



St Matthew's C of E Primary School

Assistant Headteacher for Inclusion

Job Description



***"Let your light shine before others"** (Matthew 5:16)*

Job Details	Salary: L1 – L5 (Outer London)	Hours: Part Time 0.6
Job Role: Assistant Headteacher for Inclusion	Reporting to: Headteacher	Contract type: 1-year fixed term <i>(initially)</i>

Please note that this is illustrative of the general nature of the role. It is not a comprehensive list of all tasks that the Inclusion Lead will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

St Matthew's C of E 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.

Main purpose

The Assistant Headteacher for Inclusion will support the Headteacher with:

- › Communicating the school's vision 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
- › Determine the strategic development of the SEND policy and be responsible for the day-to-day operation of the policy
- › Be responsible for and co-ordinate specific provision to support all disadvantaged pupils
- › Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies
- › Be the designated teacher for LAC
- › Lead on the role as Designated Safeguarding Lead (DSL)
- › May also be required to undertake any of the duties delegated by the Headteacher.

Duties and Responsibilities

School culture and behaviour

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteacher will:

- › Create a culture where pupils experience a positive and enriching school life
- › Uphold educational standards to prepare pupils from all backgrounds for their next phase of education and life
- › Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- › Uphold school policies to foster a positive, inclusive environment, sometimes leading on pastoral support.
- › Keep records of behaviour incidences and feedback to the headteacher

Strategic development of SEN policy and provision

- › Have a strategic overview of provision for pupils with SEN or a disability 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
- › Make sure the SEN policy is put into practice, and its objectives are reflected in the school improvement plan (SIP)
- › 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
- › Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance
- › Lead on the role of Inclusion and providing appropriate support for disadvantaged students

Operation of the SEN 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 colleagues on applying differentiated teaching strategies tailored for individual pupils with SEN
- › 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 SEN, and evaluate their effectiveness
- › Identify training needs of staff to further support their ability to support children with SEND
- › Lead on staff training in relation to this
- › Pupil Premium Oversight: Identify barriers to learning for disadvantaged pupils and ensure pupil premium funding is used effectively to boost achievement.
- › Support the Headteacher and Deputy Headteacher with tracking the impact of interventions using quantifiable data
- › Support the Headteacher and Deputy Headteacher with the reporting of the Pupil Premium budget
- › Promote a culture and practices that allow all pupils to access the curriculum
- › Have ambitious expectations for all pupils with SEND
- › 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 fulfils statutory duties regarding the SEND Code of Practice

Support for pupils with SEN or a disability

- › Identify a pupil's SEN
- › Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- › Secure relevant services for the pupil and be the key point of contact
- › Ensure records are maintained and kept up to date
- › Review the education, health and care (EHC) plan with parents/carers and the pupil at required intervals

- › Communicate regularly with parents/carers
- › Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, 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

Leadership and management

- › Play an active role within the senior leadership team (SLT), by working alongside 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 SIP and whole-school policy
- › Identify training needs for staff and how to meet these needs
- › Lead INSET training for staff
- › Share procedural information, such as the school's SEN policy
- › Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- › Performance-manage support staff, including carrying out appraisals and holding staff to account for their performance

Safeguarding

- › Lead the designated safeguarding team on matters of safeguarding and welfare for pupils with SEN
- › Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
- › Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care

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
- › Make sure 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

Pastoral

The Assistant Headteacher for Inclusion will:

- › Establish and implement whole-school systems for pupil wellbeing, in conjunction with SLT
- › Conduct pupil voice surveys to ensure pupils feel happy and safe in school, and champion the importance of pupil voice to other members of the senior leadership team (SLT)
- › Provide staff with training and support so they can play a part in enhancing pupils' personal development
- › Promote and evaluate the effectiveness of the school's behaviour policy and strategies
- › Monitor pupil attendance and ensure it is continuously improving
- › Analyse whole-school data on attendance, behaviour, exclusions and wellbeing to inform future improvement strategies