

## **JOB DESCRIPTION: ASSISTANT HEADTEACHER (INCLUSION) L11-15**

<b>Job Title:</b>	<b>Assistant Headteacher Inclusion</b>
<b>Salary/Grade:</b>	Leadership Scale L11-L15 (£60,488 - £66,628)
<b>Reporting to:</b>	Deputy Headteacher
<b>Responsible for Line Management of:</b>	Inclusion Manager, Inclusion Teacher, SEND Manager; Exams Access Arrangements Assessor, Teacher of EAL; specified curriculum areas, School Counsellor

Loreto educational communities in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the foundress of the Institute of the Blessed Virgin Mary. We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds. We will strive rigorously for the achievement of both personal and academic excellence.

### **Core Purpose:**

- To uphold and actively promote the school's Catholic Loreto vision, values and philosophy and to work as a team with the Headteacher and other senior leaders to drive forward the governors' and Loreto Trust Board's vision for the improvement of the school and to ensure the school functions effectively on a day to day basis.
- To lead the development, implementation and review of the school's inclusion strategy.
- To support, hold accountable and lead staff to follow inclusive practices ensuring high standards of teaching and learning for students with special educational needs.
- To analyse the progress made by specific groups of students and ensure there are the appropriate plans in place to support those students whose progress is limited.
- To oversee the mapping of intervention across each year group and quality assure intervention plans so they are fit for purpose and impactful and deliver improved outcomes for specified cohorts of students.
- To ensure all staff involved in inclusion function effectively as a team and understand the absolute requirement for our work to be rooted in the Catholic and Loreto ethos, living the core values and displaying respect for the individual in all that we do.

### **Responsibilities and duties specific to this position:**

- To have overall responsibility and accountability for the strategic development, implementation and review of the school's inclusion strategy.
- To drive a continuous and consistent focus on student inclusion and engagement and take responsibility for the learning, progress and outcomes for vulnerable students and students with SEND.
- To utilise best practice research evidence, school-based evaluations and external reviews to improve the school's inclusion strategy and outcomes for all students.

- To ensure that curriculum provision, learning opportunities and support for students is appropriate to meet the needs and ambitions of all students and to regularly review, evaluate and update, taking account of local and national opportunities, policies and statutes.
- To support, hold accountable and lead staff to follow inclusive practices ensuring high standards of teaching and learning for all students including those with additional or special educational needs.
- To analyse the progress made by specific groups of students and ensure there are the appropriate plans in place to support those students whose progress is limited.
- To work with other colleagues to analyse internal data, spotting patterns and trends, to ensure appropriate provision, interventions and individual plans for all students including those with identified additional needs.
- To identify and tackle barriers to learning and engagement, working with staff to implement interventions and evaluating the impact of these.
- To oversee the mapping of intervention across each year group and quality assure intervention plans so they are fit for purpose and impactful and deliver improved outcomes for all groups of students.
- To lead the school in developing and delivering excellent inclusive pastoral care and provision for all students.
- To work with the Headteacher, Assistant Headteacher of Climate for Learning, Directors of Ethos and Behaviour and the Heads of Year to address the specific needs of students with challenging behaviour presentations who are at risk of suspension and/or permanent exclusion.
- To ensure a consistent method of delivering and recording student support interventions/packages and ensure these are monitored, evaluated and further developed or refined based on their impact.
- To work with the school's Safeguarding Lead and Level 3 Safeguarding Team to support the development of safeguarding and inclusion across the school.
- To be aware of safeguarding issues in all year groups and, working with the Safeguarding Team, ensure that students, especially those with SEND, are appropriately supported and communication between different staff and with external agencies is effective.
- To review current systems, structures and ways of working in all areas of student support, providing strategic direction for reviews and implementing any changes through carefully planned change management processes.
- To have responsibility for the provision, progress and outcomes of students with SEND.
- To fulfil statutory duties regarding the SEND Code of Practice, communicating ambitious expectations for students with SEND, ensuring the school works effectively with parents/carers and professionals to identify emerging additional needs and using resources effectively to deliver positive impact on student outcomes.
- To lead the development, implementation and review of the school's drive to meet its equalities objectives.
- To lead the strategic development of a whole school approach to student mental health and wellbeing.
- To lead on the school's Transition Strategy for students with SEND ensuring effective liaison with primary schools and a smooth induction to Loreto High School for new students and their families and an effective transition to post-16 education, training or employment.
- To work with the SEND Manager to ensure that EHC Planning processes, including Preparation for Adulthood, are ambitious, person-centred, lead to excellent outcomes for each student and support appropriate progression to the next stages of education, training or employment.
- To oversee the school's delegated funding for SEND and internal cost centre for Safeguarding.

## **Professional Duties and Expectations of all members of the Senior Leadership Team:**

- To act with professional integrity at all times, setting an example in living out the core values of truth, justice, sincerity, freedom, joy, excellence and internationality in your professional life.
- To provide strategic vision across the school that helps meet school priorities as well as pastoral and academic needs, sharing and communicating the vision with enthusiasm for improvement and change.
- To play an active role in developing, sustaining and modelling the outstanding skills, attributes and behaviours of a high performing leadership team, including highly effective communication to both internal and external stakeholders.
- To make use of effective processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement relevant to your role.
- To develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context and lead to sustained school improvement over time.
- To establish and maintain working relationships with fellow professionals, colleagues and governors to improve educational outcomes for all students.
- To contribute to appraisal, performance and line management systems, ensuring they function effectively and contribute to the raising of standards across the whole school and instil in staff a strong sense of accountability for the impact of their work on students' outcomes and a thorough understanding of their professional responsibilities.
- To identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- To ensure staff are deployed and managed well with due attention paid to workload.
- To demand ambitious standards for all students, overcoming disadvantage and advancing equality.
- To maintain those school policies and procedures relevant to your area and update whenever required, thus helping to ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- To establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- To attend when required at meetings, performances, other functions / school events and to attend Governing Body meetings to inform governors of issues related to your role, when requested to do so.
- To be a visible presence around school, supervising corridors, challenging poor behaviour and uniform and supporting staff as required.
- To implement student, staff and parent voice activities for your areas of responsibility, championing feedback and consultation as part of our leadership and school development process.
- To set an example in undertaking a regular commitment to duties and the assembly rota.
- To give a consistent message to staff and students at all times, accepting and supporting the decisions of the Headteacher and Senior Leadership Team collectively.
- When requested to do so by the Headteacher, to prepare and present reports on progress / issues related to specific areas of accountability and responsibility.
- To carry out the professional duties of a teacher.
- To undertake specific tasks reasonably delegated by the Headteacher.

## PERSON SPECIFICATION FOR ASSISTANT HEADTEACHER INCLUSION L11-15

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• An honours degree or equivalent</li> <li>• Qualified Teacher status</li> <li>• Commitment to gaining the National Award for Special Education Needs Co-ordinator or equivalent within first three years of post</li> <li>• Level 3 Safeguarding training or commitment to attain this qualification within first two terms</li> <li>• Evidence of undergoing sufficient safeguarding and child protection training</li> <li>• Evidence of recent and relevant further professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• National Award for Special Education Needs Co-ordinator or equivalent</li> <li>• Senior leadership qualification EG NPQSL, MA in Education Leadership or equivalent</li> <li>• Leadership Pathways</li> </ul>	<p>Application form and supporting statement</p> <p>Certificates</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Substantial experience of teaching, promoting pupils' learning and welfare</li> <li>• Experience of leading others</li> <li>• Proven track record of implementing strategies and interventions to rapidly tackle underperformance in students, raise achievement and standards</li> <li>• Leading successful whole school initiatives which have had a positive impact on student attainment and/or personal development</li> <li>• Effective deployment of staff and/or resources</li> <li>• Line management of a team including performance management and appraisal processes</li> <li>• Effective working with variety of stakeholders such as students, parents, governors, external agencies and the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively tackling underperformance in staff</li> <li>• Evidence of developing and/or coaching others</li> <li>• Successfully managing a demanding role with the pressures of delivering results.</li> <li>• Developing policies and protocols</li> <li>• Management of a budget such as PPG, SEND funding</li> <li>• Successful experience of leading effective CPD for staff</li> <li>• Successful experience of implementing change</li> </ul>	<p>Application form and supporting statement</p> <p>References</p> <p>Interview</p>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Proven experience as a high performing teacher</li> <li>• Broad and current knowledge and understanding of how to evaluate and develop the quality of inclusive pedagogy and provision, referencing, but not limited to the Ofsted Framework</li> <li>• Thorough knowledge of statutory requirements and best practice, the SEND Code of Practice and the Annual Review process</li> <li>• Understanding of students' special educational needs linked to appropriate challenge, teaching strategies, differentiation, assessment,</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of and keen interest in evidence-informed practice e.g. Education Endowment Foundation shown by wider reading or professional development</li> <li>• Knowledge and understanding of the</li> </ul>	<p>Application form and supporting statement</p> <p>References</p> <p>Interview</p>

	<p>outcomes and ambition for all learners</p> <ul style="list-style-type: none"> <li>• Proven commitment to and up to date knowledge of the protection and safeguarding of children and young people</li> <li>• Possess the knowledge, confidence and skills needed to effectively advise and support colleagues in order to move the school forward</li> <li>• Issues relating to school performance data, national benchmarks and accountability</li> <li>• Purpose and distinctive features of Catholic education and how these are embodied in Loreto schools</li> <li>• Excellent knowledge and understanding of diversity and equality requirements</li> <li>• Effective strategies for facilitating the spread of good practice.</li> </ul>	<p>Manchester Inclusion Strategy.</p> <ul style="list-style-type: none"> <li>• Strategies used by outstanding schools to raise attainment</li> <li>• Working collaboratively with families and the wider community to build strong relationships</li> <li>• An understanding of CEIAG</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Proven ability in the development of effective structures and systems</li> <li>• Ability to think strategically, creatively and conceptually, coming up with innovate solutions and simplifying complex issues</li> <li>• Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals</li> <li>• Ability to analyse data and complex information from a range of sources, finding solutions to problems and identifying priorities for action</li> <li>• Ability to evaluate aspects of a school's performance and make sound judgements about improvements needed</li> <li>• Ability to motivate and inspire others, developing good personal relationships within a team and between teams</li> <li>• Ability to develop staff by building on existing strengths within the school</li> <li>• Ability to hold others to account and challenge poor practice to generate positive outcomes</li> <li>• Ability to establish and develop close relationships with parents, governors and the community</li> <li>• Ability to communicate effectively (both orally and in writing) to a variety of audiences</li> <li>• A positive role model with the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Forward looking, identifying and driving opportunities for change.</li> <li>• Excellent vision to drive up outcomes for students.</li> <li>• Outstanding ability to galvanise a group of individuals into a dynamic and effective team.</li> <li>• Strong ability to deal effectively with problems and cope with competing demands and pressures.</li> </ul>	<p>Application form and supporting statement</p> <p>References</p> <p>Interview</p>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• Excellent leadership, motivational and communication skills</li> <li>• Clear vision and understanding of the needs of</li> </ul>		<p>Application form and</p>

	<p>young people in a secondary school environment</p> <ul style="list-style-type: none"><li>• A dedication to high academic standards and passionate about improving outcomes and life chances for young people</li><li>• High expectations of self and others</li><li>• Self-aware, resilient and emotionally mature</li><li>• Approachable, patient, empathetic and kind with a genuine concern for the welfare of staff and students</li><li>• Well organised, excellent attention to detail and excellent time management skills</li><li>• Committed, hardworking, resilient professionalism</li><li>• Enthusiastic with relentless optimism</li><li>• Resourceful and creative</li><li>• A deep commitment to and personal enthusiasm for the core values of the Loreto order</li></ul>		<p>supporting statement</p> <p>References</p> <p>Interview</p>
--	--	--	--