



## **Garfield Primary School**

### **Assistant Headteacher (Inclusion & Safeguarding)**

#### **Job Description**

<b>Post title:</b>	Assistant Headteacher (Inclusion & Safeguarding)
<b>Pay range:</b>	L9 – 13
<b>Line Manager:</b>	The Headteacher, Deputy Head and Governing Body

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#### **Core Purpose**

- To assist the Headteacher, Deputy Head and Assistant Head in leading and managing the school as part of the senior leadership team
- To lead Inclusion and Safeguarding
- To take the role of SENDCo
- To link/lead on phase, as required
- To make a significant contribution as part of the senior team in raising standards to ensure Garfield provides a high quality education for all pupils
- Take responsibility as SENDCo for the strategic leadership and delivery of the Special Educational Needs and Disability (SEND) policy in accordance with the SEND Code of Practice;
- Lead the strategic direction and day-to-day operation of provision made by the school for pupils with SEND, EAL, and pupils with SEMH (Social, Emotional & Mental Health);
- Provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils;
- Contribute to a safeguarding culture within the schools as the Lead Designated Safeguarding Officer;
- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document* including the conditions of employment for assistant headteachers and the school's own policy

#### **Key Areas**

#### **Core Leadership Areas**

The Assistant Headteacher would take a specific responsibility for the following areas:

- **Inclusion Leader (SEND/EMA/SEMH/KS1 Nurture Group and all SEND provision)**
- **Safeguarding (Lead Designated Safeguarding Officer)**
- **Link Senior for a Phase (currently Early Years)**
- **Designated Lead for LAC Pupils**
- **As a member of senior team fulfil a range of duties**

#### **Inclusion**

- To take responsibility for leadership of inclusion: SEN, EAL & SEMH;
- Have overall responsibility for determining the strategic development of SEND policy and provision in the school;
- To ensure that the role of the SENCo is carried out effectively in accordance with statutory guidance and best practice;
- To lead and line-manage the inclusion team (Learning Mentors, Teaching Assistants, KS1 Nurture Group staff, EMA TA, Welfare Officer);
- Liaise regularly with the parents of pupils with SEND, formally and informally;
- Liaise with other schools and providers, educational psychologists, health and social care professionals and other bodies with regard to SEND provision;
- Be key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted;



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- Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned;
- Designated Leader for LAC pupils.

#### **Child Protection & Safeguarding**

- Lead safeguarding at the school acting as the Lead Safeguarding Officer (alongside the rest of the senior team);
- Maintain effective child protection policies and procedures and ensure that all staff receive regular and relevant training on their implementation;
- Ensure that the school's policies and procedures are effective and fit for purpose;
- Liaise with outside agencies as necessary;
- Work on individual child protection and safeguarding cases as necessary, including attending off-site meetings.

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#### **Duties and responsibilities**

##### **Leading and Managing Staff**

- To line-manage the inclusion team, carry out performance appraisal in line with agreed policy and procedure.
- Take on the responsibilities of the headteacher as agreed and appropriate in the absence of the headteacher and deputy Headteacher
- Carry out the professional duties of a teacher as required

##### **Shaping the future**

- Support the headteacher, DHT, AHT and governors in establishing an ambitious vision and ethos for the future of the school
- Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities.
- Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate
- Promote a culture of inclusion within the school community where all views are valued and taken into account

##### **Leading teaching and learning**

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the headteacher to raise standards through staff performance management
- Lead the development and delivery of training and support for staff
- Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented
- Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations & book scrutinies, to ensure a consistently high quality
- Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Be linked to a key stage/phase to raise standards



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#### **Developing self and others**

- Support the induction of staff new to the school and those being trained within the school as appropriate
- Participate in the selection and appointment of teaching and support staff as appropriate
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate
- Be prepared to undertake regular professional development to develop your skills

#### **Managing the organisation**

- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met
- As appropriate and under the leadership of the headteacher, undertake activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability as required with your team/link phase
- Ensure a consistent approach to standards of behaviour, key policies and the Garfield values are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Contribute to the day-to-day effective organisation and running of the school

#### **Securing accountability**

- Support the staff and governing body in fulfilling their responsibilities with regard to the school's performance
- Contribute to the reporting of the school's performance to the school's community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Monitor, evaluate and report on areas you lead

#### **Strengthening community**

- Develop and maintain contact with all specialist support services as appropriate
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

**N.B.** This job description is not necessarily a comprehensive definition of the post. It will be reviewed as necessary and may be subject to modification and amendment at any time after consultation with the holder of the post.

Be prepared to undertake any other duties as reasonably required by the Headteacher

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



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### Person Specification

		Essential	Desirable	Evidence
<b>Qualifications</b>	Degree	✓		Application Form, certificates and Police checks
	Qualified Teacher status	✓		
	Satisfactory enhanced CRB	✓		
	Evidence of commitment to further professional development	✓		
	National award for SEN Co-ordination (or commitment to complete within 2 years of appointment)	✓		
<b>Experience</b>	A wealth of experience and consistently successful track record of: <ul style="list-style-type: none"> <li>Teaching experience in the Primary Stage (5 years minimum)</li> </ul>	✓		Application Form, References and Interview
	<ul style="list-style-type: none"> <li>Recent experience of working successfully as a senior or middle leader in a school.</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Evidence of a whole school responsibility and experience of turning policy into effective and successful practice.</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Experience of monitoring, evaluating and teaching &amp; learning school improvement</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Experience of leading other staff</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Experience of leading training/leading INSET</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Track record of raising the achievement of pupils with SEND/EMA/EAL</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Experience as a SENDCo</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Ability to develop and implement strategies to enhance and sustain whole school initiatives</li> </ul>	✓		



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	<ul style="list-style-type: none"> <li>Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives</li> <li>Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies</li> <li>To be up-to-date with current research into SEND teaching, learning and support</li> </ul>	<div>✓</div> <div>✓</div> <div>✓</div>		
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>Sound knowledge of the primary national curriculum</li> <li>Sound knowledge of the SEND Code of Practice</li> <li>Knowledge of attachment theory and practice</li> <li>Knowledge of Trauma informed school practice</li> <li>Sound knowledge of Child Protection and safeguarding legislation, policy and procedures needed in school and keep pupils safe</li> <li>Sound knowledge of how to accurately evaluate the quality of teaching and learning across different phases and primary subjects</li> </ul>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div>	Application Form, Interview , lesson observation, task and references
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>Proven ability and confidence to lead and manage teams</li> <li>Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services.</li> <li>Proven ability to work under pressure and prioritise effectively.</li> <li>Validated quality of teaching to be at least good+</li> </ul>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>		Application form, interview, task and references



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	<ul style="list-style-type: none"> <li>Effective communication skills, including the ability to negotiate and influence effectively.</li> <li>Proven ability to identify and support own training needs and those of staff.</li> <li>Proven ability to appreciate new technology and understand its usefulness within an educational environment.</li> <li>Proven ability to identify problems/needs and construct solutions.</li> <li>Proven ability to have 'difficult' conversations and be professional, clear in purpose and sensitive.</li> <li>Initiate and develop opportunities and ideas –strategic thinking</li> <li>Excellent interpersonal skills</li> <li>Excellent written skills</li> <li>Analyse and interpret data, solving complex problems</li> <li>Engage and communicate with a variety of stakeholders</li> <li>Ability to challenge under performance &amp; close gaps in underachievement (staff &amp; pupils)</li> <li>Ability to organise events, initiatives at whole school level</li> <li>Ability to challenge others to maintain high standards, in a kind and supportive way</li> <li>Ability to work under pressure and prioritise effectively</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		



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		Essential	Desirable	Evidence
<b>Personal Characteristics / Qualities</b>	<ul style="list-style-type: none"> <li>• Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness</li> <li>• Determined and resilient</li> <li>• Positive and enthusiastic</li> <li>• Empathetic</li> <li>• An unwavering pupil-centred approach and steadfast belief that all children are capable of success</li> <li>• Conscientious and diligent work ethic</li> <li>• A role model for the vision and values at Garfield</li> <li>• Commitment to maintaining confidentiality and professionalism at all times</li> <li>• Consistently high expectations and commitment to inclusion, equal opportunities and safeguarding</li> <li>• A team player who will, with SLT, drive school improvement</li> </ul>	✓  ✓  ✓  ✓  ✓  ✓  ✓		Application Form Interview & interview task, lesson observation and references
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• The ability to communicate ideas and proposed actions, both verbally and in written form, to a variety of audiences and to a very high standard.</li> <li>• A high level of inter-personal skills including the ability to listen and to put people at ease.</li> <li>• An enthusiastic and lively approach to both teaching and leadership &amp; management.</li> <li>• The ability to think creatively</li> </ul>	✓  ✓  ✓  ✓		Application Form Interview, lesson observation and references



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		Essential	Desirable	Evidence
<b>Aims and Values</b>	<ul style="list-style-type: none"> <li>A clear educational philosophy that supports with the aims and values of the school.</li> <li>A clear vision for partnership working.</li> </ul>	✓ ✓		Application Form and Interview
<b>Commitment to and awareness of Equal opportunities issues</b>	<ul style="list-style-type: none"> <li>Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for both staff and children, to overcoming obstacles/barriers to this and to reviewing practices which are counter to it.</li> </ul>	✓		Application Form, interview, lesson observation and references
<b>Commitment to and the promotion of Health &amp; Safety at work</b>	<ul style="list-style-type: none"> <li>Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils</li> <li>Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action</li> </ul>	✓ ✓		Application Form, interview, lesson observation and references