



Assistant Headteacher – Inclusion

Job title: Assistant Headteacher- Inclusion (including the statutory role of SENCO)

FTE: 1

Salary range: Leadership 3- 7

Permanent/temporary: Permanent

Place of work: Glory Farm Primary School

Immediate line manager: Headteacher

Line management responsibilities: Teaching Assistants and HLTAs

Please note this role will also carry a two-day classroom responsibility.

Job purpose: As Assistant Headteacher for Inclusion, you will be committed to supporting vulnerable pupils, including those with SEND, EAL, SEMH needs and pupils eligible for Pupil Premium. Working with the Headteacher and Deputy Head, you will lead inclusion across the school, manage provision and support colleagues to secure strong outcomes for all pupils.

Under the direction of the Headteacher, you will:

- Lead inclusion for all vulnerable groups of children (including Pupil Premium and SEND) across the school.
- Provide strategic leadership of SEND policy and provision, including specialist SEN pathways.
- Develop, implement, and evaluate the school's Pupil Premium strategy, ensuring it aligns with EEF guidance.
- Oversee the day-to-day operation of SEND provision for pupils with additional needs and those children in receipt of the Pupil Premium.
- Promote and monitor high standards of Quality First Teaching across the school.

Introduction:

This job description should be read alongside the School Teachers' Pay and Conditions Document, which applies to this post. Duties will be undertaken under the reasonable direction of the Headteacher, with due regard to workload and appropriate support. The job description will be reviewed annually and amended following consultation where required.

General Duties:

- Fulfil the duties of a school teacher in accordance with the Pay and Conditions Document.
- Lead learning to achieve high standards, support wellbeing and positive behaviour.
- Uphold and model the school's vision, values and policies.
- Work collaboratively to develop provision that improves teaching, learning and outcomes.
- Take a leading role in school self-evaluation.
- Engage in ongoing professional development, including coaching, mentoring and reflection.

Inclusion:

- Maintain a strong knowledge of the National Curriculum, National SEND strategy/SEND Code of Practice and EEF guidance.
- Lead the strategic development of inclusion, ensuring pupils make strong progress.
- Ensure consistent Quality First Teaching in all classrooms.
- As a member of the Senior Leadership Team, use data to inform provision and improvement.
- Line manage staff, including recruitment, induction, performance management and development.
- Lead CPD and INSET to strengthen inclusive practice.
- Develop, review and implement the Inclusion element of the School Improvement Plan.
- Coordinate effective intervention programmes for identified groups.
- Enrich learning through extended provision, including clubs and family learning.
- Lead the completion/reviewing of EHC plans, funding applications and work with external agencies.
- Report to the Governing Body / Trustees on Inclusion and publish statutory reports on the school's website.

Strategic direction/Shaping the future:

The Assistant Headteacher will support the Headteacher and Deputy Headteacher by:

- Promoting and modelling the school's vision and values.
- Building a positive, collaborative school culture.
- Reviewing standards of leadership, teaching and learning in line with school priorities.
- Supporting the development and implementation of effective policies.
- Promoting high expectations for attainment.
- Monitoring progress against school improvement priorities and evaluating impact.
- Working with external agencies and stakeholders to inform future planning.

Strengthening Community:

Work with the Headteacher and Deputy Headteacher to engage with the school community to secure equity and entitlement. Collaborate with other schools both within Acer Trust and local partnerships, and other educational/professional organisations in order to share expertise and bring positive benefits to their own and other schools. Work at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

Teaching responsibilities:

Alongside leadership duties, the Assistant Headteacher will teach for two days per week. This includes planning and delivering high-quality lessons, assessing progress, maintaining a positive learning environment and building strong relationships with pupils and parents. The role includes modelling best practice, contributing to curriculum development and supporting colleagues.

General Responsibilities:

- Take responsibility for personal and others' health, safety and welfare in line with legislation and school policies.
- Demonstrate a clear commitment to safeguarding children.
- Undertake additional duties appropriate to the role, without altering its overall responsibility.

Glory Farm Primary School and the Acer Trust are committed to safeguarding children. The successful candidate will be subject to a Disclosure and Barring Service check (formerly CRB) in line with section 115 of the Police Act.

Inclusion Lead - Person Specification

	Essential criteria	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Professional development in preparation for a leadership role • SENCO professional qualification or be willing to complete this (without delay when taking up the post). 	<ul style="list-style-type: none"> • Additional qualifications for the assessing and teaching of pupils with specific learning difficulties • Additional School Leadership qualifications
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school • Significant previous teaching experience • Involvement in school self-evaluation and development planning • Line management experience • Experience of contributing to staff development • A proven record of improving standards • Experience of leading whole school initiatives 	<ul style="list-style-type: none"> • Dealing successfully with challenging and sensitive situations in a Primary School setting • Experience of working across trust schools/school partnerships
Professional Values	<ul style="list-style-type: none"> • Establish and maintain excellent professional relationships with all stakeholders. • Set high expectations of all pupils and be committed to raising educational achievement • Adopt a flexible approach to working, especially when working across phases • Uphold and model the values of Glory Farm Primary School 	
Knowledge and Understanding	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding, modelling and supporting of high-quality teaching • Developing an inclusive curriculum to meet the needs of all groups of children (including Pupil Premium and SEND) • Understanding of school finances and financial management (including PP and SEND additional funding) • Excellent communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships 	
Skills	<ul style="list-style-type: none"> • Promote the school's aims and use effective strategies to enhance motivation • Establish and develop sound professional relationships • Demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment • Organise and sustain systematic support from a variety of providers for a range of children (including Pupil Premium and SEND) • Manage the coordination of teaching assistants in support of Pupil Premium and SEND pupils • Advise and motivate teaching staff with Pupil Premium and SEND initiatives • Present a wide range of specialised information to all stakeholders 	
Personal Characteristics	<ul style="list-style-type: none"> • To enjoy challenge and perform efficiently in a core management role • A leader with a flexible approach to work who enjoys being a good team member • Effect whole school change through effective leadership and management • Must be able to manage own work load effectively and respond swiftly to tight dead lines • Good interpersonal skills to enthuse/motivate others and develop effective partnerships • Willingness to share expertise, skills and knowledge • Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions • To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post, including being reflective on their own practice and the practice of others 	