The training will provide the deputy designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's safeguarding (including child protection) policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, the knowledge and skills of the deputy designated safeguarding leads should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Raise Awareness**

The deputy designated safeguarding leads should liaise with the designated safeguarding lead to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Availability**

During term time the deputy designated safeguarding leads should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. King Charles I School has a designated safeguarding lead and seven deputy designated safeguarding leads so that at least one is available to meet staff in person. Should that not be possible then the designated safeguarding lead and the three deputy designated safeguarding leads who are also members of the senior leadership team can be contacted via their school mobile phones. The designated safeguarding lead will provide a rota to ensure adequate and appropriate cover arrangements for any out of hours/out of term activities. Only the designated safeguarding lead and the three deputy designated safeguarding leads who are also members of the senior leadership team, will need to be available by telephone during the times set out in the rota.

***The MAT is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.***

**Issued by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Received by:** \_\_\_\_\_

**Date:** \_\_\_\_\_