

<b>Job Title:</b>	Assistant Headteacher - Inclusion	<b>Reports to:</b>	Headteacher
<b>Location:</b>	Thomas Hall School	<b>Accountable to:</b>	Headteacher
<b>Salary/Grade:</b>	L4-L8	<b>Hours of Work:</b>	32.5

## Principle Purpose of the Role

- To carry out the professional duties of an Assistant Head Teacher as circumstances may require and in accordance with Reach Academy Trust policies under the direction of the Head Teacher.
- Managing staff and resources
- Monitoring progress towards the achievement of the school’s vision & objectives.
- The Assistant Head Teacher will be expected to fulfil their professional responsibilities, as set out in the School Teachers’ Pay and Conditions Document (STPCD).
- To lead aspects of the school as directed by the Headteacher. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.
- Monitor the quality and effectiveness of SEND and autism friendly provision for pupils throughout the academy in relation to their needs and their expected progress.

## Key Duties

Under the direction of the Head Teacher:

- Lead on the day-to-day management of the school.
- Communicate the school’s vision compellingly and support strategic leadership across the whole Academy.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- Build positive relationships with all members of the school community and the wider community, showing positive attitudes to them.
- To ensure the Academy’s statutory SEND requirements are fulfilled in line with the SEND Code of Practice (2014), including but not exclusively the SEND.
- Register, monitoring the statutory requirements regards EHCP’s and Annual Reviews, the SEND and autism policies and information reports.
- Keep up to date with developments in SEND and education, and have a good knowledge of education systems locally, nationally and globally.
- Work with political and financial astuteness, translating policy into the school’s Context.
- Seek training and continuing professional development to meet own needs.



## Pupils and Staff

Under the direction of the Head Teacher

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Ensure excellent teaching in the school, including through training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- Identify emerging talents, coach current and aspiring leaders.
- Hold all staff to account for their professional conduct and practice.

## Systems and Processes

Under the direction of the Head Teacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Work with the governing board as appropriate.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Support distribution of leadership throughout the school.

## Safeguarding

The Assistant Head will fully support the Designated Safeguarding Lead (DSL) for the school ensuring the safeguarding of children is to the highest standard.

## Generic Responsibilities

- To maintain ongoing Continuous Professional Development (CPD) activity and undertake any in-service training related to the post, including annual mandatory and role-specific training.
- To maintain regular contact and good working relationships with all staff throughout the Trust and external organisations.
- To maintain the security of the data held in the Trust systems in line with all relevant legislation, including the Data Protection Act 1998 and UK General Data Protection Regulations.
- To actively participate and attend team (and other) meetings as required for updates regarding Departmental procedures and action accordingly.
- To support the Trust's internal and external audit processes.
- To act as an exemplary role model of the Trust's values and behaviours.
- To ensure that safe working practices are followed in respect of all areas within the provisions of The Health and Safety at Work Act 1974.
- To comply with Trust Policies and Procedures.
- To maintain confidentiality about clients, staff, and other Trust business. The work is of a confidential nature and information gained must not be communicated to other people except in the recognised course of duty. The postholder must always meet the requirements of the Data Protection Act.



- To be aware of, promote and implement the Trust's Quality and Information Security Management Systems.
- To report to line manager, or other appropriate person, in the event of awareness of bad practice.

## Staff Development and Performance

- The post holder will have an appraisal of performance each year and will be responsible for agreeing a development plan in agreement with their manager or immediate supervisor. The development plan will be reviewed each year.
- The Trust will aid and agree development objectives for the postholder to enable the postholder to achieve their objectives and standards in line with the development plan.
- If the postholder feels they are not achieving their objective as agreed in the development plan they will bring it to the attention of their line manager at the earliest opportunity.

## Demands and Working Conditions

- This is an operational post and there will be considerable conflicting work demands, deadlines and interruptions, particular during peak periods and operational deadlines.
- The postholder is to undertake other duties commensurate to the grade of the post.
- Adhoc travel to attend training events and meetings may be required.
- There may be occasions when it will be necessary to cover other roles within the team or to work with other colleagues when there are peaks and pressing issues.
- There may be a requirement to spend large amounts of time working on sensitive information, for example, reports and audits.

**Note:** You may be required to perform duties other than those given in the job description for the post. The duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of responsibility entailed. As such, the job description therefore is not intended to be exhaustive. It is also subject to change in the light of service developments and in consultation with the postholder and their manager. The post holder will be expected to adopt a flexible attitude to the duties to meet deadlines.



## Person Specification

<b>Education and Training</b>			
<b>Specification</b>	<b>Essential (E) / Desirable (D)</b>	<b>Assess at application</b>	<b>Assess at interview</b>
Qualified Teacher Status	E	X	
Good academic achievement, including an appropriate degree	E	X	
Evidence of recent and relevant further professional development in preparation for a leadership role	E	X	
Obtained/working towards a leadership qualification e.g. NPQSL (or commitment to within 2 years)	E	X	
Hold the NA SENDCo or NPQ SEN	D	X	
Post qualification in autism or SEND is desirable or commitment to achieve within two years	D	X	
Additional SEND qualifications	D	X	
<b>Experience, Knowledge and Skills</b>			
<b>Specification</b>	<b>Essential (E) / Desirable (D)</b>	<b>Assess at application</b>	<b>Assess at interview</b>
Successful leadership and management experience in a school/setting	E		X
Successful leadership as a SENDCo	D		X
A detailed knowledge of autism and how it presents in our young people.	E		X
An excellent classroom teacher	E		X
Involvement in school self-evaluation and development planning	E		X
Line management experience	E		X
Experience of contributing to staff development	E		X
Has good knowledge of the SEND Code of Practice (2015) and is able to implement and monitor the Academy's Statutory responsibilities	E		X
Experience of a senior leadership role	D		X
Safeguarding experience	D		X
Data analysis skills, and the ability to use data to set targets and identify weaknesses	E		X
Understanding of high-quality teaching, and the ability to model this for others and support others to improve	E		X
Understanding of school finances and financial management	E		X
Effective communication and interpersonal skills with a vision to inspire others as well as to challenge and motivate others	E		X
High level of oral, written and ICT skills	E		X
Able to build and maintain positive relationships with individuals and groups	E		X
Understanding of current issues in education	E		X



<b>Personal Attributes</b>			
<b>Specification</b>	<b>Essential (E) / Desirable (D)</b>	<b>Assess at application</b>	<b>Assess at interview</b>
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E		X
Ability to work under pressure and prioritise effectively	E		X
Commitment to maintaining confidentiality at all times	E		X
Commitment to safeguarding and equality	E		X
Excellent time management skills, particularly when working under pressure whilst giving attention to detail	E		X
Loyalty, integrity and enthusiasm	E		X
Genuine concern for the welfare of staff and pupils	E		X

