

Article 3: The best interests of a child must be a top priority in all things that affect children.
Article 23: Every child with a disability should enjoy the best possible life in society.
Article 28: Every child has the right to an education.



Assistant Headteacher Job description- Inclusion Leader

Job details

Salary: L8-12

Contract type: Permanent

Reporting to: Headteacher and Deputy Headteacher

Main purpose

The assistant headteacher, Inclusion Leader will support the headteacher and deputy headteacher in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- 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 meeting the school's aims and objectives

The assistant headteacher, Inclusion Leader will ordinarily have a timetabled teaching commitment of 40%, complying with the Teachers' Standards and modeling best practice for others.

They may also be required to undertake any of the duties delegated by the headteacher.

Qualities

The assistant headteacher, Inclusion Leader will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Seek training and continuing professional development to meet own needs and needs of the school
- Keep up to date with developments in education

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher or deputy headteacher, the assistant headteacher, Inclusion Leader will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils through agreed whole school charters and expectations built on the principles of respect, fairness, equity and dignity and through routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

Under the direction of the headteacher or deputy headteacher, the assistant headteacher, Inclusion Leader will:

- Establish and sustain high-quality, inclusive teaching across subjects and phases, based on evidence.
- Ensure the teaching of a broad, structured and coherent curriculum for all pupils, including SEND pupils
- Work with and support curriculum leaders to ensure the best curriculum offer for all children, including SEND pupils
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so all pupils are taught to read

Additional and special educational needs and disabilities (SEND)

Under the direction of the headteacher or deputy headteacher, the assistant headteacher, Inclusion Leader will:

- Promote a culture and practices that allow all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate
- Make sure the school fulfills statutory duties regarding the SEND Code of Practice.

Organisational management and school improvement

Under the direction of the headteacher or deputy headteacher, the assistant headteacher, Inclusion Leader will:

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher or deputy headteacher, the assistant headteacher, Inclusion Leader will:

- Performance manage team members, including carrying out appraisals and holding staff to account for their performance
- Manage staff wellbeing with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

Leadership

- Provide support to the Headteacher and Deputy Headteacher in building the strategic school improvement plan for the area of responsibility
- Interpret the school improvement plan for the area of responsibility and to communicate to staff their impact and contribution to the plan
- Be the role model for staff, in particular, that of staff behaviour in line with school values, to demonstrate outstanding teaching and learning and coach and develop staff in meeting school expectations across all areas of the school strategic plan.
- Be the lead for change in the area of school responsibility, to be able to communicate the change and to engage with all staff ensuring the strategic plan is fully supported.
- Ensure that the school leadership and staff team works effectively with parents and carers and communicates effectively the schools vision, aims and ethos.

Governance, accountability and working in partnership

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Other areas of responsibility

Under the direction of the headteacher or deputy headteacher, the assistant headteacher, Inclusion Leader will:

- Be responsible for Special Educational Needs and Inclusion across the school.
- Be responsible for the strategic oversight of the medical needs of children with Individual Health Care Plans
- Be responsible for a specific action or project on the School Improvement plan.
- Be responsible for whole school safeguarding policies and practices by being a named Deputy Designated Safeguarding Lead (DDSL).

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

CRITERIA	QUALITIES	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Qualifications and training	Qualified teacher status	E	A
	Degree	E	A
	Recognised SENDCo qualification (NPQ or equivalent)	E	A
Experience	Leadership and management experience in a school	E	A/I/R
	Teaching experience preferably across EYFS and both Key Stages 1 and 2	E	A/I/R
	Involvement in school self-evaluation and development planning	E	A/I/R
	Line management experience and staff development	E	A/I/R
	Proven experience of leading and managing change at an appropriate level	D	A/I/R

	Experience of high standards of primary classroom practice and of teaching area of responsibility.	E	A/I/R
Skills and knowledge	Understanding of high-quality teaching, and the ability to model this for others and support others to improve including for pupils with SEND	E	A/I/R
	Understanding of school finances for SEND children	E	A/I/R
	Effective communication and interpersonal skills	E	A/I
	Ability to communicate a vision and inspire others with a focus on Inclusion and SEND	E	A/I
	Ability to build effective working relationships	E	A/I/R
	An understanding of and commitment to developing the school and enhancing the outcomes of the pupils with a focus on pupils with SEND	E	A/I/R
Personal qualities	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E	A/I/R
	Ability to work under pressure and prioritise effectively	E	A/I/R
	Commitment to maintaining confidentiality at all times	E	I
	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	E	A/I/R
	Evidence of the personal qualities required to set an example to others and to lead a team effectively.	E	A/I/R
	Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.	E	A/I/R

Notes:

This job description may be amended at any time in consultation with the postholder.

