

INCLUSIVE | MULTI ACADEMY TRUST

ASSISTANT HEADTEACHER FOR INCLUSION JOB DESCRIPTION

Employment details

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| Job Title: | Assistant Headteacher for Inclusion |
| Grade: | L5 - L7 |
| Reports To: | Headteacher |
| Job Purpose: | <p>To provide strategic leadership and operational management as a key member of the Senior Leadership Team, with responsibility for inclusion, SEND, pastoral care, and safeguarding the progress of disadvantaged groups across the school, including PPG.</p> <p>To fulfil all statutory elements of the SENCO role in accordance with the SEND Code of Practice 0-25 years, including oversight of statutory assessments for all year groups and management of assessment data to inform intervention and provision.</p> <p>To deputise for the Headteacher and senior leaders as required, contributing to whole-school leadership, strategic planning, and school improvement.</p> <p>To promote excellence in teaching and learning through direct work with children, teachers, and families, developing inclusive practice and providing mentoring and coaching to ensure consistently high-quality teaching for all pupils, particularly those who are disadvantaged or vulnerable.</p> <p>To lead on curriculum accessibility, behaviour and emotional well-being, raising standards and aspiration for all learner, focusing on disadvantaged groups.</p> <p>To foster positive relationships with parents, carers, governors, and external partners to support each child's educational journey and well-being.</p> |

Main duties and responsibilities

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| Formulate the aims and objectives of the school and policies for their implementation. |
| To act as one of the Designated Safeguarding Leads as part of the DSP team, being fully committed and appropriately trained to safeguarding children on all levels and managing confidential records |
| Lead the school in articulating clearly its values and ethos and those of the Trust. |
| Keep up to date with current issues in teaching and learning and in school improvement and to share this with staff, governors & parents as appropriate. |
| To adhere to the SEND code of practice, maximising external support for vulnerable groups and supporting staff to ensure pupil progress. |
| Monitor the progress and evaluate the impact for vulnerable groups, of the school's policies, practices, targets and priorities, identifying developments needed and working with the Headteacher and Governors to achieve them. |
| An unrelenting focus on vulnerable groups to maximise student attainment, progress and achievement across the school. |
| To be a consistently outstanding role model as a teacher and leader. |
| To ensure that all pupils, in particular vulnerable pupils in receipt of pupil premium, make accelerated progress in order to narrow the gap between them and their peers. |
| Work with the pastoral team to ensure children with SEMH needs are given the support and tools to maximise their progress both socially and emotionally and academically |
| Co-ordinate and manage the school staff, particularly those working with SEND, reacting to immediate need and proactively planning for success. |
| Monitor the teaching, planning and curriculum delivery and collate feedback in order to ensure quality, inclusion and progression from each year group and between key stages. |
| To work with the Headteacher on the appointment and induction of staff. |
| Assist the Headteacher with the completion of performance development meetings – SEND staff, staff working with vulnerable groups. |
| Assist the Headteacher and School Finance Officer with SEND funding and managing budgets for the school |
| Assist the Headteacher with mentoring and coaching of teachers within the school. |

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| To work with the SLT & others to present an accurate and coherent account of the school's performance to a range of audiences, enabling them to play their part effectively. |
| Monitor the Pupil Premium Grant and its provision. |
| To attend meetings and provide information and objective advice and support to the Governing Body to enable it to meet its responsibilities. |
| Plan and deliver whole school staff meetings and insets. |
| To take a leading role in developing the schools work, life and positive ethos. |
| Assist the Headteacher with checking reports and reporting arrangements, including statutory assessment monitoring. |
| Take a lead on supporting behaviour management and monitoring across the school. |

Person specification

| | Essential | Desirable |
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| Qualifications and experience | <ul style="list-style-type: none"> • Qualified teacher status • Degree level qualification • Senco qualification • Current Level 2 Safeguarding • Willingness to undertake CPD • Current DBS • Successful teaching experience of the primary age range • Previous experience of leading a team • Successful experience of monitoring, evaluating and improving the quality of teaching and learning • Experience of removing barriers for vulnerable groups and individuals | <ul style="list-style-type: none"> • Relevant postgraduate professional qualification • Previous experience of leading a team • Experience of end of KS statutory testing • Experience of promoting positive social and emotional wellbeing • Experience of managing a child protection caseload • Experience of successfully promoting positive learning behaviours |
| Knowledge and skills | <ul style="list-style-type: none"> • An outstanding teacher who is able to maintain their teaching standard whilst supporting others • Deep understanding of the SEND code of practice • Understanding of health and wellbeing, safety and child protection • Awareness of data protection and confidentiality • Computer literate and proficient (E mail, word processing, spreadsheet) • Ability to foster a school ethos which aligns to that of the Trust • Effective oral and written communication skills • An unrelenting focus to maximise student attainment, progress and achievement • Clear understanding of what makes outstanding teaching and provision for vulnerable groups • Innovative leadership of inclusion • Proven track record of delivering high quality outcomes • Ability to collect, analyse and strategically use data to raise standards | <ul style="list-style-type: none"> • First aid skills • Working knowledge of social media • A passion for and understanding of the principles of nurture • Understanding of school and Trust governance • Understanding of Trust finance • Understanding of Trust leadership structures • Proficient with school online systems: SIMS, CPOMS • Understanding of the differences between a maintained school and an academy and how an academy trust runs |
| Personal qualities | <ul style="list-style-type: none"> • High standards in your attendance and punctuality • Ability to work in a team • A flexible approach • Problem Solving • Active Listening • Organised • Strong relationships with children and adults • Resilience | <ul style="list-style-type: none"> • Self-confidence • Ability to relate well to other professionals • Good sense of humour • Community facing • |

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| | <ul style="list-style-type: none"> • Possess high levels of emotional literacy • Approachable and nurturing personality • Enthusiastic and positive attitude • An inspiring leader holding high expectations personally and for his/her team • Decisiveness • A person of high values and absolute integrity who will always put the needs of the school first | |
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This job description has been written by the Inclusive Multi Academy Trust in conjunction with the headteachers of each school. This will be reviewed annually to reflect the plans, growth and development of the school, Trust and education system. As part of the yearly performance development cycle this will be signed by the staff member and their line manager.

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| Assistant Headteacher: | Line manager: | Date: |
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