



**Job title:** *Assistant Head teacher (AHT)*

*Responsible for inclusion*

**Grade:** The post holder will be paid on the leadership scale L5-9  
3 days a week (part time)

**Responsible to:** The Headteacher and the Governing Body

### Core responsibilities as Assistant Headteacher with the responsibility of Inclusion

- As a member of the senior leadership team, act as a role model of professional conduct and presence with colleagues, students, parents and the wider community
- Promote the highest standards of pupil behavior and learning; being ambitious for all learners to strive and achieve
- Determine the strategic development of special educational needs and disability (SEND) policy and provision, as set out by the SEN(D) Code of Practice
- Provide professional guidance to colleagues, working closely with staff, parents/carers and other agencies
- To provide professional guidance in the area of SEN(D) in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils; working collaboratively with the Headteacher, staff, parents, the Governing Body and other agencies; coordinating the day-to-day operation of the SEN(D) policy
- To ensure that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils; supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to pupils with SEN(D) and those that are disadvantaged;
- Work with other members of the senior leadership team to formulate aims, objectives and strategic plans for the school's continued development and improvement
- Assume responsibility for the management of the school in the absence of the Headteacher/ Deputy Headteacher;

### Strategic Development and Leadership

- Have a strategic overview of provision for pupils with SEN(D) and disadvantaged pupils across the school, monitoring and reviewing the quality of provision
- Contribute, as part of the Senior Leadership Team to the leadership and management of well-being across the school community
- Contribute to school self-evaluation and school improvement plan, particularly with respect to provision for pupils with SEN(D), those who are disadvantaged or have a disability
- Ensure the SEN(D) policy and for disadvantaged children is current, effective and put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Promote an ethos and culture that supports the school's SEN(D) policy and promotes good outcomes for pupils with SEN(D)
- Support all members of staff to recognise and fulfill their statutory responsibilities to pupils with SEN(D) creating a culture of inclusivity and high standards for all
- Lead and manage Learning Support Assistants with specific responsibilities for SEN(D) alongside the Leadership Team to effectively deploy the skills within the team
- Participate in the appointments process of LSAs and ensure own training in relation to this process (Safer recruiting and safeguarding) are up to date
- Share the responsibility of safeguarding across the school as a Designated Safeguarding Lead
- Provide training opportunities for learning support assistants and teachers to learn about SEN(D), leading INSET, identifying training courses or organising experts to deliver training

- Ensure that Statutory Requirements with regard to pupils with Educational Health Care Plans are met; holding annual reviews and applying for EHCPs for pupils who could receive this additional support
- Ensure that the governing body are kept well informed of developments and produce required documentation to inform and to comply with national guidance as well as to evaluate SEN(D) provision
- Be a role model and lead by example with regard to all school policies and practices.
- Contribute to the provision of a safe and secure learning environment.
- Positively promote the values and achievements of the school to the community.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Play an active role in promoting the vision and values of the school.

### **Teaching and Learning**

- Take responsibility for the development and monitoring of the curriculum provision for children on the SEN(D) register by liaising with SLT, subject leaders and class teachers and outside agencies
- Have a teaching commitment within the school and, through their own practice, demonstrate quality first teaching to enable colleagues to develop their skills and become excellent teachers
- Identify and adopt the most effective teaching approaches for pupils with SEN(D) and disseminate good practice in SEN(D) across the school
- Support an ethos of high standards of achievement, behaviour and discipline in line with schools polices
- Provide pastoral care for pupil, taking the lead on supporting children's mental health and well-being, so that they are emotionally ready to learn
- Develop, monitor, evaluate and improve the integrated system used to set targets for pupils with SEND
- Ensure the pastoral care for identified vulnerable children by deployment of key staff and making the best use of resources and funding available
- Monitor the quality of teaching and standards of learning and achievement of all pupils with special educational needs across the school, including the analysis of performance data
- Liaise with other schools and agencies to ensure we are continually reflecting and improving provision
- Set up effective systems for identifying, assessing and reviewing SEN(D) provision (within the classroom, across the school and for individuals) to strategically inform decisions
- Implement and take a lead role in establishing intervention groups for pupils with SEN(D), and evaluate their effectiveness
- Help to create and implement positive strategies to celebrate diversity and to promote pupils' spiritual, moral, social and cultural development and British Values;
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

### **Operation of the SEND policy and co-ordination of provision**

- Undertake the day to day co-ordination of SEN(D) pupils' provision through close liaison with staff, parents and external agencies
- Maintain an accurate SEN(D) register and provision map, ensuring all records are kept up to date and are created to support and inform
- Identify pupils with SEN(D) using a range of diagnostic tools, monitoring and observation to identify need and be able to co-ordinate and support provision
- Ensure that plans are effective, reviewed regularly and are shared with parents
- Provide regular guidance to colleagues on teaching pupils with SEN(D) or who are disadvantaged and advise on the graduated approach to SEN(D) support

- Develop strong links with parents of children across the whole school and set up systems to ensure that they are regularly updated by the class teacher on their children's development and targets
- Organise and conduct meetings as appropriate with parents and carers, including outside agencies (Annual Reviews/ TAF, etc) to ensure positive outcomes for all parties
- Establish and maintain effective transition arrangements for SEND pupils transferring to secondary schools and those transferring from other schools to us
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Work closely with other schools, educational psychologists, health and social care professionals, and other external agencies to source and deliver the best support possible for our children
- Identify resources needed to meet the needs of pupils with SEN(D); broker support, develop and maintain contacts with specialist support services to ensure that our children are supported by highly trained professionals
- Ensure the school meets its responsibilities under current Equality legislation in terms of reasonable adjustments and access arrangements
- Be aware and contribute to the development of the provision in the local offer

### General

- Take on specific tasks related to the day to day administration and organisation of the school as requested by the Headteacher i.e. assemblies, duties, meetings, staff absence
- Take on any additional responsibilities which might from time to time be determined or needed to support the smooth running of the school
- Help to create and implement positive strategies to celebrate diversity and to promote pupils' spiritual, moral, social and cultural development and British Values;
- Create and maintain positive and supportive relationships with staff, parents, the WPSA and Governors
- Engage with appropriate training opportunities to promote professional effectiveness in this role
- Be aware of, and comply with, policies and procedures relating to Child Protection, Health and Safety, Safeguarding, Security, Equal Opportunities and Confidentiality, reporting all concerns to an appropriate person to ensure pupils' wellbeing
- Develop links and liaise with Hampshire County Council, Local Authority and the wider school community.

The AHT & Inclusion Leader will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document if required.

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the AHT will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher

The AHT & Inclusion Leader will be required to safeguard and promote the welfare of children and young people and follow all school policies and the staff code of conduct.

***Weeke Primary School is committed to safeguarding and promoting the welfare of children and young people and follow school policies and the staff code of conduct. All staff and volunteers are expected to share this commitment.***

**Signature of post holder**

Date / /

**Signature of Headteacher**

**Date**

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