



Job Description - Assistant Headteacher with Responsibility for Inclusion (L5-L9)

The professional duties of teachers are set out in the 'School Teachers Pay & Conditions Document' & 'Teachers' Standards'. In addition, specific requirements expected of this post holder are:

Main purpose of this role -

Under the overall direction of the headteacher, to maintain a strategic overview of inclusion across the school and drive school improvement in this area:

- Being accountable for ensuring the continued delivery of high-quality, inclusive teaching and learning which leads to the the best possible outcomes for children with SEND and other additional needs, including those who are LAC (looked after) or adopted from care and those eligible for the pupil premium funding;
- Being the Senior Mental Health Lead;
- Being ambitious for all children and demonstrating the ethos and values of the school through your own excellent practice;
- Pro-actively supporting the day to day management of the school and taking responsibility for running the school in the absence of the Headteacher and Deputy Head;
- Carrying out the professional duties of a teacher as required;
- Being a Deputy Safeguarding Lead.

Key Responsibilities are -

1. School Improvement

Maintaining a strategic overview of inclusion across the school, collaborating with others and motivating them towards shared goals which will drive school improvement by -

- Working in partnership with the Headteacher, other leaders and governors to formulate and implement an ambitious school vision and related aims and objectives, and to lead and manage change towards meeting these goals;
- Working in partnership with the Headteacher and other leaders to ensure robust self-evaluation (SEF) of school performance - including by analysing attainment and progress, identifying trends, strengths and areas for development as comparable to national and local data;
- Contributing to the school development planning process by being proactive in identifying priorities; formulating, implementing and reviewing appropriate plans and policies; and driving improvements across the whole school;
- Collaborating with the SENCo (Special Educational Needs Co-ordinator) and LToD (Lead Teacher of the Deaf) to develop, implement and review priorities and action plans and evaluate the impact of interventions.

2. Developing Self & Others

Be an excellent role model, promoting high expectations of self and others and contributing to a collaborative learning culture which embraces continuous improvement by -

- Promoting a culture of inclusion within the school community where all views are valued and taken into account;
- Being reflective, demonstrating a desire to improve and learn and taking account of feedback from others;
- Keeping abreast of current research, theory and practice in relation to inclusive teaching and learning;
- Securing the active involvement of staff in their own learning, facilitating and delivering appropriate professional development, including training, coaching and mentoring;
- Managing your workload and that of others to ensure an appropriate work/life balance.

3. Teaching and learning

Take a lead role in ensuring an ethos of challenge and support where all children can achieve success by -

- Being an excellent role model, exemplifying high quality, inclusive teaching which is 'Dyslexia Friendly' and 'Deaf aware', raises achievement, guides children to become reflective and independent learners and inspires others;
- Supporting the SENCO, LToD and other leaders in ensuring the effective monitoring of inclusive practice across the school, challenging and supporting underperformance, including through lesson observations and appraisal and actively participating in 'Progress Review Meetings';
- Developing and maintaining a whole school provision map which ensures a clear overview of programmes and interventions for different groups of children across the school;
- Maintaining a clear overview of the progress of children with additional needs and their access to the curriculum through leading regular inclusion meetings;
- Maintaining a clear overview of assessment procedures and outcomes for groups of children with additional needs in line with school policies and statutory requirements and ensuring that interventions are appropriately targeted;
- Being committed to recognising and nurturing a skill/talent within all children and promoting the arts and sports.

4. Working in partnership

Contribute to strengthening the school community and promote collaborative working within and beyond the school by -

- Recognising, respecting and harnessing the contributions that colleagues, parents/carers and governors can make to the academic development and wellbeing of children;
- Being proactive in building and maintaining relationships with children, parents, staff, outside agencies and members of the wider community and communicating effectively with them;
- Seeking opportunities to involve parents and the wider community in enriching learning experiences for children and adults;
- Working with leaders to build and maintain a school culture and curriculum which promotes inclusion and equality and reflects the richness and diversity of the school's community;
- Working with the Headteacher and other senior leaders to collaborate with other schools and organisations in order to share expertise and bring positive benefits to each other;
- Working with the Governing Body to enable it to meet its responsibilities, including by attending and contributing to Governors' meetings.

5. Managing the School

Oversee inclusion and support the Headteacher and Deputy Head in the smooth day to day management of the school, deputising in their absence -

- Collaborate with the SENCO and Lead Teacher of the Deaf (LToD), driving ongoing school improvement in inclusion;
- Support the behaviour policy of the school and be a role model for others;
- Ensuring that resources, including the deployment and timetabling of staff, effectively and efficiently support inclusion across the school;
- Contribute to ensuring appropriate Health and Safety requirements are met, including where appropriate, supervising children outside teaching hours;
- Be a deputy safeguarding lead.

6. Mental Health Lead

Collaborating with the SENCo, LToD and other leaders, including the PSHE Lead, to implement and sustain an effective whole school approach to mental health and wellbeing -

- Coordinate the mental health needs of children within the school;
- Develop and oversee how the school's approach to mental health and wellbeing is reflected in the behaviour policy, pastoral support and curriculum;

- Support the identification of children at risk and those exhibiting signs of mental ill health and ensure clear processes are understood and followed when concerns are raised about a child's wellbeing;
- Maintain an overview of the services available to support children's mental health, forging effective links with local mental health services, and ensuring children are signposted/referred to these as appropriate;
- Oversee the delivery of appropriate interventions and review the impact of these;
- Raise awareness of mental health across the school and support staff in having the confidence to work effectively with children with mental health needs;
- Ensure information about children with mental health needs is shared with other members of staff where appropriate, so that there can be support throughout the school environment.

8. Other Any other duty deemed reasonable, as directed by the Headteacher.