

Mission Statement

"I have come so that they may have life and have it to the full"
John 10/10

JOB DESCRIPTION

An Assistant Headteacher at Mount Carmel Catholic School.

JOB TITLE: An Assistant Headteacher with the lead in Inclusion

ACCOUNTABLE TO: Headteacher

This appointment is with the Governing Body of the school as employer under the terms of the Catholic Education Service contract. It is also subject to the current conditions of employment of school teachers, contained in the School Teachers' Pay and Conditions Document and other current educational and employment legislation.

1. Catholic Ethos

To work with the Headteacher and colleagues in creating, inspiring and embodying the Catholic ethos and culture of Mount Carmel Catholic School, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

- To attend, take part in and lead acts of collective worship.
- To implement the policy of the Governing Body on Religious Education.
- To ensure that the pupils have a safe and caring environment both in school and on out of school activities.
- To foster good relations with all members of the school and local community, including parents.
- To promote the school and all it stands for on all occasions, in particular, work with stakeholders.
- To celebrate the successes of the school at every opportunity.
- To act as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment.

The purpose of the role of Inclusion Leader is to:

1. Be a member of the Senior Leadership Team of the school and work to ensure quality first learning and teaching across the school.
2. Ensure all children have the necessary provision and support to enable them to access the national and extended curriculum.
3. Undertake the responsibility of Deputy Safeguarding Lead. (Please see Appendix1)
4. Secure academic progress through assessment scrutiny and leading the team of support staff.
5. Raise standards of achievement across the school especially in literacy and maths.
6. Act as the Deputy Headteacher, undertaking all the duties and responsibilities that the role requires, in the absence of the Deputy Headteacher.

The role of Inclusion Leader encompasses and includes a general and shared responsibility for the progress and well being of all children and a specific responsibility for the progress of the following groups of children:

- Children with additional needs, with learning difficulties or disabilities.
- Children with English as an additional language and from ethnic groups identified nationally, or within school as underachieving
- Children with gifts and talents, with high and highest levels of abilities
- Children who are in the care of the local authority (Looked After children)
- Children for whom there are Child Protection concerns
- Children who are newly arrived into this country, education system or school.
- Children who access Free School Meals.
- Children recognised as vulnerable.

Vision and ethos

- Work with the Headteacher and SLT to establish commitment to a shared vision for the school; lead by example to inspire and motivate staff, parents, governors and pupils.
- Work with the Headteacher and SLT to establish an ethos which promotes effective teaching and learning, and which sustains improvement in the development of all pupils.

MAIN DUTIES and RESPONSIBILITIES

TEACHING AND LEARNING

To provide strategic leadership and development of the following aspects of the school:

- Support the Headteacher in developing and maintaining high morale and confidence amongst all staff and to set an example of high professional standards and leadership
- Strategic leadership of inclusion.
- Support the Headteacher in the self evaluation of teaching and learning across all key stages.
- Monitoring Teaching and Learning to meet the need of pupils in the Inclusion umbrella through target setting.
- Be a role model for good practice in teaching and learning.
- To create and maintain an environment of high standards of behaviour and discipline.
- Direct, support and monitor the work of the teaching assistants to ensure high standards of teaching and learning across the school.
- To support and work with outside agencies to ensure strong links are made and kept to help our children to have the correct intervention to help them progress.
- Liaise with other schools to ensure continuity of support and learning when transferring children to their next school or unit.
- Support the Headteacher in fostering good relations with parents and the community, ensuring, as far as possible, the involvement of all in the life and ethos of the school.
- Be a Coaching Lead.
- To provide cover for absence/PPA as required by the Headteacher/Deputy Headteacher.
- To teach focus groups of children to raise attainment and help accelerate progress.

Initially the post is non-class based but this may change depending on the needs of the school.

Additional expectations of a senior leader

In addition to the specific responsibilities outlined above, the Assistant Headteacher and Inclusion Leader, as a senior leader within the school, will be expected to:

- Support the aims and ethos of the school.

- Set a good example in terms of dress, punctuality and attendance.

Job title: Deputy Designated Safeguarding Lead

- Take on any additional responsibilities which might from time to time be agreed with the Headteacher.
- Attend and participate in open evenings, pupil performances meetings.
- Build strong links with parents/carers.
- Participate in and where appropriate lead staff training.
- Attend and where appropriate lead team, SLT and staff meetings.
- Develop strong links with governors, LA support teams, outside agencies, and
- neighbouring schools.

RESOURCE LEADERSHIP

Work with the Headteacher to plan and organise Continuing Professional Development for all staff and particularly in relation to inclusion.

To play a central role in maintaining good channels of communication between the school and outside agencies.

To manage a budget.

SAFEGUARDING

To be fully aware of and understand the duties and responsibilities in relation to child protection and safeguarding children and young people as this applies to the teacher's role within the school.

To act as a designated member of staff for safeguarding.

To support other members of staff to fulfil their responsibility for safeguarding.

APPENDIX 1

Deputy Designated Safeguarding Lead (DDSL)

Main purposes of the role

- Support the Designated Safeguarding lead in taking responsibility for safeguarding and child protection (including online safety and filtering and monitoring)

- Provide advice and support to other staff on child welfare, safeguarding and child protection matters
- Where requested, take part in strategy discussions and inter-agency meetings, and/or support other staff to do so, and contribute to the assessment of children
- Support the DSL to ensure they or a deputy are available during term time for staff to discuss any safeguarding concerns. Support the school with their cover arrangements for any out of hours or out of term activities

At the discretion of the Headteacher, support the Designated Safeguarding Lead with their duties:

- Ensure all staff have access to, and understand, the school's child protection policy and procedures, online safety policy including filtering and monitoring, especially new and part-time staff
- Ensure the policy is reviewed annually, is available publicly and parents know that referrals about suspected abuse or neglect may be made and the school's role in this
- Link with the safeguarding partners to ensure staff are aware of training opportunities and local updates
- Undergo training which provides the knowledge and skills to carry out the role at least every two years. In addition, keep knowledge and skills refreshed at regular intervals
- Undertake Prevent awareness training and provide advice and support to staff on protecting children at risk of radicalisation
- Understand the assessment process for providing early help and statutory intervention, including local criteria and referral arrangements
- Know how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively
- Understand the lasting impact that adversity and trauma can have and promote educational outcomes
- Be alert to specific needs of CIN students, those with SEND and those with relevant health conditions and/or young carers - Understand the importance of information sharing, both within the school and with external agencies
- Understand the unique risks associated with online safety and be confident in keeping children safe online

- Encourage a whole-school culture of listening to children and taking account of their wishes and feelings.

- Consider the difficulties students might have in

approaching staff and consider how to build trusted relationships

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2019 and the UK General Data Protection Regulation (UK GDPR)

- Support the Designated Safeguarding lead in taking responsibility for safeguarding

Manage Referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care as required and support any other staff who make such referrals

- As required, refer cases to the Channel programme where there is a radicalisation concern and support staff who make such referrals

- As required, where a person is dismissed or has left the school due to risk/harm to a child, refer to the DBS - Where a crime may have been committed, report to the Police, in line with NPCC 'When to call the police' guidance

Working with Others

- Act as a source of support, advice, and expertise for all staff and as a contact with and for the safeguarding partners

- Keep the headteacher informed of relevant issues- especially ongoing enquiries under Section 47 of the Children Act 1989 (Child Protection Enquiries) and police investigations

- Be aware of the requirement for children to have an Appropriate Adult when working with the police, in line with PACE Code C 2019

- In cases which concern a staff member and allegations of abuse relating to child protection, liaise with the 'case manager' and the local authority designated officer(s) (LADO)
- Liaise with staff and relevant agencies on matters of safety, safeguarding, and welfare (including online and digital safety), and when deciding whether to make a referral so that children's needs are considered holistically
- Liaise with the senior mental health lead and the mental health support team (where available) where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers to promote the welfare of children, including where families may be facing challenging circumstances
- Ensure that the school knows who its cohort of children who have or have had a social worker are, understand their academic progress and attainment, and maintain a culture of high aspirations for them.
- Work with the headteacher and any other relevant strategic leads, to promote the educational outcomes of this cohort, knowing the welfare, safeguarding and child protection issues they are experiencing, or have experienced, and identify the impact that these issues might have on their attendance, engagement, and achievement in school
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker, recognising the lasting impact of statutory social intervention on their educational outcomes

Information Sharing and Managing the Child Protection File

- Ensure child protection files are kept up to date, that information is kept confidential and stored securely
- That records include a clear and comprehensive summary of concerns, details of how they were followed up and resolved, and a note of any action taken, decisions reached and the outcome
- Oversee the transfer (including in year transfers) of child protection files separate to the school file to a new school within 5 days of transfer or within the first 5 days of the start of a new term. Consider further communication and additional information sharing where relevant.

Signatures – line manager and job holder

Signature of Manager: **Date:** / /
Signature of post holder: **Date:** / /