



## Teagues Bridge Primary School

Name	
Title of post	Assistant Headteacher with responsibility for Inclusion and vulnerable learners
Salary	LPS 1-6
Working hours	Full-time - 0.6 teaching 0.4 leadership
Responsible to	Headteacher
Overall responsibility	To lead, champion, and co-ordinate the provision for children who are vulnerable learners, those with EAL, PP, and pupils requiring additional inclusion support. The Assistant Headteacher will lead key areas of whole-school improvement, drive high-quality teaching and learning, and play a central role in shaping a positive, ambitious and inclusive school culture.

### JOB PURPOSE

The essential quality a school leader is, to provide all teachers with an example which demonstrates the commitment required to achieve excellence and continued school improvement. A school leader must be proactive, forward thinking and initiate change. The role is to ensure the school is the best it can be and that it grows each term.

A leader must:

- Manage professional development and review.
- Organise and implement the curriculum.
- Liaise with the local community, parents and other agencies.
- Monitor and evaluate standards and progress of teaching and learning.
- Organise and manage the day-to-day procedures to enable the smooth running of the key stage.
- To lead by example – lessons, teaching, profile must be outstanding at all times.
- Promote the school vision

Job Purpose:

- To take a central role in assisting the Headteacher, Leadership Team and Governing Body to drive school improvement in accordance with its ethos and values.
- As a strong practitioner the post holder will deliver highly effective teaching and learning across KS2 and coach colleagues with new pedagogical approaches and those who require additional support.

## JOB DESCRIPTION - ASSISTANT HEAD

- The Assistant Headteacher will have responsibility for leading the provision across the whole school.
- The Assistant Headteacher will take a lead role in driving school improvement, monitoring and evaluation across school.
- The Assistant Headteacher will support the Headteacher in ensuring safeguarding practices are rigorous and promote the safeguarding culture within school.
- The Assistant Headteacher will manage the appraisal process for all Teaching assistants.
- Deputise for the Headteacher in their absence.
- Ensure compliance to policies and procedures across the school.
- Support and champion the school vision.
- Be an outstanding role model to all colleagues.

### *MAIN DUTIES and RESPONSIBILITIES*

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

#### **Strategic Direction:**

- Formulating and supporting the aims, ethos, vision and policies of the school.
- Have whole school responsibility for Inclusion and vulnerable learners.
- Exemplify good practice in all areas of a teaching role including a clear understanding of the progression and pedagogy across the whole school.
- Monitor the quality of education and communicate this with staff
- Lead and support colleagues in staff development activities and evaluate the outcomes of these
- Work with colleagues to implement coaching and mentoring systems to ensure the support and development of all staff working within the school
- Understand, administer and assist with analysis of performance data and monitoring of the quality of the data provided.
- Maintain knowledge of statutory requirements and other legislation and ensure compliance.
- Contribute and evaluate the SIP each term and contribute to the HT's report to Governors.
- Strategic CPD priorities through SEF leadership
- Undertake the role of Designated Safeguarding lead and contribute to the safeguarding culture of the school.
- Attend and contribute to specific governing body meetings
- Manage resources efficiently within your area of responsibility
- Develop links with the wider community including relationships with parents

#### **Teaching and Learning:**

- Have high expectations for all children and understand barriers faced by vulnerable children and their families
- Provide guidance on a choice of appropriate pedagogical approaches and coaching relating to the delivery of these methods, especially ensuring the pupils secure the fundamental skills needed to achieve and be successful learners
- Take a lead role in supporting the monitoring and evaluation of teaching and learning across the school and contributing to the completion of the SEF and the development plans of the school
- Provide training and guidance on the curriculum to all staff to ensure every member of staff understands the process of development
- Assist in developing and implementing systems for recording individual pupils' progress, and collect and interpret specialist assessment data across the school
- Undertake and maintain lesson observations and evaluations in conjunction with the Headteacher and other leaders within the school
- Manage your own teaching commitments, ensuring learners in your class make progress, whilst effectively managing your strategic role
- Be an outstanding practitioner
- Work with colleagues to deliver and promote the behaviour expectations of the school and to ensure sustained improvement in this area
- Assist in developing and maintaining high standards in the Specialist SEND Resource Provision so that all children achieve well.

### Leading and Managing Staff:

- Make effective use of staff expertise and assist the Headteacher in the performance management and development of staff
- Carry out appraisal and Supervision of Teaching assistants and dinner-time supervisors.
- Work with colleagues to implement coaching and mentoring systems to ensure the support and development of all staff working within the school.
- Plan, delegate and evaluate work carried out by team(s) and individuals, and ensure a consistent approach across the school
- Promote a creative and collaborative working environment.
- Create, maintain and enhance effective relationships.
- Lead groups and support colleagues in staff development activities and evaluate the outcomes of these.
- Have an active commitment to CPD and lead by example in this area.
- To demonstrate a commitment to positive behaviour management across the school and monitor the impact of inclusion and a neuro-diverse community and environment.

### Resource Management:

- Identify and manage a budget for resources needed to meet the needs of pupils within the vulnerable groups.
- Monitor and make decisions about the use of these resources.
- Assist the Headteacher in formulating and presenting financial reports to the Governing Body

### Other:

- Be a supportive presence at all after school events
- Attend weekly SLT meetings
- Set a good example to pupils and staff in terms of personal presentation, attendance and punctuality
- Plan and lead whole school assemblies and take a lead role in behaviour management across the school
- Teach as necessary to ensure standards are maintained across the school.
- Be a supportive presence at dinner-time in the hall and on the playground.

In addition, during the absence of the Headteacher the post holder will undertake to the extent required by the Headteacher or the governing body, the professional duties of the Headteacher to ensure the effective day-to-day management of the school along with the deputy head.

### Generic duties and responsibilities:

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation
- Local Authority policies
- The Conditions of Service for School Teachers in England and with locally agreed conditions of employment
- SEN Code of Practice
- Working Together and Keeping Children Safe in Education
- Common core of skills and knowledge for the children's workforce.

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document and the Teacher Standards.

### Standards and Quality Assurance:

- Support the aims and ethos of the school.
- Liaise with governors, when appropriate, to facilitate their overview of the school management.
- Attend and participate in governor training and leadership training.
- Uphold the school's code of conduct and dress code.
- Plan and participate in CPD.
- Develop links with governors and neighbouring schools.

### People and Relationships:

- Sustain effective, positive relationships with all staff, pupils, parents and governors and the local community.
- Encourage SMSC, British values and Values of the month amongst pupils and staff.
- Manage innovation and change.
- Work collaboratively.
- Manage and develop effective working relationships with all staff in the school.

### Human and Material resources and their development and deployment:

- When required, lead the professional development of all staff through, peer support.
- Contribute to the audit of staff development and training needs.
- Ensure support and training during induction of new staff.
- Ensure that materials and resources are ordered to ensure staff can carry out their duties.
- Monitor the resources budget to ensure that there is not overspend from capitation
- Ensure the maintenance of the structural environment for effective teaching and learning. For good behaviour and for pupils SMSC development.
- Report any defects to the structure of the classrooms to the headteacher.

### WORK ENVIRONMENT:

#### Work demands

#### Physical demands

- Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running e.g. PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.

#### Working conditions

- Majority of work takes place in classroom environment, may be involved in outside activities e.g. supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. May also involve visits in the home.

#### Work context

- Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.

## JOB DESCRIPTION - ASSISTANT HEAD

- Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.
- Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.
- Risk of infection when dealing with unwell children.

- Other duties and Responsibilities:
- To oversee a foundation subject
  - To manage middle leaders along with the deputy head
  - To lead on assemblies in the head's absence.
  - To take turns to cover duty at dinner time.
  - Undertake any other duties reasonably delegated by the headteacher
  - Attend parents consultation evenings.

This job description may be reviewed annually

The job description is not necessarily a comprehensive definition of the post and the post holder may be required to undertake other tasks as instructed by the headteacher.

I acknowledge that I have received the job description and that consultation has been completed.

This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring **D** level under the Common European Framework of Reference for Language (CEFR).

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	

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Enhanced Disclosure	
Working with Adults – Regulated Activity	
Working with Children – Regulated Activity	

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>

### Review Arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed.

Consequently, the school will be expected to revise the job description from time to time and will consult with the post holder at the appropriate time.

Job description agreed by:	Name:	Signature:	Date:
Job Holder			
Headteacher			

## JOB DESCRIPTION – ASSISTANT HEAD

### 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 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> <li>• Experience of leading SEND provision, including work with pupils with EHCPs</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• In-depth understanding of the SEND Code of Practice (2025) 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>• Understanding of educational research linked to inclusion, equity and pupil achievement</li> </ul>

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<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 meetings</li> <li>• Experience in managing complex cases and behaviours 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 vulnerable learners.</li> </ul>
<b>Safeguarding and well-being</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> </ul>	<ul style="list-style-type: none"> <li>• Sense of humour</li> <li>•</li> </ul>

## JOB DESCRIPTION – ASSISTANT HEAD

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|  | <ul style="list-style-type: none"><li>• Committed to collaborative working and shared accountability</li><li>• High levels of integrity, professionalism and confidentiality</li><li>• Resilience and commitment while working under pressure.</li><li>• Demonstrate emotional intelligence</li><li>• Ability to enthuse and motivate others</li><li>• A love for teaching!</li></ul> |  |
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