

<b>TITLE OF POST:</b>	Assistant Head Teacher - Inclusion
<b>GRADE:</b>	Leadership Scale L 13 – L17
<b>LINE MANAGER:</b>	Deputy Head Teacher

### **Main purpose of the job**

The Assistant Headteacher - Inclusion is a key strategic leadership role at Barnhill Community High School. The post holder will lead and develop the school's inclusion strategy so that all students, particularly those who are vulnerable or face barriers to learning, attend well, participate fully, feel that they belong, and achieve highly.

The successful candidate will provide dynamic and professional leadership to ensure that Barnhill's ethos of high expectations for all is translated into effective practice for students with SEND, students with EHCPs, students at risk of exclusion, students accessing alternative provision, students with poor attendance, and other vulnerable groups.

The post holder will work closely with the SENDCo, pastoral leaders, attendance leaders, safeguarding leaders and external agencies to secure strong identification, assessment, intervention and review systems. They will ensure that provision is high-quality, statutory processes are robust, and that inclusion contributes directly to improved attendance, stronger attitudes to learning, reduced suspension and exclusion, and better outcomes for students.

### **Key aspects of senior leadership at Barnhill**

- To provide dynamic and professional leadership and management, reflecting policy in practice by modelling the school's vision and values in everyday work.
- To develop and motivate staff, setting high expectations and contributing to rigorous self-evaluation and continuous improvement.
- To take responsibility for leading specific whole-school areas and initiatives to secure further improvement in line with the school's strategic priorities.
- To ensure inclusive practice is embedded across all areas of school life so that barriers to learning are identified early and addressed effectively.
- To contribute to the smooth running of the school as a member of the senior leadership team.
- To carry out the duties of this post in line with the School Teachers' Pay and Conditions Document and the school's own policies.

### **Main duties and responsibilities**

#### **Strategic leadership of inclusion**

- Lead the strategic development of inclusion across the school so that vulnerable students are well supported academically, socially and emotionally.
- Develop, implement and evaluate the school's inclusion strategy, ensuring that it is ambitious, evidence-informed and aligned with school improvement priorities.
- With the DHT Curriculum, design appropriate curriculum pathways for students who are best served outside of the mainstream curriculum. (This will include sourcing and liaising with alternative providers).
- Be accountable for the holistic care and achievement of a designated group of students, who are best served under the inclusion strategy.
- Promote a culture of inclusion, belonging and high expectations in which students with additional needs are fully part of the life of the school.
- Ensure the school's work reflects current national expectations around inclusion, attendance, safeguarding and the educational experience of vulnerable groups.
- Contribute to the school self-evaluation process, development planning and inspection readiness in relation to inclusion, attendance, behaviour and personal development.

### **SEND and EHCP oversight**

- Support and work alongside the SENDCo to ensure robust systems for the identification, assessment and review of students with SEND.
- Support the strategic leadership of SEND provision, ensuring that the graduated approach is understood and applied consistently.
- For designated students, contribute to the quality assurance of EHCP processes, including requests for assessment, annual reviews, professional advice, documentation and follow-up actions.
- Monitor the effectiveness of provision for students with SEND and other vulnerable groups, ensuring that support is well matched to need and has measurable impact.
- Use assessment, attendance, behaviour and pastoral information to identify students requiring additional provision or review.
- Ensure that students with SEND, particularly those with complex needs or EHCPs, have ambitious outcomes, coherent provision plans and well-coordinated support.

### **Alternative provision and vulnerable learners**

- Oversee the school's use of alternative provision and any off-site education, ensuring that placements are appropriate, reviewed regularly and deliver strong educational, pastoral and attendance outcomes.
- Monitor the quality, safety, attendance, engagement and progress of students educated outside mainstream lessons.
- Ensure clear systems are in place for referral, placement, reintegration and review for students accessing alternative provision.
- Act as a senior leader for vulnerable students whose needs require coordinated support across pastoral, SEND, attendance and safeguarding teams.
- Support year teams and pastoral leaders to ensure that the most vulnerable students in each year group have appropriate provision, intervention and mentoring.

### **Attendance, attitudes to learning and re-engagement**

- Work in conjunction with the Attendance Officer to monitor students who are absent from education, persistently absent, severely absent or at risk of disengagement.
- Lead and implement strategies to re-engage students with education, especially those with SEND, safeguarding concerns, emotional-based school avoidance, medical needs or complex vulnerabilities.
- Be a key point of contact for identified vulnerable students and their families in order to improve attendance, lesson engagement and readiness to learn.
- Support the strategic leadership of attitudes to learning for vulnerable cohorts, ensuring that barriers are understood and addressed without lowering expectations.

### **Behaviour, inclusion and pastoral systems**

- Support pastoral and SEND teams in strengthening inclusive behaviour systems so that students experience clear boundaries, strong support and high expectations.
- Ensure that behaviour responses for students with SEND or additional vulnerabilities are lawful, proportionate, informed and consistent with school policy.
- Work with leaders and staff to secure appropriate intervention for students at risk of suspension, exclusion or placement breakdown.
- Analyse patterns in behaviour, exclusion, attendance and safeguarding to identify trends, groups and individuals requiring further action.
- Develop clear systems and targeted interventions to improve the experiences and outcomes of vulnerable learners.

### **Safeguarding and multi-agency working**

- Work closely with the DSL and safeguarding team to ensure that vulnerable students receive joined-up support and that safeguarding concerns are reflected in planning for attendance, learning and provision.
- Organise and chair multi-agency meetings where appropriate.
- Maintain detailed, accurate and secure records in line with statutory and school requirements.
- Liaise effectively with families, the local authority, social care, health professionals, CAMHS, alternative providers and other agencies.
- Contribute to strategy panel meetings and provide regular updates on vulnerable students, while maintaining appropriate confidentiality.
- Support referrals and information-sharing processes as required and in accordance with school policy and statutory guidance.
- Where designated, undertake deputy safeguarding responsibilities in accordance with the school's safeguarding structure and training.

### **Staff development and leadership**

- Lead, challenge and develop staff so that inclusive practice is strong across the school.
- Provide training, guidance and support for pastoral, teaching and support staff in relation to inclusion, adaptive practice, attendance and vulnerability.
- Work collaboratively with senior leaders, pastoral staff and external partners to strengthen whole-school inclusion.
- Line manage identified staff as directed by the Headteacher.
- Act as an excellent role model, demonstrating calm, professional and values-led leadership.

### **General responsibilities**

- Be a proactive and effective member of the senior leadership team.
- Support the day-to-day leadership and smooth running of the school.
- Undertake duties commensurate with the seniority of the post as reasonably directed by the Headteacher.
- Safeguard and promote the welfare of children and young people at all times.

*All job descriptions should be read in conjunction with the operating Pay and Conditions document published by the DFE.*

*Barnhill Community High is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

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<b>DATE OF APPOINTMENT:</b>	September 2026
<b>LINE MANAGER:</b>	Deputy Head Teacher

Characteristics / Experience	Application	Assessment
<ul style="list-style-type: none"> <li>• A leader who has significant experience working with vulnerable students and a strong track record of inclusive practice in a mainstream or other setting.</li> <li>• Has knowledge of additional needs, SEN processes and statutory requirements</li> <li>• Has good middle or senior leadership experience with the ability to operate strategically and operationally</li> </ul>		
<b>Qualifications and CPD</b>		
Graduate and Qualified Teacher Status	✓	
Evidence of continued professional development at leadership level	✓	
Commitment to ongoing research into school improvement	✓	
<b>Knowledge/Experience</b>		
Evidence of high-quality teaching	✓	
The ability to think and act strategically at whole school level		✓
The ability to challenge, influence and motivate others	✓	✓
Highly tuned ability to analyse and use information to drive school improvement		✓
Evidence of raising educational achievement and standards for all students	✓	
Readiness to identify and respond to new challenges with good judgement and perseverance		✓
Excellent problem-solving skills		✓
Engagement in collaborative partnership working, within and beyond the school		✓
<b>Professional and Leadership Skills</b>		
An ability to communicate with all stakeholders	✓	✓
An ability to track progress through school's data systems		✓
Outstanding presentation and communication skills – including in written communications	✓	✓
An ability to complete tasks to a high standard with attention to detail	✓	✓
Skilled at working with people and the ability to inspire and motivate others – both staff and students		✓
<b>Relationships</b>		
An ability to establish good working relationships with colleagues, students, parents and the wider community		✓
An ability to communicate effectively in oral and written forms	✓	✓
An understanding of and commitment to the effective promotion of the school	✓	
An ability to lead a team of tutors effectively	✓	✓
<b>Personal Qualities/Attributes</b>		
A positive, enthusiastic outlook, embracing risk and innovation		✓
Commitment and dedication to social justice, equality and excellence		✓
A high level of emotional intelligence		✓
Respect and empathy towards others		✓
Resilience, perseverance and optimism		✓
Decisiveness and consistency		✓
Drive for improvement and challenging underperformance		✓
Capacity to be flexible, adaptive and creative		✓
Capacity to receive and act on feedback to build on strengths and improve personal performance		✓