

**City Academy Whitehawk**

**Assistant Headteacher for Inclusion**

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| CAW Assistant Headteacher For Inclusion  **Job Description** |
| **Post**: Assistant Headteacher (Leadership Scale L1-L5) |
| **Responsible To**: Headteacher |
| **Purpose of Job**:  To play a major role under the direction of the Headteacher:   * in formulating the aims and objectives of the schools particular to SEND and Inclusion * in establishing the policies through which the aims and objectives shall be achieved and manage staff and resources accordingly * in monitoring and evaluating progress towards school targets and leading on action to drive continuous school improvement through leading, managing, developing and maintaining high quality inclusion provision which enables quality teaching, excellent learning outcomes and success for all pupils, including those identified as SEND * maintaining records for those pupils identified as SEND * maintaining the school’s SEND register * liaising effectively with outside agencies and external providers, to ensure that provision and support is provided to help meet the needs of all pupils * monitoring and evaluating the quality of teaching and learning for pupils with SEND * supporting teachers to ensure that SEND processes and systems are followed accurately and completed in a timely fashion * taking on the responsibilities of the Headteacher as agreed and appropriate in their absence (or the absence of the Deputy Headteacher) * carrying out the professional duties of a teacher as required. |
| **Key Responsibilities** |
| **1. Core Purpose and Accountability** |
| 1.1. To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.  1.2. Undertake the professional duties of the Assistant Headteacher reasonably delegated to you by the Headteacher  1.3. In partnership with the Headteacher, Deputy Headteacher and the Senior Leadership Team, provide professional leadership and management of Inclusion, sustaining, evaluating and improving each facet of our inclusion offer to ensure that standards of provision for SEND learners are worthy of emulation across our 3-11yrs age range.  1.4. To provide professional leadership and management of School Improvement Plan priorities as directed by the Headteacher. |
| **2. Teachers** |
| *It is expected that the teacher standards are met.* |
| 2.1. To understand, and be able to be demonstrate the effective execution, of the duties of a school teacher as set out in the Pay and Conditions Document 2016 and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at City Academy Whitehawk.  2.2. To facilitate and encourage inclusive learning, ambitious provision which enables all pupils to achieve high standards according to their individual starting points and to share and support the corporate responsibility for the well-being, education and discipline of all children.  2.3. Uphold the school’s principles and policies which underpin good practice and the raising of standards, particularly those on the SEND register.  2.4. Develop areas of provision that impact positively on learning and teaching across the school through both independent work and professional relationships with others.  2.5. Take an active role in the School Self Evaluation process.  2.6. Actively undertake continuous professional development by keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.  2.7. Be an ambassador for our commitment to promoting inclusion, ensuring all reasonable adjustments are established and sustained. |
| **3. Performance Management** |
| 3.1. To undertake annual Performance Management, setting and agreeing targets linked to School Improvement Plan priorities with the Headteacher.  3.2. Responsibility for line managing a group of staff as designated by the Headteacher. |
| **4. Key Areas** |
| 4.1. Positively impact on educational progress of all pupils across the school, particularly those living with SEND. |
| a. Support the Headteacher in:   * Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all * Demonstrating the vision and values of the school in everyday work and practice * Motivating and working with others to create a shared culture and positive climate   b. Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision.  c. Create or contribute to costed development plans which contribute positively to the achievement of the School Improvement Plan actively involving staff in its design and execution.  d. Develop and implement policies and practices which reflect the school’s commitment to high achievement for all and are consistent with national and local and Trust strategies and policies.  e. Promote high expectations for both attainment and progress for all children, particularly those living with SEND.  f. Work with the Headteacher to establish short, medium and long term plans for the development and resourcing of Inclusion.  g. Monitor and evaluate the progress made towards achieving the objectives set out in the School Improvement Plan, responding to outcomes accordingly.  h. Work with outside agencies and stakeholders to inform future action. |
| 4.2. Developing and enhancing the teaching practice of others: |
| a. Work with the Headteacher to raise the quality of teaching and learning and pupils’ achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.  b. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible positive impact on pupils’ learning.  c. Develop whole staff to enhance performance:   * Undertake coaching and mentoring * Plan, organise and deliver staff meetings, where necessary bringing in outside speakers * Keep abreast of the latest developments in primary education and disseminate effectively to other members of staff   d. Plan, delegate and evaluate work carried out by team(s) and individuals.  e. Create, maintain and enhance effective relationships with all stakeholders.  f. Assist with the recruitment and selection of teaching and support staff. |
| 4.3. Securing Accountability |
| a. Agree, monitor and evaluate pupil progress targets to make a measurable contribution to whole school targets.  b. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.  c. To ensure that teaching for children living with SEND continues to improve by effectively:   * Providing effective guidance on a choice of teaching and learning methods/strategies * Coaching or mentoring * Modellling/exemplifying best practice * Act as a consultant for other staff * Undertake shared planning and team teaching.   d. Evaluate the quality of teaching and standards of achievement in partnership with the Headteacher and Deputy Headteacher, setting targets for improvement. |
| 4.4. Resource Management |
| a. Work with the Headteacher and Business Manager to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.  b. Work with the Headteacher and Business Manager to ensure the school, the people and the resources within it are organised and managed to provide an efficient, effective and safe learning environment.  c. To support the Senior Leadership Team in overseeing and evaluating the budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles.  d. Secure and allocate resources to support effective learning and teaching. |
| 4.5. Developing Self and Working with Others |
| a. Work with the Headteacher to build a professional learning community which enables others to achieve.  b. Support staff in achieving high standards of teaching and learning through effective continuing professional development.  c. Be committed to your own professional development.  d. Implement successful performance management processes with self and staff as directed by the Headteacher.   * Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture * Build a collaborative learning culture within the school * Actively engage with other schools in the Trust and other school partnerships to build effective learning communities * Acknowledge the responsibilities and celebrate the achievements of individuals and teams * Develop and maintain a culture of high expectations for self and others * Regularly review own practice, and set personal targets. * As appropriate and under the leadership of the headteacher, undertake activities related to professional, personnel/HR issues |
| 4.6. Strengthening Community |
| 1. Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools 2. Contribute towards our sustained reputation as a setting that actively promotes inclusion. |
| **5. Specific Duties for Assistant Headteacher** |
| 5.1. To provide professional leadership and management of the CAW’s Inclusion Offer, to raise standards of provision and suitability of teaching and curriculum design across the school: |
| a. To ensure that the CAW Curriculum takes into account the requirements of the National Curriculum and each pupil’s individual needs.  b. To ensure continuity and progression for all students across key stages linked to the National Curriculum.  c. To be responsible for consistency of assessment and the analysis of pupil progress data with a particular focus on children living with SEND.  d. As strategic leader, ensure that all components of the curriculum are developed appropriately leading to clear and sustained improvement, adapted to suit the needs of learners living with SEND.  e. To ensure that pupils of all abilities to be appropriately challenged and that strategies for effective teaching and promotion of inclusion are of the highest quality.  f. To ensure that all pupils work in a positive, stimulating, language rich environment where work is effectively displayed and achievements rewarded.  g. To manage allocated budgets and resources.  h. To ensure that the highest expectations for presentation of work are evident in all areas across the school. |
| 5.2 To ensure that curriculum design and delivery for all pupils is broad, rich, relevant and positively impacts on the quality of their education |
| a. To monitor standards and teaching in the foundation subjects, providing mentoring, coaching and support as appropriate. Work in partnership to ensure targets set around subject leadership are met.  b. Ensure that curriculum design is effective in all subjects across the school.  5.2.3. To ensure the smooth and professional operation of the school at all times by:   * The effective deployment of staff * Accurate and considered timetabling * Organisation of all staff meetings * Oversight of the school calendar   5.2.4. To take an active role in the Senior Leadership Team, contributing to the development of identified areas leading to high standards of provision, effective use of resources and improved standards of learning and achievement for all children  5.2.5. To lead the Performance Management of staff as designated by the Headteacher  5.2.6. To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Headteacher who will give support throughout). |
| 5.3 To ensure the best-possible running of the school |
| 5.3.1. To work in conjunction with the Headteacher and expert colleagues to establish a highly effective timetable, ensuring curriculum coverage that offers improved equality of prominence, proportionally.  a. Design the timetable for learning time and accompanying interventions  b. Ensure that the school environment is used to its maximum potential and rotad effectively.  5.3.2. To ensure that staff absence has the smallest possible impact on pupil achievement  a. Constructively evaluate existing protocols, liasing with the Headteacher and Business Manager.  b. Act as point of contact with colleagues calling in with absence notifications or updates  c. Organise the best-possible cover for colleagues managing the impact on the timetable |
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| Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Assistant Head’s work programme will be negotiated and agreed at the beginning of the performance management cycle. |
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| In addition, the post is subject to compliance with;   * School policies, guidelines and procedures. * AAT policies. * All staff have a responsibility for providing and safeguarding the welfare of children and young persons they are responsible for or comes into contact with.   This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers’ Pay & Conditions Document. This job description may be amended at any time following discussion between the head teacher and member of staff    Signed by member of staff:  Date: |



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| CAW Assistant Headteacher for Inclusion  **Person Specification** | | | |
| **Aspect** | **Requirement** | **Essential** | **Desirable** |
| Qualification | Qualified teacher status | x |  |
| Holder of National Award for Special Educational Needs Coordination |  | x |
| If the National Award for Special Educational Needs Coordination is not held, the willingness to complete the training within twenty-four months of appointment | x |  |
| Holder of Designated Safeguarding Leader training accreditation |  | x |
| Holder of a National Professional Qualification for Leadership (eg. NPQML, NPQSL, NPQH) |  | x |
| Experience | Teaching experience in EYFS, KS1 or KS2. | x |  |
| Proven track record in bringing about improvement in pupil outcomes | x |  |
| Evidence of different leadership and management roles in an educational context |  | x |
| Experience of line managing a team of staff | x |  |
| Experience of leading inclusion and understanding a range of SEND needs. | x |  |
| Competent in the use of technology to enhance teaching and learning and able to use computerised school systems to manage the organisation | x |  |
| Successful involvement with, and management of planning and target setting | x |  |
| Experience of Ofsted processes |  | x |
| Record of recent professional development | x |  |
| Track record in working with, and impacting on, parental engagement | x |  |
| Knowledge & understanding | Thorough knowledge and understanding of national curriculum and current developments | x |  |
| Knowledge of referral pathways in East Sussex |  | x |
| Knowledge of curriculum and best practice in relation to EYFS, KS1 or KS2 | x |  |
| Abilities & skills | Demonstrable ability to manage change effectively |  | x |
| Ability to use pupil data in order to set aspirational and challenging targets | x |  |
| Ability to develop an ethos and structure for managing behaviour, which enables pupils to become independent and self-managing in the classroom | x |  |
| Ability to work effectively as part of the school team and with Local Academy Board members, trustees, pupils and their families. | x |  |
| Ability to prioritise an inclusion caseload. | x |  |
| Excellent communication (written, oral and presentation skills) | x |  |
| Excellent interpersonal skills | x |  |
| Excellent self-awareness and ability to manage self | x |  |
|  | Willingness to learn from others and both seek and take advice | x |  |
| Equality | Ability to integrate equality policies into action | x |  |
| Safeguarding | Ability to develop an appropriate environment which ensures the safety of all users of the Academy | x |  |
| Training to the level of DSL or DDSS |  | x |
| Other requirements | Resilience, the ability to work under pressure and to meet deadlines | x |  |
| A commitment to our CAW Qualities | x |  |
| A commitment to Aurora Academies Trust’s vision, values and ethos | x |  |

AAT is committed to safeguarding and promoting the welfare of its pupils and expects all employees and volunteers to share this commitment. This post is subject to an enhanced DBS check and background identity checks.