



Job Description

JOB TITLE	Lead Practitioner for Inclusion including Behaviour and attitudes
PHASE	Primary
REPORTING TO	Headteacher / Deputy Headteacher

Job Purpose

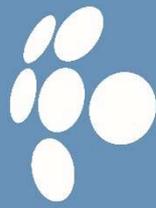
To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion, consistent implementation of the behaviour policy and developing teachers' skills and pedagogical knowledge. To assist the Headteacher in ensuring inclusive practice is developed to promote the highest standards of pupil achievement for all.

The professional duties of teachers, (other than the Head teacher) are set out in the School Teachers pay and conditions document and describe the duties required of all teachers. In addition, the specific requirements of the post, along with the particular duties expected of the post holder have been set out below

- Hold QTS
- Demonstrate an ability to teach across the school
- Excellent organisation and communication skills
- A proven track record of supporting staff to develop their practice
- Leadership qualities

Duties and Responsibilities

- To motivate, inspire and support all staff, governors, pupils and parents
- To be responsible for securing the highest possible standards of pupil achievement across the school in all curriculum areas through monitoring, evaluating and setting targets for improvement
- To lead, develop and enhance the teaching/support practice of others across the school by evaluating, supporting, coaching and guiding in relation to behaviour and attitudes
- To create a culture of mutual respect through development of the habits of mind and thinking schools ethos
- To be accountable for the strategic leadership and management of behaviour and attitudes in the school, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies



- To organise, co-ordinate, support and lead the provision for pupils with challenging or low-level behaviour throughout the school and those who require intervention programmes/personalised learning e.g: 1-1 Tuition, Behaviour Improvement Plans.
- To teach individuals or groups of pupils, if required, in line with whole school policies and schemes of work, to undertake pastoral, administrative and leadership duties in keeping with the School Teachers Pay and Conditions of Employment document (see Teacher Job Description).
- To be a line of communication between parents and the Leadership Team
- To ensure the consistent accurate use and implementation of Thinking Schools ethos
- To ensure that New Horizons Children's Academy is fully inclusive, adhering to all relevant local and national initiatives and statutory requirements.

Accountabilities:

1) Strategic direction:

- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
- Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on vulnerable pupils
- Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
- Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
- Develop and maintain good relationships with parents, outside agencies and the local community.
- Be responsible for the school meeting its statutory duties in relation to the equality act, website compliance and other association local and national policies in relation to behaviour and attitudes
- Support the whole school triangulation of staff across the school. Set improvement targets and monitor and evaluate their effectiveness and impact on children.
- To line manage assigned members of the school team
- Manage the implementation of FBV and SMSC across the school to develop children's ability to be an inclusive citizen within the wider community
- To display exemplary classroom practice which meets the aims and objectives of the school
- To safeguard every pupil's health, safety and well-being in line with school Policies.
- To provide reports to parents, pupils, Governors and the Leadership Team with regard to behaviour incidents and the development of children's habits and attitudes
- To keep up to date with current trends and research and to debate as appropriate.
- Challenge underperformance at all levels and ensure effective corrective action and follow up;
- Effectively use the House System to promote positive behaviour within the community;



- Ensure appropriate interventions are used to support high levels of attendance.

2) Teaching, Learning and assessment

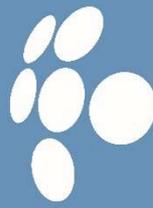
To seek to develop, with the support of the Headteacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by supporting the setting of targets for improvement.

- Be an excellent classroom practitioner, supporting the Teaching and Learning of a class on a part-time basis.
- Identify and adopt the most effective teaching approaches for pupils who are vulnerable/ have identified needs that might impact on behaviour and attitudes
- Monitor teaching and learning activities to meet the needs of pupils according to the developmental stage of their learning
- Identify and teach self-regulation skills that will develop vulnerable pupils' ability to work independently and manage their impulsivity
- Lead Professional development of staff to ensure that they continue to be skilled practitioners in all matters relating to behaviour and attitudes.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils who are vulnerable

3) Day to day Management of the Organisation

To ensure that the school is a calm and orderly environment. That systems and structures uphold the school ethos and are implemented consistently for the benefit of all members of the school community.

- Leading on ensuring a safe and supportive learning environment is provided for all learners before, during and after the timetabled day including break and lunchtimes.
- Deal, in line with school policies, any incidents of challenging behaviour and be proactive to support teachers, especially those who are new to their career, in eliminating low level disruption.
- Organising and ensuring the supervision of effective daily duty teams through other colleagues including SLT
- Supporting the smooth operation of all relevant school events by ensuring procedures and processes are followed.
- Disseminating leading practice relating to the management of behaviour for learning into the school within an agreed framework.
- Liaising with parents, outside agencies and other education providers as appropriate,
- Monitoring the impact and effectiveness of policies relating to the job role.
- Monitor and support all internal and external exclusions and be a key panel member with governors
- Working with other stakeholders to ensure the consistent application of relevant policies and that all stakeholders have consistently high expectations of the people within our organisation



4) Efficient and effective deployment of staff and resources

To identify, with the support of the Headteacher and governing body, appropriate resources to support the teaching of vulnerable pupils and monitor their use in terms of efficiency, effectiveness, and safety.

- To establish staff and resource requirements and advise the Head teacher, SLT and governing body likely priorities for expenditure. Support the allocation of resources made available with maximum efficiency to meet the objectives of the school and to achieve value for money.
- Ensuring research-based expenditure, where appropriate, leading to evidence based improved outcomes for this vulnerable group
- To maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

5) Standards and Quality Assurance

- Support the aims and ethos of the School;
- Set a good example in terms of dress, punctuality and attendance;
- Attend and participate in open evenings and pupil performances;
- Uphold the school's behaviour code and uniform regulations;
- Participate in staff training;
- Attend team and staff meetings;
- Develop links with Governors, Local Authorities, Thinking School Academy Trust Schools and neighbouring schools.
- Attend and participate in open/parent evenings.

6) People and relationships

- Sustain effective, positive relationships with all staff, students, parents and governors and the local community.
- Encourage moral and spiritual growth and civic and social responsibility amongst students.
- Manage innovation and change.
- Work collaboratively.
- Manage and develop effective working relationships with all staff in the school.
- Communicate effectively with all stakeholders upholding a shared vision of respect, collaboration and shared responsibility for all young people in our school
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams;
- Develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory;
- Regularly reviewing own practice, set personal targets with the Headteacher/ Director of Education, and take responsibility for own personal development by participating positively in arrangements made for performance management;
- Manage own workload and support others to manage an appropriate work life balance.



7) Personal qualities

- The aspiration for excellence in services and pastoral care for children and families and the commitment to act accordingly
- A commitment to equal opportunities in service delivery and employment.
- An enthusiasm to develop good working relationships with a wide range of partners, agencies and individuals.
- A commitment to collaborative working and consultation.
- A desire to keep abreast of current developments, research, and best practice. To review, evaluate and implement change accordingly.

SUPERVISION AND MANAGEMENT

The post holder will:

- Report directly to the Headteacher.
- Be required to exercise a high level of initiative and to manage services and pastoral care undertaking specific projects with only limited reference to their manager.
- The post holder will hold line management responsibilities
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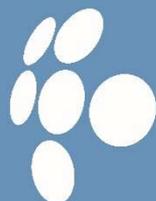
Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be based at New Horizons Children’s Academy . However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.



ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead

Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its



Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a Inclusivity and Equity Lead

Name:.....

Signed:

Date: