



## **Assistant Head – Inclusion and Therapeutic Interventions**

**Full time**

### **Job Description**

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#### **Role Summary**

The post holder will work within the Leadership Team to drive forward the vision and strategic development for therapies, interventions and inclusion within The Avenue School.

The role of the Assistant Head (AHT) is to build on the positive working environment that The Avenue has long been recognised for. The AHT will provide professional and inspirational leadership, responsible for ensuring that all members of staff have the appropriate understanding of inclusion and The Avenue's therapy/ intervention offer. This will enable staff to offer a positive, inclusive and therapeutic learning environment for each individual pupil.

In recognition of the importance of inclusion, interventions and therapies/ communication strategies, the AHT will play a significant and lead role in the on-going development of the culture and ethos of the school, supporting young people to have access to a total communication environment where all therapies are integrated within their learning and classroom routine and where they are best prepared for learning through an individualised approach. The AHT will play a key role in focusing on the CLA and their progress within all aspects of their school life as well as working closely together with the Virtual Schools and fostering agencies. They will assist the leadership team in developing the policies and practices which promote inclusion and equality, which will closely link to the School Development Plan (SDP).

The AHT will act as a role model for colleagues, supporting them with all aspects of their development and ensuring a culture of positivity, the highest expectations and professionalism.

### **Specific Responsibilities will include:**

- Have strategic overview for the Educational Psychology service – referrals, consultations, monitoring of graduated responses to advice, and staff training.
- Have strategic overview for pupil mental health and well-being, being the lead professional for CAMHS, CAMHS LD, and Mental Health surgeries.
- Alongside the DHT with responsibility for Quality of Education, embed a whole school communication strategy, ensuring that staff possess the necessary knowledge and resources to best support pupils, allowing them to communicate confidently and independently, whilst being an advocate for pupil voice.
- Act as lead professional for all CYPIT communications, reports, referrals, equipment requests, and assessments.
- To act as the Designated Teacher for Children looked After (CLA) and Previously Looked After Children (PLAC), supporting the class team to ensure that they maximise their potential.
- Act as lead professional for all communications, support, clinics, and interventions with Sensory Consortium.
- Play a role in the recruitment process (internal and external) of teachers, middle leaders, and support staff as appropriate.
- Have strategic oversight for pupils accessing alternative provisions as part/or whole education provision, working alongside the EHCP co-Ordinator, senior colleagues and DSL. Ensure due diligence has been paid and regular check ins and welfare checks take place, whilst monitoring the value and quality.
- Whilst working closely with the AHT (Behaviour & Attitudes), have key responsibility for the Support and Review process, including the allocation of support and interventions, and reviewing the impact of those interventions.
- Whilst working closely with the AHT (Behaviour & Attitudes), the Pupil Support Team, Pathway Co-ordinators and Leadership team, have strategic oversight for the day-to-day operational staffing across the school.
- Act as lead professional for individual pupils where health needs are a barrier to accessing learning, leading solution focused meetings, potentially with parents/professionals.
- To offer appropriate support, training and guidance for colleagues
- To have line management responsibility for individual class teachers and non-class based professionals. As part of this responsibility, support

colleagues and offer training as appropriate, to ensure there is balance between support and challenge.

- To work in alignment with the Deputy Headteacher with strategic responsibility for the School2School Support program, supporting mainstream colleagues to embed quality first teaching strategies and a consistent and effective model to support pupils exhibiting challenging behaviours.
- Actively participate in Admissions and Destination Team Meetings with key school staff, to ensure good outcomes for our students and an efficient transition.
- Ensure all policies relevant to the role are accurate, up-to-date, and accessible to staff.

### **General Responsibilities will Include:**

- Play a key strategic role, working positively and supportively, in the development of the school policies and strategy and their implementation.
- Play an active role in the identification of the needs and priorities of the school, through the process of self-review and monitoring.
- Identify, plan, and implement the aims of the school, working alongside other senior staff and Trustees, in line with the SDP.
- Model excellent professional conduct with colleagues, pupils, parents, and the wider community, adhering to the principles of restorative practice.
- Foster positive relationships with all members of the school, parents and the local community, maintaining positive and open communication pathways.
- Produce and contribute to material for the school website, newsletters, and other publications as required.
- Maintain an awareness of current and proposed political, economic, social, religious and technological influences (national and local) which may have an impact on the strategic and operational direction of the school.
- Maintain expert knowledge of best practice, statutory expectations, and changing guidance relating to the individual aspects of the role.

- Attend and produce reports for meetings, inc. leadership, professionals, and Trustees' meetings, as required.
- Promote the highest standards of engagement, attendance, punctuality, conduct, and attitude at all times.
- Be a high-profile presence during the school day and at school events.
- Take on any additional responsibilities, including leadership, to be agreed with the Headteacher.

**The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Headteacher/Line Manager, in discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.**

**The job description will be reviewed at least twice a year as part of the Appraisal process.**



## Assistant Headteacher (Inclusion and Therapeutic Interventions)

### Person Specification

| SELECTION CRITERIA                                                                                                             | Essential | Desirable |
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| <b>QUALIFICATIONS AND TRAINING</b>                                                                                             |           |           |
| • Qualified Teacher Status (QTS)                                                                                               | √         |           |
| • Educated to degree level or equivalent                                                                                       | √         |           |
| • Evidence of being an outstanding teacher                                                                                     | √         |           |
| • Evidence of continuing professional development                                                                              | √         |           |
| • Other relevant Professional Qualifications                                                                                   |           | √         |
| • Good understanding of how individuals with a range of complex SEND learn, engage and fulfil potential                        | √         |           |
| • A confident understanding of pedagogical approaches and strategy, applied within special education                           | √         |           |
| • Evidence of strong pupil centred vision and values, recognising and celebrating difference                                   | √         |           |
| • Good knowledge of what the characteristics of an effective school are and successful strategies for improving outcomes       | √         |           |
| • Good knowledge of current SEND educational direction, initiatives and practice (national and local)                          | √         |           |
| <b>EXPERIENCE</b>                                                                                                              |           |           |
| • Recent and relevant experience as an effective Middle or Senior Leader with pupils with SEND                                 | √         |           |
| • Recent evidence of leading an initiative at a strategic level                                                                | √         |           |
| • Evidence of commitment to a culture of prioritising staff well-being, with staff feeling connected, motivated, and supported | √         |           |
| • Evidence of multi-disciplinary working                                                                                       | √         |           |
| • Evidence of successful work with parents, carers and the wider community/education partners                                  |           | √         |
| • Experience in identifying emerging talents and coaching/mentoring individuals                                                | √         |           |

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| <b>INDIVIDUAL ABILITY AND QUALITIES</b>                                                                    |   |  |
| • Good understanding and ownership of Nolan's Principles of Public Life, impacting on daily practice       | √ |  |
| • Capacity to work individually or as part of a team to influence change                                   | √ |  |
| • Clear understanding of successful strategies for improving the quality of provision and pupils' progress | √ |  |

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| • Clear commitment to high expectations for children and young people's learning and achievement                                                 | √ |  |
| • A good understanding of the features of high-quality practice for supporting children young people with learning difficulties and disabilities | √ |  |
| • Ability to manage challenges and problem solve calmly and confidently, applying the principles of restorative practice                         | √ |  |
| • Good written and communication skills                                                                                                          | √ |  |
| • Good interpersonal and problem solving skills with pupils and adults                                                                           | √ |  |
| • Good planning, organisational and management skills with the ability to meet deadlines                                                         | √ |  |
| • The ability to consistently inspire, motivate, and empower others, developing mutual understanding                                             | √ |  |
| • Emotional resilience                                                                                                                           | √ |  |
| • A clear understanding of personal strengths and areas for development and a flexible approach to team work                                     | √ |  |
| • A high level of professionalism and integrity                                                                                                  | √ |  |
| • A keen sense of humour and general positive approach                                                                                           | √ |  |