

JOB PROFILE

Job Title:	Assistant Headteacher – Inclusion/SEND	School/Department:	Crawshaw Academy
Salary Grade:	L11 – L14	Working Hours:	Monday – Friday
Contract Type:	Permanent	Location:	Pudsey, Leeds

Responsible to: Deputy Headteacher (Student Experience)

Role summary:

The role of Assistant Headteacher - Inclusion (AHTI) is a vital one for the Academy. It is a strategic leadership role where the AHTI leads on significant aspects of the Academy, with others, to ensure it impacts positively on student achievement and other outcomes, the quality of teaching and learning in the classroom, the quality of provision matched to need and the necessary support for students to achieve. The postholder will be expected to network and liaise across the range of external providers, (schools, community and coordinator networks), to ensure a consistency of approach regarding standards, support, transition and high-quality teaching and learning.

We are seeking an inspirational leader who positively influences the behaviour of others, motivating staff and students to engage with the core values of the Academy and the wider Trust. You will be working closely with leaders and staff across the Academy to ensure that systems and procedures are in place to ensure the safety, welfare and wellbeing of all our students.

As AHTI you will lead and contribute to the areas of Inclusion, including the line management of the SEND team and Pathways (a highly successful on-site alternative provision). It is expected that the AHTI will be a qualified SENDCo or have a willingness to complete this qualification in the first two years of appointment. The AHTI is a Child Protection Officer and promotes the safeguarding of children throughout the Academy at every level.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service:

No smoking policy, including e-cigarettes.

Main Duties and Responsibilities:

General Responsibilities

- In partnership with the wider Senior Leadership Team, to lead on achieving or surpassing the Academy key performance indicators and targets for student outcomes.
- To ensure the Academy demonstrates continuous, rapid improvement.



- To secure the commitment of all staff and students of the Academy to its vision, priorities, and the expectations set out in the Academy Development Plan.
- To model the values and behaviours expected of those in the Academy and to promote Crawshaw Academy's core values and expectations in the language, policies and practices of the Academy.
- To inspire by example, setting high standards of leadership in support of outstanding student progress.
- To work collaboratively within the Senior Leadership Team to determine policy, strategy, to evaluate and prepare action plans with regard to the development of the Academy.
- To lead and develop high-performing teams and to take responsibility for the leadership and development of middle leaders.

Main Duties

- To be answerable to the Deputy Headteacher (Student Experience) for the smooth running of all academic and pastoral aspects of the Academy.
- To maintain a strategic oversight of the SEND provision throughout the Academy, including policy writing, updating the SEND Register, staff training, liaison with parents/carers and external agencies and monitor and review academic progress of all pupils in these years, managing and supporting the work of the Inclusion team.
- To fulfil all statutory duties related to the SENDCo role as set out in the SEN Code of Practice.
- To develop and implement strategies to ensure early intervention of students with SEND, EAL and additional needs.
- To monitor the impact of teaching and learning activities on the progress made by students with SEND and additional needs.
- To lead the development across the Academy of the most effective teaching approaches and learning strategies for students with SEND and additional needs.
- To remain aware of, and up to date with, broader educational, academic and pastoral issues and to liaise with colleagues in other schools to ensure continuity of support and learning when transferring students with SEND and additional needs to the Academy.
- To develop and enhance the practice of other members of staff within the SEND team and to lead training for all staff supporting students with SEND and additional needs.
- Ensure the Pathways provision continues to be successful in meeting need and provides a high-quality curriculum to all.
- To manage and develop the foundation curriculum in collaboration with Senior Leaders.

Strategic Direction and Planning as a member of the Senior Leadership Team

- To contribute to leadership and management activities and attend and participate in relevant leadership meetings and implement Academy policies and strategic planning as required by the Headteacher/ Deputy Headteachers.
- Prepare, monitor and review of annual departmental plans and production of detailed costings as appropriate to inform whole school planning.
- To work with the Headteacher/Deputy Headteachers, leading outstanding teaching and learning and behaviour in the Inclusion/SEND remit.
- To ensure a relentless and continuous Academy-wide focus on teaching and learning, and to monitor classroom practice and the impact of teaching on the progress in every student's learning.



- To ensure that learning and achievement is at the centre of strategic planning and resource management.
- To establish creative, responsive and effective approaches to learning and ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- To implement strategies which secure high standards of behaviour across the Academy.
- To challenge underperformance at all levels and ensure effective corrective action and sustained follow-up.
- Have a clear understanding of the Academy Development Plan and work with the Senior Leadership Team to develop priorities.
- Be responsible for collating evidence for specific sections of the Academy's self-evaluation (SEF).
- To ensure that all Academy policies are implemented consistently by staff in the SEND team.
- To carry out other duties as are reasonably assigned by the Headteacher.
- To support the Headteacher in safeguarding and promoting the welfare of children.
- Update the Headteacher and Governing Body on the effectiveness of provision for identified groups of students.

Teaching, Learning and Assessment

- To keep up to date with national developments in special education, inclusion and teaching pedagogy and take on responsibility for aspects of departmental planning and development.
- To liaise with partner schools, feeder schools, universities and HE institutions, sharing and gleaning best practice and using it to inform the practice of the Inclusion team.
- To actively monitor and respond to developments and initiatives at national, regional and local levels and to disseminate this knowledge to staff.
- To monitor the effectiveness of teaching and learning within the SEND team, through regular lesson observations and other data collection methods and to identify and adopt the most effective teaching approaches for students with SEN.
- Identify and teach study skills that will develop students' ability to work independently.
- To regularly and forensically review the attainment and progress of all students with SEND and additional needs with subject staff and plan, implement and oversee support and interventions.
- To produce reports as required on student attainment and progress.
- To liaise with all appropriate personnel regarding support for student progress, including SLT and parents/carers.
- To teach students within the Academy.
- To plan, teach and assess highly effective lessons to ensure all students make good progress.
- To mark students', work regularly and provide constructive feedback to students to help them improve.
- To coordinate, oversee and evaluate regular, relevant and diagnostic assessments for students ensuring that they are carried out consistently by all subject/specialist staff and standardised /moderated thoroughly.
- To ensure that all statutory requirements are met and statutory assessments carried out.
- To liaise with other schools to ensure continuity of support and learning when transferring students with SEN recording and assessment.
- To set targets for raising achievement among students with SEN and collect and interpret specialist assessment data for these students.



- To ensure that all student data is understood, interpreted and utilised by all subject staff to modify planning and personalise support
- To ensure monitoring of attendance and vulnerable groups and liaise with Attendance officer/parents/carers
- To maintain SEN register and liaise with external agencies as necessary.
- To set up systems for identifying, assessing and reviewing SEN.
- To implement the Teaching and Learning policy to promote inclusive teaching.
- To ensure that a range of enrichment and extension activities are offered to and taken up by students with SEND to enhance their skills, confidence in and love of learning.
- To play an active role in SEND and inclusion leader networks, e.g. in Red Kite Alliance.
- To provide opportunities for observation of colleagues/visits to other schools to share best practice.
- To support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- To monitor/observe the quality of teaching across the whole Academy and feedback to colleagues with a particular focus on engagement and inclusion of all children and encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEN.
- To oversee and monitor the quality of Provision Maps and Support Plans and other support plans such as pastoral support plans and maintaining detailed information for subsequent meetings with parents.
- To attend consultation evenings and keep parents informed about their child's progress Leading, developing and enhancing the teaching practice of others.

Leadership and Management

- Contribute to the leadership and management of teaching staff and support staff within Inclusion/SEN/Pathways.
- Participate in the recruitment process and induction, support and monitoring of new staff and initial teacher training students.
- Lead and manage HLTAs and Teaching Assistants well and ensure efficient and effective deployment of staff and resources.
- Lead CPD, and other training, regularly and where appropriate; this may include chairing and being a part of working parties.
- Develop understanding amongst staff of learning needs and the importance of raising achievement among students.
- Provide leadership in the development and management of the teaching and learning of key groups of students e.g. (SEN, disadvantaged and those on the Child Protection Register).
- Development, motivation and performance management of members of staff to ensure clear expectations of their roles and promote teamwork and importance of effective relationships to ensure high-performance standards are achieved and maintained.
- To support and challenge team members including underperformance and ensure they are given constructive feedback, including strengths and areas for development.
- Identify the training needs of self and others within SEN ensuring that they are appropriately met and that all staff are active in their own personal and continuous professional development.
- Deliver high quality CPD/training sessions to staff and stakeholders and teaching cover as required within the curriculum
- To work with all staff so that there is consistency of staff expectations.



- To develop effective skills of communication so all staff within the department feel they have a significant role to play.
- Organise effective team meetings with relevant agendas centred around Teaching and Learning and student progress.
- Respond to day-to-day operational requirements within SEN such as deployment of staff, appropriate examination entry and timetables.
- Disseminate best practice in SEN across the Academy.
- Liaise with external stakeholders to ensure robust partnerships that lead to a high quality, innovative curriculum and timely and appropriate financial arrangements.
- Lead on SEND partner events and forums, ensuring stakeholder views contribute to continued improvement of the SEND offer.
- Ensure that transition into the Academy and subsequent destination beyond the Academy is smooth and seamless and meets EHCP outcomes for all SEND students.
- Identify resources needed to meet the needs of students with SEN and advise the Headteacher of priorities for expenditure.
- Consult with stakeholders on a growth strategy for Pathways, ensuring sustainability in the medium to long term.
- Ensure compliance with legislation, duties and evidence outstanding provision to meet the requirements for external inspectors, auditors and quality reviewers.
- Embed robust tracking and report systems using ALS software such as SpirALS/ATLAS leading to robust self-assessment of performance and quality improvement of all aspects of SEND provision.
- Hold regular meetings with Governors linked to areas of responsibility (e.g. SEN Governor).

Staff and Resources

- Contribute to the management of the Academy's financial and physical resources including the preparation of applications to access additional funding.
- Contribute to the management of learning spaces and ensure that all learning and office areas are properly cared for and used creatively and appropriately.
- Implement Academy and departmental policies.
- Responsible for departmental planning and development
- Be able to direct and co-ordinate a team of SEND Assistants alongside the HLTAs in the department.
- Ensure that all staff across the Academy are made aware of the needs, potential barriers to learning and suggested strategies of overcoming them for all SEND students

Other Duties

- Establish and maintain communication with parents and carers.
- Promote and participate in extra-curricular and immersion day activities.
- Ensure Health and Safety issues are properly understood, and procedures adhered to (including risk assessments).
- Ensure that all safeguarding policies and procedures are adhered to.
- Undertake other appropriate duties as directed by the Headteacher/Deputy Headteachers.
- Carry out performance management for staff.



- Working with the leadership team, ensure the following relevant policies are linked to the role and up to date e.g. SEN, Safeguarding and Child Protection, Equality Policy and Scheme, Access Plan, Behaviour Policy, Medical Intervention Policy.
- To help create and maintain a positive and happy well-ordered community environment.
- To play a full part in maintaining and developing equal opportunities within the Academy.
- To facilitate behaviours that support and contribute towards developing the Academy’s values.

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile, but which is in line with the general scope, grade and responsibilities of the role.

Our Trust Mission
Nurturing ambition, delivering excellence and enriching children’s lives.

Our Trust Values

- Collaboration**
We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.
- Integrity**
We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.
- Respect**
We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

Our Trust Goals

- We champion learning**
Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children’s lives.
- We promote wellbeing**
Ensuring the wellbeing of every child and member of staff in our Trust.
- We invest in our people**
Supporting every member of staff throughout their career to be the best that they can be.
- We innovate with technology**
Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.
- We are our Trust**
Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Reliability, integrity and commitment	*	
Diligence, enthusiasm, drive and self-motivation	*	

Skilled classroom practitioner	*	
Ability to respond positively to pressure, whilst maintaining accessibility and consistency	*	
Ability to work constructively as part of a team and relate positively with colleagues and build effective working relationships with colleagues and other stakeholders	*	
Ability to relate well to children and adults	*	
Genuine passion and belief in the potential of every student	*	
Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meeting and document safeguarding concerns	*	
Awareness of local and national agencies who provide support for children and their families	*	
Demonstrable evidence of developing and implementing strategies to help children and their families	*	
Leadership and Management		
Successful leadership and management experience in a school or other relevant organisation	*	
Resilience and motivation to lead the Academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive and focussing on key priorities	*	
An effective leadership style that inspires confidence in those they lead and which motivates others to participate and go the extra mile	*	
Versatility and flexibility in terms of one's own and others leadership styles	*	
Able to lead by example in promoting the Academy's vision and values to all stakeholders	*	
Proven track record of raising educational standards on a whole school level	*	
Experience of handling large amount of sensitive data and upholding principals of confidentiality	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Degree level qualification and qualified teacher status	*	
Qualified SENDCo or willingness to complete this qualification		*
Designated Safeguarding Lead Training in line with DSL responsibilities or willingness to participate in such training		*
Understanding of relevant policies/codes of practice and awareness of relevant legislations	*	
Ability to maintain appropriate relationships and personal boundaries with students	*	



Effective use of ICT to support learning, data analysis and school information management such as CPOMS, Arbor, Microsoft Office 365	*	
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge and responsibilities of schools and other agencies	*	
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

