



## Anglesey Primary School Job Description

<b>NAME:</b>	
<b>Title Of Post:</b>	<b>Assistant Head Teacher with responsibility for SEND &amp; Inclusion.</b>
<b>Salary:</b>	<b>LPS 9-13</b>
<b>Working Hours:</b>	<b>Full Time 195 Days Per Year + Additional Reasonable Days &amp; Times.</b>
<b>Responsible to</b>	<b>Head Teacher</b>
<b>Overall Responsibility.</b>	To lead, champion, and coordinate the provision for children with Special Educational Needs and Disabilities (SEND), those with English as an Additional Language (EAL), and pupils requiring additional inclusion support. Ensure the school complies with the SEND Code of Practice (2015), supports inclusive practice, and raises attainment and progress for all vulnerable learners.

### Terms and conditions

- The current Teachers' Pay and Conditions Document, including all conditions of employment of teachers other than Headteachers, set out in Part 12 of Section 2 of the same.
- National collective agreements
- Local Authority's rules and policies
- School's Articles of Government
- The SEND Code of Practice (2015) and Equality Act (2010)
- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body. Uphold the School's policy in respect of child protection matters.
- Particular attention is drawn to Section 66 of the STPCD – 'teachers with leadership or management responsibilities shall be entitled so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post.
- It will be reviewed annually and may be subject to modification at any time after consultation with the post holder.

### **SCHOOL SPECIFIC**

- Support, deputise and assist the Headteacher by providing dynamic leadership and management in support of the School's vision and values in everyday work and practice
- lead on the provision for pupils with SEND and Inclusion needs, ensuring that their needs are effectively met and that all statutory obligations are fulfilled.
- be the school's Designated SENDCo (or work closely with the SENDCo where applicable) and ensure compliance with statutory duties including EHCP processes.
- embed inclusive teaching and learning, raising attainment and closing gaps.
- Contribute to rigorous and on-going self-evaluation and take responsibility for leading specific areas/initiatives to secure further school-wide improvements.
- Specific responsibilities will be based on the skills and experience of the successful candidate.
- Uphold the school's ethos and values (Ambition, Pride, Success)
- Committed to equality, safeguarding and inclusion
- Strong interpersonal and communication skills
- Participate in performance management and professional development
- Deputise for other SLT members when required
- Support the Headteacher in the creation and implementation of a strategic School Improvement plan, underpinned by sound resource planning and which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- Support the effective monitoring, evaluating and reviewing of the School Improvement plan to secure progress and school improvement.
- Support the Headteacher in reviewing and writing the Self Evaluation Form.
- Promote the School ethos in which the highest achievements are expected from all members of the School community

- Adhere at all times to the professional business standards of dress, courtesy and efficiency in line with the ethos of the school
- Attend all Staff Meetings
- Attend and participate in Open Evenings
- Uphold the School's values, its behaviour code and uniform regulations
- Be responsible for ensuring subject knowledge is developed and participate in staff training and development.

## **DUTIES AND RESPONSIBILITIES:**

### **Key Responsibilities: Leadership and Strategy**

- Develop, lead and review the school's SEND and Inclusion strategy in line with national and local policy.
- Be a visible and proactive member of SLT, advising on provision for SEND, Inclusion, EAL and vulnerable groups.
- Ensure the SEND Register is accurate and that identification and support processes are robust.
- Contribute to the development and monitoring of the School Improvement Plan and Self-Evaluation, with specific responsibility for SEND and vulnerable groups.

### **Compliance and Policy**

- Ensure the school complies with the statutory duties of the SEND Code of Practice (2015), including: graduated approach, engagement with families, and timely support.
- Maintain up-to-date SEND, Inclusion, and EAL policies.
- Ensure accessibility plans and equality objectives are implemented and reviewed.
- Follow Health and Safety requirements and initiatives, as directed
- Ensuring compliance with Data Protection legislation
- Operating at all times within the School's Equalities Policies, demonstrating commitment and contribution to improving standards and attainment
- Contributing to the maintenance of a caring and stimulating environment for young people.

### **Teaching and Learning**

- Promote high-quality inclusive teaching strategies in all classrooms.
- Support teachers to differentiate and scaffold effectively to meet a wide range of needs.
- Lead professional development sessions to ensure best practice for SEND and vulnerable learners.
- Monitor and evaluate interventions to ensure impact on outcomes.
- Ability to teach all age groups
- Plan work in accordance with Pastoral and Curriculum Area Programmes of Study
- Take account of all students' prior levels of attainment and use them to plan challenging lessons and set future targets
- Monitor and identify underachieving students from performance data
- Address underachievement through contributing to whole-school strategies
- Establish a purposeful working atmosphere during all learning activities following School policies
- Actively support extra-curricular activities to enhance students' experiences
- Encourage the development of positive student behaviour
- Understand and fulfil all the requirements of School policies and the expectations of the school.
- Create and maintain a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school and which enable teachers to meet the expectations and standards set out within the school's Teaching and Learning Policy.
- Determine, organise and implement the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement.
- Implement and sustain effective systems for the management of staff performance, incorporating performance management and targets for teachers, including targets relating to pupils' achievement and be responsible for managing the staff in your phase.
- Motivate and enable all staff in their schools to carry out their respective roles to the highest standards, through high quality continuing professional development based on assessment of needs.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- Plan, allocate, support and evaluate work undertaken by groups and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Lead professional development of staff through example.
- Support and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, and subject associations.
- Act as a conduit between your Phase and the HT and raise any issues or concerns as appropriate in SLT meetings.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or EAL, in order to set and meet challenging, realistic targets for improvement.

- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Ensure that improvements in Core and Foundation subjects are priority targets for the school and all pupils, including those with Special Educational Needs

### **Assessment and Achievement**

- Analyse progress and attainment data for pupils with SEND, EAL and other vulnerable groups.
- Lead pupil progress reviews for these groups and ensure provision is adapted accordingly.
- Oversee EHCP annual reviews, SEND support plans, and interventions.
- Maintain accurate records and ensure pupils are on track to meet their individual targets.
- Keep appropriate records of students' work
- Mark and return work, including homework within an agreed and reasonable time
- Use and apply the School's Marking Policy
- Carry out assessment programmes, as agreed by the School or Curriculum Area.
- Attend Parents' Evenings as required and keep parents/carers informed about their child's performance and future targets.
- Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and act as necessary.
- Ensure the use of in school and comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement as discussed with the HT
- Coordinate termly pupil progress meetings for the year groups within the phase and approve targets set in discussion with the HT
- Make explicit to pupils, parents, teachers and wider community the school's high expectations that all pupils can succeed.
- Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils.
- Ensure that effective conferencing and interventions take place and are regularly monitored to ensure targets are met, next steps are in place and any gaps are closed

### **Partnerships and Pupil Support**

- Foster excellent relationships with parents, carers and families of pupils with SEND and Inclusion needs.
- Work closely with external agencies (e.g., Educational Psychologists, SALT, CAMHS, Outreach Services).
- Ensure that pupil voice is heard and valued in planning support and interventions.
- Promote an inclusive ethos that celebrates diversity and ensures every pupil feels safe, supported and successful.
- Develop effective relationships with the community, including business and industry, to extend the curriculum and to enhance teaching and learning.
- Create and maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Maintain liaison with other schools, further education and other agencies related to pupil welfare and achievement.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the local community, Ofsted, staff and others, to enable them to play their part effectively.
- Ensure that parents and pupils are well-informed about the curriculum, attainment and progress, including via the school website.

### **Safeguarding and Wellbeing**

- Contribute to safeguarding strategy and practice as a DSL or Deputy DSL.
- Identify and address barriers to learning, including mental health, social care needs and attendance.
- Coordinate personalised support for vulnerable learners, including those at risk of exclusion.

### **Staff Development and Capacity Building**

- Line manage the SEND support team, including TAs and Learning Mentors.
- Support, coach and mentor staff across the school in inclusive pedagogy and behaviour management.
- Lead CPD related to SEND, trauma-informed practice, EAL and inclusion.

### **Managing own performance and development:**

- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively and work to deadlines
- Sustain their own motivation and that of other staff.

### **Managing resources:**

- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Manage, monitor and review the range, quality, quantity and use all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.

**SIGNED – \_\_\_\_\_**

DATE - \_\_\_\_\_

## Person Specification

Category	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Evidence of continuing professional development (CPD) in SEND, Inclusion, and school leadership</li> <li>• National Award for SEN Coordination (or commitment to undertake within 3 years)</li> </ul>	<ul style="list-style-type: none"> <li>• NPQSL or NPQH</li> <li>• Additional qualifications in inclusion, e.g., mental health, behaviour support, speech and language</li> <li>• Safer Recruitment and DSL training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven successful teaching experience across the primary age range</li> <li>• Experience of working as a school leader or middle leader with whole-school responsibilities</li> <li>• Experience of leading SEND provision, including work with pupils with EHCPs</li> <li>• Experience of working with external agencies and professionals</li> <li>• Experience of leading CPD for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of line managing staff, including teaching assistants or pastoral teams</li> <li>• Experience of contributing to Ofsted inspections</li> <li>• Experience of whole-school strategic development in inclusion or safeguarding</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• In-depth understanding of the SEND Code of Practice (2015) and the Equality Act (2010)</li> <li>• Sound knowledge of a range of SEND and EAL needs and how these affect learning</li> <li>• Understanding of the role of the SENDCo and statutory requirements related to EHCPs, Annual Reviews, and provision mapping</li> <li>• Knowledge of trauma-informed practice, emotional regulation, and inclusive pedagogy</li> <li>• Knowledge of effective teaching, learning, and assessment strategies for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with Birmingham LA procedures and support services</li> <li>• Understanding of educational research linked to inclusion, equity and pupil achievement</li> </ul>
<b>Leadership and Management Skills</b>	<ul style="list-style-type: none"> <li>• Ability to lead and inspire staff to promote inclusive practice across the curriculum</li> <li>• Strong analytical skills and ability to use data to identify trends, plan provision, and evaluate impact</li> <li>• Capacity to lead change and secure school improvement in SEND and Inclusion</li> <li>• Excellent communication and interpersonal skills to work effectively with staff, pupils, parents, governors, and external agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading pupil progress reviews and provision mapping meetings</li> <li>• Experience in managing complex cases or behaviour plans in collaboration with families and professionals</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Demonstrable evidence of outstanding, inclusive classroom teaching</li> <li>• Ability to model high-quality planning and differentiation to meet the needs of SEND/EAL learners</li> <li>• Understanding of how to raise attainment and close learning gaps</li> <li>• Commitment to high expectations and aspirations for all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering targeted interventions or adapting the curriculum for SEND pupils</li> </ul>
<b>Safeguarding and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Thorough understanding of safeguarding procedures and the role of the DSL</li> <li>• Commitment to promoting wellbeing and pastoral care for all pupils</li> <li>• Understanding of how inclusion, attendance, mental health and behaviour intersect</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as a DSL or Deputy DSL</li> <li>• Training in mental health, domestic abuse, or safeguarding of vulnerable pupils</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Passionate advocate for inclusive education and equity</li> <li>• Reflective, resilient and adaptable to change</li> <li>• Approachable, empathetic, and child-centred</li> <li>• Committed to collaborative working and shared accountability</li> <li>• High levels of integrity, professionalism and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Active involvement in wider school life</li> <li>• Committed to the school's values of Ambition, Pride and Success</li> </ul>