



## **Job description: Assistant Head Teacher (Inclusion)**

### **Job Details**

**Salary band:** Starting at L10 up to L15 (Outer London)

**Contract Type:** Full Time

**Reporting to:** Co-headteachers

**Responsible for:** Inclusion

As Assistant Head Teacher for Inclusion your role would have 3 main areas of responsibility:

- a) SENDCo
- b) Deputy Designated Safeguarding Lead
- c) Designated Teacher and Leader for Pupil Premium and Looked After Children

### **Duties and responsibilities**

Please note that this is illustrative of the general nature and level of responsibility of the role. It's 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.

#### **1. Assistant Headteacher**

##### **School culture and behaviour**

Under the direction of the co-headteachers, the assistant headteacher 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, built on rules and 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
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance
- See details outlined in the attached personal specification



### Teaching, curriculum and assessment

- Under the direction of the co-headteachers, the assistant headteacher will:
- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- See details outlined in the attached personal specification

### Organisational management and school improvement

- Under the direction of the co-headteachers, the assistant headteacher 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 school improvement strategies are effectively implemented
- See details outlined in the attached personal specification

### Staff management and professional development

- Under the direction of the co-headteachers, the assistant headteacher will:
- Performance-manage middle leaders, including carrying out appraisals and holding staff to account for their performance
- Manage staff well, 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
- See details outlined in the attached personal specification

### Governance, accountability and working in partnership

- Under the direction of the co-headteachers, 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

### Other areas of responsibility

The assistant headteacher will:

- Work with The Assessment Lead to implement the whole-school assessment strategy, ensuring it's rigorous, well-evidenced and is easy to communicate to pupils and parents/carers
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, those with SEND and disabilities, or who speak English as an additional language (EAL)
- Plan and implement interventions for those pupils who aren't progressing
- Provide training and support for teachers and support staff on administering the assessment system effectively



## Pastoral

- The assistant headteacher will:
- Work with other Assistant Headteachers and the Co-headteachers to establish and implement whole-school systems for pupil wellbeing
- Conduct pupil voice surveys to ensure they feel happy and safe in school, championing 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

## 2. SENDCO

The SEND Code of Practice, under the heading 'The role of the SENDCO in schools' (page 108), demonstrates how the role has sustained strategic and advisory elements. Below are the main elements regarding the role:

The SENDCO has an important role to play with the co-headteachers and governing body, in determining the strategic development of SEN policy and provision in the school.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCO will include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the co-headteachers and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

## 3. Designated Teacher and Leader for Pupil Premium and Looked After Children

As Lead you will be responsible for:

- Identifying the challenges faced by the school's disadvantaged pupils to develop an understanding of any non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with education, for example: wellbeing, mental health and safeguarding concerns
- Using evidence to consider a range of external evidence, alongside your own knowledge of our pupils to better understand which specific activities have been found to be the most effective in addressing the types of challenge that our pupils face; how to successfully implement your chosen activities and the relative impact of different approaches
- Developing an effective strategy including focusing on the challenges that are having the most significant impact, and are within your control, setting ambitious, but realistic, target outcomes and allocating funding to activities most likely to deliver those outcomes, based on evidence of what works



- Delivering and monitoring your strategy coherence with our curriculum: how to integrate any planned activity with the curriculum, and ensure that pupils receiving targeted support do not miss out on core curriculum content; collective responsibility: ensure that all staff promote the principles and ethos of your strategy, and ensure that professional development requirements are taken into account; targeting and monitoring: which pupils will benefit from which activity, when and in what group size, any resourcing or timing requirements of external providers (if you are using them), and what data and resources will be required to monitor the impact of each activity
- Evaluating and sustaining your strategy evaluating the impact of your approaches, to measure success based on outcomes for disadvantaged pupils; implement a robust and transparent evaluation framework and report outcomes against this and ensuring that evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective the next

#### **4. Deputy Safeguarding Lead**

The Deputy Designated Safeguarding Lead (DDSL) will assist the Designated Safeguarding Lead (DSL) in all matters of safeguarding and child protection across the school. They may take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. They will advise and support other members of staff on child welfare and child protection matters, and may liaise with relevant agencies such as the local authority and police.

The Deputy DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. During term time, the Deputy DSL should be available during school hours for staff in the school to discuss any safeguarding concerns.

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

### **Essential Skills, Knowledge, Attributes and Dispositions**

#### **1. As an outstanding professional, we need you to be visionary leader**

Visionary school leadership has a clear, inspiring vision for the school's future. This vision encompasses the holistic development of children, equipping them with skills for life, and preparing them for a rapidly changing world. This vision also empowers staff, crucial for fostering a positive school culture. In the 21st century, collaboration is paramount. School leaders need to foster a collaborative environment among teachers, students, parents, and the community. Working together creates a sense of ownership and shared responsibility for the school's success.

As Inclusion leader, we need someone who can develop vision and strategies which are aligned to a, "Anticipatory Fashion" of making reasonable adjustments, enabling full access and participation of all children in their educational experiences, in the widest sense.

#### **As an outstanding professional, we need you to be an outstanding leader of Inclusion:**

- Create clear expectations that teachers use support from Practitioners and other professionals in a targeted way – not as a replacement for High Quality Teaching
- Facilitate staff to use different forms of assessment, including within lessons, to help identify pupils who need support
- Facilitate colleagues' professional development and abilities to implement and evaluate lesson adaptations, reasonable adjustments and structured interventions that are well matched to pupils needs, prior to seeking any diagnosis of pupils needs or specialists' support.
- All staff use The Graduated Approach as defined in the SEND Code of Practice (2015)



- Set the expectation that all staff have high expectations for all children, that all children experience success
- Facilitate specialist forms of intervention and support
- Support colleagues to meet the individual needs of children without creating unnecessary workloads
- Facilitate SEND Managers in their implementation of well-designed resources and interventions
- Provide opportunities for colleagues to share effective strategies and approaches they use with individuals or groups of children
- Offer specialist guidance on maintaining high expectations
- Offer specialist guidance in maintaining a rich curriculum
- Develop a culture of humility, commitment, professional curiosity and care
- Develop a culture through which all stakeholders understand that the quality of education and care provided for our most vulnerable children is the clearest indicator of the success of our school
- Engage in complex financial decisions and strategies around effective staff deployment
- Develop powerful, inclusive pedagogies so all children learn and benefit for being together, with all children experiencing success for inclusion at all points.
- Adaptive approaches are reviewed to ensure they are linked to positive and effective assessment procedures
- Ensure the robust delivery of professional learning opportunities for colleagues, which deepens their understanding of children's needs, strengths and support.
- To effectively share your own, and create opportunities for others, to share in-depth subject knowledge and expertise in Inclusion planning and delivery
- Endeavour to ensure that there is a lasting change to pupil's capabilities and understanding
- Oversee and facilitate the delivery of high quality, structured and scripted interventions programmes for which staff are carefully trained.

### **As an outstanding professional, we need you to be an outstanding Champion for our Children**

It is essential that you are motivated and aspire to drive a culture of positive beliefs, traditions and actions that influence the daily behaviours and actions of everyone in our community, setting the context that improving our children's learning experiences and their wellbeing are the moral values which drive our work.

Our curriculum must evidence how we professionally care for each child. Our curriculum and culture must also reflect culturally responsive pedagogies which further evidence our professional care and attention to our entire community. To achieve this, you must be able to:

- Build a strong community, intensely focused on children's learning and well being
- Solicit and act upon all stakeholder input
- Engage children and families in the pursuit of educational goals
- Ensure all teachers teach with cultural responsiveness
- Establish, "Caring and Daring" Child – Teacher relationships
- Ensure our curriculum bridges cultural referents
- Exalt a community of learners which provides our children and their families with the strong sense that each is seen, matters and belongs

This is a role for an inspirational leader, who has a proven record of accomplishment of being able to inspire colleagues to develop the courage, integrity and kindness needed to ensure we act in the interests of our children and their families, through sincere, honest Professional Love.



**Gearies Primary  
School**