

Deputy Headteacher - Inclusion

L19 – L23

Purpose of post

1. To support and deputise for the headteacher as required in the leadership of Saddleworth School in line with the vision and ethos of the school and of the Cranmer Education Trust: Ambition, Excellence and Community.
2. To lead the school's strategy for Inclusion, and ensure a coherent, coordinated strategy that secures high quality provision for
 - Socio-economically disadvantaged pupils
 - Pupils who are known (or previously known) to children's social care
 - Pupils who may face other barriers to their learning and / or wellbeing
 - Pupils with SENDto ensure that all pupils at Saddleworth can achieve, progress and flourish.
3. To ensure Saddleworth School is fully prepared for the forthcoming statutory requirements for a higher level of inclusion in mainstream schools, and work proactively with inclusion leads and headteachers across the Cranmer Education Trust to ensure that resource is maximised and all pupils benefit.

KEY RESPONSIBILITIES:

1. To lead a culture in which all staff understand the range of barriers that pupils may face to their learning and / or wellbeing, including those specific for their community and the school's context; and that pupils facing these barriers are quickly and accurately identified.
2. To work closely with the deputy HT responsible for curriculum and achievement to ensure high-quality inclusive teaching across the school enabling vulnerable and disadvantaged pupils to progress and achieve good outcomes.
3. To work closely with the Deputy Headteacher responsible for Attendance and Behaviour to ensure synergy in understanding and systematically and proactively addressing barriers to learning and wellbeing, and create and embed a culture of care, nurture and high expectations for all.
4. To work closely with the SENDCO to ensure the systems and structures and communication necessary for every child to be supported through universal and, where necessary, targeted provision which is regularly evaluated and reviewed for impact.
5. To establish effective systems and communication with external specialists to ensure pupils receive effective support and reasonable adjustments are made in line with the Equality Act 2010 and the SEND Code of Practice.
6. To work closely with parents, making best use of their knowledge of their children, and educating parents to ensure children do become independent and are able to integrate and enjoy mainstream settings.
7. To be responsible for the school's strategy for Alternative Provision, ensuring the systems for high quality learning and progress.

8. To be responsible for the pupil premium strategy, ensuring it is based on a secure understanding of disadvantaged pupils' needs and using the best available evidence, ensure this is aligned with wider school improvement priorities and that staff are clear about their roles, and trained and supported to implement.
9. To oversee the provision for looked-after and previously looked after children, and the school's engagement with social workers and the virtual school ensuring every child has a PEP and school receives high quality support.
10. To work closely with the DSL and pastoral leads to ensure that knowledge about a pupil's social care status informs decisions about promoting their welfare and learning, and that the school is at the heart of the multi-agency support for pupils as the advocate for the child.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

In your application form please demonstrate how you meet these criteria.

Do not include a curriculum vitae.

Person Specification: Deputy Headteacher - Inclusion	Essential or Desirable	How identified Application (A) / Interview (I)
Educational Qualifications		
Good honours degree	E	A
PGCE	E	A
Evidence of further professional study – Masters Degree, NPQSL, NASENCO, NPQSEN	D	A
Professional Experience and Knowledge		
Significant experience of leading whole-school provision and improvement at Deputy or Assistant Head level	E	A/I
Evidence of effective leadership, vision, drive and impact at senior leadership level, particularly in relation to young people who are disadvantaged and/or vulnerable, and with successful experience of leading one or more of the following: <ul style="list-style-type: none"> • Excellent learning, progress and achievement for all, at whole-school level • Development and implementation of inclusive curriculum and pedagogy at whole-school level • Whole-school behaviour and attendance strategies which successfully promote inclusion 	E	A/I
Knowledge and understanding of what good SEND provision is A qualification in SEND is not essential for this post, but the person appointed must be committed to completing the NPQSEND within 2 years of taking up post.	E	A/I
Understanding and experience of working effectively with parents and external agencies.	E	A/I
Professional Skills		
Hold and articulate clear values and moral purpose, focused on excellent educational provision for the young people we serve	E	A/I
High level communication skills, ability to build relationships, bring people with you and create a culture of contribution and accountability	E	A /I
The ability to learn quickly, assimilate ideas, generate understanding, be challenged and be flexible	E	A /I
The ability to lead, manage, influence and challenge others	E	A /I
The ability to mentor, teach and motivate professionals to achieve individual and collective targets	E	A/I
Evidence of having used data to bring about real, impactful improvement	E	A/I
Personal Qualities		
Unwavering commitment for the best possible provision for young people	E	A/I
Emotional intelligence and self-awareness	E	I

Job Description & Person Specification

A team player and networker who collaborates with, involves and informs others and who can shape discussion, negotiate and influence	E	A/I
Management ability and experience, evidenced understanding of how to pull ideas through into practical impact and take others with you	E	A/I
High level analytical skills	E	A/I
Excellent interpersonal skills	E	A/I
Strong presentational and communication skills	E	A/I
Excellent time management and prioritisation skills and flexibility	E	A/I
Resilience, persistence and perseverance	E	I
Presence and credibility	E	I
Safeguarding		
Displays commitment to the protection and safeguarding of children and young people	E	A/I
Personal circumstances		
Senior leadership posts at this level require a significant commitment beyond the school day, and term time. Deputies attend and contribute to governor meetings; they attend after school events/productions on a regular basis and plan for the next school year.		

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview