



St. Michael's CofE Primary School

Assistant Headteacher (Inclusion) Job Description

Job Title:	Assistant Headteacher (Inclusion)
School:	St. Michael's School, East Wickham, Bexley
Reporting To:	Executive Headteacher
Salary Range:	L1 to L5

The job description should be read alongside the range of duties and responsibilities of Headteachers as set out in the current Teachers' Pay and Conditions Document.

Main Purpose

The Assistant Headteacher will support the Executive Headteacher and Head of School in:

1. Communicating the school's and trust's vision compellingly and supporting the Executive Headteacher and Head of School's strategic leadership
2. The day-to-day management of the Resource Provision
3. Formulating the aims and objectives of the school
4. Establishing policies for achieving these aims and objectives
5. Managing staff and resources to that end
6. Monitoring progress towards meeting the school's aims and objectives

The Assistant Headteacher (Inclusion) will also have a timetabled teaching commitment complying with the Teachers' Standards and modelling best practice for others. They may also be required to undertake any of the duties delegated by the Executive Headteacher.

Duties and Responsibilities

School Culture and Behaviour

Under the direction of the Executive Headteacher or Head of School, the Assistant Headteacher will:

1. Embed the School's Christian ethos and values in all aspects of school life, evaluated through stakeholder feedback and evidence of inclusive practice
2. Create a culture where pupils experience a positive and enriching school life
3. Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
4. Ensure a culture of staff professionalism
5. Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
6. Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
7. Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance
8. Undertake the role of Deputy Designated Safeguarding Lead

Additional and Special Educational Needs and Disabilities (SEND)

Under the direction of the Executive Headteacher or Head of School, the Assistant Headteacher will:

1. Be the SENCO and Inclusion Leader across the school and the Resource Provision
2. Promote a culture and practices that allow all pupils to access the curriculum
3. Have ambitious expectations for all pupils with SEND and for disadvantaged pupils
4. Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate
5. Make sure the school fulfils statutory duties regarding the SEND Code of Practice
6. Be accountable for the SEND register, EHCP processes, Annual Reviews and Local Authority liaison

Organisational Management and School Improvement

Under the direction of the Executive Headteacher or Head of School, the Assistant Headteacher will:

1. Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
2. Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
3. Ensure rigorous approaches to identifying, managing and mitigating risk
4. Ensure effective use of budgets and resources
5. Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
6. Make sure school improvement strategies are effectively implemented

Staff Management and Professional Development

Under the direction of the Executive Headteacher or Head of School, the Assistant Headteacher will:

1. Performance-manage identified staff, including carrying out appraisals and holding staff to account for their performance
2. Manage staff well, with due attention to workload
3. Ensure staff have access to appropriate, high-quality professional development opportunities
4. Keep up to date with developments in education
5. Seek training and continuing professional development to meet their own needs

Governance, Accountability and Working in Partnership

Under the direction of the Executive Headteacher or Head of School, the Assistant Headteacher will:

1. Strengthen partnerships with the SDBE Multi-Academy Trust and wider educational networks to support shared goals and improvement.
2. Work with the governing board as appropriate
3. Make sure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
4. Work successfully with other schools and organisations
5. Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Other Areas of Responsibility

Assessment

The Assistant Headteacher will:

1. Track and analyse pupil performance data, paying particular attention to pupils who:
 - Are eligible for the pupil premium
 - Have SEN and/or disabilities
 - Speak English as an additional language (EAL)
3. Plan and implement interventions for pupils who aren't progressing
4. Provide training and support for teachers and support staff on administering the assessment system effectively

Pastoral

The Assistant Headteacher will:

1. Establish and implement whole-school systems for pupil well-being
2. Conduct pupil voice surveys to ensure pupils feel happy and safe in school, and champion the importance of pupil voice to other members of the senior leadership team (SLT)
3. Provide staff with training and support so they can play a part in enhancing pupils' personal development
4. Promote and evaluate the effectiveness of the school's behaviour policy and strategies
5. Monitor pupil attendance and ensure it is continuously improving
6. Analyse whole-school data on attendance, behaviour, exclusions and well-being to inform future improvement strategies

Special Educational Needs Development (SEND)

Strategic and Operational SEND Leadership

1. Strategic and operational leadership of the SLCN Resource Provision
2. Undertake consultation requests and placement reviews for the Resource Provision
3. Oversight of integration and interventions between the SLCN RP and mainstream classes
4. Oversight of timetabling and staffing of the RP
5. Quality assurance of specialist interventions
6. Ensure that pupils with SEND receive high-quality provision that enables them to make good progress and achieve their potential
7. Support teachers in identifying pupils who may have special educational needs through classroom observation, assessment analysis, and consultation
8. Provide guidance and training to teaching and support staff on effective adaptation strategies and reasonable adjustments for pupils with SEND
9. Monitor the quality and impact of SEND provision across EYFS, KS1 and KS2 through lesson observations, learning walks, and work scrutiny, ensuring that interventions are having the desired impact
10. Support the development and review of Individual Education Plans (IEPs) and provision maps, working with staff to ensure targets are appropriate and achievable
11. Work with external agencies and specialists to ensure appropriate support is in place for pupils with complex needs, attending multi-agency meetings as required
12. Liaison with feeder settings and transition to new settings

13. Lead staff training on specific areas of SEND, including autism spectrum conditions, speech and language needs, and social, emotional and mental health difficulties
14. Ensure that Teaching Assistants are deployed effectively to support pupils with SEND and that they receive appropriate training and guidance
15. Monitor the progress of pupils with SEND, analysing data to identify trends and ensuring that the school is meeting its responsibilities under the SEND Code of Practice
16. Engage with parents and carers of pupils with SEND, ensuring they are kept informed of their child's progress and involved in decision-making
17. Contribute to the school's self-evaluation of SEND provision and ensure the SEND Information Report is updated and published annually

Ethos: In all relationships, particularly when initiating or brokering actions and solutions, all Trust staff members should be mindful of the importance of Christian values and pastoral care within a performative context.

Confidentiality: Treat all information acquired through employment, both formally and informally, in confidence.

Equalities: The SDBE has a strong commitment to achieving equality of opportunity in its schools and in the employment of people. The post will ensure that the MAT meets its statutory obligations in relation to all aspects of equalities legislation.

Health and Safety: Be responsible for own Health & Safety, as well as that of colleagues, service users and the public.

The job description should be read alongside the range of duties and responsibilities of Headteachers as set out in the current Teachers' Pay and Conditions Document.

Please note that this is illustrative of the general nature and level of responsibility of the role. It's not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role.

Assistant Headteacher (Teaching and Learning) Person Specification

Essential	Desirable	Application	Interview	Task/ Observation
Qualifications & Experience				
DFE recognised Qualified Teacher Status, and recent and relevant CPD.	SLCN training/qualification experience	✓	✓	
Nationally recognised SENCO qualification or willingness to undertake NQSEND		✓	✓	
Record of outstanding classroom practice with at least 4 years teaching experience.	Experience teaching across the year groups.	✓	✓	
Experience of working with a range of SEND	Experience of leading a core curriculum area.	✓	✓	
Proven track record of raising standards and meeting challenging targets.	Achievement of high KS1 / KS2 SATs results.	✓	✓	
Experience of leading and managing a team, and of performance management.		✓	✓	
Abilities & Skills				
Ability to communicate effectively with all members of the school community.		✓	✓	✓
Ability to lead and manage an effective team, challenging and developing staff and pupils.		✓	✓	
Effective behaviour management skills; able to coach others to develop their skills in this area.		✓	✓	
Ability to lead, motivate and inspire others and to promote a positive school ethos.		✓	✓	
Ability to support staff to achieve the best for all pupils, including those with SEND.		✓	✓	✓
Ability to identify and implement successful inclusion strategies for all children.		✓	✓	✓
Ability to plan, organise and prioritise work in order to meet deadlines.		✓	✓	

Essential	Desirable	Application	Interview	Task/ Observation
Knowledge & Understanding				
Able to analyse, interpret and respond to school performance data, identifying areas for improvement.		✓	✓	✓
Excellent understanding of the curriculum and SEND framework.		✓	✓	
Understanding of statutory and non-statutory primary frameworks.		✓	✓	
Understanding of innovative and creative strategies that enable children to make excellent progress.			✓	✓
Thorough understanding of and commitment to equality of opportunity		✓	✓	
Knowledge of safeguarding and child protection issues.		✓	✓	
Personal Skills & Attributes				
Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity.		✓	✓	✓
Ability to work independently and on own initiative; take responsibility for own professional development.		✓	✓	