

Assistant Headteacher: Quality of Education: Inclusion

The Gatwick School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

Job details

Salary: L1 to L5 (Fringe Allowance)

Contract type: Full time/Permanent

Reporting to: Headteacher

Responsible for: The areas of responsibility, including line management, will be determined upon appointment. This will be documented within the SLT areas of responsibility information sheet. SLT specific areas of responsibility are agreed on an annual basis, in line with the School Improvement Plan and strategic requirements of the school.

BACKGROUND & VISION:

Our aim is to ensure that everyone excels every day. This ethos is built on our core values of Character, Culture and Currency and these values are at the heart of everything we do.

We believe that all our pupils deserve an education that expands their life choices and enables social equity and mobility. We work hard to ensure that all our pupils achieve their potential and truly believe in 'excellence for all'.

MAIN PURPOSE:

The assistant headteacher, under the direction of the deputy headteacher, will play an important role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

You will be an outstanding strategic leader, who is able to develop, articulate and embody the vision, values, and ethos for TGS and the Aurora School Trust. You will also inspire and empower others to share in achieving this.

The key areas of responsibility are to lead the development and continuous improvement of our Inclusion provision. In particular:

- Effective leadership of the SEND (including EAL) and Inclusion team
- Bringing a unified purpose to the SEND provision across the whole school.

- Maintaining and enhancing a culture that is both supportive and aspirational, ensuring barriers to learning are removed and the needs of SEND students are met, helping them to achieve.
- Ensuring the school meets the statutory provision according to the SEND Code of Practice.
- Establishing highly effective working practices with staff, parents and students.
- Supporting leaders and teachers by setting challenging targets and developing clear improvement plans and systems, where the impact of actions can be shown.
- Using data to support, monitor, evaluate and enhance aspects of provision and support.

MAIN RESPONSIBILITIES:

- To provide strategic leadership for the school.
- To be an Assistant Headteacher helping to lead our community; actively modelling our ethos of respect, responsibility, and resilience in all interactions with all stakeholders.
- To ensure that all leadership decisions and actions are consistent with our strategic vision embodying excellence, equity, engagement, and enterprise.
- To ensure that the momentum and impact of school improvement work at TGS is sustained.
- To support the Headteacher to provide motivational and inspirational leadership at all levels of the organisation.
- To support the school improvement process.
- To contribute to the writing, delivery, reporting and evaluation of relevant sections of the School Improvement Plan.
- Uphold and promote the highest standards of public life (Nolan Principles) and the strategic goals and ethos of both TGS and AAT.
- Attend Local Academy Board meetings as required

SPECIFIC RESPONSIBILITIES:

- Establish, communicate and embed an agreed vision for SEND and Inclusion that aligns with the school's aims and development plan.
- Lead the development, implementation and evaluation of the school's SEND Policy and the SEND Information Report and maintain an awareness of provision in the Local Offer.
- Facilitate and evaluate the school's use of the SEND Code of Practice to ensure that the school conforms to all statutory guidance concerning SEND.
- Maintain accurate recordkeeping, an accurate SEND register and use provision map software to ensure provision meets both needs and statutory provision, including overseeing the identification and review of students with SEND.

- Maintain an up to date SEND register and ensure that this is effectively communicated with stakeholders.
- As SENDCo, work with other SLT members to ensure SEND/Inclusion/Behaviour/pastoral staff and resources are deployed and used effectively.
- Build capacity amongst staff to deliver and sustain the highest quality provision and outcomes for young people with SEND.
- Liaise with parents/carers, agencies and other providers to plan and evaluate provision.
- Lead on the completion of 'plan, do, review' cycles and prepare applications for EHCPs
- Having an oversight on the impact of EHCPs, APDRs, PSPs and health plans, and deploy resources to ensure all statutory duties are fulfilled and reviewed accurately.
- Accurately conduct on-going self-evaluation processes to produce, cost, implement and review an effective SEND Improvement Plan (SIP) with aims, objectives and actions, to secure continuous improvement and contribute to the whole school Self Evaluation Plan (SEF).
- Lead on the transition processes for students with SEND, to ensure a smooth transition.
- Manage the provision for students with medical conditions.
- Manage the provision for our "looked after" students (CLA) monitoring their progress and well-being. Liaise with carers, social workers and the virtual school ensuring PEPs are arranged and completed within the given timeframe.
- Lead staff to provide for the needs of students with SEND through appropriate adaptation, support and challenge.
- Maintain a safe and productive learning environment for all students, dealing with discipline issues that occur and actively supporting the school's Behaviour policy, advising on students with SEND as required.
- Through coordination with the pastoral and behaviour teams, support students, teachers and parents to reduce exclusion for students with SEND.
- Monitor and evaluate behaviour and rewards data for students with SEND to address, challenge and support students and staff.
- Ensure that the quality of learning, teaching and wellbeing is the main focus for all work in the SEND department.
- Analyse the performance of SEND students to inform future improvement plans.
- Work with others to ensure all students with SEND have access to the full curriculum, provide key support for SEND students and parents in preparation for key stage transitions.
- Maintain accurate and comprehensive records of student progress in SEND.
- Implement informed robust intervention strategies to support progress and well-being.
- Produce and maintain reports as required, analysing student outcomes, and present these to SLT/governors where appropriate.
- Support examinations Access Arrangements, in collaboration with support staff and Exams Officer.

- Liaise closely with senior and middle leaders to ensure that targets for whole school attainment and progress are met in line with performance indicators (school and national).
- Present a coherent and accurate account of performance on identified areas in a form appropriate to a range of audiences (students, staff, SLT, Parents, LAB).
- Support classroom teachers to ensure that teaching and learning, assessment and planning for students with SEND is highly effective.
- Be an effective and reflective teacher and expect to teach a very limited timetable. The Headteacher currently teaches.
- Ensure a culture and ethos of support and appropriate challenge for students with SEND is present in classrooms and the Inclusion rooms, enabling all students and staff to fulfil their potential.
- Establish creative, responsive and effective approaches to learning and teaching that support the needs of students.
- Monitor, evaluate and review classroom practice, promote improvement strategies, challenge underperformance and ensure effective corrective action and follow-up.
- Maintain an up-to-date knowledge of SEND related educational research to inform practice.
- Contribute to the whole school and wider CPD programmes.

Line Management

- Line manage the SEND and Inclusion Team including the Medical Team (Inc School Nurse)
- Other staff as required
- Develop the leadership skills of all leaders across the school.

OTHER RESPONSIBILITIES:

- To be agreed in consultation with the Headteacher.

The particular responsibilities attached to the teaching post are as follows:

- To teach, according to their educational needs, pupils assigned to him/her in the allocated classes, including the setting and marking of work.
- To be an excellent classroom practitioner who can teach a variety of classes across the ability range and key stages.
- To achieve and maintain high standards of pupil attainment and progress with the classes you teach.
- To take part in the school's staff development programme by participating in arrangements for further training and professional learning. To continue own professional development in relevant areas, including subject knowledge and teaching methods.
- To assess, record and report on the attendance, progress, development, and attainment of pupils and to keep such records as are required.

- To undertake a designated programme of teaching depending on the
- To maintain discipline in accordance with the rules and disciplinary systems of the school.
- To attend and contribute to departmental meetings, discussions, and management systems necessary to co-ordinate the work of the department and integrate this into the work of the school as a whole.
- To control and oversee the use and storage of books and other teaching materials provided for class usage.
- To monitor and report to parents on the progress of pupils in line with the school's procedure.

CONTROL OF RESOURCES:

Health & Safety

- The postholder is responsible for their own health, safety, and welfare and that of others within their care, in accordance with the school's policy and the Health and Safety at Work Act, 1974.

Training and Development

- The postholder will be responsible for assisting in the identification of and undertaking their own training and development requirements, in accordance with the performance management framework.

Equipment/Materials

- To be responsible for the safe use and maintenance of equipment/materials used by the postholder. To adhere to rules and regulations relating to the use of ICT, email, and internet/intranet access.
- The operation of general office equipment, ICT systems and the orderly storage of stationery and office supplies.

General Responsibilities

The postholder must perform their duties in accordance with the school's Equal Opportunities Policy; be aware of, support and ensure equal opportunities for all, and have due regard to the Public Sector Equality Duty.

To comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

- To contribute to the school ethos, values, aims and development/improvement plan.
- To attend meetings within the Trust, at its academies and external events as required.
- To participate in training, professional learning activities and performance development as required.

- To continue own professional development in relevant areas including subject knowledge and teaching methods.
- To always maintain confidentiality in respect of school related matters and to prevent disclosure of confidential and sensitive information.
- To work with and process personal and sensitive information in accordance with Data Protection Act 2018, including the General Data Protection Regulations (GDPR) 2018.
- To understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children's welfare at all times and reporting any concerns immediately.
- To carry out their duties with due regard to current and future school/Trust policies, procedures, and relevant legislation. These will be drawn to the postholder's attention during the recruitment process, induction, staff code of conduct, ongoing performance development and through Trust communications.
- TGS expects employees to work flexibly within the framework of the duties and responsibilities above. This means that the postholder may be expected to carry out work that is not specified in the job profile, but which is commensurate with the grade of the role within the remit of the duties and responsibilities.
- This job description will be reviewed to reflect the plans, growth, and development of TGS.