



## **Recruitment of Assistant Headteacher for Inclusion**

### **Job Description Assistant Headteacher for Inclusion**

**In addition to the requirements of a class teacher and any other agreed responsibilities, the Assistant Headteacher for Inclusion, under the direction of the Headteacher, will take a role in:**

- Formulating the aims and objectives of the school.
- Establishing policies for achieving these aims and objectives.
- Managing staff and resources to that end.
- Monitoring progress towards the achievement of the school's aims and objectives.

If the Headteacher is absent, one of the two Assistant Headteachers will deputise subject to a rota and as directed by the Headteacher/Chair of Governors. The Assistant Headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

The Assistant Headteacher will have dedicated management time and a timetabled teaching commitment of 0.6 f.t.e., depending upon the needs of the school. The Assistant Headteacher may also be required to undertake any of the duties delegated by the Headteacher.

### **Safeguarding**

Everyone who works at Tylers Green Middle School is responsible for promoting the safeguarding and welfare of children. By committing to safeguarding all staff will aim:

- To ensure awareness of school policy and procedures regarding Child Protection.
- To be aware of the signs and symptoms of abuse by attending relevant training.
- To report all causes for concern to the Designated Person for Safeguarding (the Headteacher).
- To ensure the safety of all pupils in the school learning environment, both indoor and outdoor.
- To carry out relevant risk assessments before activities where safety may be an issue.

### **Areas of Responsibility and Key Tasks**

Under the direction and support of the Headteacher, the critical areas of responsibility and key tasks are as follows:

#### **Leadership within Inclusion**

- Strategise and lead the direction and development of inclusion, diversity and SEND provision across the school.
- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning for all groups of learners, focusing on:
  - Vulnerable pupils (children with a children protection plan, an education, health and care plan or are a looked after child);
  - Pupils with SEND;
  - EAL pupils;
  - Pupils on the Pupil Premium register;
  - More Able pupils.
- Leading provision for pupils with SEND and monitoring the School's SEND Policy, diminishing the differences in outcomes by reducing or removing barriers to learning, exemplifying and supporting best practices, including the following:



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- Overseeing personal SEND support plans that identify targets, time scales and success criteria for development and/or maintenance and are focused on pupil attainment improvements;
- Checking through class provision maps and data to ensure that vulnerable pupils on the Inclusion Register have appropriate provisions to make progress;
- Collect and interpret specialist assessment data to inform practice;
- Attending regular Pupil Progress Meetings to discuss SEND pupils as well as those in receipt of PP, are More Able or are EAL;
- Maintaining personal expertise through attendance of local SEND groups and personal study, and sharing this with other teachers;
- Liaise with staff, parents and external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision;
- Act as a role model of good classroom practice for other teachers, modelling effective strategies with them.
- **Leading and Managing Staff, including:**
  - Providing professional guidance to staff to secure effective teaching for SEND pupils through both written advice and meetings;
  - Line management of Teaching Assistants and LSAs, including timetabling and regular meetings to ensure lines of communication are clear and consistent;
  - Contribute to the appraisal process for Teaching Assistants and LSAs;
  - Contribute to the professional development of staff, including whole-school INSET provision and the support of new colleagues;
  - Provide a termly report to the Headteacher, leadership team and Governing Body on the evaluation of SEND provision and Inclusion groups;
  - Coordinate all Annual and Termly Reviews and attend or chair when necessary.
- Evaluate the impact of Pupil Premium grant on outcomes for disadvantaged children, liaising with staff as necessary, and continuous evaluation and updating of the Pupil Premium Strategy Statement for the website in line with guidance.
- Perform the role of Deputy Designated Safeguarding Lead for the school, working in support of the Headteacher (DSL).
- Ensure that the Headteacher, leadership team and governors are well informed about policies, plans, priorities and targets for Inclusion, including SEND, and that these are appropriately incorporated into the School Development Plan.
- Liaise with feeder schools to ensure early identification to assist a smooth transition and maintain strong links to secondary schools concerning our pupils.
- Maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies.
- Liaise with the School Business Manager to ensure that SIMS is up to date for the school census.

## **Leadership within Personal Development**

- Coordinate PSHE, Relationships Education and Anti-bullying.
- Lead on Compass for Life within the school and all associated initiatives.
- Work with the senior leadership team to ensure an appropriate professional development programme for staff, in line with the school development plan and performance management, including coaching and mentoring as appropriate.
- Support the development of collaborative approaches to learning within the school and beyond.
- Support the induction of staff new to the school and those being trained within the school as appropriate.
- Act as an induction coordinator for SCITT/ECT, having responsibility for students on teaching practice and those undertaking work experience, as appropriate.



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- Participate in the selection and appointment of teaching and support staff as appropriate.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- Lead the annual appraisal process for all identified support and teaching staff (as detailed above).

### **Leadership as part of the SLT**

- Be part of the Senior Leadership Team, bringing knowledge of SEN, pupil progress and provision to meetings, and sharing perspectives on all aspects of the School Development Plan.
- Lead on the Personal Development aspects of the School Development Plan, including championing wellbeing in the school community.
- Fully engage in the ongoing development of the school's strategic leadership in partnership with the Headteacher and the SLT.
- Advise the Headteacher and Governing Body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency.
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school.
- Communicate the school's vision compellingly.
- Build positive relationships with members of the school community.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet personal needs.
- Deputise in the absence of the Headteacher (as detailed above) and undertake any professional duties reasonably delegated by the Headteacher.

### **Teaching and learning**

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all school community members.
- Assist with the development and delivery of training and support for staff in the areas of teaching and learning.
- Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented.
- Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure consistently high quality.
- Ensure the systematic teaching of basic skills and the recording of impact is consistently high across the school.
- Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
- Ensure, through leading by example, the active involvement of pupils and staff in their learning.