

Job description: Assistant Headteacher (Inclusion)

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| Location | Meadow Park Academy (MPA) |
| Contract term | Permanent |
| Pay range | L1-L4 (dependent on experience) |
| Reporting to | Headteacher |

Job purpose

- To fulfil the professional responsibilities of an assistant headteacher, as set out in the School Teachers' Pay and Conditions Document

The assistant headteacher will support the headteacher and deputy headteachers at MPA in:

- Providing professional leadership and management of the school
- Leading the strategic development of inclusion and safeguarding across the school
- Implementing strategies for school improvement with a particular focus on inclusion, SEND, behaviour, and wellbeing
- Ensuring effective and efficient organisation and administration of inclusion-related provision
- Creating a safe, nurturing, and stimulating learning environment where all pupils can thrive
- Ensuring the curriculum is broad, balanced, and inclusive, underpinned by the Trust's principles of curriculum design

Specific responsibilities (Inclusion Focus) at MPA.

All Saints duplicated responsibilities are indicated by *

- Contribute to a positive and inclusive whole school ethos that promotes excellent outcomes for pupils with SEND *
- Ensure the school meets its responsibilities under the Equality Act 2010, Children's Act 2014 and the SEND Code of Practice 2015*
- Develop a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision*
- Ensure the Anthem Trust SEND policy is implemented effectively within the school *
- Develop, implement and monitor strategic SEND plans that are reflected in the Academy Improvement Plan *
- Support all staff in understanding the needs of SEN pupils *
- Liaise with staff, parents, external agencies and other schools or settings to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND *
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND *
- Provide regular information to SLT and ACC members on the effectiveness of SEN provision and outcomes *
- To write, evidence and review EHCPs *
- Deputy Designated Safeguarding Lead (DSL)
- Line management of the Inclusion Team (including Family Support Worker, Play therapist and ELSAs)

- Lead on behaviour and ethos across the school (Thrive approach)
- Lead on the EAL strategy to support pupils with English as an Additional Language
- Lead the school's inclusion strategy with a focus on teaching and learning
- Oversee provision for pupils with SEND and Looked After Children (LAC)
- Lead the Pupil Premium Strategy, ensuring effective use of funding to improve outcomes for disadvantaged pupils
- Monitor outcomes for vulnerable pupils, including those with SEND, safeguarding concerns, Pupil Premium, EAL, and LAC
- Oversee and be responsible for the quality of education and inclusion – ensure inclusion is embedded across the curriculum and teaching practices
- ACC Link: Safeguarding and Inclusion
- Lead on PSHE and RSE provision and curriculum development

Main duties and responsibilities at MPA

Strategic direction and shaping the future

Under the direction of the headteacher or deputy headteachers, the assistant headteacher will:

- Contribute to the development of the school in support of its vision and ethos
- Demonstrate the school's values in everyday work and practice
- Support practice that promotes and sustains continuous improvement in the school
- Support and promote robust systems for safeguarding, pastoral care and personalised learning are followed to ensure every child feels valued and is known and supported during their time at the school
- Support members of the school community to create a positive and stimulating learning environment, making full use of their skills and talents
- Ensure that learning is at the centre of strategic planning and resource management
- Support management and development of all school resources
- Contribute to Anthem and the schools within it
- Assist with the evaluation of school performance and identification of priorities for continuous improvement
- Work with the Anthem Community Council to promote and implement the strategic vision, values and ethos to students, staff, governors, parents and the wider community
- Teach high-quality lessons as a model of best practice across the school

Operation of the SEN policy and co-ordination of provision

- Support early and accurate identification and assessment of special educational needs
- Maintain an accurate SEN register
- Work in partnership with parents and families who have a child with SEN
- Advise on the graduated approach to SEN support
- Ensure the cycle of Assess, Plan Do review is used to inform provision and meet individual needs
- Co-ordinate additional provision that meets the pupils' needs, and monitor its effectiveness
- Coordinate the use of a Provision Map (Edukey or equivalent) and ensure it is being used effectively to develop individual learning plans and record, track and monitor the effectiveness of interventions

- Support person-centred approaches, involving pupils and parents in all aspects of SEN provision
- Be aware of the provision in the Local Authorities local offer
- Work with early years/feeder primary providers, other schools, educational psychologists, health and social care professionals, and other external agencies and be a key point of contact for external agencies
- Work in partnership with the pupil, parents and other professionals to ensure the needs of pupils with Education, Health and Care (EHC) Plans are fully met and meet statutory requirements
- Support transition at all stages for pupils with SEN
- Ensure records of pupils with SEN are kept up to date
- Contribute to a positive and inclusive whole school ethos that promotes excellent outcomes for pupils with SEND
- Develop a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- Ensure the Anthem Trust SEND policy is implemented effectively within the school

Leading teaching and learning

Under the direction of the headteacher or the deputy headteachers, the assistant headteacher will:

- Contribute to leading and managing teaching and learning to secure the highest possible and sustainable levels of progress and attainment
- Ensure that the curriculum delivered:
 - is based on excellence for all
 - meets statutory requirements
 - meets the school's and Trust's education vision and principles
 - meets the needs of all students
 - is supported by teaching of the highest quality
- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning
- Ensure a culture and ethos of challenge and support where all students achieve success and become engaged in their learning
- Ensure strategies for inclusion, diversity and curriculum access are in place and embedded
- Implement strategies that secure high standards of behaviour and attendance
- Teach regularly, ensuring the lessons are of a high-quality across the school
- Monitor and evaluate the curriculum for both quality and value for money
- Ensure students feel happy, safe, and supported, and have all barriers to their learning and progress addressed/removed
- Monitor, evaluate and review classroom practice
- Promote improvement strategies and provide inspiration and strategic leadership to the teaching team to ensure that the school delivers the highest standards of teaching and learning
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Provide strategic leadership of the use of assessment and data systems used in the school and ensure that on-going teacher assessments are secure and robust

Leading and managing staff

Under the direction of the headteacher or the deputy headteachers, the assistant headteacher will:

- Ensure that organisational structure reflects the school's values, and enables management processes to work effectively
- Develop, implement and monitor clear, evidenced-based improvement plans and policies for the development of the school and its facilities
- Ensure that policies and practices take account of national and local circumstances and Anthem policies and initiatives
- Recruit, retain and deploy staff appropriately
- Demonstrate commitment to good work life balance through modelling good practice and considering the impact of decision on workload across the school workforce
- Lead and motivate others and generate effective working relationships at all levels
- Maximise the contribution of all staff to improve the quality of education provided and standards achieved
- Ensure staff performance is managed in line with school and Anthem performance management policies and procedures
- Ensure access to effective induction, training and appropriate professional development opportunities

Financial, compliance and facilities management

Under the direction of the headteacher or the deputy headteachers, the assistant headteacher will:

- Support the management of the school's finances and resources to ensure maximum benefit for students
- Support with the management of the school site, its buildings, equipment and grounds
- Provide inputs to development of the annual and projected yearly budgets for approval by Anthem
- Assist with setting appropriate priorities for expenditure and allocation of funds
- Ensure that the accommodation provides a positive and safe environment which promotes wellbeing and high achievement for everyone at the school
- Ensure effective financial administration and audit control
- Ensure full compliance with Anthem policies and procedures, regulatory frameworks and statutory duties

Partnerships

Under the direction of the headteacher or the deputy headteachers, the assistant headteacher will:

- Promote school culture and curriculum which fulfils the requirements of the local community and the vision of the school
- Identify opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich the school and its value to the wider community
- Identify and develop strong partnerships and relationships with other local schools
- Secure strong links with all external agencies who support the school's development
- Collaborate with other Anthem academies to share best practice and to promote the development of staff through mentoring, sharing best practice and promoting the development of staff through mentoring and sharing resources, to the benefit of all schools



- Collaborate with the Local Authority and other agencies to promote the academic, spiritual, moral, social, emotional and cultural wellbeing of students and their families
- Work closely with Anthem and the Local Governing Body to ensure successful outcomes for the school
- Engage across other areas of Anthem's work

This job description will be supported by the school improvement plan which will identify key distinct tasks and responsibilities for this role in the school year. These will be derived from ongoing school self-evaluation and other local/ national priorities. The postholder's duties must be carried out in compliance with the school's policies and procedures including child protection and safeguarding procedures.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person specification: Assistant Headteacher

| Qualifications and training <i>Evidenced through: Application</i> | Essential | Desirable |
|--|------------------|------------------|
| <ul style="list-style-type: none"> Undergraduate degree Qualified Teacher Status National Award for SEND Co-ordination Recent and relevant professional development Commitment to undertake Level 3 Safeguarding training | ✓ | |
| <ul style="list-style-type: none"> NPQH or NPQSL Higher degree relevant to senior leadership Accredited qualification for assessing and teaching students with specific learning difficulties or Access Arrangements | | ✓ |

| Experience/employment record <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
|--|------------------|------------------|
| <ul style="list-style-type: none"> Successful track record of leadership in state funded primary education in the UK Recently worked in a good or outstanding school and understands and can demonstrate what excellence looks like within educational leadership and management | ✓ | |
| <ul style="list-style-type: none"> Successful track record of leadership at Assistant Headteacher level in state funded primary education in the UK Evidence of successful financial and resource management | | ✓ |

| Personal qualities <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
|---|------------------|------------------|
| The ability to converse at ease with members of the public and provide advice and information in accurate spoken English. | ✓ | |
| Integrity and sound judgement | ✓ | |
| Sympathetic to the moral purpose and vision of Anthem | ✓ | |
| An outstanding communicator who is approachable, reliable, has presence and is highly visible to students, parents, carers, local governors and the wider community | ✓ | |
| An outstanding classroom practitioner | ✓ | |
| Capacity for and commitment to own personal development | ✓ | |

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| Supportive, energetic, driven and confident | ✓ | |
| Inclusive and collaborative | ✓ | |
| Ability to mentor, inspire, coach, influence and motivate others | ✓ | |
| An effective decision maker | ✓ | |

| Leadership and management (curriculum, teaching and learning) <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
|--|------------------|------------------|
| Thorough knowledge of the National Curriculum and extensive experience of curriculum delivery, monitoring and assessment | ✓ | |
| Ability to analyse and understand complex curriculum issues and respond creatively and effectively | ✓ | |
| Thorough knowledge and understanding of current issues in education | ✓ | |
| Experience of methods of mapping school progress and school improvement strategies | ✓ | |
| Vision for the development of CPD and teaching and learning strategies | | ✓ |

| Leadership and management (student attainment, progress and wellbeing) | Essential | Desirable |
|---|------------------|------------------|
| Proven commitment to high levels of student attendance, progress, attainment and safety | ✓ | |
| The ability to inspire high levels of performance in all students regardless of their starting points. | ✓ | |
| Thorough understanding of monitoring and evaluation strategies relating to student outcomes and the ability to translate information into detailed plans and targets. | ✓ | |
| The ability to analyse and interpret complex data | ✓ | |
| A commitment to promoting and safeguarding the welfare of young people | ✓ | |

| Leadership and management (staff) <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
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| Ability to inspire others and provide strong leadership to teachers and support staff | ✓ | |
| Ability to delegate appropriately | ✓ | |
| Proven experience of developing, empowering and supporting staff | ✓ | |
| Thorough understanding of management structures and systems | ✓ | |
| Commitment to Equal Opportunities | ✓ | |
| Commitment to an open, collaborative and fair culture | ✓ | |

| Managing resources <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
|---|------------------|------------------|
| The ability to analyse complex issues relating to finance and resources | | ✓ |
| Capable of strategic financial planning, capital projects and budget management | | ✓ |

| The community and other stakeholders <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
|---|------------------|------------------|
| Thorough understanding of the role of Anthem and the Anthem Community Council | | ✓ |
| A track record of working effectively with a Local Governing Body to ensure appropriate monitoring and accountability of all aspects of school activity with a committed drive to working from the School Development Plan. | | ✓ |
| Effective communication with staff, students, parents, carers and local governors | ✓ | |
| Ability to establish effective links with the community | ✓ | |
| Ability to develop partnerships and shared responsibilities | ✓ | |
| Experience of having worked with other primary and secondary schools | | ✓ |