



**The Greenfield &
Hurst Drive Federation**
www.GreenfieldandHurstdrive.co.uk



Job Description: Assistant Head Teacher (Inclusion lead)

Salary Scale: L3-L5

Contract Type: Full-Time Maternity Cover

Reporting to: Executive Headteacher

Introduction

The Greenfield Nursery and Hurst Drive Primary Federation consists of two Federation schools: Greenfield Nursery School and Hurst Drive Primary School. The Federation is situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

Vision Statement

As a Federation, we believe in striving for success for all our children through working together within and across our Federation s and the wider community. We believe in the importance of fostering strong relationships that support children’s learning and development. Our vision is that all children who attend our Federation will be successful academically. We consider it of equal importance that they are successful in their social, emotional, cultural and cognitive development.

Purpose of the Job

Under the direction of the Executive Headteacher you will support the leadership and management of the quality of teaching, learning and assessment across the Federation for disadvantaged pupils and those with SEN/D collaboratively with the school SENDCO. The post holder will also undertake other duties reasonably assigned by the Headteacher and carry out all responsibilities in a courteous, helpful and positive manner. This role may also require covering classes when necessary.

Relationships

The post holder is responsible to the head teacher for his/her management duties and teaching tasks. The post holder interacts on a professional level with colleagues – including outside agencies – and governors, seeking to establish and maintain productive relationships with them to promote mutual understanding of the Federation’s curriculum with the aim of improving the quality of teaching and learning in the Federation. The post holder will be responsible for the appraisal of teaching and support staff relevant to his/her responsibilities.

Aims

The key purpose of the role is to engage and unite the Federation community around raising the attainment and wider outcomes for disadvantaged pupils. The AHT for Inclusion will work with the Executive Headteacher and governors to ensure the Federation meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.

The post holder will support the Executive Headteacher and Deputy Headteacher in creating, developing and evaluating the aims of the Federation in partnership with pupils, staff, governors and families.

Key Areas of Responsibility

Strategic Leadership

- Member of the Senior Leadership Team (SLT)
- Lead the Federation's Inclusion and SEND strategy
- Develop and monitor the Pupil Premium/disadvantage strategy
- Contribute to Federation improvement planning and policy development
- Ensure compliance with the Equality Act 2010 and SEND statutory requirements

SEND and Inclusion

- Line manage the SENDCo and wider inclusion team
- Oversee SEN/Inclusion policy implementation
- Monitor provision and outcomes for pupils with SEND, EAL, disadvantaged pupils, and those requiring additional support
- Coordinate interventions and diagnostic assessments
- Oversee annual EHCP reviews and referrals to external agencies
- Manage the inclusion budget and resources

Teaching and Learning

- Champion inclusive practice from EYFS to KS2
- Support evaluation of teaching and learning
- Lead staff development, coaching, mentoring, and INSET related to inclusion
- Oversee the Early Career Teacher (ECT) induction programme

Pastoral and Safeguarding

- Strategic oversight of the pastoral care team
- Act as Designated Teacher for Looked After Children (LAC).
- Act as Deputy Designated Safeguarding Lead (DDSL) alongside DSL.

Leadership and Management

- Deputise for the Executive Headteacher and Deputy Headteacher when required.
- Lead appraisals and performance management.
- Participate in lesson observations and monitoring activities.
- Work closely with governors, parents, carers, and external agencies.

Likely Essential Skills and Experience

- Qualified Teacher Status (QTS).
- Significant leadership experience in a primary setting.
- Strong knowledge of SEND legislation, the SEND Code of Practice, and inclusive education.
- Experience leading staff and managing teams.
- Experience working with external agencies and families.
- Understanding of safeguarding responsibilities.
- Ability to analyse data and improve outcomes for vulnerable groups.
- Lead and develop whole-Federation SEND and inclusion strategy
- Champion inclusive practice from EYFS- KS2
- Coach, mentor and develop staff to improve inclusive teaching
- Work in partnership with parents, carers, and external agencies
- Contribute to senior leadership and whole-Federation improvement planning
- Drive high expectations and remove barriers to learning for all pupils
- Foster the inclusion of all children.
- Lead on the pastoral provision within the Federation.
- Determine the strategic development of Special Educational Needs/Inclusion policy and provision in the Federation
- Be responsible for day-to-day operation of the SEN policy/Inclusion policy and co-ordination of specific provision to support individual pupils.

Key Responsibilities

- To act as designated teacher for Looked After Children
- To act as DDSL alongside the DS
- Draft the Federation's disadvantage Pupil Premium strategy
- Provide focused support for pupils with English as an Additional Language (EAL)
- Oversee interventions linked to inclusion e.g. nurture / EAL
- Deputise effectively for the Executive Headteacher and Deputy Headteacher when required
- Support and contribute to the Federation's system for the review and evaluation of teaching and learning
- Contribute to the pastoral care of the Federation
- Always display a high standard of professional behaviour and integrity
- Develop a positive, supportive ethos for academic and social learning
- Keep abreast of local and national educational initiatives and educational thinking through own professional development

Inclusion Leader Responsibilities

- Line manage the SENDCo
- Oversee the operation of the Federation's SEN/Inclusion policy and encourage all members of staff to recognize and fulfil their statutory responsibilities towards pupils with SEN and additional needs
- Monitor and evaluate the quality of provision across the Federation
- Oversee the organisation of intervention groups across the Federation
- Coordinate the training and professional development of the inclusion team and Lead INSET for staff
- Prepare and review information the governing board is required to publish
- With the support of the Head teacher manage the inclusion budget and provide appropriate Inclusion resources
- Keep up to date and disseminate information on matters related to SEN/Inclusion to all members of staff Key Leadership and management responsibilities
- Be an active member of the Senior Leadership Team undertaking leadership tasks as required.
- Contribute to the Federation's improvement plan and whole-Federation policy Identify training needs for staff and how to meet these needs
- Share procedural information, such as the Federation's SEN policy
- Promote an ethos and culture that supports the Federation's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Be a part of the Observation and Monitoring cycle across the federation

The Assistant Headteacher (Inclusion Lead) will be required to safeguard and promote the welfare of children and young people and follow the Federation's 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 AHT (Inclusion) will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. It is agreed that this job description is a fair and accurate statement of the requirements of the job

The post holder will also be expected to fulfil the professional responsibilities of a teacher, as set out in the Federation Teachers' Pay and Conditions Document.

Person Specification- Inclusion Lead

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Substantial, successful teaching experience, including being involved in statutory assessment at the end of the EYFS, KS1 and/or KS2 • Experience in resources, budgetary and personnel management • Involvement in school development and evaluation 	<ul style="list-style-type: none"> • Experience of working across all primary Key Stages • Experience of teaching (and perhaps leading) in two or more schools • Subject leadership in one or more core subjects • Experience of making links with outside agencies to complement the curriculum and/or teachers' professional development • Experience of being a school governor • Experience of SENCo role in another school
Qualifications / Training	<ul style="list-style-type: none"> • Qualified teacher status (QTS) • Level 1 Safeguarding Training • Needs Co-ordinator 	<ul style="list-style-type: none"> • National Professional Qualification for Senior Leadership (NPQSL) • Level 2 Safeguarding Training
Knowledge / Skills	<ul style="list-style-type: none"> • A secure understanding of the National Curriculum and the Early Years Foundation Stage Statutory Framework • A secure understanding of the SEN Code of Practice: 0-25 years • A secure understanding of the Equality Act 2010 • Knowledge of what constitutes high-quality teaching, feedback and assessment for pupils with SEND • A sound knowledge of child development including early child development (0-3) • A breadth of knowledge regarding supporting pro-social behaviour for children with specific needs • Secure knowledge of 'Keeping Children Safe in Education: for schools and colleges' • Ability to maintain confidentiality • Ability to communicate effectively, orally and in writing with a range of stakeholders • Strong interpersonal skills to inspire others, hold others to account, and devolve responsibilities and delegate tasks, as appropriate • High standards of IT skills including Office 365 • Proven impact on outcomes for children • Knowledge of the school inspection handbook and how it can inform school development particularly regarding SEND provision • Knowledge of the early years inspection handbook and how it can inform school development particularly regarding SEND provision 	<ul style="list-style-type: none"> • Knowledge of school governance and how it contributes to school improvement

Personal Qualities	<ul style="list-style-type: none">• Friendly and sensitive• Hardworking, resilient and able to work under pressure• Reflective with a commitment to own personal and professional development• Flexible and conscientious• Reliable, organised and punctual• A good team worker• Energetic, enthusiastic and committed	
Equal Opportunities	<ul style="list-style-type: none">• Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin.	