



St Laurence School

Job Description

Title of Post: Assistant Headteacher (Inclusion)

Scale: Leadership Point L12 - 16

Contract Terms

This is subject to the Conditions of Employment listed in the School Teachers' Pay & Conditions Document, Teacher Standards and Keeping Children Safe in Education.

Fundamental Tasks:

To provide the vision and lead improvements across the school to ensure we are an inclusive school.

Working Relationships:

The postholder is directly responsible to the Headteacher and will also work closely with other members of the SLT. The postholder will also provide support across the wider school.

The postholder will have additional whole school responsibilities as agreed with the Headteacher, in order to support his/her leadership development.

The postholder is responsible for the line management of:

- Deputy SENDCo
- Assistant SENDCo
- SEND Administrator
- Literacy Lead

What follows is NOT an exhaustive list of tasks but indicates the key areas of responsibility which fall under the Assistant Headteacher role.

General Senior Leadership role:

As a member of the senior leadership team the postholder will undertake shared, generic responsibilities including:

- Promoting the school's mission, values and ethos.
- Monitoring of all aspects of school life, including the quality of teaching and learning.
- Playing a key role in school self evaluation and development planning.
- Duties and being a visible presence around school.
- Attending Trustee committees as agreed and providing associated written reports.
- Being the senior person at school events, as agreed.

Key Roles and Responsibilities:

Strategic:

The key tasks are:

- to ensure that Special Educational Needs (SEND) provision is both efficiently and effectively managed. It is expected that all legal and statutory requirements are met for students with SEND via this role.

- To be the strategic lead for pupil premium students.
- To be the strategic lead for Literacy.

The range of key responsibilities delegated to the Assistant Head - Inclusion with regard to provision and co-ordination is outlined below:

- Provide strategic direction with regard to developing and evaluating the school's SEND, Disadvantaged and Literacy provision.
- Ensure the SEND policy and Disadvantaged strategy are compliant and being effectively administered.
- Maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice, including all new developments as identified in the recent white paper and future DfE documents.
- Maintain the SEND register, signposting support and reviewing its impact.
- Provide leadership for coordinating the intervention provision for learners with SEND.
- Track progress of all SEND and disadvantaged students and measure impact of support provided.
- Ensure the smooth transition of students with SEND at key points of transition, including primary to secondary transition and in year joiners; including responding to SEND consultations.
- Monitor the regular review of Education Health Care Plans, make applications for statutory assessments and write and monitor My Support Plans for learners with SEND.
- Produce and update written documentation as required e.g. SEND Report.
- Communicate effectively with parents and carers of children with SEND.
- Liaise with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Oversee the management of records of all children with SEND.
- Manage the SEND budget to ensure effective curriculum access for SEND learners.
- Analyse and interpret relevant national and school data to inform policies, practices and teaching methods.
- Lead and contribute to the in-service training of staff on SEND, disadvantage and literacy issues.
- Liaise with and advise colleagues on all aspects relating to SEND.
- Provide regular information to the headteacher and trust board on the evaluation of the effectiveness of provision for students with SEND and those who are disadvantaged, to inform decision-making and policy review.
- To ensure the school is Ofsted ready for Inclusion.

Student progress:

- To understand the needs of SEND and disadvantaged students
- To encourage the participation of SEND students and those with disadvantage in enrichment activities, community service and the extra-curricular programme.
- To support the ethos of the vertical tutor group system and work with the pastoral team and Deputy Headteacher to develop this further

Deployment of Resources:

- To allocate available resources efficiently to meet SEND priorities.
- To explore opportunities to develop new resources to improve the effectiveness of SEND provision.
- To monitor and evaluate the effective use of accommodation to create a stimulating and safe environment for learning and social use.