

GLF Schools - Job Description

Job Title	Assistant Headteacher & Inclusion Leader (SENCo)	Job Reference	AHTSENCOD22
Location	Banbury & Didcot Cluster	Travel required	Occasional
Core purpose			
<ul style="list-style-type: none"> ● The Assistant Headteacher will work in partnership with the Head of School and Executive Headteacher to provide professional leadership and management to the schools within the cluster of schools. ● To be responsible for ensuring and supporting the educational success of the school within the overall framework of the Multi Academy Trust as well as the individual school strategic plans. ● To achieve success for all members of the school community within a culture of continuous innovation and rigorous review, the Assistant Headteacher will promote excellence, equality and high expectations of all children in both academic and extra- curricular achievements. ● Continuously explore modern technologies and education initiatives to create a safe and productive learning environment that is engaging and fulfilling for all children and staff. ● It is the duty of the Assistant Headteacher to deploy resources effectively to assist in achieving the schools' aims and to support and develop each school's distinctive ethos. ● To be responsible for the strategic and operation leadership of special educational needs across the whole school, together with the ability to teach children with special educational needs. 			
Key Accountabilities			
Strategic leadership			
<ul style="list-style-type: none"> ● Collaboratively working with the Head of School, Executive Headteacher and wider cluster leaders to develop the shared vision and strategic plan for each school which inspires and motivates children, staff and all other members of the school community. ● Developing a nurturing environment where every child is supported and challenged to meet their full potential. ● Promoting the schools' vision and values within all aspects of each school. ● Leading and developing colleagues' performance so as to maximise the progress of all children. ● Creating, maintaining and enhancing effective working relationships amongst all members of the school community. ● Setting targets, monitoring performance and reviewing the progress of staff according to the appraisal/performance management cycle of the school. ● Leading curriculum initiatives that support the development of enriched and innovative experiences. ● Taking responsibility for the development, implementation and evaluation of whole school policies and practices. ● Providing CPD through modelling best practice, coaching and INSET. 			
Leadership and management of Inclusion (SEND, Pupil Premium and EAL)			
<ul style="list-style-type: none"> ● Oversee the day to day operation of the school's SEND policy. ● Coordinate the provision for children with SEND, Pupil Premium and EAL. ● Work alongside other leaders to implement a fully inclusive curriculum which meets the needs of all learners. ● Help in the identification of children with special educational needs and oversee their provision. ● Teach, model and support interventions to ensure children are able to make rapid progress in 			

line with the school's high educational expectations

- Liaise with and advise fellow teachers in setting targets for children with SEN and have an oversight and understanding of the attainment and progress of all SEND children.
- Manage resources for SEND and make effective use of the budget for children with SEND.
- To manage the Pupil Premium budget ensuring effective spending and provision for this group of learners
- Liaise and build effective relationship with parents of children with SEND, Pupil Premium and EAL.
- Manage learning assistants and/or other designated staff, support their induction and ensure they receive regular CPD.
- Liaise with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies.
- Keep abreast of current thinking in SEND and inclusion matters and attend and deliver the relevant training.

Learning and teaching

- To work alongside the Executive Headteacher and Head of School, as well as the SSB, to secure and sustain effective teaching and learning throughout each school, monitoring and evaluating the quality of provision for children with SEND and use available data to set priorities for improvement.
- Ensure that learning and teaching is at the centre of the schools' decision making.
- Teaching within the framework of present and future policies, paying particular attention to the policies for equality, safeguarding of children, special educational needs and behaviour for learning.
- Determine, organise and implement a diverse flexible curriculum and effective assessment framework.
- Ensure a consistent and continuous focus on children's achievement through monitoring and using data effectively for measuring children's progress, with a focus on ensuring that accelerated progress for disadvantaged pupils is developed and embedded.
- Promote a culture of challenge and support for all children to enable them to achieve success and become engaged in their own learning.
- Implement and support strategies that secure high levels of behaviour and attendance.
- Provide staff and any other external individuals with guidance and support for learning and teaching strategies, with a focus on effective differentiation to meet the needs of all children.

Securing accountability

- To account for and support the efficiency and effectiveness of the school to the Head of School, Executive Headteacher and SSB/Trust board.
- Build and develop a school ethos across the schools, which enables everyone to work collaboratively, share knowledge and celebrate success, with all able to accept responsibility for outcomes.
- Provide support to the Executive Headteacher, Heads of School, teaching and support staff, with specific responsibility for a whole cluster leadership role as directed by the Executive Headteacher/Head of School.
- Implement and monitor positive behaviour management strategies to support all children's social and emotional aspects of learning.
- Lead on specific areas of the school development plan as directed by the Executive Headteacher and Head of School.
- Contribute to the self-evaluation of the school.
- Lead by example and demonstrate an enthusiastic approach to the development of a knowledge rich, whole school curriculum in each of the schools.

Strengthening community

- Work effectively with other educational institutions locally and further afield building effective partnerships.
- Drive a focus on developing the provision of out of hours learning and extended learning opportunities.
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of the students and the wider community.

Operational responsibilities

- Provide support to the Head of School on effective organisation and management of the school and identify ways of improving organisational structures and functions based on self-evaluation.
- Ensure compliance with education statute and employment legislation.
- Ensure safeguarding of students and health and safety of all children and staff.
- Assist with the implementation of a student support (pastoral care) system that focuses on



each learner and supports school improvement.

Accountability

- The Assistant Headteacher will report to the Head of School, Executive Headteacher and SSB/Trust Board, who have the overall responsibility for standards within each school.
- GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

Safeguarding

GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.