



Job Description

POST TITLE:	Assistant Headteacher with responsibility for Inclusion
GRADE:	L3 - L5
MAIN PURPOSE:	The core purpose of the Assistant Headteacher is to assist the Headteacher and Deputy Headteacher with providing effective leadership and management for Dogsthorpe Infant School.
RESPONSIBLE TO:	Headteacher
RELATIONSHIPS WITH:	• Teachers • Teaching Assistants • Support Staff • Senior Leadership Team • Trust Staff including Executive Headteacher and Director of Finance and Resources • Parents • External Support Agencies • Local Authority Advisors • Trust SEND staff

Key Responsibilities

As the designated SENCO, the Assistant Headteacher will be responsible for:

- Strategic leadership, management and development of SEN policy and provision, including teaching, learning, assessment, pupil progress and outcomes for pupils with SEND;
- Day-to-day operation of the SEN policy and provision for pupils with SEND or additional barriers to learning;
- Maintain an accurate SEND register;
- Monitor and support the creation and delivery of OPPs (one-page profiles & APDR cycles);
- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND;
- Working closely and communicating effectively with staff, parents/carers, external agencies and professionals, including relevant website content and reports;
- Identification of pupils with SEND and securing relevant services;
- Support the implementation of intervention groups for pupils with SEND.
- Effective monitoring and review of SEND provision, including interventions, support plans and EHCPs;
- Completion of relevant documentation for SEND;
- Making sure the school fulfils all statutory duties regarding the SEND Code of Practice, Equality Act 2010 and other relevant frameworks and guidance;
- Supporting with admissions and transition for pupils with SEND;
- Supporting with administration of any statutory assessments, moderation and tests for pupils with SEND and barriers to learning, including reasonable adjustments.
- Driving forward the attendance of this cohort of children by joining the Attendance team to analyse data and meeting with parents/carers to discuss concerns, create Attendance Action Plans etc, alongside the Attendance Co-ordinator.



- Support the SEND group during the lunchtime period as the need arises.

As the designated Pupil Premium Champion, the Assistant Headteacher will be responsible for:

- Strategic leadership, management and development of Pupil Premium policy and provision, including teaching, learning, assessment, pupil progress and outcomes for pupils in receipt of Pupil Premium funding;
- Working closely and communicating effectively with staff, parents/carers, external agencies and professionals, including relevant website content and reports including the annual DfE funding report;
- Support the implementation of intervention groups for Pupil Premium pupils;
- Effective monitoring and review of provision, including interventions;
- Making sure the school fulfils all statutory duties regarding Pupil Premium.
- Driving forward the attendance of this cohort of children by joining the Attendance team to analyse data and meeting with parents/carers to discuss concerns, create Attendance Action Plans etc, alongside the Attendance Co-ordinator.

Other Leadership Responsibilities

Strategic Development and Leadership

- With a focus on Inclusion, work with the Headteacher, Deputy Headteacher, Executive Headteacher, Governing Body and other relevant stakeholders to create a shared vision and strategic plan to develop Dogsthorpe Infant School in line with the school's core aims and values.

Teaching and Learning, Curriculum and Assessment

- Work with SLT to ensure the outstanding quality of teaching and learning and pupils' achievements within a successful learning culture.
- Drive forward the development of an inclusive curriculum, including effective use of high-quality resources, scaffolding, adaptations and responsive teaching that is accessible and challenging for all pupils.
- Work with teachers to develop and maintain high-quality learning environments which support all learners.
- Monitor and evaluate the quality of teaching and learning with a focus on inclusion.

Staff Management and Professional Development

- Develop effective relationships and communication, which underpin a professional learning community that enables everyone to achieve.
- Collaborate and network with others within and beyond the school.
- Actively participate in the recruitment and selection and other staffing matters as appropriate.
- Line manage designated teams of teaching assistants including carrying out appraisals and holding staff to account for their performance;
- Give and receive effective feedback and act to improve personal performance.
- Source, organise and deliver high-standard professional development opportunities for staff;
- Proactively seek and engage with training, professional reading and opportunities for continual professional development to meet own needs.

Managing Pupil Matters

- Cultivate an environment which promotes equality, respect and diversity.
- Engage parents, carers and families to help all children and young people succeed and thrive.



- Ensure you and the staff listen, question and respond to what is being communicated by children and those caring for them.
- Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of babies, children and young people.
- Develop and implement effective mechanisms to monitor and track pupil progress, continuously striving for improved pupil attainment and progress.
- Work successfully on a multi-agency basis.
- Act as a designated Safeguarding Lead.

Community

- Foster a culture of collaborative; building effective relationships with staff, parents/ carers, partners, stakeholders and the local community, seeking and reflecting on feedback.
- Recognise the role of the school to enhance the well-being of all children and support the SLT to further develop services to meet the needs to the community, e.g. breakfast club.

The Assistant Headteacher with responsibility for Inclusion, will not usually have their own class, but where necessary and/or impactful they will undertake cover of classes and groups of children, lead intervention groups and team teach alongside colleagues.

Class Teacher Responsibilities

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.

Accountability

- The Assistant Headteacher will be accountable to the Headteacher.
- Assist SLT with the preparation for Ofsted inspections.
- Report to the Governing Body and attend Governing Body and Trustees' meetings as appropriate.

Other responsibilities

Other areas of responsibility will be negotiated to meet the needs of the school and to reflect the experience and expertise of the post-holder.

General Expectations

Members of the Senior Leadership Team are expected to:

- contribute positively to the discussion and development of school policy in meetings
- promote school policy in discussions with staff, pupils, parents, governors and the local community
- share the responsibility for implementing school policy and the day-to-day organisation of the school
- take a full and active part in school life
- set an example of high professional standards
- respond to incidents involving pupils
- be flexible, and work outside / beyond their job descriptions, as the need arises
- Deputise for the Deputy Head of School



GENERAL NOTES

- a) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the statement of Teachers' Terms and Conditions of Employment and are additional to the general duties and responsibilities of a teacher;
- b) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of them should be so construed;
- c) These accountabilities are not necessarily a comprehensive definition of the post. They will be reviewed at least once per year and may be subject to modification or amendment at any time after consultation with the holder of the post.



Person Specification

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	• Degree • Qualified Teacher Status • Evidence of continuous professional development	• Qualification in Educational leadership • Good Honours degree (2:1 or above) • NPQSENCO
<u>Experience</u>	• A leading classroom practitioner • Significant experience of successful leadership • Experience of leading a team, including performance management • Experience in mentoring colleagues • Expertise in leading staff training • Experience of coaching staff • Significant experience of supporting pupils with SEND	• Experience of line managing staff • Experience of taking sole leadership of a whole school initiative, and seeing it through to a successful conclusion • Already working in a team • Experience of undertaking the role of SENCo
<u>Knowledge and understanding</u>	• Knowledge and understanding of the principles and practice of effective teaching and learning styles • Secure understanding of how to analyse school performance data and effectively use it to inform school improvement • Ability to analyse and evaluate systems effectively and suggest, implement and lead change where appropriate • Secure understanding of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND, Safeguarding and Child Protection	
<u>Skills</u>	• Emotional Intelligence • Able to motivate others and sustain your energy and enthusiasm over the course of long projects • Ability to manage difficult conversations in a sensitive manner • Accomplished user of ICT as a learning/admin tool • Strong communication skills, written and verbal • Strong organisational skills • Able to produce paperwork of high quality for external partners	