

## Job Description

<b>Post Title:</b>	Assistant Headteacher (Behaviour and Inclusion)
<b>Grade:</b>	Group 3 (ISR), Leadership 3- 5
<b>NOR:</b>	450
<b>Responsible to:</b>	Headteacher, St James CE Primary School

This post will play an active role within the senior leadership team and report to the Headteacher with additional reporting responsibility to the Local Authority.

### Duties and responsibilities

#### **Member of the Leadership Team - mainstream**

- Lead a whole school approach to children's and adults' behaviour. Leading policy, practices, implementation and response across the school.
- Support all staff at the school to develop children through their understanding of trauma, attachment and nurture using the principles of Emotion Coaching. Ensure this learning is practised in day-to-day life and consequently, supports the emotional literacy and development of all children in school.
- Develop practices and deliver whole school training and targeted support to develop adults in their behaviour responses.
- Provide support and guidance to all teaching and support staff around behaviour management, being available as a point of contact for advice, reflection, professional dialogue and challenge.
- Work closely with the main school SENDCo to strategically plan interventions and support for children with SEMH needs across the school.
- As a Deputy Designated Safeguarding Lead, work with the Leadership Team and Pastoral Team to ensure safeguarding practices and procedures are in place, responding effectively to concerns raised for children in the PARC and across the school, ensuring robust record keeping.
- Support the Headteacher in the appointment, deployment, training and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Contribute to establishing priorities and appropriate outcomes on the Academy Improvement Plan (AIP), monitoring and reporting on the impact of these in raising standards.
- Prepare data and report to the Headteacher and Trust as required.
- Prepare for statutory inspections such as Ofsted and SIAMS to result in expected or better outcomes.
- Support the Headteacher and leadership team in the day-to-day management of the school.

#### **Leader of the Specialist Provision**

- Ensure a PARC curriculum is planned and delivered that addresses social and emotional needs and the needs of the individual through principles of nurture
- Build a cohesive, effective team who work together to enable to best outcomes for children in the PARC.
- Ensure a robust cycle of reflection and review is in place to support staff in their practice and to continually evolve the curriculum offered for each child.
- Regularly monitor progress of PARC children, collating and analysing data and reporting to the Headteacher, local authority, parents, home schools and Trust, as appropriate.

- Organise review and reintegration meetings with parents and the home school to discuss progress and next steps.
- With the Headteacher and the Trust, work within the Service Level Agreement with the local authority.
- Liaise with the home school of children placed in the specialist provision, ensuring partnership agreements are in place and upheld.
- Work closely with parents to achieve the best outcomes for the child.
- Liaise with the local authority and attend SEMH HARPs, playing a full part in decision-making and allocation of resources.
- Work with leadership staff, teaching staff and support staff in home schools to develop working practices that change and develop practice in schools and support the full re-integration of PARC children back into their home school.
- Where appropriate, contribute to Requests for Statutory Assessment (RSA) with the home school when the need for an Education Health Care Plans (EHCP) is identified.
- Ensure reintegration arrangements are in place and carried out to support children moving back to full time attendance at the home school.
- Ensure robust safeguarding practices are in place in the PARC, training as a designated member of staff responsible for child protection (DDSL) and undertaking all the responsibilities associated with this role including attending conferences and liaising with outside agencies.
- Undertake growth management meetings with staff based in the PARC including holding staff to account and addressing under performance if required.
- Ensure all health and safety responsibilities are met in the PARC.
- Support strategic financial planning and ensure sound budgetary control is in place, working with the Headteacher and Bursar to monitor and plan resources and spend.

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school.

### **Additional Requirements**

The Assistant Headteacher (Behaviour and Inclusion) 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 Assistant Headteacher (Behaviour and Inclusion) will carry out. The postholder may be required to do other duties appropriate to the level of the role.

### **Notes:**

This job description may be amended at any time in consultation with the postholder.

**Last review date:**

**Next review date:**

**Line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Person Specification

**Don't read any further unless you have these attributes:**

1. Energy, passion and stamina for SEMH at St James CE Primary School
2. Committed to working with and caring for our children and their families
3. Believes that every child can achieve by “working together, we build bright futures”
4. Sets high expectations of themselves and the children they support
5. A juggler of many tasks whilst maintaining a healthy work life balance
6. A role model for adults and children who is approachable and professional
7. Reflective and self-improving
8. Resilient and forgiving – to yourself and others
9. Firm but fair in responses to children and adults
10. Wears a welcoming smile and laughs often

<b>ASSISTANT HEADTEACHER BEHAVIOUR &amp; INCLUSION: PERSON SPECIFICATION</b>	
<b>Essential</b>	<b>Desirable</b>
<b>Qualifications:</b>	
<ul style="list-style-type: none"> <li>• Degree level qualification</li> <li>• Qualified Teacher Status</li> <li>• NPQSEN or equivalent (expectation to start within 12 months if not already held)</li> <li>• DSL (training provided if not current)</li> </ul>	<ul style="list-style-type: none"> <li>• NPQSL or equivalent</li> </ul>
<b>Experience and Training:</b>	
<b>Leadership</b>	
<ul style="list-style-type: none"> <li>• Experience in leading, challenging, motivating and managing a team.</li> <li>• Vision and confidence to lead by example</li> <li>• Proven impact in improving outcomes for pupils with SEMH and additional needs.</li> <li>• A total commitment to maintaining standards of behaviour, courtesy and self-discipline throughout the school.</li> <li>• Commitment to working effectively with parents/carers, external partners, other agencies and schools to support the learning of children.</li> <li>• Able to promote and support the school in a positive way, embracing the Christian ethos and diversity of the school.</li> <li>• Ability and experience of delivering effective CPD to a range of adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership experience in previous settings</li> <li>• Recent Ofsted and/or SIAMS experience – contributing to the preparation for inspection and on-the-day involvement in the inspection process.</li> </ul>
<b>SEMH Lead</b>	
<ul style="list-style-type: none"> <li>• Extensive experience working with children with social, emotional and mental health (SEMH) needs</li> <li>• Experience of planning and delivering a nurture curriculum</li> <li>• 2 day Team Teach trained (or willingness to undertake training before post starts)</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture qualification</li> <li>• Trained in delivering interventions such as Drawing and Talking, Lego Therapy</li> <li>• Designated Safeguarding Lead training</li> <li>• Experience of Reflective Supervision for self and guidance of others</li> <li>• Proven experience of outreach/ liaison work with other schools and/or agencies</li> <li>• Experience in the application for and delivery of EHCPs/HNF</li> </ul>

### Teaching and Learning

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| <ul style="list-style-type: none"><li>• Significant experience (over 5 years) of teaching primary aged children in mainstream or specialist settings.</li><li>• Experience of planning and delivering a broad curriculum, based on NC requirements, with total commitment to inclusion of children with additional needs.</li><li>• Commitment to raising standards and improving basic skills, delivering good or better outcomes for all children.</li><li>• Ability to create an effective learning environment that supports engagement and learning.</li></ul> | <ul style="list-style-type: none"><li>• Experience of planning and delivering a broad curriculum, based on NC requirements, with total commitment to inclusion of children with SEMH needs, impacting on positive change for the child(ren).</li><li>• Experience of delivering effective phonics.</li><li>• Experience of delivering effective interventions / catch up to fill gaps in children's learning.</li></ul> |
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### Knowledge & Understanding:

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| <ul style="list-style-type: none"><li>• A rigorous and up to date knowledge and experience of dealing with SEMH, trauma and attachment in children.</li><li>• Knowledge of recognised behaviour management strategies and principles (e.g. Paul Dix, 'When Adults Change')</li><li>• Current, up to date and thorough knowledge of SEND legislation and SEND Code of Practice.</li><li>• Clear understanding of the expectation of the Primary National Curriculum.</li><li>• Up-to-date knowledge of developments in education and SEMH thinking.</li></ul> | <ul style="list-style-type: none"><li>• Knowledge of Rosenshine's Principles of Instruction and how this informs practice in schools.</li><li>• Knowledge of Ofsted Inspection Framework and how this applies to specialist provisions.</li><li>• Understanding of school finances.</li></ul> |
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### Personal Skills:

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| <ul style="list-style-type: none"><li>• As well as pre-requisite numbers 1 – 10 above:</li><li>• Excellent communication skills that build effective relationships within school, with parents, governors and members of the wider school community</li><li>• Good ICT and writing skills to ensure professional communication between all stakeholders.</li><li>• To fully support the values, ethos and characteristics of our Church of England school and its role within the community.</li><li>• Willingness to undertake additional qualifications / CPD. As a minimum (if not already held):<ul style="list-style-type: none"><li>• NPQSEN (National Award for SENCO)</li><li>• Team Teach (2 day course)</li><li>• NurtureUK (Theory and Practice of Nurture Groups)</li><li>• Emotion Coaching</li></ul></li></ul> |  |
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