

## Job Description and Person Specification

### Deputy Headteacher - Inclusion

#### Main Areas of Responsibility

The Deputy Headteacher - Inclusion is a key member of the Academy Senior Leadership Team, responsible for providing strategic leadership of the Academy's inclusion agenda. The postholder will ensure that all pupils, regardless of background, need or ability, can thrive, access the full curriculum, and achieve strong outcomes.

This leader will model and champion inclusive practice, uphold statutory responsibilities, and ensure that the school remains at the forefront of national and local developments in inclusion and SEND provision.

#### Strategic Leadership of Inclusion

- Develop, implement, and evaluate the Academy's Inclusion Policy, ensuring alignment with the Ofsted Education Inspection Framework and the Equality Act 2010.
- Provide overarching strategic direction for inclusion across the Academy, empowering staff at all levels to embed inclusive practice in every classroom.
- Demand ambitious standards of achievement for all pupils, overcoming disadvantage and advancing equality.
- Maintain up to date knowledge of national and local developments in inclusion, SEND, and Ofsted requirements.
- Lead the communication and promotion of high-quality inclusive practice to staff, pupils, families, governors, and the wider community.
- Support Executive Leaders and the Headteacher in whole-school planning through accurate record keeping and sophisticated data analysis.
- Support the preparation of Academy SEF documentation for Ofsted inspections.
- Contribute to setting key improvement objectives and to the shaping of Academy policies, systems, and practices.
- Demonstrate tenacity and a relentless focus on school improvement
- Provide strategic leadership and line management to the SENDCo.
- Ensure effective oversight of the Academy's resourced provision.
- Take on the duties of the SENDCo in their absence.
- Oversee provision for pupils with SEND, ensuring high-quality interventions and effective classroom adaptations.
- Coordinate, monitor, and quality assure statutory processes for EHCPs, ensuring full compliance with the SEND Code of Practice (2015).
- Work collaboratively with the SENDCo to monitor pupil outcomes, provision mapping, and the impact of interventions.
- Lead reviews, audits, and evaluations to ensure statutory compliance in SEND's Inclusion Policy, ensuring alignment with the Ofsted Education Inspection Framework and the Equality Act 2010.

### **Culture, Curriculum and Pupil Experience**

- Promote a culture in which all pupils feel safe, valued, and able to access the full curriculum.
- Champion high expectations for every pupil, including those with additional needs.
- Ensure curriculum and teaching approaches remove barriers to learning and are informed by evidence-based practice.
- Work effectively with parents and carers, securing strong partnerships that support pupils' needs.
- Liaise with external agencies (e.g., health, social care, educational psychologists, specialist services) to achieve the best outcomes for pupils.

### **Data, Monitoring and Accountability**

- Use data, research, and evidence to evaluate the impact of inclusion and SEND strategies.
- Provide regular reports to the Headteacher, Governing Body, and other stakeholders on progress and outcomes.
- Support Executive Leaders by contributing to high-quality assurance processes and monitoring performance across the Academy.
- Assist the Governing Body in understanding Academy strengths, weaknesses, and improvement priorities.
- Resource and Financial Management
- Manage staffing, budgets, and resources linked to inclusion and SEND with integrity, transparency, and efficiency.
- Monitor the effective deployment of funding, ensuring value for money and maximised impact on pupil outcomes.
- Oversee the allocation and use of resources to meet statutory duties and deliver high-quality provision.

### **Managing the Academy**

*Alongside the Headteacher and Deputy Headteacher:*

- In the absence of the Headteacher, manage the Academy day-to-day, ensuring full adherence to Trust policies, safeguarding, and health and safety requirements.
- Manage performance, capacity, and development of staff across the Academy.
- Monitor the quality, use, and allocation of Academy resources to improve educational provision.
- Strengthen quality assurance processes and monitor progress towards strategic priorities.
- Ensure the highest standards of staff professionalism.
- Maintain high standards of pupil behaviour and conduct across the Academy.
- Demonstrate tenacity and a relentless focus on school improvement.

### **Leading and Managing staff**

*Alongside the Headteacher and Deputy Headteacher(s):*

- Lead staff with drive, ambition, and compassion, modelling the Trust values.

- Carry out performance reviews and ensure resulting actions are delivered.
- Support ongoing staff development, ensuring high-quality teaching and effective pastoral and inclusion practices.
- Identify and nurture emerging leadership talent, contributing to strong succession planning.
- Challenge and support staff underperformance in line with Academy policies.
- Provide support in fostering excellent relationships across the Academy community.
- Promote a culture of respect, courtesy and professionalism.
- Seek out and share best practice to improve quality across the Academy.

### **Communication**

- Communicate effectively with leaders and staff to improve performance and quality across the Academy.
- Ensure timely and accurate communication with parents, carers, and external agencies.
- Provide updates on whole-school outcomes to the Senior Leadership Team and key stakeholders.
- Organise, chair, and attend internal and external meetings relevant to the role.
- Work closely with Executive Leaders and Headteacher to ensure smooth daily operation and effective strategic oversight.

### **General Expectation of Academy Leadership Team:**

- Take responsibility for day-to-day Academy management alongside senior leaders.
- Contribute to the Academy's vision, sense of purpose, and collective pride.
- Uphold the Trust vision of 'working together to achieve excellence for all'.
- Contribute to the Academy's strategic direction and school improvement.
- Lead change and improvement initiatives.
- Advise and support the Governing Body, including through preparation of reports.
- Inspire, challenge, motivate, and empower others to achieve ambitious goals.
- Maintain visibility across the Academy, especially at key transition times and unstructured periods.
- Maintain high expectations of behaviour and conduct.
- Use Leadership and Management time effectively to deliver priorities.
- Oversee several curriculum departments and contribute to quality assurance within them.
- Play a key role in the implementation of safeguarding policies to ensure the safety of all pupils.

The postholder may be required to undertake other reasonable duties and responsibilities as directed by the Headteacher or Executive Leaders, in line with the needs of the Academy.

### Person Specification – Deputy Headteacher (Inclusion)

|   | Essential | Desirable |
|---|-----------|-----------|
| <b>Qualifications and Training</b>  |           |           |
| Qualified Teacher Status  | *         |           |
| Evidence of continuing professional development   | *         |           |
| Commitment to ongoing research into school improvement  | *         |           |
| SENCo Qualification (or willingness to work towards)  | *         |           |
| Senior leadership qualifications  |           | *         |
| <b>Employment record</b>  |           |           |
| Substantial and successful experience of senior leadership in the secondary sector  | *         |           |
| Examples of successful engagement and collaboration with other schools, agencies and stakeholders   |           | *         |
| Experience of having led the success of a school through its leadership, ethos and school effectiveness                                   | *         |           |
| <b>Leadership experience and skills</b>   |           |           |
| A track record of providing leadership, raising standards and delivering educational excellence   | *         |           |
| Understanding of high quality curriculum, teaching and assessment and the ability to models this for others and support others to improve | *         |           |
| Experience of successfully managing change  |           | *         |
| Engagement with current education developments, opportunities and innovations   | *         |           |
| A rigorous approach to accountability for pupil learning outcomes   | *         |           |
| The ability to challenge, influence and motivate others   | *         |           |
| Ability to lead by example with an understanding how to use different leadership and management styles                                    | *         |           |
| Ability to use data to inform decision making and diagnose weaknesses that need addressing  | *         |           |
| Ability to exercise good judgement and make effective decisions   | *         |           |
| Professional and personal integrity   | *         |           |
| <b>Impact</b>   |           |           |
| Able to articulate the Academy's vision and inspires, motivates and empowers others to achieve this                                       | *         |           |
| Work relentlessly to deliver the Academy's targets, goals and ambitions   | *         |           |
| Generates high expectations and achieves the best for every pupil   | *         |           |
| Manage staff performance highly effectively to drive up standards   | *         |           |
| Visible and accessible to all stakeholders  | *         |           |
| Active contribution to the wider part of Academy life   | *         |           |
| <b>Attributes</b>   |           |           |
| Clear commitment to fully inclusive comprehensive education   | *         |           |
| Personal pride in delivering success against challenging targets  | *         |           |
| Excellent interpersonal and communication skills  | *         |           |
| Passionate about supporting, motivating and inspiring leaders   | *         |           |
| A strategic thinker who is creative and imaginative   | *         |           |
| Stable and supportive with stamina, energy, confidence and emotional intelligence   | *         |           |
| Shows consistency of judgement and high integrity   | *         |           |
| Resilient, positive and calm – uses networks to seek advice and support   | *         |           |