

Job Description and Person Specification: Inclusion Manager / Assistant Headteacher

Gascoigne Primary School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Details

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| Job title: | Assistant Head Teacher / Inclusion Manager |
| Salary: | L12 – L15 (£63,319-£67,556) |
| Contract type: | Full-time |
| Reporting to: | Headteacher / Deputy Headteacher |
| Responsible for: | SEND Provision KS2 SEMH Additionally Resourced Provision (ARP) EAL Provision across the Primary Phase |

Duties

The duties outlined in this Job Description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Main Purpose

The fundamental task of the Assistant Headteacher/Inclusion Manager is to support the Headteacher in ensuring that all staff recognise the importance of planning their lessons in ways which will encourage the active participation, learning and achievement of all pupils within this inclusive school.

The AHT/Inclusion Manager, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs and disabilities (SEND) policy and provision in the school;
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability;
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies;
- The AHT/Inclusion Manager will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Duties and Responsibilities

Strategic Direction - Development of Provision in the School

The Assistant Headteacher/Inclusion Manager will co-ordinate, with the support of the Headteacher and Governors and within the context of the school's aims and policies, the development and implementation of policy in order to raise achievement and improve the quality of the education provided to all pupils.

Key tasks will include:

- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision;
- Have a strategic overview of provision for pupils with EAL across the school, monitoring and reviewing the quality of provision;
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability / EAL;
- Make sure the SEND policy is put into practice and its objectives are reflected in the School Improvement and Development Plan (SIDP);
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice;
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective;
- Evaluate the effectiveness of teaching and learning within the curriculum especially relating to the offer to SEND/EAL pupils.
- Evaluate the effectiveness of the KS2 SEMH ARP provision to ensure it meets the SEND needs of the pupils attending and that they make at least good progress.
- Supporting staff in understanding and meeting the needs of pupils especially those with SEND/EAL.
- Liaising with staff, parents and external agencies to coordinate support for pupil with SEND/EAL.

Teaching and Learning

The Assistant Headteacher/Inclusion Manager will develop, with the support of the Headteacher and colleagues, effective ways of overcoming barriers to learning and sustaining good and effective teaching through demonstrating good and effective practice, the analysis and assessment of pupils' needs, the monitoring of the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

Operation of the SEND Policy and Co-ordination of Provision

- Maintain an accurate SEND register and Provision Map;
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support;
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment;
- Be aware of the provision in the local offer;
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies;
- Be a key point of contact for external agencies, especially the local authority (LA);
- Analyse assessment data for pupils with SEN or a disability;
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness.

Support for Pupils with SEN or a Disability

- Identify a pupil's SEND;
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness;
- Secure relevant services for the pupil;
- Ensure records are maintained and kept up to date;
- Review the Education, Health and Care Plan (EHCP) with parents or carers and the pupil;
- Communicate regularly with parents or carers;
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil;

- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities;
- Work with the designated teacher for Children Looked-After (CLA), where a looked-after pupil has SEN or a disability.

Assessment and Support for Pupils with EAL

- Identify a pupil's EAL needs;
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness;
- Secure relevant services for the pupil;
- Ensure records are maintained and kept up to date;
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.

Leadership and Management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements;
- Prepare and review information the governing board is required to publish;
- Contribute to the school improvement plan and whole-school policy;
- Identify training needs for staff and how to meet these needs;
- Lead INSET for staff;
- Share procedural information, such as the school's SEND policy;
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability;
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability;
- Lead staff appraisals and produce appraisal reports;
- Review staff performance on an ongoing basis;
- Manage the SEMH ARP.

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

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 Inclusion Manager will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher

Person Specification (L12 -L15)

| CRITERIA | ESSENTIAL REQUIREMENTS | DESIRABLE REQUIREMENTS |
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| Qualifications and training | <ul style="list-style-type: none"> ➤ Qualified Teacher Status ➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment ➤ Good Honours Degree | <ul style="list-style-type: none"> ➤ Any other qualifications relevant to primary teaching and a leadership role. |
| Experience | <ul style="list-style-type: none"> ➤ Teaching experience ➤ Proven successful experience of leadership within a primary school ➤ Proven success in raising standards at the end of a Key Stage ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET ➤ Experience of working with pupils with SEND/SEMH needs | <ul style="list-style-type: none"> ➤ Success in teaching across the whole primary range. ➤ Experience of managing an Additionally Resourced Provision ➤ Experience of managing EAL ➤ Budget management |
| Skills and knowledge | <ul style="list-style-type: none"> ➤ Excellent interpersonal, communication and organisational skills ➤ An understanding of the role of Assistant Headteacher ➤ Is able to demonstrate vision and strategic leadership of a primary school ➤ Good knowledge of the National Curriculum ➤ Sound knowledge of the SEND Code of Practice ➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ➤ Ability to plan and evaluate interventions ➤ Data analysis skills and the ability to use data to inform provision planning ➤ Ability to build effective working relationships ➤ Detailed knowledge of Health, Safety and Wellbeing requirements in schools. ➤ Ability to influence and negotiate ➤ Good record-keeping skills ➤ Thorough understanding of safeguarding children. | <ul style="list-style-type: none"> ➤ Experience as a team leader in the performance management of staff |

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| School Ethos | <ul style="list-style-type: none"> ➤ A belief in pupil-centred, active learning with an ability to engage, challenge and have high expectations of children. Ability and willingness to work collaboratively and supportively within the school team and across PACE, making positive contributions to assessment and the School Improvement and Development Plan. | |
| Relationships | <ul style="list-style-type: none"> ➤ An ability to provide a caring, cooperative atmosphere for children and to create a challenging, disciplined and effective learning environment. An understanding of the need for confidentiality. An ability to relate well to individuals and groups and to make appropriate contact with parents and/or external agencies as necessary. | |
| Personal qualities | <ul style="list-style-type: none"> ➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school ➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding and equality | |

Last review date:

Next review date:

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date:
