

Assistant Headteacher: Inclusion, Safeguarding & Culture

Job Description and Person Specification

Post title: Assistant Headteacher

Academy: Yorkswood Primary School

Pay range: L5 - L9

Reporting to: Headteacher / Deputy Headteacher

Responsible for: Strategic Inclusion, Lead Designated Safeguarding Lead (DSL) duties, Behaviour, Culture and Pastoral Systems, Pupil Premium Strategy, Looked After Children (LAC/PLAC), and Young Carers Provision.

Job Description

Main purpose:

The Assistant Headteacher will support the Headteacher and Deputy Headteacher in:

- Communicating the school's vision compellingly and supporting the Headteacher's strategic leadership.
- The day-to-day management of the school, its community, and planning for its future needs within local, national, and international contexts.
- Formulating the aims and objectives of the school and establishing policies for achieving them.
- Managing staff and resources to secure the educational, operational, and strategic success of the school.
- The Assistant Headteacher may have a teaching commitment, complying with the Teachers' Standards and modelling best practice for others.
- Undertaking any professional duties reasonably delegated by the Headteacher.
- Deputising if the Headteacher and Deputy Headteacher are absent, as directed by the governing board.

Qualities

The Assistant Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.
- Provide clear vision, leadership, and direction to staff to ensure an inspiring, inclusive, and effective educational experience for pupils with SEND, EAL, and Pupil Premium funding.

Duties and responsibilities

1. Strategic Direction and Policy Implementation

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteacher will:

- Lead by example in driving forward the school's vision, values, and strategic objectives.
- Create and implement strategic plans, underpinned by sound financial planning, identifying clear priorities and targets to ensure that all pupils—especially the most vulnerable—achieve high standards and flourish.
- Ensure that school policies and practices explicitly take account of national, local, and school information, alongside inspection and evidence-informed research findings.
- Monitor, evaluate, and review the real-world effects of school policies in practice, taking rapid remedial action where necessary.
- Establish an organisation in which all staff recognise that they are personally accountable for the success of the school and the welfare of its pupils.

2. School Culture and Behaviour

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteacher will:

- Create an environment and a code of behaviour which will promote and secure good teaching, effective learning, and high standards of discipline.
- Lead developments across the school with a deep passion for pastoral care, operating under the core philosophy that behaviour is a form of communication.
- Encourage high standards of behaviour built on clear rules and routines that are understood by staff and pupils and demonstrated by all adults.
- Promote, evaluate, and ensure the consistent and fair application of the school's behaviour and discipline policies across all phases.

- Strategically deploy, train, and lead lunchtime staff (midday supervisors) to ensure that school culture, safety, and positive behaviour are consistently maintained throughout unstructured times of the school day.

3. Strategic Inclusion, SEND & Pupil Premium Leadership

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteacher will:

- Promote a culture of inclusion and belonging, with practices that enable all pupils to access a broad, structured, and coherent curriculum.
- Have ambitious expectations for all pupils with SEN, disabilities, and those eligible for Pupil Premium funding.
- Oversee and drive the whole-school Pupil Premium Strategy, designing, implementing, and monitoring targeted spending to close progress and attainment gaps for disadvantaged pupils.
- Make sure the school works effectively with parents, carers, and external professionals to identify additional needs and provide support and adaptation.
- Have a macro strategic overview of provision for pupils with SEN or a disability across the entire school, monitoring and reviewing the quality and impact of provision.
- Act as the direct professional appraiser for the SENCO, holding them to account for the day-to-day coordination of the SEND register, provision map, statutory EHCP processes, and compliance with the SEND Code of Practice.
- Evaluate the impact of both mainstream interventions and specialised Enhanced Learning Provision (ELP) environments, ensuring resources are deployed to the area of greatest need.
- Act as the ultimate strategic champion for Looked After Children (LAC) and Previously Looked After Children (PLAC), monitoring their personal development, safeguarding, and academic progress.
- Strategically oversee the identification, support networks, and academic tracking of Young Carers across the school, ensuring their unique barriers to learning are dismantled and they are championed across all phases.
- Evaluate whether SEND, Pupil Premium, and EAL funding are being used effectively, ensuring efficiency and securing maximum value for money.

4. Safeguarding, Welfare and Pastoral Systems

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteacher will:

- Serve as the Lead Designated Safeguarding Lead (DSL), taking ultimate operational responsibility for safeguarding and child protection compliance.

- Ensure that all staff are fully aware of, trained in, and carry out their statutory safeguarding duties in accordance with the current statutory guidance (*Keeping Children Safe in Education*).
- Lead and monitor Early Help processes, strategically coordinating the caseload and interventions of the Family Support Worker to ensure swift, impactful, and proactive family intervention.
- Lead, risk-assess, and manage safeguarding and pastoral structures, ensuring all cases are handled with procedural rigour and recorded accurately (e.g., via CPOMS).
- Establish, implement, and monitor whole-school systems for pupil wellbeing.
- Analyse whole-school data trends on behaviour, suspensions, and wellbeing to inform future targeted intervention strategies.

5. Leading and Managing Staff

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteacher will:

- Lead, motivate, support, challenge, and develop staff teams to secure continuous school improvement.
- Provide high-quality line management, guidance, and performance appraisals to designated inclusion, safeguarding, and pastoral staff.
- Plan, allocate, support, and evaluate work undertaken by the distinct arms of the inclusion directorate, ensuring clear delegation of tasks and a collaborative, multi-agency approach to supporting vulnerable families and Young Carers.
- Lead professional development through passion and evidence-informed research, ensuring staff have access to appropriate, high-standard learning opportunities (PD).
- Provide coaching and mentoring to colleagues, sharing best practices and fostering a highly professional, supportive working environment while managing staff workload carefully.
- Manage, induct, and risk-assess the use of volunteers and students within the school.

6. Other areas of responsibility

- Be an excellent role model, exemplifying high standards and promoting high expectations.
- Develop and deliver support and training for staff around teaching and learning, IEPs, EHCPs, and child protection.
- Monitor and evaluate the impact and quality of the teaching and learning across the school, especially for identified vulnerable children.
- Ensure systematic, progressive, focused teaching of basic skills and key targets across the school.
- Ensure the active involvement of children and staff in their own learning.

- Oversee termly SEND, Pupil Premium, Young Carers, and pastoral progress meetings, tracking progress and ensuring an effective cycle is organised and maintained.
- Ensure that the SEND section of the school website is kept regulatory and up to date.

Person Specification

Qualifications:

- Qualified Teacher Status (QTS) and a degree.
- Evidence of a proven, proactive track record of continuous, self-directed professional development.
- National Award for SEN Co-ordination (NASENCO) or the National Professional Qualification for Special Educational Needs Co-ordinators (NPQ for SENCOs) (Desirable, or a willingness to work towards it).
- Evidence of advanced, higher-level professional study or leadership development (Desirable), or a clear willingness to work towards one of the following:
 - A relevant senior or specialist National Professional Qualification (e.g. NPQSL, NPQLT, NPQBC, NPQH) or equivalent.
 - A Master's level qualification in Education, Leadership, or Pastoral Care.
 - A recognised professional coaching qualification.

Experience:

- Successful leadership and management experience at a middle or senior level within a primary school setting (e.g., Phase Leader, SENCO, or Pastoral Lead).
- Teaching experience with a proven track record of high-quality classroom practice.
- Involvement in school self-evaluation (SEF) and school development planning (SDP).
- Experience of staff development and mentoring.
- Experience of conducting formal staff performance appraisals (Desirable).
- Proven experience of leading school developments, Early Help provisions, Pupil Premium strategies, or pastoral initiatives using evidence-informed research (e.g., Walkthrus, Great Teaching Toolkit) (Desirable).
- Demonstrated experience working in partnership with Family Support Workers and external agencies to support highly vulnerable families and Young Carers (Desirable).
- Substantial experience acting as a Designated Safeguarding Lead (DSL) or Deputy DSL, managing complex child protection cases.

Skills and knowledge:

- Understanding of high-quality teaching, and the ability to model this for others and support others to improve.
- A deep understanding of the "behaviour as communication" philosophy and restorative/trauma-informed approaches.
- Thorough knowledge and understanding of the SEND Code of Practice, statutory safeguarding guidance (KCSIE), and rules around suspensions and permanent exclusions.
- Understanding of school finances, deployment of inclusion budgets, Pupil Premium grants, and resource allocation.
- Effective communication and interpersonal skills, with the ability to manage difficult conversations and build strong external links with agencies.
- Ability to communicate a vision and inspire others to collaborate.
- Proven ability to lead, manage, and motivate support teams, including Lunchtime Staff and Family Support teams.
- Ability to analyse whole-school pupil data (exclusions, behaviour, achievement) to identify trends and inform strategic action.

Personal qualities:

- A deep commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.
- High levels of professional resilience, emotional intelligence, and empathy.
- Ability to work under pressure, prioritize, and manage workload effectively.
- Absolute commitment to maintaining confidentiality and safeguarding protocols at all times.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Notes: This job description may be amended at any time in consultation with the postholder.